



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY LEVEL DESIGNS

SUBJECT

INDIGENOUS LANGUAGES

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 am 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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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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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

#	Subject	Lessons Per Week
	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
	TOTAL	40

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.



INDIGENOUS LANGUAGES

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 could 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:

- 1) Respond appropriately to a variety of communication in the indigenous language.
- 2) Express themselves confidently and appropriately in a variety of social contexts.
- 3) Comprehend information in different contexts in the indigenous language.
- 4) Read texts accurately and fluently with comprehension.
- 5) Write legibly in different formats to express a variety of ideas and opinions.
- 6) Enjoy communicating using a variety of cultural language strategies.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: OCCUPATIONS AND TALENT				
1.0 Listening	1.1 Attentive listening (1 lesson)	By the end of the Sub Strand, the learner should be able to: a) elicit adverbial phrases used in texts b) identify occupations and talents c) respond to questions on the relationship between talents and occupations d) cultivate the skill of attentive listening to improve communication.	Learners to: <ul style="list-style-type: none"> • in small groups, listen to texts on talents and occupations and pair talents to related occupations • listen to poems on the ethic of hard work in relation to different occupations and answer questions • view a video clip on attentive listening and demonstrate what they see • engage in a radio lesson on work ethics for different occupations and answer questions • listen to peer presentations on the relationship between talents and occupations and give peer review. • listen to recorded clips and identify the use of adverbial phrases to show degree 	<ol style="list-style-type: none"> 1. How do we demonstrate attentive listening? 2. What work ethics do different occupations have? 3. How do we demonstrate hard work in different occupations? 4. What is the relationship between talents and occupations?

			<ul style="list-style-type: none"> • listen to the teacher ‘s presentation and explain similarities and differences between different occupations and list them down • listen to recorded clips on occupations and identify the use of adverbial phrases to show degree 	<p>5. When do we use adverbial phrases?</p>
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners listen attentively and respond to questions on the relationship between talents and occupations • Critical thinking and problem solving as they listen to identify the use of adverbial phrases to show degree from passages • Citizenship as they identify and list the work ethics for different occupations • Learning to learn as they identify the relationship between talents and different occupations. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners listen attentively and respond to questions on the relationship between talents and occupations • Critical thinking as they listen to identify the use of adverbial phrases to show degree from passages • Citizenship education as they identify and list the work ethics for different occupations 			<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility as they learn about hard work and other ethics for different occupations 	

<p>Links to other subjects: Languages teach listening skills and use of adverbial phrases to show degree and social studies teach about occupations and work ethics.</p>	<p>Suggested Community Service Learning: Learners to discuss about talents and occupations in the community with parents and guardians at home</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Listen attentively and identify the relationship between talents and occupations	Listens attentively and with ease identifies the relationship between talents and occupations	Listens attentively and identifies the relationship between talents and occupations	Attempts to listen attentively and identifies some talents and occupations but does not relate them	Easily distracted and does not identify any talents or occupations
Elicit adverbial phrases in texts and explain how they have been used to show degree	Excellently elicits adverbial phrases in texts and easily explains how they have been used to show degree	Elicits adverbial phrases in texts and explains how they have been used to show degree	Elicits some adverbial phrases in texts but does not know how they are used to show degree	Does not know what adverbial phrases are and does not explain how they are used

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question(S)
THEME: SCHOOL ACTIVITIES AND TALENTS				
<p>2.0 Speaking</p>	<p>2.1 Personal judgements and opinions</p> <p>(1 lesson)</p>	<p>By the end of the Sub Strand the learner should be able to:</p> <p>a) discuss and make personal opinion on talents and school activities</p> <p>b) use the direct object and infinitive to describe school activities</p> <p>c) explain the relationship between talents and school activities logically and coherently</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • in small groups, practice sharing personal opinions as they discuss school activities • learners to practice expressing personal judgements and opinions on selected texts e.g. imperatives with a direct object + how infinitive and imitate and use them to describe school activities • learners to be engaged in short debates on different situations requiring them to make judgements and express opinions • in pairs, one partner presents a text and the other makes a judgement or opinion e.g. use of imperatives with a direct object + how infinitive • in pairs learners to practice expressing their opinions audibly, articulately and confidently 	<ol style="list-style-type: none"> 1. How do we make personal opinions on texts? 2. Why is it important to use the direct object to describe activities? 3. Which school activities relate to talent development?

		<p>d) develop a desire to make personal judgements and opinions appropriately in discussions.</p>	<ul style="list-style-type: none"> • in groups learners could practice giving opinions as they use of imperatives with a Direct Object + How Infinitive to identify school activities • in small groups, learners could view recorded clips on self- expression and practice what they see. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration and creativity and imagination as learners explain school activities logically and coherently • Critical thinking for problem solving as learners Use the direct object and infinitive to describe school activities • Digital literacy as learners manipulate digital devices to access and listen to information on school activities. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Effective communication and creative thinking as learners explain school activities logically and coherently • Critical thinking as learners Use the direct object and infinitive to describe school activities 		<p>Links to Values:</p> <ul style="list-style-type: none"> • Respect and unity as learners apply discussion skills such as conceding space and respecting others opinion as they participate in discussions 		
<p>Links to other subjects: All languages teach discussion skills and sentence structures</p>		<p>Suggested Community Service Learning: Learners to participate in debates and discussions on the relationship between talents and school activities</p>		

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Make personal opinion in discussions about talents and school activities	Confidently makes personal opinion during discussions about talents and school activities	Makes personal opinion during discussions about talents and school activities	Attempts to discuss talents and school activities but does not make personal opinion	Does not identify talents or school activities
Use the direct object and infinitive to describe school activities logically and coherently	Excellently uses the direct object and infinitive to describe school activities logically and coherently	Uses the direct object and infinitive to describe school activities logically and coherently	Describes school activities logically and coherently but does not use the direct object and infinitive to	Names a few school activities but does not describe them or use object and infinitive

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: OCCUPATIONS AND TALENTS				
3.0 Reading	3.1 Extensive reading (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) apply relevant reading strategies to read extensively b) relate talents to occupations c) identify the use of adverbial phrases to show degree from passages d) value the benefits of reading extensively.	Learners to: <ul style="list-style-type: none"> • practice applying library rules to select texts on occupations and talents • identify and pair occupations with related talents from class readers • read poems on the importance of hard work in different talents and occupations and answer questions • identify and read magazines, newspapers on work ethics for different occupations or talents and answer questions • read each other's notes on the relationship between talents and occupations and give peer review. • read a chapter from the grade 6 course book on talents or occupations and identify the use of adverbial phrases to show degree • read the grade 6 readers and identify similarities and differences between different occupations. 	<ol style="list-style-type: none"> 1. Why is it important to read extensively? 2. How do we select materials from the library? 3. What is the relationship between talents and occupations?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as learners read the level readers and identify the use of adverbial phrases to show degree from passages • Learning to learn as learners identify similarities and differences between different occupations • Citizenship as learners apply library rules to select texts on occupations and talents 	
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Critical thinking as they listen to identify the use of adverbial phrases to show degree from passages • Citizenship education as learners apply library rules to select texts on occupations and talents 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility as they learn about hard work and other ethics for different occupations
<p>Links to other subjects: Languages teach listening skills and use of adverbial phrases to show degree, social studies teach about occupations and work ethics.</p>	<p>Suggested Community Service Learning: Discuss work ethics for different occupations with parents and guardians at home</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify the relationship between talents and occupations	Skillfully identifies the relationship between talents and occupations	Identifies the relationship between talents and occupations	Attempts to identify some relationships between talents and occupations but struggles	Is not able to identify any relationship between talents and occupations

Apply extensive reading strategies to identify adverbial phrases from passages	Applies extensive reading strategies to identify adverbial phrases from Passages with ease	Applies extensive reading strategies to identify adverbial phrases from passages	Does not apply extensive reading strategies but identifies some adverbial phrases from passages	Does not identify any reading strategy or adverbial phrases from passages
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: OCCUPATIONS AND TALENTS				
4.0 Writing	4.1 Intensive writing (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) write essays on the relationship between talents and occupations b) compose short poems on the work ethics of different occupations c) create short descriptions on types of occupations in the community d) use adverbial phrases to show degree to describe work ethics of an occupation	Learners to: <ul style="list-style-type: none"> • in small groups, compose short passages on occupations in the community and talents that relate to them • compose short poems on hard work and other work ethics in different occupations • practice using adverbial phrases in sentences to show degree and compile short paragraphs on occupations • work ethics for different occupations and answer questions • identify adverbial phrases from sentences on charts and use them in short compositions to show degree 	<ol style="list-style-type: none"> 1. How do we write intensively? 2. What work ethics do different occupations have? 3. How do we demonstrate hard work in different occupations? 4. How do we use adverbial phrases to show degree?

