



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

# **UPPER PRIMARY LEVEL DESIGNS**

**SUBJECT  
GERMAN**

**GRADE 6**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**JANUARY 2021**

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the Competency Based Curriculum.

**PROF. GEORGE A. O. MAGOHA, MBS, EBS, CBS**  
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## **PREFACE**

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on Nurturing every Learner's potential.

Therefore, the Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

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## ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

**PROF. CHARLES O. ONG'ONDO**  
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## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

### **4. Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.





**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

**6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

**SUGGESTED TIME ALLOCATION**

<b>Subject</b>	<b>Lessons Per Week</b>
Mathematics	5
Physical and Health Education	5
English language	4
Kiswahili Language KSL for learners who are deaf	4
Science and Technology	4
Agriculture	3
Creative Arts (Art and craft, Music)	3
Home science	3
Religious Education (CRE/IRE/ HRE)	3
Social Studies (Citizenship, Geography, History)	3
Other Languages	2
Pastoral Programme and Instructions	1
<b>TOTAL</b>	<b>40</b>

## **GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION**

By the end of Middle School, the learner should be able to:

- 1) apply literacy, numeracy skills and logical thinking appropriately in self-expression,
- 2) communicate effectively in diverse contexts,
- 3) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- 4) practise hygiene, appropriate sanitation and nutrition to promote health,
- 5) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- 6) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- 7) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- 8) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
- 9) manage pertinent and contemporary issues in society effectively.

**GERMAN**

**Essence Statement**

Kenya is part of the international community and, therefore, learners shall be given the opportunity to learn foreign languages. Apart from the national, official and indigenous languages learned in lower primary, learners at upper primary will have access to other languages such as Arabic, Chinese, French and German. German language learning at this level will focus on the four basic language skills: listening, speaking, reading and writing. Additionally, German language learning will promote international consciousness and appreciation of one's own and other people's cultures.

**Subject General Learning Outcomes**

By the end of the course the learner should be able to:

- 1) Communicate information effectively about everyday issues.
- 2) Listen actively to varied speakers in varied contexts and respond appropriately.
- 3) Read varied simple texts on familiar matters for information and enjoyment.
- 4) Interact with others on familiar topics in a simple manner.
- 5) Write simple texts on subject matter relating to their everyday experiences.
- 6) Use varied media to access and create information to enhance German language learning.
- 7) Appreciate own and other people's culture for national cohesion and international consciousness.
- 8) Apply acquired knowledge and skills to address challenges in everyday life.

The listening and speaking strand will focus on oral language development				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening And Speaking</b>	<b>1.1 Greetings And Introduction  (6 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) engage in formal and informal interactions for effective communication b) introduce others using appropriate phrases and language structures c) recognise the role of greetings and introductions in social interactions.	Learners are guided to: <ul style="list-style-type: none"> <li>• listen and respond to greetings in varied dialects in German speaking countries</li> <li>• listen to simulations of telephone conversations from a variety of sources, (e.g., the teacher, recorded audio/video)</li> <li>• conjugate regular and irregular verbs (<i>kommen, wohnen, sein, heißen usw</i>)</li> <li>• simulate greetings to peers, teachers and others appropriately on telephone</li> <li>• differentiate through a role-play how to start and end formal and informal conversations</li> <li>• record audio/video of telephone conversations and share.</li> </ul>	Why do you hold phone conversations?

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration</b> as learners practise formal and informal telephone conversations with their peers.</li> <li>• <b>Digital Literacy</b> as learners use audio and video devices to record interactions with their peers and share.</li> </ul>	
<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop appropriate skills of interacting with others.</p>	<p><b>Link to Values:</b> Learners demonstrate <b>respect</b> as set out in the social interaction norms.</p>
<p><b>Link to other learning areas</b> Learners compare etiquette in telephone conversations with other languages.</p>	<p><b>Suggested Community Service Learning:</b> Learners sensitise peers and members of the community on the etiquette involved in formal and informal conversations.</p>

### Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Level of understanding	Consistently understands questions, greetings and personal information	Understands questions, greetings and personal information and responds using appropriate		Understands some questions, greetings and personal information, however exhibits gaps in vocabulary,

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
	and responds with ease using appropriate and varied vocabulary, phrases and sentence structures, makes no errors.	vocabulary, phrases and sentence structures, negligible errors.	Understands some of the questions, greetings and personal information and responds using some appropriate vocabulary, phrases and sentence structures, makes a few errors.	phrases and sentence construction, therefore is not able to respond to contexts as expected.
Non – verbal cues	Consistently and meaningfully uses appropriate non-verbal cues that enhance communication.	Uses appropriate non-verbal cues in speech to support communication.	Uses some appropriate non-verbal cues that support communication.	Employs a few appropriate non-verbal cues to support communication.
Articulation	Consistently speaks with the correct pronunciation and intonation with ease, makes no errors.	Speaks with the correct pronunciation and intonation most of the time, identifies errors and corrects them.	Speaks with the correct pronunciation and intonation, makes a few errors.	Requires support to articulate words correctly.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening And Speaking</b>	<b>1.2 Numbers Above 100  (3 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) express time using acquired numbers b) appreciate the role time plays in life.	Learners are guided to: <ul style="list-style-type: none"> <li>• listen to numbers from different recorded sources (audio/video) and repeat them</li> <li>• count numbers above 100 in words correctly</li> <li>• use numbers to state years of birth for self, family members and peers in pairs/groups</li> <li>• mention important years in their lives and in the Kenyan history.</li> </ul>	What are the important years in your life and why?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as learners use numbers to mention years of birth for self, family members and peers in pairs/groups.</li> <li>• <b>Self-efficacy</b> as learners talk about important years in their lives.</li> </ul>				
<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners demonstrate <b>citizenship</b> as they examine important dates in their country's history.</p>			<p><b>Link to Values:</b> Learners demonstrate <b>honesty</b> in giving information about their years of birth and <b>patriotism</b> when they mention important years in Kenyan history.</p>	

