



MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

LEARNING AREA: INDIGENOUS LANGUAGES

GRADE 5

NOVEMBER 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT

Essence Statement

The learning area develops the language skills acquired in lower primary as well as positive attitudes and behaviours towards learning. Having been exposed to concrete learning activities and basic literacy skills in lower primary, the learners' thought processes are more mature. According to Piaget, at this level, they are capable of solving problems in a more logical manner. Learners will therefore be provided with a rich and supportive environment to develop their indigenous language learning. They will also be equipped with language skills to enable them acquire a second language more proficiently and achieve relevant competences. In addition, learning in a language they are already familiar with will give the learners the required confidence to express themselves clearly, participate more actively in the learning process and think critically as well as imaginatively. The indigenous language will further enable learners to interact effectively with peers, teachers and instructional materials, thus enhancing their cognitive and affective development. This resonates with Vygotsky's social cultural development theory which asserts that learning is majorly a social activity. In addition, the learning area will provide opportunities for nurturing self identity, self acceptance, appreciation of cultural diversity as well as national unity and cohesion. Further, the knowledge and skills acquired at this level will support cognitive and learning development at the lower secondary level. Continuous advancement of knowledge in indigenous languages will guide learners to make decisions on future career choices such as acting, broadcasting, development of orthography and editing among others.

Subject General Learning Outcomes

By the end of middle school the learner should be able to:

- a) Respond appropriately to a variety of communication in the indigenous language
- b) Express themselves confidently and appropriately in a variety of social contexts
- c) Comprehend information in different contexts in the indigenous language
- d) Read texts accurately and fluently with comprehension
- e) Write legibly in different formats to express a variety of ideas and opinions
- f) Enjoy communicating using a variety of cultural language strategies

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
CAREFUL USE OF COMMUNAL RESOURCES				
1.0LISTENING	1.1 .1Attentive Listening (2 lessons)	By the end of the sub strand, the learner should be able to: a) Demonstrate attentive listening skills in poetry b) Identify uses of different communal resources c) Translate poems on uses of communal resources into prose with accuracy d) Appreciate the benefits of listening attentively for comprehension	Learners to: <ul style="list-style-type: none"> • In groups, to listen attentively to recorded clips of simple poems on use of communal resources and answer questions • In pairs, to listen attentively to a radio lesson and identify uses of communal resources and answer questions • Listen to the teacher ‘s presentation on uses of communal resources and list them down • Listen to passages about communal resources and respond to questions • In pairs listen to poems about safe and unsafe places and translate some stanzas into prose • Identify nouns in singular and plural from comprehension passages 	<ol style="list-style-type: none"> 1. What should you do in order to listen attentively? 2. When do we use nouns in singular and in plural? 3. What differentiates prose from poems? 4. How do we use different communal resources?
Core Competences to be developed: Communication and collaboration and self-efficacy as they listen attentively and respond to questions accurately on uses of communal resources, Critical thinking for problem solving and citizenship as they learn how to use communal resources carefully, Digital literacy as they manipulate and listen to audio clips on careful use of communal resources during group work activities				
PCIs: Effective communication as they listen attentively and respond to questions accurately on uses of communal resources, Critical thinking as they identify nouns in singular and plural from texts, citizenship as they learn how to use communal resources carefully			Values: Responsibility and patriotism as they learn about careful use of communal resources, Respect and Unity as they interact with peers during group work activities	

<p>Links to other subjects: All languages teach attentive listening skills, social studies teach about communal resources.</p>	<p>Suggested Community Service Learning activities: Discuss with parents and guardians at home and identify communal resources found at home and in the community.</p>
---	---

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Demonstrate attentive listening in poetry and respond to questions on uses of communal resources</p>	<p>Consistently demonstrates attentive listening in poetry and responds to all questions on uses of communal resources</p>	<p>Demonstrates attentive listening in poetry and responds to most questions on uses of communal resources</p>	<p>Listens attentively in poetry but does not respond to most questions on uses of communal resources correctly</p>	<p>Listens but gets easily distracted and is not able to answer most questions on uses of communal resources</p>

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
HOME ACTIVITIES				
1.0LISTENING	1.1.2 Listening for information (1 lesson)	By the end of the sub strand the learner should be able to: a) Respond to instructions for home activities b) Answer questions on how to perform a task c) Use the passive and active voice in explaining home activities d) Identify steps to perform a task from listening comprehension e) Appreciate using nouns in singular and plural form	Learners to: <ul style="list-style-type: none"> • In pairs, learners practice using the passive and active voice in sentences • In pairs and in turns respond to instructions to perform a task • Listen to recorded clips and identify the steps required to perform a task • Participate in a game requiring them to listen and respond to instructions to perform home activities • Engage in a singing game on listening and responding to instructions to perform home activities. • Play a digital language game where they click a button, listen to instructions for home activities and respond to them • Listen and respond to a radio lesson on performing home activities • In pairs give and respond to instructions, to perform certain home task, in turns 	<ol style="list-style-type: none"> 1. Why is it important to listen carefully to instructions before performing a task at home? 2. How do we listen to identify and use information? 3. How do we use the passive and active voice in sentences?
Core Competences to be developed: Communication and collaboration as learners learn to listen attentively and respond to instructions appropriately, citizenship as learners learn how to observe instructions as they perform home tasks, creative thinking and imagination as they				

create instructions and respond in pairs, critical thinking and problem solving and learning to learn as they listen and respond appropriately to instructions for performing home activities, Digital literacy as they manipulate the radio or digital devices to access language games, radio lessons and content on activities at home.	
PCIs: Effective communication as learners learn to listen attentively and respond to instructions appropriately, citizenship education as learners learn how to be loyal and respond to instructions as they perform home tasks, creative thinking as they create their own instructions and respond in pairs, critical thinking as they listen and respond appropriately to instructions for performing home activities.	Values: Responsibility and Respect as they learn how to respond to instructions appropriately to perform activities at home
Links to other subjects: All languages teach listening attentively and responding to instructions, use of passive and active voice, home science teaches how to do different tasks at home	Suggested Community Service Learning activities: Learners to respond to instructions from parents and guardians at home to undertake different tasks.

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Listen attentively and follow instructions to perform a task	Consistently listens attentively and follows instructions to perform a task appropriately	Consistently listens attentively and follows instructions to perform a task appropriately	Listens but not attentively and does not follow all the instruction to perform a task.	Listens but is easily distracted and does not understand most steps of performing a task
Identify sentences in passive and active voice and uses nouns in singular and plural correctly	Perfectly identifies sentences in passive and active voice appropriately and uses nouns in singular and plural correctly	Identifies sentences in passive and active voice appropriately and uses nouns in singular and plural correctly	Is not able to identify sentences in passive and active voice but uses nouns in singular and plural with guidance	Does not differentiate passive and active voice but tries to some nouns in singular and plural

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
CULTURAL EVENTS				
1.0LISTENING	1.2.1Listening for information (1 lesson)	By the end of the sub strand the learner should be able to: a) Respond to questions from texts on cultural events b) Identify verbs and adverbs in announcements on cultural activities c) Rephrase statements from announcements on cultural events d) Identify comparatives and superlatives in sentences e) Appreciate finding information in news items	Learners to: <ul style="list-style-type: none"> • In pairs, identify comparatives and superlatives from texts and audio clips • In groups, learners to play a language games where they listen to announcements and identify verbs and adverbs. • Listen to and rephrase announcements in their own words • In small groups, learners listen to and retell announcements on cultural events • In groups, listen to announcements on cultural events from recorded clips and identify characteristics • In groups listen to and identify the components of advertisements on cultural events. • In pairs, create advertisements on cultural events using comparatives and superlatives, listen and respond to questions in turns. • Listen to advertisements on cultural events from digital devices and identify adjectives, comparatives and superlatives. 	<ol style="list-style-type: none"> 1. Why do we use verbs and adverbs in announcements? 2. What is the importance of adjectives, comparatives and superlatives in advertisements? 3. How do we advertise for cultural events?
Core Competences to be developed: Communication and collaboration and learning to learn as learners respond to questions from announcements on cultural events, creative thinking and imagination as they create their own announcements and rephrase statements from announcements in their own words and listen to them to identify information, citizenship education as they listen to advertisements on cultural events, critical thinking and problem solving as learners listen to advertisements and identify adjectives, comparatives and superlatives, Digital literacy as they use digital devices and content to listen to announcements and advertisements on cultural events				

<p>PCIs:Effective communication as learners listen attentively and respond to questions from announcements on cultural events, creative thinking as they create their own announcements and rephrase statements from announcements in their own words and listen to them to identify information, critical thinking as learners listen to advertisements and identify adjectives, comparatives and superlatives, citizenship education as they listen to advertisements on cultural events</p>	<p>Values: Patriotism as they learn to advertise cultural events, respect as they work harmoniously in groups and pairs</p>
<p>Links to other subjects :All languages teach listening skills, use of verbs and adverbs, adjectives, comparatives and superlatives, social studies teaches about cultural events</p>	<p>Suggested Community Service Learning activities: Discussing cultural events at home with parents and guardians, attending cultural events in the community and identifying characteristics of the events to compare with the announcements and advertisements</p>

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Identify verbs and adverbs in announcements and explain the use of adjectives, comparatives and superlatives used in advertisements for cultural events</p>	<p>Easily identifies verbs and adverbs in announcements and explain the use of adjectives, comparatives and superlatives used in advertisements for cultural events</p>	<p>Identifies verbs and adverbs in announcements and explain the use of adjectives, comparatives and superlatives used in advertisements for cultural events</p>	<p>Identifies some verbs and adverbs in announcements but does not explain the use of comparatives and superlatives in advertisement</p>	<p>Identifies the event in the announcement but not the verbs and adverbs and is not able to explain the adjectives or comparatives</p>
<p>Rephrase sentences and retells announcements and advertisements on cultural events in own words.</p>	<p>Perfectly rephrases sentences and retells announcements and advertisements on cultural events in own words</p>	<p>Rephrases sentences and retells announcements and advertisements on cultural events in own words</p>	<p>Attempts to tell announcements in own words but is not able to rephrase most sentences and statements on cultural events</p>	<p>Hardly able to rephrase the announcements on cultural events</p>

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
NON – COMMUNICABLE DISEASES				
	<p>1.2.2 Listening comprehension (1 lesson)</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a. Identify components of a conversation from comprehension texts b. Respond to questions from passages on non-communicable diseases c. Use determiners in singular and plural to discuss non-communicable diseases d. Identify questions and phrases in dialogues on non-communicable diseases e. Appreciate the importance of conversational skills in communication 	<p>Learners to:</p> <ul style="list-style-type: none"> • In groups listen to recorded conversations on non- communicable diseases and identify the components • Listen to a dialogue on non – communicable diseases and identify the interrogatives used • Listen to a dialogue on non-communicable diseases and rephrase introductory and conclusion phrases • Listen to a dialogue on non – communicable diseases from a digital device and identify the questions and interjections used. • In pairs, listen to each other using imperatives in sentences from passages on non – communicable diseases and identify imperatives with command e.g. Give me the phone! • In pairs listen to one another using determiners in singular and plural and repeat them • Listen to a social conversation on non – communicable diseases from a video clip and identify introductory and closing phrases, interjections, questions and turn taking 	<ol style="list-style-type: none"> 1. Why do we get non-communicable diseases? 2. How do we use determiners in singular and plural forms? 3. What is the importance of conversational skills in communication?