		e) recognize the role of different sentence structures in effective writing.	<ul style="list-style-type: none"> • practice writing short passages on differences between the work ethics of different occupations • write short descriptions on occupations found in the community. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration and creativity and imagination as learners compose short poems on hard work and other work ethics in different occupations • Learning to learn and critical thinking and problem solving as they identify adverbial phrases from sentences and use them in compositions to show degree • Citizenship as they learn the work ethics expected for different occupations. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Effective communication and creative thinking as learners compose short poems on hard work and other work ethics in different occupations • Critical thinking as they identify adverbial phrases from sentences and use them in compositions to show degree • Citizenship education as they learn about the work ethics for different occupations. 			<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility as they learn about hard work and other work ethics for different occupations 	
<p>Links to other subjects: Languages teach writing skills and the use of adverbial phrases to show degree, social studies teach about occupations and work ethics.</p>			<p>Suggested Community Service Learning: Learners to discuss the work ethics for different occupations with parents and guardians at home</p>	

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Create short essays on the relationship between talents and occupations and poems on the work ethics of different occupations	Innovatively creates essays on the relationship between talents and occupations and poems on the work ethic of different occupations	Creates essays on the relationship between talents and occupations and poems on the work ethic of different occupations	Attempts to create essays on talents and occupations and poems but does not show the relationship or the work ethics	Neither identifies the relationship nor the ethics
Use adverbial phrases to write short descriptions on the work ethics for different occupations	Consistently uses adverbial phrases to write short descriptions on the work ethics for different occupations	Uses adverbial phrases to write short descriptions on the work ethics for different occupations	Use adverbial phrases Attempts to write short descriptions but identifies only a few adverbial phrases and work ethics for different occupations	Does not identify any adverbial phrases or work ethics



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: HYGIENE PRACTICES AT SCHOOL				
1.0 Listening	1.2 Listening for information (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) respond to instructions to perform a task at school b) identify verbs and adverbs in sentences from a passage on hygiene c) respond to questions on hygiene using the passive and active voice	Learners to: <ul style="list-style-type: none"> • listen to recorded clips on hygiene practices at school and practice responding to the instructions in class • in pairs, listen and respond to instructions given by peers, for activities on hygiene at school • in small groups, listen to instructions on classroom activities, follow the steps and perform the tasks • in pairs listen to each other's instructions and identify verbs and adverbs • participate in a game requiring them to listen and respond to classroom instructions promptly, and give peer review. 	<ol style="list-style-type: none"> 1. How do we use the passive and active voice? 2. What is the importance of observing hygiene at school? 3. How do we use verbs and adverbs to give instructions?

		<p>d) embrace the value of paying attention and respond to instructions.</p>	<ul style="list-style-type: none"> • play a digital language game where they create instructions for classroom activities, click a button, listen to the instruction and respond by doing the activity • engage in a radio lesson on responding to instructions in the classroom and answer questions. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners listen and respond to instructions on hygiene in the classroom appropriately • Critical thinking and problem solving as learners identify verbs and adverbs from passages on hygiene at school • Creativity and imagination as learners create instructions for classroom activities and respond to them • Learning to learn as they respond to instructions and perform hygiene activities in the classroom • Digital literacy as they use digital devices to play language games on listening to and responding to instructions • Citizenship as they learn about obedience in listening and responding to instructions. 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners listen and respond to instructions on hygiene in the classroom appropriately • Critical thinking as they identify verbs and adverbs from passages on hygiene at school • Creative thinking as they create instructions for classroom activities and respond to them • Citizenship education as they learn about obedience in listening and responding to instructions. 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Respect as they learn the importance of responding to instructions appropriately • Responsibility as they learn to perform different classroom activities.
<p>Links to other subjects: Languages teach listening skills, responding to instructions and using verbs and adverbs, social studies teaches following rules</p>	<p>Suggested Community Service Learning: Learners to discuss instructions and hygiene practices with parents and guardians at home</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify verbs and adverbs from passages on hygiene at school	Excellently identifies verbs and adverbs from passages on hygiene at school	Identifies verbs and adverbs from passages on hygiene at school	Attempts to identify some verbs and adverbs from passages on hygiene at school	Hardly identifies any verbs and adverbs from passages on hygiene at school
Respond to instructions and perform activities for classroom hygiene	Responds to instructions and perform activities for classroom hygiene accurately and with ease	Responds to instructions and perform activities for classroom hygiene	Has difficulty responding to instructions but perform a few activities for classroom hygiene	Does not respond to any instructions or perform a task

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question(S)
THEME: PERSONAL HYGIENE				
<p>2.0 Speaking</p>	<p>2.2 Giving information</p> <p>(1 lesson)</p>	<p>By the end of the Sub Strand the learner should be able to:</p> <p>a) use direct object and how infinitive correctly</p> <p>b) discuss personal hygiene articulately</p> <p>c) desire to express self clearly to give information.</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • in small groups to practice discussing the importance of personal hygiene and give peer review • in pairs, learners to practice sharing ideas about personal hygiene using the direct object+ infinitive. • learners to practice using sentences with imperatives with a Direct Object + How Infinitive to give ideas on personal hygiene. • in pairs, learners to practice using imperatives with a Direct Object + How Infinitive e.g. Show me how to brush my teeth to discuss personal hygiene • in pairs learners to use digital devices view a discussion that has the use of imperatives with a Direct Object + How Infinitive and imitate 	<ol style="list-style-type: none"> 1. What is the importance of personal hygiene? 2. When do we use infinitives? 3. How do we use imperatives

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners discuss confidently and articulately about personal hygiene • Critical thinking and problem solving and creativity and imagination as they use digital devices to view and imitate the use of imperatives + infinitive in discussions about personal hygiene 	
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners discuss confidently and articulately about personal hygiene • Critical thinking and creative thinking as they use digital devices to view and imitate the use of imperatives + infinitive in discussions about personal hygiene • Health education as they learn and practice personal hygiene 	<p>Links to Values:</p> <ul style="list-style-type: none"> • Responsibility as learners learn to make critical choices on personal hygiene
<p>Links to other subjects: All languages teach discussions and specific sentence structures and Home science teaches hygiene.</p>	<p>Suggested Community Service Learning: Learners to discuss hygiene issues with parents and guardians and practice personal hygiene at home</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use the direct object and ‘how’ infinitive correctly in sentences	Confidently uses the direct object and ‘how’ infinitive correctly in sentences	Uses the direct object and ‘how’ infinitive correctly in sentences	Attempts to use the direct object and ‘how’ infinitive but not correctly	Does not identify and is not able to use the direct object or ‘how’ infinitive
Discuss personal hygiene confidently and articulately	Skilfully discusses personal hygiene confidently and articulately	Discusses personal hygiene confidently and articulately	Discusses personal hygiene but not confidently and articulately	Does not comprehend personal hygiene and is not able to discuss confidently or articulately

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: PERSONAL HYGIENE				
3.0 Reading	3.2 Reading strategies (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) read articulately with expression b) answer comprehension questions on personal hygiene c) make summary notes on personal hygiene d) infer the meaning of words from context e) desire to apply correct strategies when reading.	Learners to: <ul style="list-style-type: none"> • in small groups, practice reading to make inferences using texts about personal hygiene • practice reading texts on personal hygiene with comprehension and answer questions • in pairs, practice reading with correct intonation and pause • use digital devices to locate short passages on personal hygiene and identify the use of imperatives and infinitives • practice reading and inferring the meaning of new words from texts on personal hygiene. 	<ol style="list-style-type: none"> 1. Why is it important to make inferences in reading? 2. How do you read texts with expression? 3. Why is it important to observe personal hygiene?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration and creativity and imagination as learners read texts about personal hygiene with correct intonation and pause and make inferences on the meaning of new words • Learning to learn as learners read texts on personal hygiene with comprehension and answer questions • Digital literacy and critical thinking and problem solving as learners use devices to locate short passages on personal hygiene and identify the use of imperatives and infinitives 	
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners read texts about personal hygiene with correct intonation and pause • Creative thinking as they make inferences on the meaning of new words • Critical thinking as learners use devices to locate short passages on personal hygiene and identify the use of imperatives and infinitives • Health education as they learn how to observe personal hygiene 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as learners learn to observe personal hygiene
<p>Links to other subjects: All languages teach reading strategies and home science teaches personal hygiene</p>	<p>Suggested Community Service Learning: Learners to discuss the importance of personal hygiene with parents and guardians and practice it.</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Answer comprehension questions and make summary notes on personal hygiene	Excellently answers comprehension questions and makes summary notes on personal hygiene	Answers comprehension questions and makes summary notes on personal hygiene	Attempts to answer comprehension questions but struggles to make summary notes on personal hygiene	Has difficulty answering comprehension questions or making summary notes
Read articulately with expression and infer the meaning of words from context	Reads articulately with expression and perfectly infers the meaning of words from context	Reads articulately with expression and infers the meaning of words from context	Is not able to read articulately with expression but infers the meaning of a few words from context	Hardly reads articulately or infer the meaning of words