<p><b>Link to other learning areas</b> All learning areas in languages relating to numbers, which provides skills in counting, and Social Studies on country's history.</p>	<p><b>Suggested Community Service Learning:</b> Learners sensitise peers, family members and members of their community on important years in their lives and in the country's history.</p>
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### Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identification of numbers	Identifies the value of numbers with ease and uses the appropriate vocabulary to state them without hesitation.	Identifies the value of numbers and uses the appropriate vocabulary to state them with minimal hesitation.	Identifies the value of most numbers and uses the appropriate vocabulary to state them with some limited support.	Identifies the value of some numbers but lacks the appropriate vocabulary to state them most of the time.
Articulation	Consistently speaks with the correct pronunciation and intonation about numbers and years with ease, no errors.	Speaks with the correct pronunciation and intonation about numbers and years, almost free of errors.	Speaks with the correct pronunciation and intonation most of the time, makes a few errors that distort communication to a limited extent.	Articulates a few numbers and years correctly, makes considerable errors that affect communication to a great extent.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening And Speaking</b>	<b>1.3 Phonological Awareness</b>  <b>(2 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) combine syllables appropriately for correct articulation b) discriminate long and short sounds of German words.	Learners <ul style="list-style-type: none"> <li>• listen and speak out aloud words with typical German sounds</li> <li>• ‘th’, ‘ch’, ‘z’, Long and short sounds. ‘i’, ie’ and diphthongs <i>eu, ei, au, ai</i>.</li> <li>• view and repeat recorded video of long and short sounds, words with special German alphabetic characters (umlaut).</li> <li>• use provided words to write simple short tongue-twisters/ songs/poems/rhymes in pairs/ groups and present to peers.</li> <li>• listen to short simple texts (dialogues, songs, rhymes/ tongue-twisters) and identify the typical German sound combinations.</li> </ul>	Why is correct pronunciation of words important?

			<ul style="list-style-type: none"> <li>• search in the dictionary/online for words with long/short sounds and sound combinations and pronounce them.</li> <li>• discuss safety when online.</li> <li>• participate in word-games by manipulating letters.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and imagination</b> as learners write own tongue twisters, songs, rhymes and poems.</li> <li>• <b>Digital literacy and learning to learn</b> as learners research online for words with long/short sounds and sound combinations.</li> </ul>				
<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop <b>awareness on safety and security</b> when using smart devices online.</p>			<p><b>Link to Values:</b> Learners demonstrate <b>respect and empathy</b> for peers with challenges in pronunciation and <b>responsibility</b> in the use of digital platforms as well as <b>awareness</b> on the ethics of digitally sharing content.</p>	
<p><b>Link to other learning areas</b> All learning areas in languages on correct articulation of sounds, and Science and Technology when searching for words online</p>			<p><b>Suggested Community Service Learning:</b> Learners identify peers and members of the community with pronunciation challenges and assist them.</p>	

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Articulation	Consistently speaks with the correct pronunciation, inflections, number of syllables and other nuances of pronunciation and the intonation seems natural and animated, voice is confident.	Speaks with the correct pronunciation, with most inflections correct, segmenting of syllables is almost free of errors and the intonation seems almost natural and animated, voice is confident.	Speaks with the correct pronunciation, with some of the inflections correct, makes some errors in segmenting of syllables but corrects them when prompted and the intonation is mostly natural, some animation.	Hesitates frequently and struggles with pronunciation and intonation; voice lacks confidence and there is marked monotony.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening And Speaking</b>	<b>1.4 Describing Places, Weather And Seasons</b>  <b>(6 Lessons)</b>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) describe places, weather and seasons using acquired vocabulary and language structures</li> <li>b) demonstrate appreciation of turn-taking in conversations.</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>• Describe favourite places, weather and seasons using adjectives in the predicative form (<i>kalt, heiß weit, warm,</i>) and sentence structures such as “<i>es regnet</i>”, “<i>es scheint</i>“, etc.</li> <li>• Work in pairs using a guessing game to describe places they have visited/would like to visit.</li> <li>• Present drawings/paintings of different seasons.</li> <li>• Create galleries of favourite places, weather and seasons and talk about them as they appreciate diversity.</li> <li>• Use the internet to research for places they would love to visit and share with peers.</li> </ul>	<ol style="list-style-type: none"> <li>1) What guides you when choosing places to visit visit?</li> <li>2) Which is your favourite weather and why?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as learners work in pairs playing guessing games.</li> <li>• <b>Digital Literacy</b> as learners use the Internet to research on places they would love to visit.</li> </ul>				

<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners become conversant with various parts of their country in enhancing <b>citizenship</b>.</p>	<p><b>Link to Values:</b> Learners demonstrate <b>love</b> for their country as they consider diversity in different places.</p>
<p><b>Link to other learning areas</b> All learning areas in languages on how adjectives are used, and Creative Arts in relation to drawing /painting.</p>	<p><b>Suggested Community Service Learning:</b> Learners work with peers and other community members to make their own environment beautiful and attractive.</p>

### Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Articulation	Consistently speaks clearly without hesitation, pronunciation is correct, intonation is natural, and exhibits voice confidence.	Speaks without hesitation, pronunciation is correct and intonation is almost natural, and exhibits some voice confidence.	Speaks with the correct pronunciation and intonation most of the time, but a few errors which do not affect communication.	Articulates a few words and sounds correctly, makes errors in pronunciation and intonation and therefore requires support.

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Vocabulary and language structures	Consistently uses appropriate and varied vocabulary and language structures to talk about places, weather and seasons with ease.	Uses appropriate vocabulary and language structures to talk about places, weather and seasons.	Uses appropriate vocabulary and language structures to talk about places, weather and seasons with some support.	Uses appropriate vocabulary and language structures to a limited extent, tends to grope for words most of the time.
Turn-taking	Demonstrates excellent attentive listening skills, waits for own turn, does not interrupt conversation unnecessarily, seeks clarifications and uses non-verbal cues appropriately and meaningfully to support communication.	Demonstrates attentive listening skills, waits for own turn, does not interrupt conversation unnecessarily, and uses non-verbal cues appropriately and meaningfully to support communication most of the time.	Demonstrates attentive listening skills most of the time, waits for own turn, but on some occasions interrupts conversation unnecessarily and uses some non-verbal cues appropriately to support communication.	Demonstrates limited attentive listening skills, needs prompting to respond during own turn and uses minimal non-verbal cues appropriately to support communication.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening And Speaking</b>	<b>1.5 School  (3 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) express oneself about school using appropriate vocabulary and language structures, b) recognise the basic differences between schools in Kenya and in Germany.	Learners are guided to: <ul style="list-style-type: none"> <li>• talk about interesting aspects of their own school.</li> <li>• listen to simple texts related to basic differences in schools between Kenya and Germany.</li> <li>• talk about the basic differences between schools in Kenya and Germany in pairs/groups using the comparative form.</li> <li>• watch a video on how waste is disposed of in German schools.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you love about your school?</li> <li>2. What would you change in your school?</li> </ol>
<p><b>Core Competencies to be developed:</b>  <b>Communication</b> and <b>collaboration</b> as learners talk about the basic differences between schools in Kenya and Germany in pairs/groups.</p>				
<p><b>Link to Pertinent and contemporary issues (PCIs):</b>  Learners develop <b>environmental awareness</b> in waste disposal.</p>			<p><b>Link to Values:</b>  Learners demonstrate <b>patriotism</b> through love for own school, and <b>responsibility</b> in keeping the school clean.</p>	