			<ul style="list-style-type: none"> • listen to a recorded conversation and on the use of 'I didn't' and 'I couldn't' and practice it in dialogues • Participate in a radio lesson and respond to questions using conversational phrases appropriately • In pairs learners listen to each other using imperatives with conditional sentences and give peer review e.g. If you make a polite request he will give you the medicine 	
<p>Core Competences to be developed: Communication and collaboration as learners use conversational skills appropriately in dialogues on non – communicable diseases, critical thinking and problem solving as they listen to identify conversational phrases and determiners in singular and plural use them appropriately, digital literacy as they use digital devices to find and use content on non- communicable diseases, creative thinking and imagination as they practice using I dint and I couldn't in conversations</p>				
<p>PCIs: Effective communication as learners use conversational skills appropriately in dialogues on non – communicable diseases, critical thinking as they listen to identify conversational phrases and determiners in singular and plural use them appropriately, health education as they learn about non- communicable diseases, creative thinking as they practice using I dint and I couldn't in conversations</p>			<p>Values: Respect and unity as they harmoniously work in groups and pairs, Responsibility as they listen to dialogues and conversations on non- communicable diseases and make the right decisions</p>	
<p>Links to other subjects :All languages teach listening skills, use of determiners in singular and plural, conversation skills and dialogues, science teaches about non-communicable diseases</p>			<p>Suggested Community Service Learning activities: Practice peaceful co – existence at home and in the neighbourhood and use appropriate phrases in dialogues and conversations at home.</p>	

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify questions and phrases in conversations and use singular and plural forms of determiners to answer questions on non-communicable diseases	Easily identifies questions and phrases in conversations and uses singular and plural forms of determiners to answer questions on non-communicable diseases	Identifies questions and phrases in dialogues and conversations uses singular and plural forms of determiners to answer questions on non-communicable diseases	Is able to identify some questions and phrases in conversations but is not able to use determiners in singular and plural	Does not identify phrases in conversation but is able to use some determiners in singular and plural form

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
CARE OF TECHNOLOGICAL DEVICES				
	1.3.1 Texts with Compound sentences, questions and statements (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify components of a compound sentences from passages b) Differentiate questions from statements in texts on technological devices c) Rephrase sentences from comprehension passages in future tense d) Respond to questions on care of technological devices e) Appreciate using compound sentences and questions in communication	Learners to: <ul style="list-style-type: none"> • In pairs listen to recorded clips on care of technological devices and identify statements from questions • In small groups, listen to texts on care of technological devices and rephrase them into future tense • Listen to a guest speaker on uses and care of different technological devices and their uses, and answer questions • In pairs, listen to recorded audio clips and identify the components of a compound sentence • Listen to recorded songs to identify compound sentences on care of technological devices and re-phrase the statements to make questions • Be engaged in a digital language game to listen and identify missing components of compound sentences then drag and drop the missing parts to complete the sentences 	<ol style="list-style-type: none"> 1. What is the importance of different components of a compound sentence? 2. How do we care for technological devices appropriately? 3. How do we say things in future tense?
Core Competences to be developed: Communication and collaboration as they use statements and questions appropriately, creative thinking and imagination as they rephrase statements to questions and questions to statements, critical thinking and problem solving as they identify components of a compound sentence on care of technological devices and re-phrase the statements to make questions from recorded clips, digital literacy and learning to learn as they engage in language games, engaged in a digital language game to listen and identify missing components of compound sentences then drag and drop the missing parts to complete the sentences.				

<p>PCIs: Effective communication as learners use statements and questions appropriately, creative thinking as they rephrase statements to questions and questions to statements, critical thinking as they identify components of a compound sentence on care of technological devices and re-phrase the statements to make questions from recorded clips, digital literacy and learning to learn as they engage in language games, environmental protection as they use and care for technological devices appropriately</p>	<p>Values: Responsibility as they learn how to care for technological devices appropriately.</p>
<p>Links to other subjects: Languages teach compound sentences, future tense , science and technology teaches about uses and care of technological devices</p>	<p>Suggested Community Service Learning activities: Share information on uses and care of technological devices at home with peers, parents or guardians.</p>

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify different modern farm tools and respond to questions on appropriate disposal of technological devices	Excellently identifies different modern farm tools and respond to questions on appropriate disposal of technological devices	Identifies different modern farm tools and respond to questions on appropriate disposal of technological devices	Attempts to identify some modern farm tools but has difficulty responding to questions on appropriate disposal of technological devices	Struggles to identifies modern farm tools and does not recognize any technological devices
Differentiate questions and statements and identify components of a compound sentence	Easily differentiates questions and statements and identifies components of a compound sentence	Differentiates questions and statements and identifies components of a compound sentence	Attempts to differentiate questions and statements but needs assistance to identify components of a compound sentence	Does not differentiate questions from statements and hardly identifies components of a sentence

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
NATURAL CALAMITIES				
	1.3.2 Texts with varied sentence structures (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify types of sentences in a paragraph b) Respond to questions on conditional sentences c) Use topical, sequencing and conclusion sentences to develop ideas in a paragraph d) Appreciate the importance of arranging ideas in logical sequence	Learners to: <ul style="list-style-type: none"> • Listen to recorded clips on developing ideas in a paragraph • In pairs, listen to each other reading paragraphs and identify the topical, sequencing and concluding sentences • Listen to recorded songs on types of natural calamities and sing along • Listen to comprehension texts on safety measures to take during natural calamities and identify conditional sentences • listen to a guest speaker presentation on safety measures to undertake during a natural calamity and answer questions • Listen to a passage on steps to take and identify conditional sentences. • in pairs to listen to each other reading safety measures from sentence strips and identify conditional statements • in pairs listen to each other stating the safety measures in logical sequence and give peer review • In pairs listen to each other listing the steps to take during a natural calamity in logical sequence 	<ol style="list-style-type: none"> 1. How do we show empathy during calamities? 2. When do we use different types of sentences in a paragraph? 3. What should we do during a calamity to help others? 4. Why do we use conditional sentences?
Core Competences to be developed: Communication and collaboration as learners listen to comprehension texts and identify types of natural calamities, citizenship as they learn how to help others during a natural calamity, Digital literacy and learning to learn as they manipulate digital				

devices to find and use information on natural calamities, Critical thinking and problem solving: while discussing on safety measures to undertake during natural calamities, Creative thinking as they state the safety measures in logical sequence and using conditional sentences.	
PCIs: Effective communication as learners listen attentively to comprehension texts and identify types of natural calamities, critical thinking as they listen to each other reading and identify conditional sentences, safety and security as they identify steps to take during natural calamities.	Values: Respect and Unity as they work harmoniously in pairs and groups, Patriotism and Responsibility as they learn to take the necessary steps during natural calamities.
Links to other subjects : All languages teach types of sentences and presentation of ideas in logical sequence, social studies teach about natural calamities and safety measures	Suggested Community Service Learning activities: Discuss types of natural calamities and safety measures with parents and guardians at home. Apply knowledge of safety measures to undertake during calamities at home.

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify types of natural calamities and safety measures safety measures to take during a calamity in logical sequence	Excellent identifies types of natural calamities and safety measures safety measures to take during a calamity in logical sequence	Identifies types of natural calamities and safety measures safety measures to take during a calamity in logical sequence	Attempts to identify some types of natural calamities but struggles to identify safety measures	With assistance comprehends what a natural calamity is but does not identify any safety measures
Explain how to sequence ideas in a paragraph using different types of sentences	Perfectly explains how to sequence ideas in a paragraph using different types of sentences	Explains how to sequence ideas in a paragraph using different types of sentences	Discusses a few types of sentences but hardly explains how to sequence them in a paragraph	Does not differentiate the types of sentences

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
MODERN MEANS OF TRANSPORT				
	1.4.1 Texts in varied sentence structures	By the end of the sub strand, the learner should be able to: a) Identify conjunctions in sentences b) Use comparatives and superlatives to describe means of road transport c) Appreciate the importance of observing safety rules in modern means of transport	Learners to: <ul style="list-style-type: none"> • View recorded clips and identify railway means of transport • In pairs, listen to recorded passages on railway means of transport and identify conjunctions ‘but’ and ‘because’ in sentences • In small groups, listen to audio clips on land means of transport and answer questions • Listen to comprehension passages on safety on railway transport and identify sentences with ‘but’ and ‘unless’ • In pairs, listen to each other describing different means of road transport and identify comparatives and superlatives • Listen to teacher reading sentences from strips and identify comparatives and superlatives • Personal experiences about railway transport • Conjunctions– Using ‘but’ and ‘unless’ In groups learners to listen to songs and poems on land means of transport and categorize them e.g. road and railway transport.	<ol style="list-style-type: none"> 1. What is the importance of different land means of transport? 2. How do we use conjunctions in sentences? 3. When do we use comparatives and superlatives?
Core Competences to be developed: Communication and collaboration as they use comparatives and superlatives appropriately, imagination and creativity as they respond using conjunctions ‘but’ and ‘because’ correctly in sentences, Digital literacy as they manipulate digital devices to find content and language games on means of land transport, critical thinking and problem solving as they identify conjunctions and superlatives from sentences.				
PCIs: Effective communication as they use conjunctions, comparatives and superlatives to respond correctly, Critical thinking as they identify conjunctions in sentences, Learning to learn as they discover different			Values: Unity as they work harmoniously during group activities, Responsibility as they learn about following safety measures on railway transport.	

types of land transport, safety and security education as they listen to comprehensions on safety measures on railway transport.	
Links to other subjects: All languages teach use of conjunctions, compound sentences, use of comparatives and superlatives, Science and social studies teach about means of transport	Suggested Community Service Learning activities: Learners to identify means of land transport from pictures, cut outs at home with peers and parents or guardians and discuss safety measures on land transport