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: PERSONAL HYGIENE				
4.0 Writing	4.2 Writing conventions to present ideas (2 Lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) present ideas in logical sequence and neat handwriting b) use imperatives and infinitives correctly c) answer questions on personal hygiene d) enjoy writing ideas in logical sequence and neat handwriting. 	Learners to: <ul style="list-style-type: none"> • in small groups, discuss personal hygiene • practice writing ideas on personal hygiene in logical sequence • in pairs, practice writing ideas in neat handwriting • write sentences on personal hygiene using imperatives and infinitives correctly • organise work neatly and logically • work in pairs to write ideas on personal hygiene in logical sequence and assess each other’s work in turns • use digital devices to create short passages on personal hygiene using imperatives and infinitives and write them. 	<ol style="list-style-type: none"> 1. What entails writing legibly and in neat handwriting? 2. How do you organize ideas logically in texts? 3. Why is it important to observe personal hygiene?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration and learning to learn as learners write clearly and legibly and describe tasks using adjectives appropriately • Critical thinking and problem solving as learners identify the adjectives to use in describing specific tasks • Digital literacy and creativity and imagination as learners use digital devices to access to information and create paragraphs to describe a task and write short notices and paragraphs to describe steps for emergencies. 	
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners write clearly and legibly and describe tasks using adjectives appropriately • Critical thinking as learners identify the adjectives to use in describing specific tasks • Creative thinking as learners create paragraphs to describe a task and write short notices and paragraphs to describe steps for emergencies 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility, unity and respect: as learners work harmoniously in groups
<p>Links to other subjects: All languages teach conventional and creative writing and Home science teaches tasks such as cleaning shoes, washing clothes</p>	<p>Suggested Community Service Learning: Learners to participate in creative writing competitions and practice personal hygiene at home and in school</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Uses imperatives and infinitives to write sentences correctly and answers questions on personal hygiene correctly	Efficiently uses imperatives and infinitives to write sentences correctly and answers questions on personal hygiene with ease	Uses imperatives and infinitives to write sentences correctly and answers questions on personal hygiene correctly	Has difficulty using imperatives and infinitives but answers questions on personal hygiene correctly	Struggles to write and does not answer questions correctly
Writes compositions clearly and legibly and discusses the care of technological devices accurately.	Consistently writes compositions clearly and legibly and discusses the care of technological devices accurately.	Writes compositions clearly and legibly and discusses the care of technological devices accurately.	Attempts to discuss the care of some technological devices but not accurately.	Does not identify most technological devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: ENVIRONMENTAL DEGRADATION				
1.0 Listening	1.3 Listening comprehension (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) respond to questions from poems on environmental degradation b) identify opposites stories on environmental degradation c) find similes from poems on environmental degradation d) appreciate the role of poems and songs in language development.	<ul style="list-style-type: none"> • in pairs, learners to listen to poems on environmental degradation and discuss • learners to listen to songs and passages from level readers and answer questions. • learners to listen to recorded clips of poems and stories on environmental degradation from digital devices and identify the use of opposites • in pairs, learners to listen to poems and stories on environmental degradation and respond to questions on themes and characters. • in small groups, learners to listen to poems and songs and identify the use of similes • learners to answer questions on themes and characters from poems and songs. 	<ol style="list-style-type: none"> 1. What makes poems and songs unique? 2. When do we use opposites? 3. Why is it important to curb environmental degradation? 4. How do we identify similes from poems? 5. How do we discuss themes and characters in stories?

Core Competences to be developed: <ul style="list-style-type: none">• Communication & collaboration as learners practice attentive listening and respond to questions from poems on environmental degradation• Critical thinking and problem solving as learners listen and identify opposites and find similes from songs environmental degradation• Citizenship and learning to learn as learners listen to poems and songs about environmental degradation	
PCIs: <ul style="list-style-type: none">• Effective communication as learners practice attentive listening and respond to questions from poems on environmental degradation• Critical thinking as learners listen and identify opposites and find similes from songs environmental degradation• Citizenship education and sustainable development as learners listen to poems and songs about environmental degradation	Values: <ul style="list-style-type: none">• Responsibility and patriotism as learners take responsibility to avoid environmental degradation
Links to other subjects: <p>All languages teach listening comprehension, use of opposites and literary interpretation, Science teaches environmental degradation</p>	Suggested Community Service Learning: <p>Learners to discuss environmental degradation with parents and guardians and ways to curb degradation and participate in story telling sessions and poetry recitations at home.</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Respond to comprehension questions and identify opposites from stories about environmental degradation.	Consistently responds to comprehension questions and identifies opposites from stories about environmental degradation.	Responds to comprehension questions and identifies opposites from stories about environmental degradation.	Attempts to respond to comprehension questions but has difficulty identifying opposites	With guidance, responds to a few comprehension questions.
Listen attentively and find similes used in poems on environmental degradation.	Listens with attention and finds similes used in poems on environmental degradation with ease	Listens attentively and finds similes used in poems on environmental degradation.	Is able to listen but not attentively and struggles to find similes used in poems	Does not listen with attention and hardly identifies opposites

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question(S)
THEME: ENVIRONMENTAL CARE AS DISEASE PREVENTION				
2.0 Speaking	2.3 Expressing, socialising and taking action (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) articulate issues clearly and logically in discussions b) differentiate communicable and non-communicable diseases c) use imperatives and infinitives to discuss environmental care for disease prevention d) demonstrate the skill of accepting others ideas and conceding space in discussions	Learners to: <ul style="list-style-type: none"> • in pairs, learners talk about common diseases that affect them at home • learners role play conversations on communicable and non-communicable diseases • learners hold debates on how to prevent communicable diseases • learners use imperatives +infinitives to discuss how to prevent communicable diseases • learners recite poems on communicable diseases • in pairs, practice how to accept others ideas and concede space in discussions • in groups, learners use digital devices to identify and give information on communicable and non-communicable diseases. 	<ol style="list-style-type: none"> 1. How do we relate environmental care to disease prevention? 2. Why is it important to use imperatives and infinitives in discussions? 3. How do we embrace others ideas and concede space in discussions? 4. What are communicable and non-communicable diseases?

		e) desire to use spoken language appropriately to pass information.	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners articulate issues clearly and logically in discussions about disease prevention • Critical thinking and problem solving as learners differentiate communicable and non-communicable diseases in discussions • Learning to learn and creativity and imagination as learners use imperatives and infinitives to discuss environmental care as disease prevention • Digital literacy as learners use digital devices to access information and discuss communicable and non-communicable diseases. • Citizenship as learners practice how to accept others ideas and concede space during discussions 			
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners articulate issues clearly and logically in discussions about disease prevention • Critical thinking as learners differentiate communicable and non-communicable diseases in discussions • Creative thinking as learners use imperatives and infinitives appropriately to discuss environmental care as disease prevention • Citizenship education as learners practice how to accept others ideas and concede space in discussions • Health education as they learn about communicable and non-communicable diseases 		<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they learn and practice environmental care and disease prevention • Respect and unity as learners practice how to accept others ideas and concede space in discussions 	