<p><b>Link to other learning areas</b> Learners link learning to Science and Technology on taking care of the environment.</p>	<p><b>Suggested Community Service Learning:</b> Learners work with members of the community to organise clean-up activities around the school.</p>
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### Assessment Rubric

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Vocabulary and language Structures	Consistently uses appropriate and varied vocabulary and language structures to talk about differences in schools with ease.	Uses appropriate vocabulary and language structures to talk about differences in schools with minimal gaps and hesitations.	Uses appropriate vocabulary and language structures to talk about some of the differences in schools with some gaps.	Uses limited vocabulary and language structures to talk about differences in schools.
Articulation	Consistently speaks with the correct pronunciation and intonation without hesitation.	Speaks with the correct pronunciation and intonation, almost error free.	Speaks with the correct pronunciation and intonation, makes some errors.	Articulates a few words and sounds correctly, makes errors and, therefore, requires support most of the time.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.6 Leisure Time Activities  (5 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) Talk about leisure time activities using acquired vocabulary and language structures, b) Demonstrate appreciation of leisure time activities in talent development.	Learners are guided to: <ul style="list-style-type: none"> <li>• Talk about what they do during free time using appropriate phrases and adjectives.</li> <li>• Compare leisure time activities using appropriate equal and unequal comparisons using <i>lieber</i>, <i>so wie</i> and the superlative form <i>am liebsten</i>.</li> <li>• Listen to background sounds of leisure time activities and identify them.</li> <li>• Pantomime favourite leisure time activities in pairs/groups.</li> <li>• Discuss positive and negative leisure time activities.</li> <li>• Research on leisure time activities not common in Kenya and share.</li> </ul>	What do you consider an appropriate leisure time activity and why?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as learners compare leisure time activities in pairs/groups.</li> <li>• <b>Learning to learn</b> as learners undertake a research on leisure time activities not common in Kenya.</li> </ul>				

<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop awareness of the importance of leisure time activities on <b>healthy living</b> as well as the role of leisure time activities in the development of talent.</p>	<p><b>Link to Values:</b> Learners demonstrate responsibility by using leisure time appropriately.</p>
<p><b>Link to other learning areas</b> All learning areas in languages in relation to talking about leisure time activities, and Physical and Health Education on the advantages of being active.</p>	<p><b>Suggested Community Service Learning:</b> Learners organise sports activities with members of their community and sensitise them on the importance of being active.</p>

### Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Vocabulary and language structures	Consistently and creatively uses appropriate vocabulary and language structures to talk about leisure time activities with ease.	Uses appropriate vocabulary and language structures to talk about leisure time activities, almost error free.	Uses appropriate vocabulary and language structures to talk about leisure time activities, makes a few errors.	Uses limited appropriate vocabulary and language structures, hesitates and requires frequent probing and support.
Articulation	Consistently and accurately speaks with the correct pronunciation and intonation, error free.	Speaks with the correct pronunciation and intonation, detects a few errors made and corrects them.	Speaks with the correct pronunciation and intonation, makes some errors, but with support corrects them.	Articulates a few words and sounds correctly, has challenges intonating most of the words.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening And Speaking</b>	<b>1.7 Foodstuff  (4 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) describe foodstuff using acquired vocabulary and language structures b) demonstrate appreciation of the eating habits of different cultures c) recognises the need for healthy eating habits.	Learners are guided to: <ul style="list-style-type: none"> <li>• listen to/watch recorded audio/video about various foodstuff.</li> <li>• discuss with peers in pairs/groups about their favourite foodstuff/menus.</li> <li>• use quantifiers (<i>Kilo, Liter, etc</i>) to describe various foodstuff from different parts of the world.</li> <li>• create videos showing how various meals/mealtimes in different communities/parts of the world look like and present to peers in class.</li> <li>• discuss and make a presentation about the role unhealthy eating habits play on lifestyle diseases.</li> </ul>	What do you eat and why?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as learners discuss with peers in pairs/groups about their favourite foodstuff/menus.</li> <li>• <b>Digital Literacy</b> as learners use audio-visual equipment to make class projects on food and eating cultures.</li> </ul>				

<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop awareness on the role of unhealthy eating habits in lifestyle diseases.</p>	<p><b>Link to Values:</b> Learners demonstrate <b>responsibility</b> by eating healthy.</p>
<p><b>Link to other learning areas</b> All learning areas in languages relating to foodstuff, Home Science on healthy eating habits as well as in Science and Technology on how to create videos.</p>	<p><b>Suggested Community Service Learning:</b> Learners sensitise peers, family and members of their community on the eating habits of other communities.</p>

### Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Level of understanding	Consistently exhibits excellent command and creative use of appropriate vocabulary and language structures to respond to varied contexts.	Exhibits good command and use of appropriate vocabulary and language structures in responding to questions.	Understands and uses some appropriate vocabulary and language structures to talk about foodstuff, makes errors but which do not affect communication.	Needs support to understand and use most vocabulary and language structures, makes errors that affect communication considerably.
Articulation	Consistently speaks with the correct pronunciation and intonation, no errors.	Speaks with the correct pronunciation and intonation, corrects oneself in minor errors made.	Speaks with the correct pronunciation and intonation, makes a few mistakes.	Pronounces and intonates a few words correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.1 Greetings and Introduction</b>  <b>(3 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) extract information from formal and informal texts b) identify social norms governing formal and informal communication.	Learners are guided to: <ul style="list-style-type: none"> <li>• read formal and informal texts and identify typical phrases and categorise them (emails, SMS, postcards, telephone conversations).</li> <li>• simulate formal and informal telephone conversation in pairs/groups.</li> <li>• read along to an audio and fill the missing forms of regular and irregular verbs.</li> <li>• take photos of a favourite pet, write a short text on it and read it aloud to peers.</li> <li>• discuss how they take care of their pets.</li> <li>• create a showcase portfolio of pets and texts, and mount it as a poster.</li> </ul>	Why is reading important?