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Categorize modern means of land transport and identify conjunctions in sentences	Easily categorizes modern means of land transport and identifies conjunctions in sentences	Categorizes modern means of land transport and identifies conjunctions in sentences	Attempts to categorize some modern means of land transport but struggles to identify conjunctions in sentences	Rarely identifies modern means of land transport or conjunctions
Use comparatives and superlatives to describe different means of transport	Uses comparatives and superlatives with variation to describe different means of transport	Uses comparatives and superlatives to describe different means of transport	Has difficulty using comparatives and superlatives but is able to describe different means of transport	Hardly comprehends the concept of comparatives and superlatives and struggles to describe different means of transport

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
NEGATIVE CULTURAL PRACTICES				
	1.4.2 Listening to texts with creative and cultural language use Identifying cultural expressions	By the end of the sub stand, the learner should be able to: a) Use cultural expressions to respond to questions from songs and stories b) Respond to questions on assertiveness c) Explain negative cultural practices from comprehension passages d) enjoy listening to texts with cultural language use	Learners to: <ul style="list-style-type: none"> • Listen to a community resource person on cultural practices and answer questions • In small groups, listen to stories and songs with cultural language and identify different expressions • Identify and use (proverbs, sayings and tongue twisters) from listening comprehension passages • In groups to listen to recorded clips of cultural expressions and reproduce • Listen and identify proverbs, sayings and tongue twisters from passages on cultural practices Listen to a radio lesson on use of expressions and answer questions on cultural practices	<ol style="list-style-type: none"> 1. When do you use cultural expressions? 2. Why is it important to apply cultural practices selectively?
Core Competences to be developed: Communication and collaboration as learners learn to use expressions, sayings and proverbs appropriately, Creative thinking as they listen to texts on cultural practices and identify expressions, proverbs and sayings, learning to learn as they acquire and use new expressions from guest speaker, Digital literacy as learners use digital devices and content to learn about sayings and expressions, Critical thinking for problem solving as they identify negative cultural practices and avoid them.				
PCIs: Effective communication as they express themselves in groups using cultural expressions, Critical thinking as they identify cultural expressions from texts.			Values: Respect and Unity as they work harmoniously in group activities, patriotism as they appreciate cultural practices and language use	

<p>Links to other subjects: All languages teach the use of artistic expressions, proverbs and sayings, religious education and social studies teach values that guide the choice of communal practices and life skills.</p>	<p>Suggested Community Service Learning activities: to discuss cultural practices with guardians and parents at home and learn how to use different expressions, proverbs and sayings.</p>
--	---

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify and categorises cultural practices into positive and negative	Perfectly identifies and categorises cultural practices into positive and negative	. Identifies and categorises cultural practices into positive and negative	Identifies but is not able to categorise cultural practices into positive and negative	Does not identify or categorise cultural practices into positive and negative
Use expressions to respond to questions on cultural practices	Uses expressions with variation to respond to questions on cultural practices	Uses expressions to respond to questions on cultural practices	Responds to questions on cultural practices but has difficulty using expressions	Hardly answers questions or identify cultural expressions

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
CULTURAL LANGUAGE USE				
	1.4.3 Cultural creative language	<p>By the end of the sub stand, the learner should be able to:</p> <p>a) Identify cultural imagery from varied texts</p> <p>b) Comprehend sayings, proverbs, idioms and tongue twisters</p> <p>c) Identify sentences with creative social aspects of language</p> <p>d) Enjoy listening to creative cultural language in texts.</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • In pairs to listen to recorded clips and identify creative cultural expressions (idioms) and say them • In groups to identify phrasal verbs from listening comprehensions and explain their meaning • Listen to digital language games to identify and use creative language expressions (idioms) • Listen and respond to questions on cultural and social aspects of language • In pairs, listen to each other's moral stories and answer questions on responsible behaviour and cultural values • Elicit creative language from listening comprehension texts – riddles, tongue twisters, imagery and explain their functions • Engage in a radio lesson on cultural creative language use 	<ol style="list-style-type: none"> 1. How do we use cultural language creatively? 2. What is the importance of proverbs and sayings in passing cultural messages? 3. How can give messages using phrasal verbs?
<p>Core Competences to be developed: Communication and collaboration and learning to learn as learners learn listen and identify proverbs, sayings and other creative expressions, critical thinking and problem solving as learners respond to questions in class and group activities, Digital literacy: using digital devices and content to learn cultural creative language, citizenship as they develop self identity through learning the cultural values and creative expressions from stories</p>				

<p>PCIs: Effective communication as learners learn listen and identify proverbs, sayings and other creative expressions, critical thinking as learners listen and identify creative cultural expressions, citizenship as they develop self identity through learning the cultural creative expressions, life skills- making responsible decisions as they learn moral lessons from cultural stories</p>	<p>Values: Responsibility as they learn moral lessons from the animal stories, Patriotism and respect as they learn and appreciate creative cultural language use.</p>
<p>Links to other subjects :Languages teach creative language use, religious education teaches moral lessons and life skills</p>	<p>Suggested Community Service Learning activities: Identify cultural creative expressions in everyday language use at home with peers and parents or guardians.</p>

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify proverbs, sayings and idioms from texts and comprehends the meaning in context	Consistently identifies proverbs, sayings and idioms from texts and comprehends the meaning in context	Identifies proverbs, sayings and idioms from texts and comprehends the meaning in context	Identifies some proverbs, sayings but hardly comprehends the meaning in context	Shows difficulty in identifying or comprehending proverbs and sayings

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
PERSONAL HYGIENE: CARE OF PERSONAL ITEMS				
SPEAKING	2.1.1 Self expression	By the end of the sub strand the learner should be able to: a) Speak clearly with correct pronunciation and articulation b) Use verbs and prepositions in to give information c) Respond to questions on care of personal items d) Enjoy speaking clearly, fluently and efficiently	Learners to: <ul style="list-style-type: none"> • In pairs to listen to recorded clips on articulation and pronunciation and repeat • In groups to identify homonyms from listening comprehensions and practice the correct pronunciation • Engage in digital language games to identify and practice correct pronunciation of words • Listen to a radio lesson on verbs and prepositions and respond to questions • In pairs, respond to each other's questions using verbs and prepositions • Discuss care of personal items in pairs and small groups 	<ol style="list-style-type: none"> 1. Why is it important to speak clearly? 2. What makes correct articulation and intonation? 3. How do we learn correct pronunciation of words? How do we care for personal items?
Core Competences to be developed: Communication and collaboration as learners learn correct articulation and pronunciation of words, learning to learn as they learn how to pronounce words correctly, critical thinking and problem solving as they identify verbs and prepositions during radio lesson, self efficacy as learners take care of personal items.				
PCIs: Effective communication as learners pronounce words articulately, health education as they learn to care for personal items, critical thinking as they choose to practice correct pronunciation			Values: Respect and responsibility as they learn to care for personal items, critical	
Links to other subjects: Languages teach correct articulation and pronunciation of words, home science teaches care of personal items			Suggested Community Service Learning activities: Learners to speak with correct articulation and pronunciation at home and practice what they learnt on care of personal items	

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Articulate words with correct pronunciation and explain how to care for personal items articulately.	Easily articulates words with correct pronunciation and explain how to care for personal items articulately.	Articulates words with correct pronunciation and explain how to care for personal items articulately.	Attempts to explain how to care for personal items but struggles to articulate some words correctly	Explains how to care for a few personal items with guidance.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
FOOD SECURITY				
	2.1.2Self expression <ul style="list-style-type: none"> • Speaking logically and coherently 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) Speak logically and coherently b) Use verbs and prepositions in sentences c) Respond to questions on food security d) Enjoy expressing self logically and coherently 	Learners to: <ul style="list-style-type: none"> • In pairs , select and practice sentences with pause and intonation in relation to punctuation marks used <ul style="list-style-type: none"> - Sentences with commas - Sentences with full stop - Sentences with question mark - Sentences with exclamation mark • In small groups share imagined personal experiences – experiences related to hunger • In group discussions on food security, practice expressing opinions logically and coherently • Engage in a radio lesson on food security and answer questions 	<ol style="list-style-type: none"> 1. Why is it important to present ideas coherently? 2. How does punctuation influence intonation and pause? 3. In what ways can we ensure food security? 4. When do we use verbs and prepositions?

			<ul style="list-style-type: none"> • Role play effects of giving information incoherently • In pairs to listen to recorded clips on speaking coherently in logical sequence and practice • In pairs, practice asking questions on food security using verbs and prepositions 	
<p>Core Competences to be developed: Communication and collaboration as learners learn to speak logically and coherently, critical thinking and problem solving as they learn how to speak with correct intonation and pause in relation to punctuation marks, creative thinking and imagination as they identify verbs and prepositions to use for asking questions on food security, self efficacy as they learn to speak fluently with correct intonation and pause.</p>				
<p>PCIs: Effective communication as learners coherently, health education and critical thinking as they learn about food security, creative thinking as they prepare and give advice on food security</p>			<p>Values: Responsibility as they learn how to ensure there is food security</p>	
<p>Links to other subjects : Languages teach expressing self logically and coherently, Agriculture teaches about food security</p>			<p>Suggested Community Service Learning activities: Learners to practice speaking logically and coherently at home and practice what they learnt on food security</p>	

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify punctuation marks to express self logically and coherently with correct intonation and pause	Perfectly identifies punctuation marks to express self logically and coherently with correct intonation and pause	Identifies punctuation marks to express self logically and coherently with correct intonation and pause	Attempts to identify punctuation marks but does not speak coherently or with correct intonation	Identifies punctuation marks with guidance but is not able to relate to intonation or pause
Discuss food security and use verbs and prepositions to explain malaria prevention	Excellent discusses food security and use verbs and prepositions to explain malaria prevention	Discusses food security and use verbs and prepositions to explain	Attempts to use some verbs and prepositions to explain food security	Hardly identifies verbs and prepositions and does not understand food security

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
EFFECTS OF RETROGRESSIVE CULTURE				
	2.1.3 Expressing self creatively	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) Present ideas creatively b) Use cultural expressions in narrations and riddles c) Enjoy using cultural expressions in narrations 	<p>Learners to:</p> <ul style="list-style-type: none"> • In pairs practice expressing ideas creatively • In groups listen to recorded clips with use of creative expressions in narrations and practice • Engage in a radio lesson on using cultural expressions in narrations with moral lessons • In small groups, use creative expressions in narrations about negative effects of retrogressive culture • In groups, listen to a guest speaker or view video clips of someone telling stories on importance of abstaining from retrogressive social activities (FGM). Retell the stories creatively and give peer review • Sing songs on traditional roles for boys and girls e.g. herding goats and identify cultural expressions from them 	<ol style="list-style-type: none"> 1. What is the importance of cultural expressions in narrations? 2. Why should we avoid retrogressive cultural activities? 3. What are the effects of negative culture? How do we tell stories creatively?