<p>Links to other subjects: All languages teach discussion skills and use of imperatives and infinitives. Science teaches communicable and non-communicable diseases and disease prevention</p>	<p>Suggested Community Service Learning: Participate in conversations on communicable and non-communicable diseases and disease prevention at home with parents and guardians</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Articulate issues clearly and logically in discussions and differentiate communicable and non-communicable diseases</p>	<p>Skilfully articulates issues clearly and logically in discussions and differentiates communicable and non-communicable diseases</p>	<p>Articulates issues clearly and logically in discussions and differentiates communicable and non-communicable diseases</p>	<p>Tries to differentiate communicable and non-communicable diseases but does not articulate issues clearly and logically in discussions</p>	<p>Can only mention some diseases with guidance.</p>
<p>Use imperatives and infinitives to discuss environmental care as disease prevention</p>	<p>Excellently uses imperatives and infinitives to discuss environmental care as disease prevention</p>	<p>Uses imperatives and infinitives to discuss environmental care as disease prevention</p>	<p>Attempts to discuss environmental care but not as disease prevention and is not able to use imperatives and infinitives</p>	<p>Does not identify any imperatives and infinitives and struggles to discuss environmental care</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: ENVIRONMENTAL CARE				
3.0 Reading	3.3 Reading texts with expression (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) read with correct intonation, pace and correct speed b) pronounce words fluently and with expression c) discuss environmental care for disease prevention d) value the importance of reading texts with correct intonation, pace and expression.	Learners to: <ul style="list-style-type: none"> • read about environment from newspaper cut outs and discuss. • read passages about the local environment and answer questions • in pairs, take turns to read short passages on local environment with expression and give feedback • answer questions on how to care for the local environment • practice reading short passages on wall charts about the local environment with expression • use digital devices to record as they read on caring for the local environment with expression and listen for self-assessment. 	<ol style="list-style-type: none"> 1. How do we read with expression? 2. Why is it important to care for the environment? 3. What is the correct reading speed?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration and learning to learn as learners read texts with correct intonation, pace and correct speed • Digital literacy as they find information on environmental care from digital devices and read them with expression • Citizenship as they learn to value environmental care. • Creativity and imagination as learners learn to read with correct pronunciation and with expression • Critical thinking and problem solving as learners read and summarise notes on environmental care 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners read texts with correct intonation, pace and correct speed • Critical thinking as they find information on environmental care from digital devices and summarise notes on environmental care • Citizenship education and sustainable development as they learn to value environmental care. • Creative thinking as learners learn to read with correct pronunciation and with expression 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility and patriotism as they learn how to take care of the environment
<p>Links to other subjects: All languages teach reading with expression and Science teaches care of the environment.</p>	<p>Suggested Community Service Learning: Learners to participate in environmental care activities at home and in the community</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Read with correct intonation, pace and speed and pronounce words fluently	Consistently reads with correct intonation, pace and speed and pronounces words fluently	Reads with correct intonation, pace and correct speed and pronounce words fluently	Is able to read with correct intonation and pace but not at correct speed or fluent pronunciation	Is not able to read with correct intonation and speed or pronounce words fluently
Read with comprehension and discusses the environmental care	Always reads with comprehension and discusses environmental care	Reads with comprehension and discusses environmental care	Attempts to read but is not able to discuss environmental care	Hardly reads with comprehension and struggles to discuss environmental care

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: ENVIRONMENTAL CARE				
4.0 Writing	4.3 Writing texts with accuracy (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) apply strategies of accuracy and legibility in writing compositions b) write short essays on environmental care c) use correct spelling in writing d) develop a desire to write texts with accuracy and legibility.	Learners to: <ul style="list-style-type: none"> • in pairs, practice writing short chapters on local environment accurately and legibly • write sentences on local environment neatly and using correct spelling • in pairs, take turns to write paragraphs on local environment and merge them to make a complete composition • practice writing short passages about the local environment from wall charts • in small groups, use digital devices to find content about caring for the local environment and use it to create short passages • find passages about care of environment from digital devices, and rewrite them legibly • find texts about care of environment from newspaper cut outs, and read with expression. 	<ol style="list-style-type: none"> 1. What entails writing accurately and legibly? 2. How do we care for the environment? 3. Why is it important to use correct spelling in writing?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners apply the writing strategies of accuracy and legibility in compositions • Creativity and imagination as learners write short essays on environmental care • Learning to learn as they practice using correct spelling to write compositions on environmental care • Citizenship as they write essays and short passages on care of the environment 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners apply the strategies of accuracy and legibility in writing compositions • Creative thinking as learners write short essays on environmental care • Critical thinking as they practice using correct spelling to write compositions on environmental care • Citizenship education as they write essays and short passages on care of the environment 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they purpose to practice what they learnt on how to take care of the environment
<p>Links to other subjects: All languages teach writing strategies of accuracy, legibility and correct spelling. Science teaches environmental care.</p>	<p>Suggested Community Service Learning: Learners to participate in writing competitions and environmental club activities at school and in the community</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Apply the strategies of accuracy and legibility in writing compositions	Consistently applies the strategies of accuracy and legibility in writing compositions	Applies the strategies of accuracy and legibility in compositions	Apply writing strategies of accuracy and legibility in compositions	Apply writing strategies of accuracy and legibility in compositions
Write short essays on environmental care using correct spelling	Write short essays on environmental care using correct spelling and with ease	Write short essays on environmental care using correct spelling	Attempts to write short essays but struggles to use correct spelling	Does not write essays and hardly uses correct spelling

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: HOME ACTIVITIES AND SAFETY				
1.0 Listening	1.4 Extensive listening (1 lesson)	By the end of the Sub Strand the learner should be able to: a) respond to questions on the relationship between home tasks and safety b) recognize adjectives in descriptions on home activities c) identify and follow steps for performing a task d) desire to practice attentive listening for effective communication.	Learners to: <ul style="list-style-type: none"> • in pairs, listen to recorded clips of descriptions of home tasks and find the relationship between home tasks and safety • listen to a guest speaker describing home activities and identify sentences with adjectives • use digital devices to find and listen to descriptions of steps in doing home tasks and respond to questions • in groups, practice describing home tasks using adjectives (e.g. washing clothes) and others to identify the adjectives used • listen to the teacher’s presentation and identify adjectives used to describe a task • create own descriptions to describe a task (e.g., cleaning shoes) and present to others so they identify the use of adjectives. 	<ol style="list-style-type: none"> 1. Why is it important to listen attentively to instructions when performing a task? 2. What is the relationship between home tasks and safety? 3. How do we use adjectives to describe a task?

Core Competences to be developed:

- **Communication and collaboration** as learners listen to each other describing home tasks using adjectives and identify the adjectives used.
- **Critical thinking and problem solving and learning to learn** as learners listen to recorded clips of descriptions of home tasks and find the relationship between home tasks and safety
- **Digital literacy** as learners use digital devices to find and listen to descriptions of steps in doing home tasks and respond to questions
- **Creativity and imagination** as they create own descriptions to describe a task (e.g., cleaning shoes) and present to others so they identify the use of adjectives

PCIs:

- **Effective communication** as learners write clearly and legibly and describe tasks using adjectives appropriately
- **Creative thinking** as they create own descriptions to describe a task (e.g., cleaning shoes) and present to others so they identify the use of adjectives
- **Critical thinking** as learners listen to recorded clips of descriptions of home tasks and find the relationship between home tasks and safety
- **Sustainable development and safety education** as learners listen to recorded clips of descriptions of home tasks and find the relationship between home tasks and safety

Values:

- **Responsibility** as they learn how to observe safety as they perform different home activities

<p>Links to other subjects: All languages teach intensive listening and home science teaches home activities and safety</p>	<p>Suggested Community Service Learning: Learners to observe safety as they perform simple tasks at home</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Listen keenly and respond to questions on the relationship between home tasks and safety	Listens with keenness and responds to questions on the relationship between home tasks and safety with ease	Listens keenly and responds to questions on the relationship between home tasks and safety	Attempts to listen keenly but struggles to respond to questions on home tasks and safety	Hardly listens or respond to questions on home tasks
Recognize adjectives in descriptions on home activities and follow steps for performing a task	Perfectly recognizes adjectives in descriptions on home activities and follows steps for performing a task	Recognizes adjectives in descriptions on home activities and follows steps for performing a task	Struggles to find adjectives in descriptions on home activities but is able to follow steps for performing a task	Does not identify any adjectives but tries to follow some steps for performing a task with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: CHILD PROTECTION				
2.0 Speaking	2.4 Public speaking (1 lesson)	By the end of the Sub Strand the learner should be able to: a) discuss child protection fluently and articulately b) speak audibly with correct intonation and pause c) present ideas clearly and in logical sequence d) tell imaginative stories creatively e) appreciate the contribution of fluency and clarity in effective communication.	Learners to: <ul style="list-style-type: none"> • in small groups, find information and discuss child safety and protection • in small groups use digital devices to view presentations made fluently and clearly and repeat the same • create and present own imaginative experiences about safety and protection • in pairs, practice discussing child protection fluently and articulately • in small groups practice speaking audibly with correct intonation and pause • present ideas clearly and in logical sequence • tell imaginative stories creatively and give peer review • in small groups take turns to practice speaking audibly with correct intonation and pause and give feedback 	<ol style="list-style-type: none"> 1. What is the importance of speaking audibly with correct intonation? 2. Why is it important to protect children? 3. What entails speaking fluently and articulately?