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b> and <b>collaboration</b> as learners simulate formal and informal telephone conversations in pairs/groups.</li> <li>• <b>Self-efficacy</b> as learners take photos, write and read short texts of favourite pets.</li> <li>• <b>Creativity</b> and <b>imagination</b> as learners create a showcase portfolio of pets and mount it as a poster.</li> </ul>	
<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop awareness on how to take care of pets.</p>	<p><b>Link to Values:</b> Learners demonstrate <b>respect</b> as set out in the social interaction norms.</p>
<p><b>Link to other learning areas</b> All learning areas in languages on greetings and introduction, and Creative Arts on creating showcase portfolios.</p>	<p><b>Suggested Community Service Learning:</b> Learners sensitise peers in the community on phone etiquette and animal welfare issues.</p>

### Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Level of understanding	Consistently and with ease makes meaning of texts related to greetings and introduction.	Makes meaning of texts on greetings and introductions with limited support.	Makes meaning of texts on greetings and introductions with some support.	Reads with limited understanding of content in texts



<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Articulation	Consistently reads with the correct pronunciation and intonation, makes no errors.	Reads with the correct pronunciation and intonation, almost no errors.	Reads with the correct pronunciation and intonation, makes some errors.	Has difficulty reading with the correct pronunciation and intonation.
Tempo	Consistently reads with the appropriate tempo, varying according to the context and emotions depicted in a reading text.	Reads with the appropriate tempo, minimal hesitations.	Reads with the appropriate tempo most of the time, hesitates on some aspects.	Reads slowly and hesitantly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.2 Numbers And Years</b>  <b>(1 Lesson)</b>	By the end of the sub-strand the learner should be able to: a) read numbers correctly using acquired phonemes, b) communicate time effectively using years.	Learners are guided to: <ul style="list-style-type: none"> <li>• read out aloud numbers above 100.</li> <li>• dictate to peers their years of birth, and peers writes them down and read them aloud.</li> <li>• find years hidden in a puzzle.</li> <li>• read aloud important years in Kenyan history.</li> </ul>	Why is it important to read numbers correctly?
<p><b>Core Competencies to be developed:</b>  <b>Communication and collaboration</b> as learners dictate to peers their years of birth and peers write them down and read them aloud.</p>				
<p><b>Link to Pertinent and contemporary issues (PCIs):</b>  Learners make well use of time and take care of personal belongings as a demonstration of sound <b>financial literacy skills</b>.</p>			<p><b>Link to Values:</b>  Learners demonstrate <b>honesty</b> in giving information about themselves and others.</p>	
<p><b>Link to other learning areas</b>  All learning areas in languages on how numbers are written, and Mathematics which provides skills in counting.</p>			<p><b>Suggested Community Service Learning:</b>  Learners to identify peers in the community experiencing difficulties in numeracy and facilitate them to count.</p>	

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Reading for understanding and representation.	Consistently and accurately identifies and reads numbers in numeral and word form with ease.	Identifies and reads numbers in numeral and word form correctly, almost no errors.	Identifies and reads numbers in numeral and word forms, makes a few errors.	Has difficulty identifying and reading numbers in numeral and word forms, only a few are correct.
Reading aloud	Consistently and accurately reads aloud numbers, makes no errors.	Accurately reads aloud numbers, detects errors and corrects them.	Reads aloud most numbers correctly, makes a few errors.	Reads only a few numbers correctly, makes considerable errors.
Tempo	Consistently reads fluently at an appropriate pace with marked liveliness.	Reads fluently at an appropriate pace, some liveliness.	Reads fluently at a moderate pace, limited liveliness.	Reads slowly and hesitantly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 Phonological Awareness  (1 Lesson)	By the end of the sub-strand the learner should be able to: a) Articulate words with typical German sounds correctly.	Learners are guided to: <ul style="list-style-type: none"> <li>listen and read along to recorded words with typical German sounds (long and short sounds, sound combination <i>eu, ei, au ai, ie, etc.</i>).</li> <li>read short simple tongue-twisters/ rhymes/songs and identify sound combinations in pairs/groups.</li> <li>search in the dictionary/online for words with long/short sounds and sound combinations and practise to say them aloud.</li> </ul>	Why is it important to pronounce words correctly?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li><b>Communication and collaboration</b> as learners read short simple tongue-twisters/rhymes/ songs and identify sound combinations in pairs/groups.</li> <li><b>Learning to learn</b> as learners search in the dictionary/online for words with long/short sounds and sound combinations and practise.</li> </ul>				
<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop skills of <b>knowing oneself</b> through their abilities to pronounce words correctly.</p>				<p><b>Link to Values:</b> Learners demonstrate <b>honesty</b> in identifying own challenges in articulation of words.</p>

<p><b>Link to other learning areas</b> Learners compare/contrast articulation of words and sounds with other learning areas in languages.</p>	<p><b>Suggested Community Service Learning:</b> Learners identify peers struggling with pronunciation and assist them.</p>
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### Assessment Rubric

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Articulation	Consistently reads words and sounds with the correct pronunciation and intonation, no errors.	Reads words and sounds with the correct pronunciation and intonation, almost no errors.	Reads most words and sounds with the correct pronunciation and intonation, makes some errors.	Reads limited words and sounds correctly, makes errors in pronunciation and intonation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.4 Describing Places, Weather And Seasons</b>  (2 Lessons)	By the end of the sub-strand the learner should be able to: a) extract information from texts using appropriate vocabulary and language structures, b) read aloud texts for enjoyment.	Learners are guided to: <ul style="list-style-type: none"> <li>• read simple descriptions of places, weather and seasons and share with peers</li> <li>• share in pairs/groups their ideal holiday destinations and the weather (<i>Mein Traumurlaubsort ist Mombasa. Mombasa ist warm</i>)</li> <li>• match the text to the corresponding pictures of weather and seasons</li> <li>• use the Internet in pairs/groups to find photos and information about their favourite/dream cities and make a brief presentation to peers.</li> </ul>	Which is your favourite weather and why?
<b>Core Competencies to be developed:</b> <b>Communication and collaboration</b> as learners share in pairs/groups their ideal holiday destinations.				
<b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop awareness on effects of weather and how to minimise risks.			<b>Link to Values:</b> Learners demonstrate <b>patriotism</b> in the description of places.	

<p><b>Link to other learning areas</b> Learners link description of places, weather and seasons with other languages and Social Studies.</p>	<p><b>Suggested Community Service Learning:</b> Learners sensitise community members on how to protect themselves against adverse weather conditions.</p>
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### Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Level of understanding	Consistently and accurately reads texts on places, weather and seasons and responds to questions appropriately and with ease.	Reads texts on places, weather and seasons and responds to questions appropriately with minimal support.	Reads texts on places, weather and seasons and responds to most questions appropriately.	Reads texts on places, weather and seasons, exhibits inadequate command of vocabulary and language use and therefore finds it difficult to respond to questions appropriately.
Articulation	Consistently reads with the correct pronunciation and natural intonation, makes no errors.	Reads with the correct pronunciation and natural intonation, almost no errors.	Mostly reads with the correct pronunciation and intonation, makes a few errors.	Has difficulty reading with the correct pronunciation and intonation, makes errors in segmenting syllables, hesitates frequently and uses monotony.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0. Reading</b>	<b>2.5 School  (2 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) read texts for comprehension b) read texts aloud for articulation c) read at an appropriate speed for enjoyment.	Learners are guided to: • read simple texts on basic comparison of schools in Germany and Kenya • identify similarities and differences of schools in Kenya and Germany from a given text and present them on a poster in pairs/groups • read aloud texts on basic characteristics of schools in Kenya to peers • search online for information on a school in Germany and compare with their school.	What do you like/dislike about your school and why?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as learners identify similarities and differences of schools in Kenya and Germany and present them on a poster in pairs/groups.</li> <li>• <b>Digital literacy and Learning to learn</b> as learners search online for a school in Germany and compare with their school.</li> </ul>				
<p><b>Link to Pertinent and contemporary issues (PCIs):</b>Learners develop <b>environmental awareness</b> in keeping their school clean.</p>			<p><b>Link to Values:</b> Learners demonstrate <b>patriotism</b> by loving their school and responsibility by taking care of their school.</p>	