			<ul style="list-style-type: none"> • Role play ways to avoid being engaged in negative cultural activities 	
--	--	--	---	--

<p>Core Competences to be developed: Communication and collaboration as learners learn to use creative expressions in narrations, learning to learn as they listen to guest speaker and recorded clips on negative cultural practices, critical thinking and problem solving and self efficacy as they role play ways to avoid negative cultural practices, creative thinking and imagination as they view clips on narrations and present their own.</p>	
<p>PCIs: Effective communication as learners narrate stories using creative expressions, critical thinking as they learn how to shun negative cultural practices, creative thinking as they narrate stories using creative cultural expressions</p>	<p>Values: Responsibility and integrity as they learn to avoid negative cultural activities</p>
<p>Links to other subjects: Languages teach use of creative expressions, religious studies and social studies teach values and culture</p>	<p>Suggested Community Service Learning activities: Learners to use creative expressions in everyday speech at home and avoid negative cultural practices</p>

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify cultural expressions from songs and stories and use them in narrations on effects of cultural practices.	Easily identifies cultural expressions from songs and stories and use them in narrations on effects of cultural practices.	Identifies cultural expressions from songs and stories and use them in narrations on effects of cultural practices.	Is able to find a few cultural expressions from songs and stories but does not use them in narrations on effects of cultural practices.	Hardly identifies cultural expressions from songs and stories

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
TRADITIONAL WAYS OF CONFLICT RESOLUTION				
	2.2.1 Giving instructions in different contexts	By the end of the sub stand, the learner should be able to: a) Give instructions clearly and confidently b) Explain the steps for performing home activities c) Appreciate the importance of giving instructions clearly	Learners to: <ul style="list-style-type: none"> • In pairs, to practice giving and responding to instructions in turns • In small groups, give instructions for performing a task • Role play home activities and practice giving instructions for the tasks in correct sequence • Learners in pairs and in groups to play digital language games involving identifying and giving instructions on performing a task • Learners to model a short song and sing it on activities involving the steps for performing a task • Role play using traditional ways in conflict resolution 	<ol style="list-style-type: none"> 1. Why is it important to give instructions in correct sequence? 2. How do you give instructions clearly? 3. What is the importance of resolving conflicts
Core Competences to be developed: Communication and collaboration as learners practice giving instructions clearly and confidently, critical thinking and problem solving as learners identify and give instructions for performing a task in correct sequence, Digital literacy: using digital devices and content to find and give instructions for performing a task, citizenship as they learn traditional ways of conflict resolution.				
PCIs: Effective communication as learners practice giving instructions clearly and confidently, citizenship and peace education as they learn traditional ways to resolve conflict, Critical thinking as they give instructions in correct sequence.			Values: Responsibility and Respect as they learn to give instructions clearly, patriotism as they learn traditional ways of resolving conflict.	
Links to other subjects: All languages teach self expression and giving information clearly, social studies and religious activities teach conflict resolution.			Suggested Community Service Learning activities: Learners to practice giving instructions for performing a task clearly at home and discuss existing ways of conflict resolution with parents or guardians	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Give instructions for performing a task clearly and in correct sequence and discusses traditional ways of conflict resolution clearly	Consistently gives instructions for performing a task clearly and in correct sequence and discusses traditional ways of conflict resolution clearly	Gives instructions for performing a task clearly and in correct sequence and discusses traditional ways of conflict resolution clearly	Attempts to discuss some ways of conflict resolution but does not give instructions to perform a task in correct sequence	Shows difficulty identifying ways of conflict resolution and is not able to give instructions

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Question/s
SAFETY ON LAND MEANS OF TRANSPORT				
	2.2.2 Using acquired language strategies to talk about daily experiences (1 lesson)	By the end of the Sub strand the learner should be able to: a) Describe modern means of transport b) Use adverbs of degree to describe means of transport c) Tell stories on personal experience on land transport d) Appreciate the different means of transport available	Learners to: <ul style="list-style-type: none"> • In pairs, to discuss different modes of land transport from charts. • In groups, to engage digital language games on means of transport • In small groups, to practice describing means of transport using adverbs of degree • Debate on advantages of land means of transport in groups. • In pairs, describe real or imagined experiences on land means of transport. e.g. railway transport • In groups, listen to songs on land transport and sing along • Discuss safety measures to observe when using railway transport 	<ol style="list-style-type: none"> 1. Which modern means of land transport do you know? 2. How do we use adverbs of degree in sentences?
Core Competences to be developed: Communication and collaboration as learners discuss different means of transport, critical thinking as they use adverbs of degree to describe different means of transport, learning to learn as they learn safety measures to observe on means of transport, Digital literacy: using digital devices and content to find content and language games on means of transport.				

PCIs: Effective communication as learners discuss different means of transport, Critical thinking as they choose to observe safety on means of transport, creative thinking as they create imagined experiences on means of transport.	Values: Integrity and responsibility as they learn how to observe safety measures in different means of transport.
Links to other subjects : All languages teach speaking skills, adverbs of degree, and descriptions, social studies teaches means of transport	Suggested Community Service Learning activities: respect and avoid interrupting others whether at home or school. Participate in clubs and aid of school to educate people on calamity safety e Participate in clubs in and out of school

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discuss advantages and safety measures required on land means of transport	Perfectly discusses advantages and safety measures required on land means of transport	Discusses advantages and safety measures required on land means of transport	Attempts to discuss advantages but not the safety measures required on land means of transport	Hardly identifies advantages or safety measures
Use adverbs of degree to describe means of land transport and narrate personal experiences on railway transport	Excellent uses adverbs of degree to describe means of land transport and narrate personal experiences on railway transport	Uses adverbs of degree to describe means of land transport and narrate personal experiences on railway transport	Describes a few means of land transport but is not able to use adverbs of degree to or narrate personal experiences on railway transport	Has difficulty describing means of land transport or narrate personal experiences on railway transport

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
ROLE OF LEADERS IN THE COMMUNITY				
	2.3.1 Socializing and taking action (1 lessons)	By the end of the Sub strand the learner should be able to: a) Use phrases and interjections appropriately in conversations b) Take turns when participating in a conversation. c) Appreciate the importance of using specific phrases in conversations	Learners to: <ul style="list-style-type: none"> • View recorded clips on conversations and identify the components of a conversation • In small groups practice using the introductory and closing phrases and interjections in a conversation • In groups , view a video clip of a community event and answer questions • Role play giving simple commands using the structure V + O and. practice using questions and turn taking in conversations • The role of leaders in community events • Learner to respond to simple questions about qualities of a good teacher • In pairs and groups learners to participate in dialogue about a good leader • Learners to construct a song and sing to the other involving qualities of a good leader In groups learners to view audio visual clips on good leadership quality and answer questions 	<ol style="list-style-type: none"> 1. How do you respond or ask questions during conversations? 2. Why is it important to take turns and interject appropriately in conversations? 3. What is the role of leaders in community events?

Core Competences to be developed: Communication and collaboration as learners practice applying the components in conversations, Digital literacy: using digital devices and content to view different types of conversations, Critical thinking and problem solving as they identify interjections, phrases or questions to use in conversation, self-efficacy as they participate in conversations and apply the components appropriately, citizenship as they discuss the role of leaders in community events.	
PCIs: Effective communication as learners practice applying the components in conversations, critical thinking as they identify interjections, phrases or questions to use in conversation, creative thinking as they role play turn taking in conversations	Values: responsibility, patriotism, Respect Unity and Responsibility Respect Responsibility as they work in groups
Links to other subjects: All languages teach conversation skills, social studies teaches community leadership and social events	Suggested Community Service Learning activities: Participate in conversations at home and discuss community leadership and events

Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use phrases and interjections appropriately and take turns in conversations to discuss the role of leaders in community events	Excellently uses phrases and interjections and takes turns in conversations to discuss the role of leaders in community events	Uses phrases and interjections appropriately and takes turns in conversations to discuss the role of leaders in community events	Hardly discusses role of leaders in community events but is able to take turns and use a few phrases	Takes turns with guidance but struggles to use phrases or discuss the role of leaders

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
COMMUNAL RESOURCES				
	2.3.2 Audience awareness, audibility and projection (1 lessons)	By the end of the Sub strand the learner should be able to: a) Speak clearly and audibly for effective communication b) Exhibit audience awareness in public speaking c) Respond to questions on dealing with strangers d) Appreciate the importance of speaking clearly and audibly?	Learners to: <ul style="list-style-type: none"> • In pairs, view recorded clips and identify good audibility and projection, imitate and give peer review. • Listen to a presentation on Audience Awareness and practice speaking audibly and clearly • In small groups, discuss uses of different communal resources and make class presentations • Listen to a presentation from the teacher, about care of communal resources and answer questions. • Engage in a public speaking competition in class and identify the qualities of audibility and projection in each other 	<ol style="list-style-type: none"> 1. What do we consider as public speaking skills? 2. Why is it important to speak clearly and audibly? 3. How do we use different communal resources?
Core Competences to be developed: Communication and collaboration as learners learn to speak clearly and audibly, learning to learn and critical thinking and problem solving as they view video clips of presentations and identify qualities of audience awareness, citizenship as they discuss care of communal resources				
PCIs: Effective communication as learners learn to speak clearly and audibly, citizenship as learners discuss care of communal resources, Critical thinking as they identify audience awareness skills from presentations			Values: Integrity and responsibility as they learn how to take care of communal resources.	
Links to other subjects : All languages teach public speaking skills and audience awareness, social studies teaches communal resources			Suggested Community Service Learning activities: Learners to speak clearly and audible at home and discuss communal resources with parents or guardians.	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Exhibit audience awareness by speaking clearly and audibly and discuss uses of communal resources	Perfectly exhibits audience awareness by speaking clearly and audibly discusses uses of communal resources	Exhibits audience awareness by speaking clearly and audibly discusses uses of communal resources	Attempts to speak clearly but struggles to be audible and identifies some communal resources	With guidance is able to speak but does not project clearly or audibly and names some communal resources with assistance.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
HONESTY AND HARD WORK				
	2.4.1 Expressing personal opinion	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) Describe different occupations and their work ethic b) Use nouns with their opposites in sentences c) Explain importance of caring for personal items d) Enjoy expressing personal opinions on topical issues 	Learners to: <ul style="list-style-type: none"> • In small groups discuss different Occupations. • Individuals to prepare presentations on favourite occupations (and the work ethics of the profession) and present to class • Listen to teachers presentation on the ethics of hard work and honesty at the work place and answer questions • In small groups to find words related to hard work, honesty, and pair them with those that mean the opposite (Antonyms) • In pairs, discuss the importance of taking care of personal items: Health implications of not taking care of personal items 	<ol style="list-style-type: none"> 1. How do we make opposites of words? 2. What is the importance of honesty and hard work? 3. Why should we care for our personal items?
Core Competences to be developed: Communication and collaboration as learners learn how to express personal opinion, critical thinking and problem solving as they identify work ethics from the teachers presentation, learning to learn as they learn how to keep personal items clean, Digital literacy as they use digital devices and content to find content and use content on different occupations.				