			<ul style="list-style-type: none"> • Practice presenting ideas clearly and in logical sequence • Tell imaginative stories creatively • Practice telling short stories with thematic vocabulary (child safety and protection) • In groups, discuss what entails intonation and pause and practice speaking in logical sequence • Listen to each other telling short imaginative stories on child safety and protection audibly • In pairs, discuss how to plan and organize ideas and practice making short presentations in a logical sequence. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners discuss child protection fluently and articulately with correct intonation and pause • Creativity and imagination as learners create and present own imaginative experiences about safety and protection • Critical thinking and problem solving as learners practice speaking audibly with correct intonation and pause • Digital literacy as learners use digital devices to view presentations made fluently and clearly and repeat the same • Citizenship as learners find information on child safety and security and make presentations 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners discuss child protection fluently and articulately with correct intonation and pause • Creative thinking as learners create and present own imaginative experiences about safety and protection • Critical thinking as learners practice speaking audibly with correct intonation and pause • Sustainable development and citizenship education as learners find information on child safety and security and make presentations 	<p>Values:</p> <ul style="list-style-type: none"> • Respect and responsibility as learners observe security measures provided for child protection and safety
<p>Links to other subjects: All languages teach public speaking, Social studies teaches child protection</p>	<p>Suggested Community Service Learning: Learners to discuss child protection and safety with parents and guardians, observe security measures and stay in safe places at home</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discuss child protection fluently and articulately with correct intonation and pause	Excellently discusses child protection fluently and articulately with correct intonation and pause	Discusses child protection fluently and articulately with correct intonation and pause	Attempts to discuss child protection but not fluently or articulately and without correct intonation and pause	Hardly comprehends child protection and is not able to discuss fluently or articulately

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Tell imaginative stories creatively, clearly and in logical sequence	Consistently tells imaginative stories creatively, clearly and in logical sequence	Tells imaginative stories creatively, clearly and in logical sequence	Is able to tell stories in logical sequence but not imaginatively or creatively	Hardly tells stories creatively but simply describes events

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
MODERN TRANSPORT AND ROAD SAFETY				
3.0 Reading	3.4 Fluent reading (1 lesson)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) read texts with correct intonation and pause b) respond to questions on road safety c) articulate and pronounce words correctly d) answer questions on advantages and disadvantages of different means of transport e) recognize the importance of reading texts with correct pronunciation and articulation. 	Learners to: <ul style="list-style-type: none"> • in pairs, practice reading passages on advantages and disadvantages of different means of transport, with pause and intonation • in small groups practice reading with correct pronunciation and articulation and give peer review • in small groups, read selected passages on road safety, with correct pause and intonation • find passages about advantages and disadvantages of different means of transport from digital devices, and read them with correct articulation and pronunciation • in pairs, take turns to read short passages on road safety, with correct articulation and pronunciation. each to give feedback to the other 	<ol style="list-style-type: none"> 1. How do we read fluently? 2. Why is it important to read with correct pronunciation and articulation? 3. What are the advantages and disadvantages of different means of transport? 4. Which means of transport would you prefer to use and why?



			<ul style="list-style-type: none"> • practice reading short passages on road safety, with correct pause and intonation • in small groups, use digital devices to record themselves as they read passages on road safety, with correct pronunciation and articulation, and listen to give peer assessment • find texts about advantages and disadvantages of different means of transport from newspaper cut outs, and read them with correct intonation and pause. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners practice reading texts with correct pronunciation and articulation, and listen to give peer assessment • Self efficacy and learning to learn as learners practice reading passages on advantages and disadvantages of different means of transport, with correct pause and intonation • Digital literacy as learners use digital devices to record themselves as they read passages on road safety, with correct pronunciation and articulation, and listen to give peer assessment • Critical thinking and problem solving as learners answer questions on advantages and disadvantages of different means of transport • Citizenship and learning to learn as they read varied texts and learn how to observe road safety rules 				

<p>PCIs:</p> <ul style="list-style-type: none">• Effective communication as learners practice reading texts with correct pronunciation and articulation, and listen to give peer assessment• Critical thinking as learners answer questions on advantages and disadvantages of different means of transport• Sustainable development and citizenship education as they learn and observe road safety rules• Creative thinking as learners use digital devices to record themselves as they read passages on road safety, with correct pronunciation and articulation, and listen to give peer assessment	<p>Values:</p> <ul style="list-style-type: none">• Responsibility and patriotism as they learn how to be careful while using different means of transport• Respect as they learn traffic rules
<p>Links to other subjects:</p> <p>All languages teach reading with correct intonation, pronunciation and articulation, Social studies teach means of transport and safety.</p>	<p>Suggested Community Service Learning:</p> <p>Learners to discuss with parents and guardians the safety measures for different means of transport found in the community</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Read texts with correct pause and intonation and respond to questions on road safety	Extensively reads texts with correct pause and intonation and responds to questions on road safety	Reads texts with correct pause and intonation and responds to questions on road safety	Is able to read and respond to questions on road safety but not with correct pause and intonation	With guidance, responds to some questions on road safety but does not read correctly
Read texts on advantages and disadvantages of different means of transport with correct articulation and pronunciation	Confidently reads texts on advantages and disadvantages of different means of transport with correct articulation and pronunciation	Reads texts on advantages and disadvantages of different means of transport with correct articulation and pronunciation	Attempts to read texts on advantages and disadvantages of different means of transport but not with correct articulation and pronunciation	Struggles to read texts on advantages and disadvantages of different means of transport

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: NATURAL CALAMITIES				
<p>4.0 Writing</p>	<p>4.4 Writing accurately and in logical sequence</p> <p>(2 Lessons)</p>	<p>By the end of the Sub Strand the learner should be able to:</p> <p>a) use correct spelling to write accurately,</p> <p>b) write a composition on steps to take during an emergency</p> <p>c) develop short paragraphs on key steps to take during an emergency</p> <p>d) create notices conventionally on safety measures during an emergency</p> <p>e) desire to write accurately and in logical sequence.</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • in pairs, discuss key steps to take during an emergency and make short notes • in small groups, use digital devices to identify steps to take during an emergency and copy them down • construct simple sentences on steps to take during an emergency accurately in correct spelling • write short paragraphs on key steps to take during an emergency accurately in logical sequence • write a composition on steps to take during an emergency using correct spellings • view picture cut outs from newspapers on emergencies and create a story accurately and in logical sequence 	<ol style="list-style-type: none"> 1. How do we write to give information? 2. How do we organize ideas in logical sequence? 3. What steps do you take during an emergency?

			<ul style="list-style-type: none"> view a video clip on steps to take during an emergency and create short notices arranging the steps to be taken in logical sequence. E.g., In case of emergency. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration as learners write compositions on steps to take during emergencies accurately and in correct spelling Digital literacy as they use digital devices to identify steps to take during an emergency and make short notes Learning to learn and citizenship as they construct simple sentences and write short paragraphs on key steps to take during an emergency accurately and in logical sequence Creativity and imagination as learners view picture cut outs from newspapers on emergencies and create a story accurately and in logical short paragraphs on key steps to take during an emergency 				
<p>PCIs:</p> <ul style="list-style-type: none"> Effective communication as learners write compositions on steps to take during emergencies accurately and in correct spelling Sustainable development and citizenship education as learners write short paragraphs on key steps to take during an emergency accurately and in logical sequence Creative thinking as learners view picture cut outs from newspapers on emergencies and create a story accurately and in logical short paragraphs on key steps to take during an emergency 			<p>Values:</p> <ul style="list-style-type: none"> Responsibility and patriotism as learners learn to help others during emergencies 	

<p>Links to other subjects: All languages teach conventions of writing such as accuracy and correct spelling, social studies and life skills education teach empathy and steps to take during an emergency.</p>	<p>Suggested Community Service Learning: Learners to practice the steps of helping during an emergency at home and in the community</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Organise ideas in logical sequence and creates notices conventionally on steps to take during an emergency	Skilfully organises ideas in logical sequence and creates notices conventionally on steps to take during an emergency	Organises ideas in logical sequence and creates notices conventionally on steps to take during an emergency	Writes about steps to take during an emergency but not in logical sequence and is not able to create a notice conventionally	Does not identify a logical sequence or conventional format of writing a notice
Use correct spelling to write compositions on steps to take during an emergency accurately	Excellently uses correct spelling to write compositions on steps to take during an emergency accurately	Uses correct spelling to write compositions on steps to take during an emergency accurately	Attempts to write composition on steps to take during an emergency but not accurate or in correct spelling	Hardly uses correct spelling to write and does not write composition on steps to take during an emergency accurately