<p><b>Link to other learning areas</b> Learners link to Social Studies on where the school is located as well as Science and Technology on waste disposal.</p>	<p><b>Suggested Community Service Learning:</b> Learners work with peers and other members of their community to organise clean-up activities around the school.</p>
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### Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Level of understanding	Consistently and accurately makes meaning of basic comparisons of schools in Kenya and Germany using appropriate and varied vocabulary, phrases and sentence structures with ease. Is able to explain content in a reading text.	Makes meaning of basic comparisons of schools in Kenya and Germany using appropriate vocabulary, phrases and sentence structures with limited support.	Makes meaning of most of the basic comparisons of schools in Kenya and Germany using some appropriate vocabulary, phrases and sentence structures. Exhibits a few gaps that require some support.	Demonstrates insufficient grasp of vocabulary, phrases and sentence structures to aid in understanding reading texts, and therefore requires a lot of support.
Articulation	Reads with the correct pronunciation and intonation consistently, makes no errors.	Reads with the correct pronunciation and intonation, almost no errors.	Mostly reads with the correct pronunciation and intonation, makes some minor errors.	Hesitates frequently and struggles with the correct pronunciation and intonation, reads with monotony.

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Tempo	Consistently reads fluently at an appropriate pace with marked liveliness.	Reads at an appropriate pace with some liveliness.	Reads at a moderate pace with some limited liveliness.	Reads slowly and hesitantly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Reading</b>	2.6 Leisure Time Activities  (2 Lessons)	By the end of the sub-strand the learner should be able to: a) identify appropriate language structures and phrases that show likes and dislikes b) read aloud at an appropriate speed for enjoyment.	Learners are guided to: <ul style="list-style-type: none"> <li>• read short and simple profiles of people talking about their hobbies and answer question on them.</li> <li>• read simple sentences with the language structures (<i>lieber als.../am liebsten</i>) to peers.</li> <li>• read a list of hobbies and indicate whether they like them or not using Emojis/ thumbs-up/down..Read aloud leisure time activities provided on flash cards and mimic.</li> <li>• discuss how leisure time activities can mitigate against lifestyle diseases.</li> </ul>	How do you spend your free time and why?
<b>Core Competencies to be developed:</b> <b>Communication and collaboration</b> as learners read leisure time activities provided on flash cards and mimic.				
<b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop <b>awareness of healthy lifestyles</b> in engaging in meaningful leisure time activities.			<b>Link to Values:</b> Learners demonstrate <b>responsibility</b> by using leisure time appropriately.	

<p><b>Link to other learning areas</b> Learners link leisure time activities to Physical and Health Education on the advantages of being active.</p>	<p><b>Suggested Community Service Learning:</b> Learners organise sports activities with peers and members of their community and sensitise them on benefits of being active.</p>
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### Assessment Rubric

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Level of understanding	Consistently and accurately extracts information in texts on leisure time using appropriate and a wide a variety of vocabulary, expressions and language structures, responds to questions with ease.	Extracts information in texts on leisure time using appropriate vocabulary, expressions and language structures, responds to questions with limited support.	Extracts most information in texts on leisure time using appropriate vocabulary, expressions and language structures, responds to most questions, requires some support to respond to others.	Has difficulty making meaning of texts on leisure time due to gaps in vocabulary, expressions and language structures, responds to only a few questions appropriately.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.7 Foodstuff  (2 Lessons)	By the end of the sub-strand the learner should be able to: a) identify appropriate vocabulary, phrases and language structures in texts b) read aloud with correct pronunciation, intonation and tempo for enjoyment.	Learners are guided to: <ul style="list-style-type: none"> <li>• read simple texts on foodstuff and respond to questions on them appropriately.</li> <li>• read a sample supermarket brochure/restaurant menu and identify the various foodstuff in pairs/groups.</li> <li>• identify measure words for the food items on the brochure.</li> <li>• read dialogues about what people eat in various parts of Kenya and Germany.</li> </ul>	What do/don't you eat and why?
<p><b>Core Competencies to be developed:</b>  <b>Communication and collaboration</b> as learners read sample supermarket brochure/restaurant menu and identify various foodstuff in pairs/groups.</p>				
<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop abilities to make a shopping list as part of <b>financial literacy</b>.</p>			<p><b>Link to Values:</b> Learner demonstrates <b>responsibility</b> when they create shopping lists within what one can afford.</p>	
<p><b>Link to other learning areas</b> Learners link food to Home Science and Physical and Health Education on the need to eat healthy.</p>			<p><b>Suggested Community Service Learning:</b> Learners sensitise peers and family members on the need to eat healthy.</p>	

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Vocabulary and language structures	Consistently and accurately identifies appropriate vocabulary, phrases and language structures on foodstuff for text comprehension with ease.	Accurately identifies appropriate vocabulary, phrases and language structures on foodstuff for text comprehension, uses reference materials to a limited extent.	Identifies some appropriate vocabulary, phrases and language structures on foodstuff with some support.	Has difficulty in identifying appropriate vocabulary, phrases and language structures on foodstuff for text comprehension.
Articulation	Reads with the correct pronunciation and intonation consistently, makes no errors.	Reads with the correct pronunciation and intonation, almost no errors.	Mostly reads with the correct pronunciation and intonation, makes some minor errors.	Hesitates frequently and struggles with the correct pronunciation and intonation, reads with monotony.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 Greetings and Introduction  (6 Lessons)	By the end of the sub-strand the learner should be able to: a) express ideas using appropriate register and language structures b) write texts observing German orthography rules c) develop writing skills for enjoyment.	Learners are guided to: <ul style="list-style-type: none"> <li>• write formal telephone conversations observing the required etiquette.</li> <li>• write informal short text messages and E-mails.</li> <li>• take photos of pets and write short texts about them and share in pairs/groups.</li> <li>• create own profiles using the appropriate forms of the regular and irregular verbs.</li> <li>• compose short poems/songs/<i>Elfchen</i> on favourite pets and present it to peers.</li> </ul>	1. How do you communicate with your friends, peers and family members?  2. How do you communicate with your teachers?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as learners take photos of pets and write short texts about them and share in pairs/groups.</li> <li>• <b>Creativity and imagination</b> as learners compose short poems/songs/<i>Elfchen</i> on favourite pets and present to peers.</li> </ul>				
<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners take care of pets as part of animal welfare.</p>			<p><b>Link to Values:</b> Learners demonstrate <b>love</b> by taking care of their pets.</p>	