PCIs: Effective communication as learners learn how to express personal opinion, health education as they learn the importance of cleaning personal items, creative thinking as they create presentations on favourite occupations	Values: Integrity and responsibility as they learn the work ethics of honesty and hard work.
Links to other subjects: All languages teach speaking skills and discussions. Religious studies teaches values, social studies teaches occupations	Suggested Community Service Learning activities: Learners to practice hard work, honesty and take good care of personal items at home.

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discuss different occupations and their work ethics and explain the importance of honesty and hard work at work.	Easily discusses different occupations and their work ethics and explain the importance of honesty and hard work at work.	Discusses different occupations and their work ethics and explain the importance of honesty and hard work at work.	Mentions a few occupations but not and has difficulty explaining the importance of honesty and hard work at work.	Hardly differentiates occupations. Is not able to explain honesty and hard work
Use nouns and their opposites to discuss the importance of taking care of personal items	Uses nouns and their opposites with variations, to discuss the importance of taking care of personal items	Uses nouns and their opposites to discuss the importance of taking care of personal items	Attempts to discuss the importance of taking care of personal items but is not able to identify opposites for most nouns	Only identifies a few personal items but not how to take care of them.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
CULTURAL EVENTS				
	2.4.2. Giving information in news items and advertisements (1 lessons)	By the end of the Sub strand the learner should be able to: <ul style="list-style-type: none"> a) Use adjectives to create advertisements for cultural events b) Create and present news items for cultural events c) Appreciate the importance of advertising for events 	Learners to: <ul style="list-style-type: none"> • In small groups discuss cultural events • Learners to construct own sentences using adjectives appropriately to promote the cultural events • Learners to listen to others sentences and give peer review • View and discuss news items from video clips and identify characteristics • In pairs create news items on cultural events and present to class • Learners to listen to recorded clips on advertisements for upcoming events • In small groups to prepare advertisements for cultural events and present to class • In pairs use digital devices to create news items on cultural events and present to class 	<ol style="list-style-type: none"> 1. How do we create news items? 2. Why is it important to advertise events? 3. What is the place of adjectives in news and advertisements?

Core Competences to be developed: Communication and collaboration and creativity and imagination as learners use adjectives creatively to advertise cultural events, learning to learn as learners view different news items and advertisements to identify key components, Digital literacy as learners use digital devices to create news items and advertisements, citizenship as they promote cultural events.	
PCIs: Effective communication as learners use adjectives creatively to advertise cultural events, Citizenship as they promote cultural events, creative thinking as they create news items and advertisements.	Values: Unity as they learn how to work harmoniously in groups and pairs, patriotism as they promote cultural events
Links to other subjects : All languages teach speaking skills, adjectives, news items and advertisement, social studies teaches cultural events	Suggested Community Service Learning activities: Learners to discuss types of cultural events with parents and guardians at home.

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discuss characteristics of cultural events and create news items for publicity	Creatively discusses characteristics of cultural events and easily creates news items for publicity	Discusses characteristics of cultural events and create news items for publicity	Describes cultural events but is not able to create news items	Is able to mention cultural events but not the characteristics
Use adjectives to create advertisements for cultural events	Perfectly uses adjectives to create advertisements for cultural events	Uses adjectives to create advertisements for cultural events	Can mention a few adjectives about cultural events but is not able to create advertisements fo	With guidance talks about cultural events but hardly identifies adjectives

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
CARE AND MAINTENANCE OF FARM TOOLS				
	2.5.1 Using conjunctions in compound sentences	By the end of the sub-strand, the learner should be able to: a) Connect ideas in sentences correctly b) Appreciate the importance of conjunctions in connecting ideas	Learners to: <ul style="list-style-type: none"> • View recorded clips on care and maintenance of farm tools and answer questions • In pairs and groups discuss uses of tools for different farm activities and how to take care of them and make presentations • Listen to the teacher and identify sentences with ‘while’ and ‘unless’ and use them in their presentations • In pairs learners to construct sentences using ‘while’ and ‘unless’ and present them to the class for peer review • Sing songs about uses and care of different farm tools 	1. What is the importance of conjunctions in connecting ideas? How do we take care of farm tools?
Core Competences to be developed: Communication and collaboration as learners discuss uses and care of different farm tools, critical thinking as they use conjunctions to create compound sentences about farm tools, learning to learn as they learn uses of different tools for different purposes.				
PCIs: Effective communication as learners discuss uses and care of different farm tools, Critical thinking as they choose the conjunctions to use in description of tools or their uses and care			Values: Responsibility as they learn how to take care of different farm tools.	
Links to other subjects : All languages teach speaking skills, conjunctions, and compound sentences, Agriculture teaches about farm tools, care and maintenance			Suggested Community Service Learning activities: Learners to practice care of different farm tools at home	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use conjunctions to create compound sentences to describe care and use of different farm tools	Excellently uses conjunctions to create compound sentences to describe care and use of different farm tools	Uses conjunctions to create compound sentences to describe care and use of different farm tools	Describes different farm tools and identifies a few conjunctions but is not able to create compound sentences	Is able to identify different farm tools but hardly makes sentences to describe the care and use

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
NATURAL CALAMITIES				
	2.5.2 Discussing protective measures in regard to natural calamities	By the end of the Sub strand the learner should be able to: <ul style="list-style-type: none"> a) Discuss safety measures to undertake in case of a disaster, b) Appreciate the importance of assisting people in disaster. 	Learners to: <ul style="list-style-type: none"> • In small groups mention the natural calamities they know and discuss the causes. • View video clips and answer questions on possible causes of the calamities. • Listen to a guest speaker discuss the steps to take keep and remain safe during such disasters and answer questions. • In pairs prepare presentations and present to explain how to assist those caught up in the disaster. In small groups record themselves as they role play ways of showing empathy and simulate provision of possible rescue operations 	<ol style="list-style-type: none"> 1. What natural calamities have you heard about? 2. What do you think can be done to reduce the suffering of those involved? 3. How do we show empathy?

<p>Core Competences to be developed: Communication and collaboration as learners make presentations on rescue operations and showing empathy, critical thinking and problem solving as learners learn how to rescue people during natural calamities, learning to learn as they discuss different types of calamities, creativity and imagination as they role play and simulate rescue operations, digital literacy as they record themselves during role play and present. Citizenship as they learn the importance of rescuing others during calamities.</p>	
<p>PCIs: Effective communication as learners make presentations on rescue operations and showing empathy, critical thinking as learners learn how to rescue people during natural calamities, creative thinking as they role play and simulate rescue operations, citizenship education and safety and security as they learn how to rescue others during natural calamities,</p>	<p>Values: Patriotism, responsibility and love as learners learn how to rescue others during natural calamities,</p>

Links to other subjects: Languages teach discussion, religious education teaches empathy and love, social studies teaches safety and security, citizenship and patriotism	Suggested Community Service Learning activities: Learners to apply the lessons on empathy and safety measures to be undertaken during natural calamities at home and in the community.
--	---

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discuss causes of natural calamities and steps to assist the affected in logical sequence.	Perfectly discusses causes of natural calamities and steps to assist the affected in logical sequence.	Discusses causes of natural calamities and steps to assist the affected in logical sequence.	Names some natural calamities but does not discuss how to assist the affected people	Hardly identifies natural calamities or the causes.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
FOLLOWING INSTRUCTIONS				
3.0 READING	3.1.1 Reading to acquire and use information Instructions	By the end of the sub stand, the learner should be able to: a) Interpret written instructions b) Summarize written instructions c) Respond to instructions to perform relevant tasks d) Appreciate the importance of following instructions	Learners to: <ul style="list-style-type: none"> • In pairs engage in reading and following written instructions • In small groups, read and interpret written instructions on performing a task • Read and dramatize written dialogues on performing a task • Read passages and summarize steps of performing a task • Use digital devices to find content, read and follow steps of performing simple tasks • Read instructions from manuals and summarize them • Read instructions from medical packs and explain them 	<ol style="list-style-type: none"> 1. Why is it important to read instructions with comprehension? 2. What is the importance of following instructions when performing a task?
Core Competences to be developed: communication and collaboration as they learn how to give instructions to perform a task in logical sequence, critical thinking, as learners answer questions on activities done at home, digital literacy as learners use digital devices to find content and read steps of performing simple tasks				
PCIs: effective communication as they learn how to give instructions to perform a task in logical sequence, critical thinking and problem solving as they answer comprehension questions			Values: Respect as they learn how to follow instructions and responsibility as they learn how to perform a task	
Links to other subjects : All languages teach reading comprehension, Home science teaches performing tasks at home,			Suggested Community Service Learning activities: Learners to be responsible and follow instructions for doing different home activities.	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Interpret written instructions and perform a task	Correctly interprets written instructions and perform a task	Interprets written instructions and perform a task	Attempts to interpret instructions but is not able to perform the task	Does not interpret instructions or perform a task

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
CARE OF TECHNOLOGICAL DEVICES				
	3.1.2 Reading to acquire information on Technology	By the end of the sub stand, the learner should be able to: a) Read fluently with comprehension b) Answer questions on care of technological devices c) Discuss the importance of caring for technological devices d) Appreciate reading texts on importance of technology	Learners to: <ul style="list-style-type: none"> • Read texts on importance of caring for technological devices • Discuss ways of taking care of technological devices • Read articles from digital devices and answer questions • In groups, read and summarize the importance of taking care of technological devices 	1. Why is it important to take care of technological devices?
Core Competences to be developed: Communication and collaboration as learners read and comprehend texts on care of technological devices, learning to learn as they read texts on care of technological devices, digital literacy as they manipulate devices to find content on care of technological devices				
PCIs: Effective communication as learners read and comprehend texts on care of technological devices, critical thinking as learners summarize texts on care of technological devices, environmental education as learners learn proper ways of caring for technological devices.			Values: Responsibility as learn how to take care of technological devices, patriotism as they undertake to protect the environment by taking care of technological devices appropriately	
Links to other subjects : All languages teach reading comprehension, Science and technology teach about care of technological devices			Suggested Community Service Learning activities: Learners to apply care of technological devices at home	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Read passages with comprehension and answer questions on care of technological devices	Easily reads passages with comprehension and answer questions on care of technological devices	Reads passages with comprehension and answer questions on care of technological devices	Attempts to comprehend but is able to answer only a few questions on care of technological devices	Hardly comprehends or answer questions on care of technological devices
Describe ways of caring and discuss the importance of caring for technological devices	Consistently describes ways of caring and excellently discusses the importance of caring for technological devices	Describe ways of caring and discuss the importance of caring for technological devices	Explains how to care for a few devices but struggles to explain the importance of caring for technological devices	Does not identify ways of caring or importance of caring for technological devices