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: COMMUNITY HEALTH ISSUE				
1.0 Listening	1.5 Listening for information (1 lesson)	By the end of the Sub Strand the learner should be able to: a) respond to questions from announcements b) identify components of news items in newspapers and television clips c) explain the use of conditional sentences in notices on COVID-19 pandemic d) appreciate the contribution of announcements and notices as sources of information.	Learners to: <ul style="list-style-type: none"> • in pairs, identify notices on covid-19 in newspapers then one says them as the other listens • in small groups, listen to news items on community health issues from recorded clips and discuss • listen to recorded clips of notices and announcements and identify the components • view and listen to announcements on covid-19 from tv and retell them • listen to announcements and notices on covid-19 from recorded clips and repeat them • listen to announcements and notices on covid-19 and identify conditional sentences in them 	<ol style="list-style-type: none"> 1. Why do we make announcements? 2. What are the components of an announcement? 3. What kind of information do we find in notices on Covid-19? 4. When do we use conditional sentences

			<ul style="list-style-type: none"> • in pairs, create announcements and notices on health issues and listen to each other making the announcements • listen to notices and announcements from the radio and respond to questions. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners listen and respond to questions on announcements about Covid-19 • Learning to learn as they identify the components of a news item from newspaper articles on Covid-19 • Critical thinking and problem solving as they identify conditional sentences from notices about Covid-19 • Creativity and imagination as they make announcements about Covid-19 and listen to each other • Citizenship as learners listen to announcements and learn about Covid-19 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners listen to news items on Covid-19 and respond to questions • Critical thinking as they identify conditional sentences in notices about Covid-19 • Creative thinking as they make announcements about Covid-19 and listen to each other • Health education as they listen to notices and news items on Covid-19. • Citizenship education as they learn about community health issues 			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they learn to heed to notices and announcements on health issues • Patriotism as they learn how to deal with community health issues 	

<p>Links to other subjects: Languages teach listening skills and science teaches community health issues</p>	<p>Suggested Community Service Learning: Learners to discuss notices and news items on health issues at home with parents and guardians</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify components of news items and respond to questions on announcements and notices	Consistently identifies components of news items and responds to questions on announcements and notices	Identifies components of news items and responds to questions on announcements and notices	Attempts to respond to questions on announcements and notices but struggles to identify components of news items	Shows difficulty in responding to questions on announcements and notices and hardly comprehends health issues
Find and explain the use of conditional sentences in notices about Covid-19	Find and explain the use of conditional sentences in notices about Covid-19	Find and explain the use of conditional sentences in notices about Covid-19	Find and explain the use of conditional sentences in notices about Covid-19	Find and explain the use of conditional sentences in notices about Covid-19

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: DISEASE PREVENTION				
<p>2.0 Speaking</p>	<p>2.5 Giving information in different contexts</p> <p>(1 Lesson)</p>	<p>a) By the end of the Sub Strand the learner should be able to:</p> <p>b) a) use interrogatives to ask questions about covid-19</p> <p>c) b) give notices about covid-19 using conditional sentences</p> <p>d) c) discuss the signs and symptoms of COVID-19 accurately</p> <p>e) d) desire to apply appropriate techniques to give information in different contexts.</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • In small groups, learners discuss characteristics of notices given for covid-19 and prepare own notices for presentation • learners to practice using interrogatives to ask questions on covid-19 • discussing topical issues affecting the community in a variety of contexts and the measures taken to counter each of them • learners to practice giving notices on covid-19 using conditional sentences correctly • learners to practice asking questions on covid-19 using: <ul style="list-style-type: none"> - what e.g., what are the symptoms of Covid-19? - where e.g., where can you get help when you find that they have symptoms for Covid-19? 	<ol style="list-style-type: none"> 1. How do we ask questions on Covid-19? 2. Why is it important to observe preventive measures given for Covid-19? 3. When do we use conditional sentences? 4. What entails giving information appropriately?

			<ul style="list-style-type: none"> - which e.g., which is the best way to prevent yourself from getting Covid-19? • In small groups, learners practice giving notices on Covid-19 using conditional sentences appropriately. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners practice using interrogatives to ask questions on Covid-19. • Critical thinking and problem solving as learners practice asking questions on Covid-19 using questions like: what e.g., what are the symptoms of Covid-19, where e.g., where can you get help when you find that they have symptoms for Covid-19, which e.g., which is the best way to prevent yourself from getting Covid-19 • Citizenship as they learn about disease prevention in their community • Creativity and imagination as learners discuss characteristics of notices given for Covid-19 and prepare own notices for presentation 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners practice using interrogatives to ask questions on Covid-19. • Critical thinking as learners practice asking questions on Covid-19 using questions like: what e.g., what are the symptoms of Covid-19, where e.g., where can you get help when you find that they have symptoms for Covid-19, which e.g., which is the best way to prevent yourself from getting Covid-19 • Sustainable development and citizenship education as they learn about disease prevention in their community 		<p>Values:</p> <ul style="list-style-type: none"> • Responsibility and patriotism as they live responsibly and choose to following specified measures to prevent Covid-19. 		

<ul style="list-style-type: none"> • Creative thinking as learners discuss characteristics of notices given for Covid-19 and prepare own notices for presentation 	
<p>Links to other subjects: All languages teach use of conditional sentences and interrogatives and science activities teaches health and disease prevention.</p>	<p>Suggested Community Service Learning: Learners to be engaged in community activities on disease prevention and Covid-19.</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use interrogatives to ask questions and discuss signs and symptoms of COVID-19 accurately	Excellently uses interrogatives to ask questions and discusses sign and symptoms of COVID-19 accurately	Uses interrogatives to ask questions and discusses signs and symptoms of COVID-19 accurately	Attempts to use some interrogatives to ask questions but struggles to discuss signs symptoms of COVID-19	Hardly identifies interrogatives and may not comprehend COVID-19
Give notices about preventive measures for COVID-19 using conditional sentences	Creatively gives notices about preventive measures for COVID-19 using conditional sentences	Gives notices about preventive measures for COVID-19 using conditional sentences	Is able to give notices about preventive measures for COVID-19 but does not use conditional sentences	Hardly gives notices and does not identify signs and symptoms of COVID-19 using conditional sentences

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: DISEASES FOUND AT HOME				
3.0 Reading	3.5 Applying reading strategies (1 Lesson)	a) By the end of the Sub Strand the learner should be able to: b) skim and scan texts on some common diseases c) identify the use of imperatives and infinitives in texts about some common diseases in the locality d) read silently and answer questions on causes of some common diseases in the locality e) appreciate using varied reading strategies f) to acquire information.	Learners to: <ul style="list-style-type: none"> • in pairs, read passages from grade 6 course book and identify sentences with imperatives and infinitives • in small groups, read brochures on diseases found at home and identify sentences with the direct object • in groups read passages and identify the direct object in passages about diseases that affect them at home. • in pairs, read texts about diseases found at home and identify the use of imperatives and infinitives • use digital devices to find and read texts on diseases found at home and identify sentences with a direct object • in pairs read articles from medical journals on diseases found at home and identify sentences with imperatives and infinitives. 	1. When do we use imperatives and infinitives? 2. What causes some of the diseases found at home? 3. How do we read to identify specific language structures in texts?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners apply different reading strategies to read passages about diseases that affect them at home. • Critical thinking and problem solving as they skim and scan texts about diseases found at home and identify the use of imperatives and infinitives • Digital literacy as learners use digital devices to find and read texts on diseases found at home and identify sentences with a direct object • Citizenship as learners read articles from medical journals on diseases found at home and ways to prevent them 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners apply different reading strategies to read passages about diseases that affect them at home. • Critical thinking as they skim and scan texts about diseases found at home and identify the use of imperatives and infinitives • Citizenship education and sustainable development as learners read articles from medical journals on diseases found at home and ways to prevent them 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they learn about diseases found at home and ways to prevent them
<p>Links to other subjects: All languages teach reading strategies. Science teaches diseases found at home and home science teaches ways to prevent diseases at home</p>	<p>Suggested Community Service Learning: Learners to discuss diseases found at home with parents and guardians</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Skim and scan to identify infinitives and imperatives in texts about common diseases found in the locality	Confidently skims and scans to identify infinitives and imperatives in texts about common diseases found in the locality	Skims and scans to identify infinitives and imperatives in texts about common diseases found in the locality	Is able to identify some infinitives and imperatives in texts but does not skim and scan	Does not know how to skim and scan or identify infinitives and imperatives in texts
Read silently and make summary notes on causes of diseases found at home	Consistently reads silently and makes summary notes on causes of diseases found at home	Reads silently and makes summary notes on causes of diseases found at home	Attempts to make summary notes on causes of diseases but struggles to read silently	Hardly able to read silently and does not identify causes of diseases

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: DISEASE PREVENTION AT HOME				
4.0 Writing	4.5 Writing texts using a variety of formats (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) write short compositions on disease prevention b) create short paragraphs using sentences with imperatives and infinitives c) desire to apply writing strategies to give information.	Learners to: <ul style="list-style-type: none"> • write compositions about diseases that affect people at their home. • use digital devices to identify information about disease prevention and write short paragraphs using imperatives and infinitives in sentences • write short paragraphs on activities at home using imperatives and infinitives • in small groups, discuss diseases found at home and write short paragraphs using imperatives and infinitives • in groups, discuss diseases found at home and write them using imperatives and infinitives • write compositions on diseases found at home using imperatives and infinitives. 	1) How do we use infinitives and imperatives in sentences? 2) Why is it important to prevent diseases that affect us at home?