<p><b>Link to other learning areas</b> All learning areas in languages in relation to formal and informal forms of greetings and introductions.</p>	<p><b>Suggested Community Service Learning:</b> Learners assist community members on communicating using digital devices.</p>
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### Assessment Rubric

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Expression of ideas	Consistently and accurately expresses ideas in formal and informal communication in a clear and concise manner, always uses appropriate register with ease.	Expresses ideas in formal and informal communication in a clear and concise manner, uses appropriate register most of the time	Expresses ideas in formal and informal communication, mostly clearly and concisely presented, a few instances not clear and concise, exhibits some register gaps	Seems to possess inadequate register for formal and informal contexts, uses out of place and irrelevant register, communication lacks clarity and conciseness.
Correct Language Structures	Consistently and accurately constructs simple sentences using appropriate phrases and language structures with ease, no errors.	Constructs simple sentences using appropriate phrases and language structures, almost no errors.	Constructs simple sentences using appropriate phrases and language structures, makes some grammatical and spelling errors.	Makes considerable grammatical and spelling errors that affect meaning, flow and clarity of text.



Coherence	Consistently presents ideas logically, uses a variety of appropriate linking devices to connect sentences and paragraphs, sentences adhere to correct word order, provides a paragraph structure, no punctuation errors.	Presents ideas mostly clearly and logically, uses appropriate linking devices to connect sentences and paragraphs, sentences adhere to correct word order, provides a paragraph structure, a few punctuation errors, but which do not affect flow of text.	Presents most ideas , a few gaps in logical flow, uses some appropriate linking devices to connect sentences and paragraphs with notable gaps in some instances, sentences adhere to correct word order most of the time, provides a paragraph structure which lacks adequate explanations after topical sentence, some punctuation errors that affect flow of text.	Seems to have challenges presenting ideas in a logical and linked manner, uses simple sentences, rarely correct, no visible paragraph structure, a number of punctuation mistakes making text difficult to understand.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.2 Numbers Above 100  (1 Lesson)</b>	By the end of the sub-strand the learner should be able to: a) write numbers in words correctly using acquired phonemes b) express information using numbers.	Learners are guided to: <ul style="list-style-type: none"> <li>• write numerical numbers (above 100) in words.</li> <li>• write numbers and years of birth as dictated by others.</li> <li>• research how numbers above 1000 and years are written in words and share with peers.</li> </ul>	How important are numbers in our daily lives?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as learners write down numbers as dictated by others.</li> <li>• <b>Learning to learn</b> as learners find out how numbers above 1000 are written in words.</li> </ul>				
<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop <b>citizenship</b> as when discussing important dates in own and country's history.</p>			<p><b>Link to Values:</b> Learners demonstrate <b>honesty</b> in giving information about themselves and others.</p>	
<p><b>Link to other learning areas</b> Learners link writing of numbers to other languages, and Mathematics which provides skills in counting.</p>			<p><b>Suggested Community Service Learning:</b> Learners to work with family members and help them document their dates of birth.</p>	

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Spelling	Consistently and accurately spells numbers, no errors.	Spells numbers correctly most of the time, almost no errors.	Spells most numbers correctly, makes a few spelling errors.	Spells a few numbers correctly, makes considerable errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	3.3 Phonological Awareness  (1 Lesson)	By the end of the sub-strand the learner should be able to: a) write words correctly using German syllables, b) value correct orthography in language learning.	<ul style="list-style-type: none"> <li>• learners are guided to:</li> <li>• write words with German syllables.</li> <li>• create, in pairs/groups, songs/rap/tongue-twister/simple poems (<i>Elfchen</i>) on words with short and long sounds.</li> <li>• write sounds and words from varied sources.</li> <li>• fill in missing letters and words.</li> </ul>	Why is it important to write correctly?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b> and <b>collaboration</b> as learners create simple songs/rap/tongue-twisters/simple poems in groups/pairs.</li> <li>• <b>Creativity</b> and <b>imagination</b> as learners create in pairs/groups simple songs/rap/tongue-twisters/simple poems.</li> </ul>				
<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners gain and express confidence through creating songs/raps/poems.</p>			<p><b>Link to Values:</b> Learners demonstrate <b>unity</b> in working together.</p>	
<p><b>Link to other learning areas</b> Learners discuss the similarities and differences in writing between German and other languages and link to Creative Arts when creating songs.</p>			<p><b>Suggested Community Service Learning:</b> Learners collaborate with peers outside the school set up and compose simple songs/raps using the syllables learnt.</p>	

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Spelling	Learner consistently writes words with typical German syllables and correct orthography, no errors.	Learner writes words with typical German syllables and correct orthography, almost no errors.	Learner writes words with typical German syllables and correct orthography, makes a few errors.	Learner writes only a few words with typical German syllables correctly, makes some errors and does not adhere to orthographic rules.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	3.4 Describing Places, Weather And Seasons  (4 Lessons)	By the end of the sub-strand the learner should be able to: a) write about places, weather and seasons using appropriate language structures, b) describe weather and seasons in their immediate environment, c) compare the seasons between Kenya and Germany.	Learners are guided to: <ul style="list-style-type: none"> <li>• write descriptions of places, weather and seasons using pictures or flash cards in pairs/groups.</li> <li>• draw/paint/colour weather and seasons and write relevant descriptions.</li> <li>• write sentences using adjectives in the predicative form.</li> <li>• research online on weather patterns of selected/favourite cities in Kenya and Germany and share.</li> <li>• record weather patterns of their immediate environment and review in pairs.</li> </ul>	1. Which is your favourite weather and why? 2. How does weather affect our daily activities?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b> and <b>collaboration</b> as learners record weather patterns of their immediate environment and review them in pairs/groups.</li> <li>• <b>Creativity</b> and <b>imagination</b> as learners draw/paint/colour weather and seasons.</li> <li>• <b>Digital Literacy</b> as learners research online on weather patterns and share.</li> </ul>				

<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop awareness on the effects of weather on their environment.</p>	<p><b>Link to Values:</b> Learners demonstrate unity when collaborating to record weather patterns.</p>
<p><b>Link to other learning areas</b> Learners compare the use of adjectives with other languages and link to Social Studies when locating places and describing weather patterns.</p>	<p><b>Suggested Community Service Learning:</b> Learners sensitise members of the community on the effects of weather.</p>

### Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Language structures	Consistently and accurately constructs varied sentences using appropriate phrases and adjectives in the predicative form with ease, no errors.	Constructs sentences using appropriate phrases and adjectives in the predicative form, almost no error.	Constructs most sentences using appropriate phrases and adjectives in the predicative form, makes some errors.	Constructs simple sentences, seldom correct, lacks appropriate phrases for expression.