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
COMMUNAL RESOURCES				
	3.2.1 Fluency in Reading	By the end of the sub-strand, the learner should be able to: a) Read with accuracy, fluency and understanding b) Develop an interest in reading texts on topical issues	Learners to: <ul style="list-style-type: none"> • In small groups, practice reading texts fluently with accuracy and give peer review • In pairs practice reading sentences on careful use of communal resources with accuracy • Read short stories in groups identifying ways of using communal resources carefully and make short notes • Use digital devices to find and read content on ways of using resources carefully and make summaries 	<ol style="list-style-type: none"> 1. What is the importance of fluency in reading? 2. Why should we use communal resources carefully?
Core Competences to be developed: Communication and collaboration as learners learn to read texts fluently with accuracy, learning to learn as learners find information on communal resources, digital literacy as learners use devices to find information on communal resources, citizenship as they learn the importance of using communal resources.				
PCIs: Effective communication as learners learn to read texts fluently with accuracy, citizenship and sustainable development as they learn the importance of using communal resources			Values: Responsibility and patriotism as they learn how to care for communal resources	
Links to other subjects : All languages teach reading skills, Social Studies teaches about communal resources			Suggested Community Service Learning activities: Learners to practice careful use of communal resources at home	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
.Read texts fluently and discuss ways of using communal resources carefully	Consistently reads texts fluently and discuss ways of using communal resources carefully	Reads texts fluently and discuss ways of using communal resources carefully	Attempts to read texts but not fluently and hardly identifies ways of using communal resources	Does not read texts or identify communal resources

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
ENVIRONMENTAL CONSERVATION				
	3.2.2 Reading to determine the meaning of words in context	By the end of the sub stand, the learner should be able to: a) Read passages with comprehension b) Comprehend the meaning of words from context c) Answer questions on environmental conservation d) Appreciate the importance of conserving the environment	Learners to: <ul style="list-style-type: none"> • In small groups discuss and predict about environmental conservation? • Read simple passages on environmental conservation and answer questions • Elicit topical words from passages on environment and practice getting the meaning from context • Use new words to make sentences on environmental conservation • In pairs, discuss meaning of words from context • Use digital devices to find content and read and make notes on environmental conservation 	<ol style="list-style-type: none"> 1. How do we learn new words? 2. What is environmental conservation? 3. Why should we conserve the environment?
Core Competences to be developed: Critical thinking, learning to learn and communication and collaboration as learners interpret the meaning of new words from context, creativity and imagination as learners discuss and make sentences on environmental conservation, digital literacy as learners use digital devices to search for information on environmental conservation and make notes				
PCIs: Effective communication as learners interpret the meaning of new words from context, creative thinking as learners make sentences on environmental conservation from new words, sustainable development, citizenship and environmental education as they learn about environmental conservation			Values: Responsibility and patriotism as they learn how to conserve the environment	
Links to other subjects : All languages teach reading skills, Science teaches environmental conservation			Suggested Community Service Learning activities: Learners to practice environmental conservation at home.	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explain the meaning of words from context and discuss ways of conserving the environment	Easily explains the meaning of words from context and discuss ways of conserving the environment	Explains the meaning of words from context and discuss ways of conserving the environment	Discusses some ways of conserving the environment but is not able to explain the meaning of words from context	Hardly explains words or ways of conserving the environment

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
FOOD SECURITY				
	3.3.1 Extensive reading - Reading attentively	By the end of the sub stand, the learner should be able to: a) Respond to questions on food security b) Summarize texts and give meaning of words from context c) Read silently with increased attention d) Enjoy reading varied texts individually	Learners to: • Read level readers individually and make notes or summaries • Read texts on food security and write summaries • Find meaning of new words from context • Confirm meaning of new words from the dictionary • Discuss texts in groups or pairs to share opinions • Respond to comprehension questions on level readers • Participate in reading activities in and out of class • Read and present lessons learnt from level readers	1. What should you consider when reading silently? 2. How do you keep a record of learnt vocabulary? 3. Why is food security important?
Core Competences to be developed: Communication and collaboration as learners read silently with comprehension, learning to learn as learners learn new words and confirm meaning from dictionary, critical thinking and creativity and imagination as learners write summaries of level readers or recreate content in different formats				
PCIs: Effective communication as learners read silently with comprehension, critical thinking and creative thinking as learners write summaries of level readers and recreate content in different formats			Values: Responsibility as learners learn to keep summaries of what they read and word banks of new words learnt.	
Links to other subjects : All languages teach silent reading and use of dictionary			Suggested Community Service Learning activities: Learners to practice the reading culture and use new words learnt with others at home	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Read level readers silently with comprehension, make summary notes on food security and use the dictionary to make a personal collection of new words	Consistently reads level readers silently with comprehension, make summary notes on food security and use the dictionary to make a personal collection of new words	Reads level readers silently with comprehension, make summary notes on food security and use the dictionary to make a personal collection of new words	Attempts to read level readers silently but does not make summary notes on food security or a personal collection of new words	Hardly reads the level readers and has no summary notes or word collection

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
HOME ACTIVITIES				
	3.4.1 Reading texts with varied sentence structures	By the end of the sub stand, the learner should be able to: a) Identify sentence structures b) Answer questions on home activities c) Explain the use of when as a conjunction d) Enjoy reading texts to make personal judgements	Learners to: <ul style="list-style-type: none"> • Read texts about home activities and answer questions • Read texts and identify the use of when as a conjunction e.g. when we eat unclean food we become ill • In groups, discuss on home activities mentioned in texts • Explain the meaning of sentences using when as a conjunction, from context • Read texts and identify home activities mentioned use digital devices to retrieve sentence in particular structure and read them in groups 	<ol style="list-style-type: none"> 1. How do we use when as a conjunction? 2. What are the common activities done at home?
Core Competences to be developed: Communication and collaboration as learners read texts and identify specific sentence structures, learning to learn as learners identify the use of when as a conjunction in texts, critical thinking as learners identify sentences with when as a conjunction				
PCIs: Effective communication as learners read texts and identify specific sentence structures life skill, social cohesion as learner learn about home activities.			<ul style="list-style-type: none"> • Values: Responsibility as learners read texts on home activities 	
Links to other subjects: All languages teach reading skills, Home science Teaches home activities.			Suggested Community Service Learning activities: Learners to apply knowledge on home activities at home	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify and comprehend sentences with when as a conjunction and answer questions on home activities	Perfectly identifies and comprehends sentences with when as a conjunction and answers questions on home activities	Identifies and comprehends sentences with when as a conjunction and answers questions on home activities	Answers questions on home activities and finds sentences with when in passages but does not comprehend it as a conjunction	Mentions only a few home activities with guidance

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
PEER INFLUENCE				
	3.5.1 Reading texts with cultural language use Poems and short stories	By the end of the sub stand, the learner should be able to: a) Read stories with comprehension b) Explain the moral lessons in a story c) Identify cultural language use in context d) Answer questions on peer influence e) Enjoy reading texts with cultural language	Learners to: <ul style="list-style-type: none"> • Read short stories on animals and answer comprehension questions • Read poems and identify the message • Read stories on peer influence and answer questions on the characters and themes • Read stories and identify main characters • Read and discuss the moral lessons in the short stories • Read and role play different characters as a class 	<ol style="list-style-type: none"> 1. How do we identify characters in a story? 2. What lessons do we learn from the stories? 3. How do we counter negative peer influence?
Core Competences to be developed: communication and collaboration as learners read stories and comprehend the moral lesson, creativity and imagination as learners comprehend and role play events and characters in the story				
PCIs: effective communication as learners read stories and comprehend the moral lesson, social skills as learners learn how to counter peer pressure from the stories, creative thinking as they comprehend and role play the characters in the story.			Values: Responsibility as learners learn how to counter peer pressure.	
Links to other subjects : All languages teach reading stories, Social Studies teaches life skills, religious studies teaches values and moral lessons.			Suggested Community Service Learning activities: Learners to manage peer pressure at home and community.	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discuss the characters and moral lesson in the stories and discuss ways to counter negative peer pressure	Perfectly discusses the characters and moral lessons in the stories and discusses ways to counter negative peer pressure	Discusses the characters and moral lessons in the stories and discusses ways to counter negative peer pressure	Is able to discuss the characters and message in the stories but not negative peer pressure	Gets the message but does not identify the characters or lessons in the stories

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
CULTURAL EVENTS				
	3.6.1 Reading advertisements and news items	By the end of the sub stand, the learner should be able to: a) Identify components of a news item b) Read news items and comprehend the message c) Comprehend adjectives in advertisements d) Answer questions on types of cultural events e) enjoy reading news and advertisements	Learners to: <ul style="list-style-type: none"> • In pairs, read news items and summarize the key message • Read advertisements and identify adjectives used and the nouns they qualify • In small groups read news items and identify sentences on cultural events • Read and summarize the news and advertisements in their own words • Read and categorize cultural events mentioned in news items 	<ol style="list-style-type: none"> 1. Why is it important to comprehend advertisements? 2. What cultural events are common? 3. What is the importance of reading news items?
<p>Core Competences to be developed: Communication and collaboration when the learner read news and advertisements and comprehend the message, Critical thinking and problem solving as they identify adjectives and the nouns they qualify, learning to learn as they learn how to make news items and advertisements on cultural events, citizenship as they learn how to promote cultural events</p>				
<p>Link to PCIs Effective communication as the learner read news and advertisements and comprehend the message, Critical thinking as they identify adjectives and the nouns they qualify, creative thinking as they summarize the news items and advertisements in their own words</p>			<p>Link to Values: Patriotism as learners learn to promote their own culture through advertising and writing news on cultural events</p>	
<p>Links to Other Subjects: Languages teach reading skills, social studies teaches culture</p>			<p>Suggested Community Service Learning Activities: Learners to discuss cultural events and participate with peers, parents and guardians at home</p>	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Interpret news items and advertisements and discuss types of cultural events	Perfectly interprets news items and advertisements and discuss types of cultural events	Interprets news items and advertisements and discuss types of cultural events	Mentions some cultural events but hardly interprets news items and advertisements	Hardly identifies news or advertisements