<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration will be inculcated as learners in small groups, discuss diseases found at home and write short paragraphs using imperatives and infinitives • Digital literacy as learners use digital devices to identify information about disease prevention and write short paragraphs using imperatives and infinitives in sentences. • Creativity and imagination, learning to learn and critical thinking and problem solving as they identify information on diseases at home and create short paragraphs • Citizenship as learners learn about prevention of diseases that affect them at home 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners in small groups, discuss diseases found at home and write short paragraphs using imperatives and infinitives • Critical thinking as they identify information about disease prevention and write short paragraphs using imperatives and infinitives in sentences. • Creative thinking as they identify information on diseases at home and create short paragraphs • Sustainable development and citizenship education as learners learn about prevention of diseases that affect them at home 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they practice what they learn about disease prevention at home and in the community
<p>Links to other subjects: All Languages teach writing strategies and science teaches prevention of diseases.</p>	<p>Suggested Community Service Learning: Learners to participate in disease prevention activities at home and in the community.</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Write short compositions on disease prevention and create short paragraphs using sentences with imperatives and infinitives	Creatively writes short compositions on disease prevention and creates short paragraphs using sentences with imperatives and infinitives	Writes short compositions on disease prevention and creates short paragraphs using sentences with imperatives and infinitives	Attempts to write short compositions on disease prevention but is not able to use sentences with imperatives and infinitives to create short paragraphs	Hardly writes or creates short compositions and short paragraphs

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: MODERN AND TRADITIONAL FARM TOOLS				
1.0 Listening	1.6 Listening comprehension (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) respond to questions on modern and traditional farm tools b) infer the meaning of words from texts on modern and traditional farm tools c) identify singular and plural forms of determiners from passages on farm tools d) desire to apply comprehension skills to enhance communication.	Learners to: <ul style="list-style-type: none"> • in small groups listen to each other as they share ideas on traditional and modern farm tools and answer questions • listen to a presentation on uses of modern and traditional farm tools from a resource person and respond to questions • listen to recorded clips about modern and traditional farm tools and identify singular and plural forms of determiners • engage in a radio lesson on comparing modern and traditional farm tools and make summary notes • in small groups, learners to listen to recorded clips on taking good care of traditional and modern farm tools and respond to questions. 	<ol style="list-style-type: none"> 1. How do we use determiners in singular and plural? 2. How do we take good care of farm tools? 3. What are the differences between modern and traditional farm tools?

Core Competences to be developed:

- **Communication & collaboration** as learners listen to a presentation on uses of modern and traditional farm tools from a resource person and respond to questions correctly
- **Critical thinking and problem solving** as they listen to recorded clips about modern and traditional farm tools and identify singular and plural forms of determiners
- **Learning to learn** as learners engage in a radio lesson on comparing modern and traditional farm tools and make summary notes
- **Self efficacy and citizenship** as learners listen to each other as they share ideas on traditional and modern farm tools and answer questions

Link to PCIs:

- **Effective communication** as learners as learners listen to a presentation on uses of modern and traditional farm tools from a resource person and respond to questions correctly
- **Critical thinking** as they listen to recorded clips about modern and traditional farm tools and identify singular and plural forms of determiners
- **Sustainable development** as learners engage in a radio lesson on comparing modern and traditional farm tools and make summary notes
- **Citizenship education** as learners listen to each other as they share ideas on traditional and modern farm tools and answer questions

Link to Values:

- **Responsibility** as learners learn how to use modern and traditional farm tools appropriately

<p>Links to other subjects: All languages teach listening comprehension and use of determiners in singular and plural, Agriculture teaches about care and use of different farm tools</p>	<p>Suggested Community Service Learning: Learners to discuss with parents and guardians the uses of modern and traditional farm tools.</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Innovatively identifies determiners in singular and plural form in sentences about uses of different farm tools	Excellently responds to questions on modern and traditional farm tools and infers the meaning of words from context	Responds to questions on modern and traditional farm tools and infers the meaning of words from context	Is able to respond to questions on modern and traditional farm tools but does not infer the meaning of words from context	Hardly knows how to respond to questions or infer the meaning of words from context
Identify determiners in singular and plural form in sentences about uses of different farm tools	Perfectly identifies determiners in singular and plural form in sentences about uses of different farm tools	Identifies determiners in singular and plural form in sentences about the uses of different farm tools	With guidance recognizes a few determiners but not in their singular and plural form	Recognizes some farm tools mentioned but not the use of determiners

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: TRADITIONAL LEADERSHIP				
2.0 Speaking	2.6 Expressing self using cultural language (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) narrate traditional stories using sayings and proverbs b) use appropriate cultural phrases and take turns and ask questions in conversation c) discuss importance of sayings and proverbs in conversations and traditional stories d) explain the role of traditional leaders in the community	Learners to: <ul style="list-style-type: none"> • in small groups, simulate a conversation in which they use sayings and proverbs to discuss traditional leadership • in groups, practice using cultural phrases to interject and take turns in conversations • narrate traditional stories about the role of traditional leaders using sayings and proverbs • in pairs, practice using sayings and proverbs in conversation • in small groups, discuss traditional leadership in the community • listen to conversations from digital devices and then imitate the use of proverbs and sayings • practice using proverbs and sayings to narrate traditional stories in groups and in pairs. 	<ol style="list-style-type: none"> 1. Why is it important to use sayings and proverbs in story telling? 2. When do we use sayings and proverbs in conversations? 3. What is the role of traditional leaders in the community? 4. How do we use cultural phrases to interject and take turns in conversations?

		e) embrace the use of cultural language in conversations and story telling.		
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners simulate conversations in groups and use sayings and proverbs to discuss traditional leadership. • Creativity and imagination as the learners use proverbs and sayings to narrate traditional stories about the role of traditional leaders and cultural phrases to interject and take turns in conversations • Citizenship and learning to learn as learners practice using sayings and proverbs in conversations to discuss traditional leadership in the community • Critical thinking and digital literacy as they manipulate digital devices to find and listen to conversations imitate the use of cultural phrases to interject and take turns in conversations 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners simulate conversations in groups and use sayings and proverbs to discuss traditional leadership. • Creative thinking as learners narrate traditional stories about the role of traditional leaders using sayings and proverbs • Citizenship education as learners practice using sayings and proverbs in conversations to discuss traditional leadership in the community • Critical thinking as they manipulate digital devices to find and listen to conversations imitate the use of proverbs and sayings 			<p>Values:</p> <ul style="list-style-type: none"> • Patriotism as they participate in conversations using cultural language and tell stories about traditional leadership 	

<p>Links to other subjects: All the languages teach conversation skills and story-telling and social studies teach types of leadership</p>	<p>Suggested Community Service Learning: Learners to participate in story telling sessions to practice using cultural language at home.</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Narrates stories about traditional leadership using sayings and proverbs	Creatively narrates stories about traditional leadership using sayings and proverbs	Narrates stories about traditional leadership using sayings and proverbs	Is able to narrate some stories about traditional leadership but does not use sayings and proverbs	Struggles to narrate a story and does not identify sayings and proverbs
Apply the use of cultural phrases to interject and take turns in conversations	Excellently applies the use of cultural phrases to interject and take turns in conversations	Applies the use of of cultural phrases to interject and take turns in conversations	Attempts to engage in conversations but does not apply the use of cultural phrases to interject and take turns in conversations	Not able to engage in conversations and does not identify any cultural phrases

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: TRADITIONAL AND MODERN METHODS OF CONFLICT RESOLUTION				
3.0 Reading	3.6 Close reading (1 lesson)	By the end of the Sub Strand the learner should be able to: a) apply close reading to identify the use of ‘shall’ and ‘will’ in texts about conflict resolution b) respond to questions on modern and traditional conflict resolution c) find comparatives and superlatives used to explain modern and traditional conflict resolution	Learners to: <ul style="list-style-type: none"> • in small groups, practice identifying cultural phrases used for interjecting and taking turns in conversation about traditional and modern methods of conflict resolution • in pairs, read conversations from grade 6 readers on modern and traditional ways of conflict resolution and identify the use of ‘shall’ and ‘will’ • in small groups, read dialogues on modern and traditional conflict resolution to identify phrases used to interject and take turns • in pairs find the use of ‘shall’ and ‘will’ in conversations to compare traditional and modern methods of conflict resolution and make notes 	<ol style="list-style-type: none"> 1. Why do we use superlatives and comparatives in sentences? 2. What is the importance of close reading in text interpretation? 3. How do we critically analyze texts?