Coherence	Consistently presents ideas logically, uses a variety of appropriate linking devices to connect sentences and paragraphs, sentences adhere to correct word order, provides a paragraph structure, no punctuation errors.	Presents most ideas clearly and logically, uses appropriate linking devices to connect sentences and paragraphs, sentences adhere to correct word order, provides a paragraph structure, a few punctuation errors, but do not affect flow of text.	Presents most ideas clearly, a few gaps in logical flow, uses some appropriate linking devices to connect sentences and paragraphs with notable gaps in some instances, sentences adhere to correct word order most of the time, provides a paragraph structure which lacks adequate explanations after topical sentence, some punctuation errors that affect flow of text.	Seems to have challenges presenting ideas in a logical and linked manner, uses simple sentences, rarely correct, no visible paragraph structure, a number of punctuation mistakes making text difficult to understand.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	3.5 School  (1 Lesson)	By the end of the sub-strand the learner should be able to: a) write texts using the acquired vocabulary and language structures b) appreciate the differences in schools in Kenya and Germany.	Learners are guided to: <ul style="list-style-type: none"> <li>• write short descriptions about their school.</li> <li>• list the basic differences between schools in Kenya and Germany.</li> <li>• write sentences using the comparative form.</li> <li>• write and discuss in pairs/groups the importance of keeping the school clean.</li> </ul>	1. What do you know about schools in Germany? 2. How do you keep your school clean?
<b>Core Competencies to be developed:</b> <b>Communication and collaboration</b> as learners discuss the importance of keeping their school clean.				
<b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop environmental awareness in keeping their school clean.			<b>Link to Values:</b> Learners demonstrate <b>patriotism</b> through love for their school and responsibility by caring for their school environment.	
<b>Link to other learning areas</b> Learners link to Science and Technology in relation to waste disposal.			<b>Suggested Community Service Learning:</b> Learners work with members of their community to organize clean-up activities around their school.	

### Assessment Rubric

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Expression of ideas	Consistently and accurately expresses ideas about school using appropriate and varied vocabulary and comparative forms with ease, no errors.	Expresses ideas about school using appropriate vocabulary and comparative forms, almost no errors.	Expresses ideas about school, identifies appropriate vocabulary and comparative forms in most instances, makes some errors in usage of comparative forms.	Has difficulty expressing ideas about school, exhibits insufficient command of appropriate vocabulary and use of comparative forms.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.6 Leisure Time Activities.  (3 Lessons)	By the end of the sub-strand the learner should be able to: a) write texts on leisure time activities, b) express likes and dislikes using acquired vocabulary and language structures, c) value leisure time activities in talent development.	Learners are guided to: <ul style="list-style-type: none"> <li>• list new words/vocabulary on leisure time activities.</li> <li>• write texts on leisure time activities using provided stimuli (flash cards, pictures, videos).</li> <li>• write texts on leisure time activities, likes and dislikes using the positive, comparative and superlative forms: <i>gern, lieber, so wie and am liebsten</i>, while observing the correct word order.</li> <li>• research online on leisure time activities of age mates in Germany and write short texts to compare with their peers.</li> <li>• list appropriate and inappropriate leisure time activities in groups/pairs.</li> <li>• examine how leisure time activities contribute to development of own talents.</li> </ul>	How do you spend your free time?

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as learners use acquired vocabulary to list appropriate and inappropriate leisure time activities in groups/pairs.</li> <li>• <b>Digital Literacy and learning to learn</b> as learners research online on leisure time activities of their peers in Germany.</li> </ul>	
<p><b>Link to Pertinent and contemporary issues (PCIs):</b> Learners develop awareness of the importance of leisure time activities for healthy living and talent development.</p>	<p><b>Link to Values:</b> Learners demonstrate <b>responsibility</b> by using their leisure time appropriately.</p>
<p><b>Link to other learning areas</b> Learners link to Physical and Health Education on the advantages of engaging in leisure time activities that lead to physical and mental fitness.</p>	<p><b>Suggested Community Service Learning:</b> Learners organise sports activities with members of their community and sensitise them on the importance of being physically fit.</p>

### Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Language structures and vocabulary	Always constructs sentences using varied and appropriate vocabulary, expressions and the positive, comparative and superlative forms with ease, makes no errors.	Constructs sentences using appropriate vocabulary, expressions and the positive, comparative and superlative forms, almost no errors.	Constructs sentences using some appropriate, expressions and the positive, comparative and superlative forms, makes some errors that affect language correctness.	Constructs simple sentences, seldom adheres to correct word order and the three forms, exhibits gaps in vocabulary and required expressions, makes considerable errors that affect communication.

Text coherence	Consistently presents ideas logically, uses a variety of appropriate linking devices to connect sentences and paragraphs, sentences adhere to correct word order, provides a paragraph structure, no punctuation errors.	Presents most ideas clearly and logically, uses appropriate linking devices to connect sentences and paragraphs, sentences adhere to correct word order, provides a paragraph structure, a few punctuation errors, but do not affect flow of text.	Most ideas are presented clearly, a few gaps in logical flow, uses some appropriate linking devices to connect sentences and paragraphs with notable gaps in some instances, sentences adhere to correct word order most of the time, provides a paragraph structure which lacks adequate explanations after topical sentence, some punctuation errors that affect flow of text.	Seems to have challenges presenting ideas in a logical and linked manner, uses simple sentences, rarely correct, no visible paragraph structure, a number of punctuation mistakes making text difficult to understand.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	3.7 Foodstuff  (2 Lessons)	By the end of the sub-strand the learner should be able to: a) write texts using the acquired vocabulary and language structures, b) demonstrate inter-cultural awareness regarding foods and eating habits.	Learners are guided to: <ul style="list-style-type: none"> <li>• list examples of non-count food items (<i>z.B Milch, wasser, Zucker, Mehl usw</i>).</li> <li>• write down the various measure words for uncountable nouns, (<i>Liter, Flasche, Dutzend, Paket, Packung, Kilo usw</i>).</li> <li>• construct sentences using appropriate measure words.</li> <li>• visit a nearby market/ supermarket and make lists of the various foods they find.</li> <li>• take videos and photos of the various types of food they eat during various mealtimes and compare with peers.</li> <li>• research online on the types of food eaten in Germany during various mealtimes and compare with their own.</li> </ul>	Which is your favourite mealtime and why?