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
HOME ACTIVITIES				
4.0 Writing	4.2.1 Writing texts to give instructions	By the end of the sub stand, the learner should be able to: a) use verbs and adverbs in writing instructions b) Write steps for performing a task in logical sequence c) Answer questions on home activities d) Appreciate the importance of using adverbs to give instructions	Learners to: <ul style="list-style-type: none"> • In small groups, generate a list of Home activities or tasks • Identify verbs and adverbs used to describe different tasks • Identify verbs and adverbs to fill in gaps in instructions for performing a task • Use verbs and adverbs to write instructions for performing a task • In groups, write short paragraphs to describe a process steps to do a task at home 	<ol style="list-style-type: none"> 1. How do we write instructions? 2. What is the importance of adverbs in instructions?
Core Competences to be developed: Communication and collaboration as learners use verbs and adverbs to describe steps to perform different tasks, creativity and imagination as learners create instructions for performing a task, critical thinking and problem solving as learners identify verbs and adverbs to describe a task				
Link to PCIs Effective communication as learners use verbs and adverbs to describe steps to perform different tasks, life skill education as learners learn how to perform tasks, critical thinking as learners identify verbs and adverbs to describe a task creative thinking as learners create instructions for performing a task			Link to Values: Respect and responsibility as learners learn how to perform different tasks.	
Links to Other Subjects: Languages teach writing skills, home science teaches ho to perform different home tasks			Suggested Community Service Learning Activities: Learners to apply the experience of performing different tasks at home	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discuss the importance of giving instructions in logical sequence and use verbs and adverbs to make instructions	Excellently discusses the importance of giving instructions in logical sequence and use verbs and adverbs to make instructions	Discusses the importance of giving instructions in logical sequence and use verbs and adverbs to make instructions	Identifies some verbs and adverbs but is not able to make instructions	Hardly identifies verbs and adverbs

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
SAFETY DURING NATURAL CALAMITIES				
	4.2.1 Sequencing ideas in paragraphs	By the end of the sub stand, the learner should be able to: a) Separate or connect ideas in a passage b) Organize ideas logically in a paragraph c) Enjoy writing on a variety of subject	Learners to: <ul style="list-style-type: none"> • In pairs, write related ideas on safety measures during natural calamity and sequence them • In a small group, write a paragraph and identify independent ideas and separate them • Connect related ideas in paragraphs using conjunctions appropriately • In pairs, practice organizing ideas in logical order • Write compositions on safety measures during calamities 	<ol style="list-style-type: none"> 1. What role do paragraphs play in writing? 2. Why should we sequence ideas in writing?
Core Competences to be developed: Communication and collaboration as learners learn how to connect ideas in logical sequence, learning to learn as learners identify independent ideas and separate them, critical thinking and problem solving as learners separate or connect ideas in a paragraph, Digital literacy when the learners use digital devices to learn on how to sequence ideas in a paragraph.				
Link to PCIs Effective communication as learners learn how to connect ideas in logical sequence, critical thinking as learners separate or connect ideas in a paragraph, citizenship as they learn safety measures to undertake during natural calamities, safety and security education			Link to Values: Integrity as they learn safety measures or the right thing to do, Love and patriotism as they learn how to rescue others during natural calamities.	
Links to Other Subjects: Languages teach writing skills, social studies teach about natural calamities			Suggested Community Service Learning Activities: Learners to apply the safety measures learnt during a calamity.	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Separate or connect ideas and discuss safety measures during a calamity in logical sequence	Perfectly separates or connect ideas and discuss safety measures during a calamity in logical sequence	Separates or connect ideas and discuss safety measures during a calamity in logical sequence	Discusses a few safety measures with guidance but is not able to identify ideas in a paragraph.	Hardly identifies ideas in a paragraph and may not connect or separate them

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
MODERN MEANS OF TRANSPORT				
		<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Write legibly and neatly</p> <p>b) Use adverbs of degree to describe means of transport</p> <p>c) Narrate personal experiences on modern means of transport</p> <p>d) Appreciate writing in different formats</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • In small groups, write sentences to describe means of transport • Use adverbs of degree to describe things • Discuss means of land transport and write a short compositions • In small groups, describe means of transport • Write short story pertaining their personal experiences using adverbs of degree • Discuss safety measures to be followed on modern means of transport. <p>Learners in groups to discuss personal experiences on means transport on digital devices</p>	<p>1. How do we categorize means of transport? What is the importance of safety in different means of transport?</p>
<p>Core Competences to be developed: Communication and collaboration as learners use adverbs of degree to describe means of transport, critical thinking as they learn and write about safety measures on means of transport, creativity and imagination as learners create and narrate personal experiences on modern means of transport.</p>				
<p>Link to PCIs Effective communication as learners use adverbs of degree to describe means of transport, critical thinking and citizenship education as they learn and write about safety measures on means of transport, creative thinking as learners create and narrate personal experiences on modern means of transport</p>			<p>Link to Values: Responsibility, integrity and patriotism as learners learn how to follow safety measures on means of transport</p>	
<p>Links to Other Subjects: Languages teach writing skills and social studies teaches about means of transport.</p>			<p>Suggested Community Service Learning Activities: Learners to practice safety measures on means of transport at home.</p>	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use adverbs of degree to describe modern means of transport and discuss the safety measures required	Easily uses adverbs of degree to describe modern means of transport and discusses the safety measures required	Uses adverbs of degree to describe modern means of transport and discusses the safety measures required	Mentions a few safety measures for modern transport but hardly uses adverbs of degree to describe them	Identifies some means of modern transport with guidance but not safety measures

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences)	Key inquiry question(s)
CARE OF ANIMALS				
	4.3.2 Using cultural language strategies	By the end of the sub stand, the learner should be able to: a) Write short essays on care of animals b) Use cultural language use in writing c) Enjoy using proverbs and sayings in writing	Learners to: <ul style="list-style-type: none"> • In small groups, engage in a task to complete passages by filling in blank spaces with the correct proverbs and sayings • In pairs, practice using proverbs and sayings to write short paragraphs on animal care and give peer review • Identify proverbs and sayings in passages on care of animals and find the meaning in context • Identify proverbs and sayings with the same meaning from texts and compare how they have been used • In groups, identify how characters have been described in plays using proverbs and sayings • Write short essays using cultural language strategies 	<ol style="list-style-type: none"> 1. What are proverbs and sayings? 2. What is the importance of proverbs and sayings? 3. When do you use proverbs and sayings? How do we care for animals?
Core Competences to be developed: Communication and collaboration as learners use proverbs and saying appropriately to write short essays, critical thinking for problem solving as learners identify proverbs and saying to fill in gaps to complete passages, creative thinking and imagination as they create their own stories or essays using cultural language, citizenship as they learn to promote cultural language.				
Link to PCIs: Effective communications learners use proverbs and saying appropriately to write short essays, Critical thinking as learners identify proverbs and			Link to Values: Unity as they work together harmoniously in groups and pairs, patriotism as they use cultural language to write essays	

saying to fill in gaps to complete passages, creative thinking as they create their own stories or essays using cultural language	
Links to Other Subjects: Languages teach creative language, social studies teaches culture, science and agriculture teaches about animals.	Suggested Community Service Learning Activities: Learners to use cultural language learnt and care for animals at home.

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use proverbs and sayings to write essays on care of animals	Perfectly uses a variety of proverbs and sayings to write essays on care of animals	Uses proverbs and sayings to write essays on care of animals	Attempts to write essays on care of animals but struggles to find relevant proverbs and sayings	Identifies a few animals but hardly knows how to care for them or proverbs and sayings

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
PEER PRESSURE				
	4.4 .1 Writing to express imaginative experiences	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> a) Write imaginative stories with moral lessons b) Use creative expressions to write stories c) Construct stories on peer pressure d) Enjoy writing stories on imaginative experiences 	Learners to: <ul style="list-style-type: none"> • In pairs mention vocabulary learnt and practice using new words in sentences. • In small groups to list down the expressions learnt and use them to create sentences • Practice writing short passages creatively using the new words and expressions in sentences. • In pairs make reference to examples of short stories from texts or charts and copy sentences with expressions. • Write guided short stories using the learnt words and expressions • Individually, write an imaginative experience on peer pressure 	<ol style="list-style-type: none"> 1. How do we write imaginatively? 2. Why do we write short stories? 3. What lessons do we include in stories?
Core Competences to be developed: Communication and collaboration as learners write stories using creative expressions, critical thinking for problem solving and creative thinking and imagination as learners create stories imaginatively, citizenship as they write stories with moral lessons on peer pressure, digital literacy as they use devices to create stories with creative expressions				
Link to PCIs: Effective communication as learners write stories using creative expressions, creative thinking as learners create stories imaginatively, citizenship education as they write stories with moral lessons on peer pressure			Link to Values: Responsibility as they learn to be careful about peer pressure	
Links to Other Subjects: Languages teach creative writing, religious studies teach moral lessons and social studies teach culture			Suggested Community Service Learning Activities: Learners to tell creative stories at home and apply moral lessons learnt on peer pressure	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use creative expressions to write imaginative stories with moral lessons on countering peer pressure	Excellently uses creative expressions to write imaginative stories with moral lessons on countering peer pressure	Uses creative expressions to write imaginative stories with moral lessons on countering peer pressure	Attempts to write stories with moral lessons but not about peer pressure and does not use expressions	Writes a few lines but not a story and does not identify moral lessons or peer pressure

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
COMMUNAL RESOURCES				
	3.5.1 Creative writing Writing compositions on topical issues	By the end of the sub stand, the learner should be able to: a) Write composition accurately and legibly b) Sequence ideas in a paragraph c) Discuss careful use of communal resources d) Use imperatives and infinitives in sentences Enjoy writing compositions on varied topics	Learners to: <ul style="list-style-type: none"> • In pairs, copy paragraphs from compositions and identify the sequence of ideas • View recorded clips on careful use of communal resources • In small groups, write develop topical sentences and share to individuals • Develop paragraphs from topical sentences • Combine the paragraphs and sequence them to form a composition • Discuss and arrange ideas in sequence • Engage in a radio lesson on imperatives and infinitives • In pairs, improve the sentences using imperatives and infinitives • In groups, exchange and discuss the compositions identifying topical sentences, sequencing of paragraphs, imperatives and infinitives. Give peer review. 	<ol style="list-style-type: none"> 1. How do construct sentences in different structures? 2. What do you consider when writing a composition? How do we sequence ideas in paragraphs?
<p>Core Competences to be developed: Communication and collaboration as learners develop ideas in paragraphs in sequence, creativity and imagination as learners develop ideas on communal resources, critical thinking as they merge in sequence paragraphs developed by different groups, citizenship as they write compositions on use of communal resources, digital literacy as they use devices to engage in a radio lesson on imperatives and infinitives.</p>				

Link to PCIs: Effective communication as learners develop ideas in paragraphs in sequence, critical thinking as learners develop ideas in paragraphs in sequence, citizenship education as they write about communal resources	Link to Values: Integrity, patriotism and responsibility as they write about careful use of resources.
Links to Other Subjects: Languages teach writing skills, sequencing ideas and social studies teaches about communal resources	Suggested Community Service Learning Activities: Teach their peers how to use technology in school/home Assist parents and community in managing resources

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Write compositions on careful use of communal resources and discuss ideas in logical sequence	Excellently writes compositions on careful use of communal resources and discuss ideas in logical sequence	Writes compositions on careful use of communal resources and discuss ideas in logical sequence	Attempts to write a composition but does not identify communal resources	Hardly understands communal resources or logical sequence
Use imperatives and infinitives in sentences and sequence ideas in paragraphs logically	Always uses imperatives and infinitives in sentences and sequence ideas in paragraphs logically	Uses imperatives and infinitives in sentences and sequence ideas in paragraphs logically	Is able to sequence ideas in paragraphs but does not use imperatives and infinitives in sentences	Has difficulty developing paragraphs

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
HYGIENE AT HOME				
	4.5.2 Writing using a variety of language structures <ul style="list-style-type: none"> • Sentence structures 	By the end of the sub stand, the learner should be able to: <ol style="list-style-type: none"> a) Write clearly and legibly b) Use correct sentence patterns to write passages c) Discuss the importance of hygiene at home Enjoy writing a variety of sentence structures	Learners to: <ul style="list-style-type: none"> • copy sentences with (direct object+for+indirect object) e.g. He washed the dishes for his mother • write down sentences (using direct object+for+indirect object) • identify sentences (using direct object+for+indirect object) from a passage and write them down • use flip-flop charts to write sentences (using direct object+for+indirect object) in groups use digital devices to construct sentences and write them down 	1. How do we use different sentence patterns correctly? Why is it important to observe hygiene at home?
Core Competences to be developed: Communication and collaboration as learners use sentence patterns appropriately in compositions, learning to learn as they learn good hygiene practices for the home, critical thinking and problem solving as they choose the correct patterns for sentences in their compositions, digital literacy and creative thinking and imagination as they use devices to create compositions and sentence structures correctly.				
Link to PCIs: Effective communication as learners use sentence patterns appropriately in compositions, critical thinking as they choose the correct patterns for sentences in their compositions, creative thinking as learners create compositions and sentence structures correctly.			Link to Values: Responsibility as they learn how to observe hygiene at home	
Links to Other Subjects: Languages teach sentence patterns and writing compositions, home science teaches hygiene at home			Suggested Community Service Learning Activities: Learners to observe hygiene practices at home	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use the correct sentence patterns to write compositions on hygiene at home	Uses sentence patterns perfectly to write compositions on hygiene at home	Uses the correct sentence patterns to write compositions on hygiene at home	Struggles to use the correct sentence patterns but is able to write a composition on hygiene practices at home	.Does not identify any sentence patterns but mentions some hygiene practices if guided

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
HOME ACTIVITIES				
	4.5.3 Writing strategies Sentence structures	By the end of the sub stand, the learner should be able to: a) Write clearly and legibly b) Use conjunctions to write sentences correctly c) Enjoy writing a variety of compound sentences	Learners to: <ul style="list-style-type: none"> • In pairs identify and copy sentences with ‘when’ as a conjunction • Develop sentences about home activities (using when as a conjunction) e.g. when we eat unclean food we become ill • In small groups, write sentences about home activities and share them. Revise each to use ‘when’ as a conjunction and give peer review • In groups identify sentence strips(using when as a conjunction) to combine them and write a composition about home activities • Use digital devices to identify sentences with ‘when’ as a conjunction and write them down 	1. What are the common home activities? How do we use conjunctions in sentences?
Core Competences to be developed: Communication and collaboration as learners learn how to write compositions using compound sentences, critical thinking and problem solving and learning to learn as they learn how to use ‘when’ as a conjunction and not as a reference of time, creative thinking and imagination as they create compositions using compound sentences				
Link to PCIs: Effective communication as learners learn how to write compositions using compound sentences, critical thinking as they learn how to use ‘when’ as a conjunction and not as a reference of time, creative thinking as they create compositions using compound sentences, life skills education as they learn how to do different home activities.			Link to Values: Respect and responsibility as learners learn how to undertake home activities	
Links to Other Subjects: Languages teach sentence structures and home science teaches home activities			Suggested Community Service Learning Activities: Learners to be engaged in varied home activities	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use conjunctions to sequence ideas in compound sentences and discuss home activities	Perfectly uses conjunctions to sequence ideas in compound sentences and discuss home activities	Uses conjunctions to sequence ideas in compound sentences and discuss home activities	Discusses home activities but has difficulty sequencing ideas in compound sentences	Mentions a few home activities in simple sentences

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
CHILD LABOUR AND CHILD RESPONSIBILITY				
	4.6.1 Functional Writing	By the end of the sub stand, the learner should be able to: a) Compose dialogues on child responsibility b) Identify the difference between poetry and prose c) Create short poems on child labour d) Enjoy creating meaningful texts	Learners to: <ul style="list-style-type: none"> In pairs brainstorm about child labour In small groups write simple sentences on child responsibility View a dialogue and identify the components of a dialogue In groups, compose dialogues on child responsibility View video clips, identify child labour issues and write short passages Use digital devices to find simple poems. Identify the difference between a line in a poem and a sentence. Write simple lines on child labour and combine them to make simple poems 	<ol style="list-style-type: none"> What is functional writing? What do you consider when writing a poem? How do we differentiate child labour from child responsibility?
Core Competences to be developed: Communication and collaboration as learners compose dialogues, critical thinking and problem solving as learners identify the difference between a line in a poem and a sentence, creative thinking and imagination as learners compose short poems on child labour, learning to learn and citizenship as they learn the human rights issues in child labour, digital literacy as they use devices to find content for use in activities				
Link to PCIs: Effective communication as learners compose dialogues, critical thinking as learners identify the difference between a line in a poem and a sentence, creative thinking as learners compose short poems on child labour, citizenship education as they learn the human rights issues in child labour			Link to Values: Responsibility as they learn the difference between working to be responsible as a child as opposed to child labour	
Links to Other Subjects: Languages teach functional writing skills and social studies teaches child labour and child responsibility			Suggested Community Service Learning Activities: Learners to engage in activities at home as child responsibility.	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discuss the different between child labour and child responsibility and write a dialogue on child responsibility	Excellently discusses the different between child labour and child responsibility and write a dialogue on child responsibility	Discusses the different between child labour and child responsibility and write a dialogue on child responsibility	Attempts to write a dialogue but does not differentiate child labour from child responsibility	.Has no idea about child labour
Identify the difference between lines in a poem and sentences in a paragraph and create a poem on child labour	Perfectly identifies the difference between lines in a poem and sentences in a paragraph and create a poem on child labour	Identifies the difference between lines in a poem and sentences in a paragraph and create a	Is not able to create a poem because he doesn't see the difference between lines and sentences	Even with guidance the learner sees lines and sentences are the same

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
TRADITIONAL FOOD AND NUTRITION				
	3.6.2 Writing recipes	By the end of the sub stand, the learner should be able to: a) Write accurately and legibly b) Present ideas in a logical sequence c) Create a recipe to give required information d) Enjoy writing texts in different media	Learners to: <ul style="list-style-type: none"> • In pairs brainstorm about components of a recipe • View recipes from a cook book and identify the components of a recipe • In small groups write simple recipes • View video clips on cookery and write short recipe from what they observed • Use digital devices to find simple recipes and copy them • Write simple recipes for traditional food and present to the class 	<ol style="list-style-type: none"> 1. What is functional writing? 2. What do you consider when writing a recipe?
<p>Core Competencies to be developed: Communication and collaboration as learners create a recipes and give required information in logical sequence, critical thinking and problem solving as they learn to make recipes and relate to issues on budgets and balanced diet, digital literacy and creative thinking and imagination as they identify components of a recipe from digital devices and create their own recipes, citizenship as they create recipes for traditional foods</p>				
<p>PCIs: Effective communication as learners create a recipes and give required information in logical sequence, critical thinking as they learn to make recipes and relate to issues on budgets and balanced diet, creative thinking as they identify components of a recipe from digital devices and create their own recipes, citizenship as they create recipes for traditional foods</p>			<p>Link to Values: Responsibility as they learn to make recipes and relate to issues on budgets and balanced diet</p>	
<p>Links to Other Subjects: Languages teach writing skills, home science teaches recipes</p>			<p>Suggested Community Service Learning Activities: Learners to share ideas on recipes with parents, guardians and siblings</p>	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify components and create a recipe for a traditional meal	Consistently identifies components and create a recipe for a traditional meal	Identifies components and create a recipe for a traditional meal	Is able to create a recipe for a traditional meal but it does not have most of the components	Hardly identifies the components or a traditional meal

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
CULTURAL EVENTS				
	3.6.3 Writing Adverts and news items	By the end of the sub stand, the learner should be able to: <ol style="list-style-type: none"> a) Present ideas creatively b) Write news items to give information c) Enjoy writing in a variety of media 	Learners to: <ul style="list-style-type: none"> • In pairs identify news items from different sources and copy them • In small groups write simple sentences on cultural events • View video clips, on cultural events and compare activities and select familiar ones • In groups, compose short news items on cultural events • Use digital devices to find simple adverts. Identify the components • Write simple advertisements for cultural events 	<ol style="list-style-type: none"> 1. What do you consider when writing news? 2. How do we write advertisements? 3. What are the characteristics of cultural events?
Core Competencies to be developed: Communication and collaboration as learners write simple sentences on cultural events, critical thinking and problem solving as they view video clips on cultural events and select familiar ones, creative thinking and imagination as they create simple advertisements and news items for cultural events, citizenship as they discuss and learn about cultural events				
Link to PCIs: Effective communication as learners write simple sentences on cultural events, critical thinking as they view video clips on cultural events and select familiar ones, creative thinking as they create simple advertisements and news items for cultural events, citizenship as they discuss and learn about cultural events.			Link to Values: Patriotism as they develop news and advertisements on cultural events	
Links to Other Subjects : Languages teach writing in different media, social studies teaches cultural events			Suggested Community Service Learning Activities: Discuss cultural events with parents and guardians at home.	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Develop a news item for cultural events in the correct format	Creatively develops a news item for cultural events in the correct format	Develops a news items for cultural events in the correct format.	Attempts to develop news item for cultural events but not in the correct formats.	Describes cultural events but hardly able to develop a news item
Use adjectives to create an advertisement for cultural events	Perfectly uses adjectives to create an advertisement for cultural events	Uses adjectives to create an advertisement for cultural events	Is able to create an advertisement but highlights only a few cultural events and does not use the adjectives	Hardly identifies adjectives or advertisements but has an idea on cultural events