**Core Competencies to be developed:**

- **Communication** and **collaboration** as learners take videos and photos of the various types of food they eat during various mealtimes and compare with peers.
- **Digital Literacy** and **learning to learn** as learners take videos and photos of the various types of food, visit nearby markets and make lists of typical foods in their locality and research online for typical German food and share with peers.

**Link to Pertinent and contemporary issues (PCIs):**

Learners develop awareness on the importance of healthy eating habits.

**Link to Values:**

Learners demonstrate **responsibility** by eating healthy.

**Link to other learning areas**

Learners link learning to Home Science in relation to food and nutrition.

**Suggested Community Service Learning:**

Learners sensitise family members on proper eating habits to avoid lifestyle diseases.

## Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Expression of ideas	Consistently and accurately expresses ideas on foodstuff using appropriate and varied vocabulary, expressions and language structures, presents ideas in a logical and linked manner, uses varied linking devices for sentences and paragraphs, uses paragraph structure consistently and meaningfully with ease, no errors.	Expresses ideas on foodstuff using appropriate vocabulary, expressions and language structures, presents ideas in a logical and linked manner, uses linking devices for sentences and paragraphs, almost perfect paragraph structure, negligible errors that do not affect communication.	Expresses ideas on foodstuff using appropriate vocabulary, expressions and language structures most of the time, presents ideas in a logical and linked manner with some gaps, uses some linking devices for sentences and paragraphs, visible paragraph structure but with gaps, some errors that affect communication to a limited extent.	Uses basic vocabulary, expressions and language structures to express ideas, makes some errors, logical connections between ideas largely lacking, transitions between sentences and paragraphs are limited, no variation in sentence structure, no visible paragraph structure.



**ANNEX 1: List of Strands, Sub-Strands, Suggested Assessment Methods, Learning Resources and Non-Formal Activities.**

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Suggested Non-Formal Activities</b>
<b>1.0 Listening and Speaking</b>	1.1 Greetings and Introduction 1.2 Numbers and Months of the Year 1.3 Phonological Awareness 1.4 Describing People, Food and Drinks 1.5 School 1.6 Leisure Time Activities 1.7 Foodstuff	<ul style="list-style-type: none"> <li>• Developing mindmapping/ clusters</li> <li>• Observations</li> <li>• Discussions</li> <li>• Quizzes</li> <li>• Role-play</li> <li>• Multiple choice</li> <li>• Questionnaires</li> <li>• Learning/ Response Logs</li> <li>• Exit/Admit Slips</li> <li>• Total Physical Response Tests</li> <li>• Oral Evaluation Forms</li> <li>• Portfolios</li> <li>• Projects</li> <li>• Standardized Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Audio and video recordings</li> <li>• TV</li> <li>• Projectors</li> <li>• Smartboards</li> <li>• DVD players</li> <li>• Smartphones</li> <li>• Laptops</li> <li>• Radios</li> <li>• Course Books</li> <li>• Listening texts</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• German Cultural Festival</li> <li>• German Clubs</li> <li>• Kenya Music Festival</li> <li>• Tandem (face-to-face or electronic) and intercultural learning</li> <li>• School Open Days</li> <li>• Exchange Programs</li> <li>• Language Days</li> <li>• Inter-House Competitions</li> <li>• Inter-Class Competitions</li> <li>• Inter-School Contests</li> </ul>

<b>2.0 Reading</b>	2.1 Greetings and Introduction 2.2 Numbers and Months of the Year 2.3 Phonological Awareness 2.4 Describing People, Food and Drinks 2.5 School 2.6 Leisure Time Activities 2.7 Foodstuff	<ul style="list-style-type: none"> <li>• Creating expectations</li> <li>• Reading aloud</li> <li>• Sequencing text fragments</li> <li>• Reading for fluency</li> <li>• Filling in crossword puzzles</li> <li>• Observations</li> <li>• Discussions</li> <li>• Quizzes</li> <li>• Multiple choice</li> <li>• Questionnaires</li> <li>• Learning/ Response Logs</li> <li>• Exit/Admit Slips</li> <li>• Total Physical Response Tests</li> <li>• Portfolios</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Magazines</li> <li>• Course and work books</li> <li>• Easy readers</li> <li>• Cross word puzzles</li> <li>• Maps</li> <li>• Reading texts</li> <li>• Charts</li> <li>• Posters</li> <li>• Flash Cards</li> <li>• Drawings</li> <li>• Business Cards</li> <li>• Pictures</li> <li>• Menus</li> <li>• Brochures</li> <li>• Programmes of varied activities</li> <li>• Price Lists</li> </ul>	<ul style="list-style-type: none"> <li>• German Cultural Festival</li> <li>• German Clubs</li> <li>• Kenya Music Festival</li> <li>• Tandem (face-to-face or electronic) and intercultural learning</li> <li>• School Open Days</li> <li>• Exchange Programmes</li> <li>• Language Days</li> <li>• Inter-House Competitions</li> <li>• Inter-Class Competitions</li> <li>• Inter-School Contests</li> </ul>
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<b>3.0 Writing</b>	3.1 Greetings and Introduction 3.2 Numbers and Months of the Year 3.3 Phonological Awareness 3.4 Describing People, Food and Drinks 3.5 School 3.6 Leisure Time Activities 3.7 Foodstuff	<ul style="list-style-type: none"> <li>• Filling in grids/ tables</li> <li>• Matching of sentences</li> <li>• Supplying names to pictures</li> <li>• Comparing pictures with given statements and noting differences</li> <li>• Formulating questions</li> <li>• Filling in missing information</li> <li>• Writing dialogues/simple texts/summaries</li> <li>• Filling in business cards</li> <li>• Writing short poems (<i>Elfchen</i>)</li> <li>• Programmes of varied activities</li> <li>• Writing price lists</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Writing materials</li> <li>• Drawing materials</li> <li>• Posters</li> <li>• Charts</li> <li>• Course books</li> </ul>	<ul style="list-style-type: none"> <li>• German Cultural Festival</li> <li>• German Clubs</li> <li>• Kenya Music Festival</li> <li>• Tandem (face-to-face or electronic) and intercultural learning</li> <li>• School Open Days</li> <li>• Exchange Programs</li> <li>• Language Days</li> <li>• Inter-House Competitions</li> <li>• Inter-Class Competitions</li> <li>• Inter-School Contests</li> </ul>
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		<ul style="list-style-type: none"><li>• Observations</li><li>• Portfolios</li><li>• Portfolios</li><li>• Check lists</li></ul>		
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