		<p>d) read critically to analyse the similarities in modern and traditional conflict resolution</p> <p>e) value the importance of close reading as a skill for text interpretation.</p>	<ul style="list-style-type: none"> • Critically analyse passages from grade 6 readers about modern and traditional methods of conflict resolution and identify similarities • In small groups use digital devices to identify texts on modern and traditional conflict resolution and find sentences with comparatives and superlatives and write them down. 	
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Core Competences to be developed:

- **Communication and collaboration** as learners practice reading and identifying cultural phrases used for interjecting and taking turns in conversation about traditional and modern methods of conflict resolution
- **Learning to learn** as they read to identify phrases used to interject and take turns and find the use of ‘shall’ and ‘will’ in conversations to compare traditional and modern methods of conflict resolution and make notes
- **Critical thinking and problem solving** as learners analyse passages from grade 6 readers about modern and traditional methods of conflict resolution and identify similarities
- **Digital literacy** as learners use digital devices to identify texts on modern and traditional conflict resolution and find sentences with comparatives and superlatives and write them down
- **Citizenship** as learners read texts and learn about modern and traditional ways of conflict resolution

<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners practice reading and identifying cultural phrases used for interjecting and taking turns in conversation about traditional and modern methods of conflict resolution • Critical thinking as learners analyse passages from grade 6 readers about modern and traditional methods of conflict resolution and identify similarities • Peace education as they read texts on modern and traditional conflict resolution and find sentences with comparatives and superlatives and write them down • Citizenship education as learners read texts and learn about modern and traditional ways of conflict resolution 	<p>Values:</p> <ul style="list-style-type: none"> • Respect as they learn how to engage in meaningful conversations appropriately • Responsibility as they learn how to resolve conflicts using modern and traditional ways
<p>Links to other subjects: All languages teach reading skills, social studies and religious education teach conflict resolution</p>	<p>Suggested Community Service Learning: Learners to use appropriate conversational skills at home and practice using modern and traditional ways of conflict resolution methods in the community</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Apply close reading to identify the use of ‘shall’ and ‘will’ in texts and respond to questions on modern and traditional conflict resolution	Consistently applies close reading to identify the use of ‘shall’ and ‘will’ in texts and responds to questions on modern and traditional conflict resolution	Applies close reading to identify the use of ‘shall’ and ‘will’ in texts and responds to questions on modern and traditional conflict resolution	Does not apply close reading but identifies some sentences with ‘shall’ and ‘will’ and responds to questions on modern and traditional conflict resolution	Hardly understands close reading and does not identify the use of ‘shall’ and ‘will’ in texts
Read texts critically to analyse the similarities between modern and traditional conflict resolution and find sentences with comparatives and superlatives	Easily reads texts critically to analyse the similarities in modern and traditional conflict resolution and finds sentences with comparatives and superlatives	Reads critically to analyse the similarities in modern and traditional conflict resolution and finds sentences with comparatives and superlatives	Attempts to read but not critically and does not find most sentences with comparatives and superlatives	Does not read critically or identify sentences with comparatives and superlatives

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: TRADITIONAL AND MODERN METHODS OF CONFLICT RESOLUTION				
4.0 Writing	4.6 Writing conversations and dialogues (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) use appropriate phrases for interjections and turn taking to write conversations b) write conversations and dialogues on conflict resolution in correct format c) apply the use of ‘shall’ and ‘will’ in sentences to explain methods of conflict resolution	Learners to: <ul style="list-style-type: none"> • In small groups, practice writing dialogues using correct phrases for interjection and turn taking turns on similarities in traditional and modern methods of conflict resolution • In pairs, practice using sentences with “shall’ and ‘will’ in dialogues on methods of conflict resolution • In small groups, practice writing dialogues and conversations using the correct formats • In pairs use ‘shall’ and ‘will’ in conversations to compare traditional and modern methods of conflict resolution • Listen to a radio lesson on phrases in conversations and dialogues and write their own conversations 	<ol style="list-style-type: none"> 1. Why is it important to use appropriate phrases in conversations and dialogues? 2. What is the importance of using correct formats and conventions in writing? 3. How do we resolve conflicts in the community?

		<p>d) desire to apply appropriate conventions to write texts in varied formats.</p>	<ul style="list-style-type: none"> • in small groups use digital devices to find dialogues with the use of phrases for interjecting and turn taking and copy them. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners work in pairs to write dialogues on similarities in traditional and modern methods of conflict resolution using correct phrases for interjection and turn taking turns • Critical thinking and problem solving as learners practice using sentences with “shall’ and ‘will’ in dialogues on methods of conflict resolution • Creativity and imagination and learning to learn as they write dialogues and conversations to compare traditional and modern methods of conflict resolution in correct formats using ‘shall’ and ‘will’ • Digital literacy as learners engage in a radio lesson on phrases for interjecting and turn taking in conversations and dialogues and use digital devices to find conversations with appropriate phrases and copy them • Citizenship as they write conversations and dialogues about modern and traditional methods of conflict resolution 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners work in pairs to write dialogues on similarities in traditional and modern methods of conflict resolution using correct phrases for interjection and turn taking turns • Critical thinking as learners practice using sentences with ‘shall’ and ‘will’ in dialogues on methods of conflict resolution • Creative thinking as they write dialogues and conversations to compare traditional and modern methods of conflict resolution in correct formats using ‘shall’ and ‘will’ • Peace education as learners engage in a radio lesson on phrases for interjecting and turn taking in conversations and write their own conversations • Sustainable development and citizenship education as they write conversations and dialogues about modern and traditional methods of conflict resolution 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility and patriotism as they learn and write dialogues and conversations about conflict resolution
<p>Links to other subjects: All languages teach writing skills and use of ‘shall’ and ‘will’; social studies teach conflict resolution</p>	<p>Suggested Community Service Learning: Learners to practice good conversational skills at home and discuss conflict resolution methods with parents and guardians</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use appropriate formats and phrases for interjections and turn taking to write dialogues on conflict resolution	Uses appropriate formats and phrases for interjections and turn taking to write dialogues on conflict resolution with ease	Uses appropriate formats and phrases for interjections and turn taking to write dialogues on conflict resolution	Is able to write dialogues on conflict resolution but struggles to use appropriate formats and phrases for interjections and turn taking	Does not identify any phrases and does not know how to write dialogues
Apply the use of ‘shall’ and ‘will’ to write conversations on modern and traditional methods of conflict resolution	Confidently applies the use of ‘shall’ and ‘will’ in conversations on modern and traditional methods of conflict resolution	Applies the use of ‘shall’ and ‘will’ in conversations to explain modern and traditional methods of conflict resolution	Attempts to write conversations on conflict resolution but hardly uses ‘shall’ and ‘will’ in	Is not able to write conversations about conflict resolution

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: GOOD CITIZENSHIP				
1.0 Listening	1.7 Listening comprehension (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) respond to comprehension questions on good citizenship b) identify the use of personal pronouns in passages on citizenship c) desire to apply listening comprehension skills for effective communication.	Learners to: <ul style="list-style-type: none"> • in pairs and in turns share ideas on good citizenship and listen to each other • in small groups prepare presentations on good citizenship and listen to each other. • listen to recorded clips and identify the use of personal pronouns • in pairs, use digital devices to find content on good citizenship and listen • in small groups, learners to listen to recorded clips on good citizenship and identify personal pronouns. 	<ol style="list-style-type: none"> 1. What entails good citizenship? 2. What is the importance of personal pronouns in descriptions?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication & collaboration as learners listen and respond to questions on good citizenship. • Learning to learn as they learn and apply listening comprehension skills • Critical thinking and problem solving as learners listen to recorded clips on good citizenship and identify personal pronouns • Digital literacy and learning to learn as learners manipulate digital devices to find and use content on good citizenship. 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners listen and respond to questions on good citizenship • Critical thinking as learners listen to recorded clips on good citizenship and identify personal pronouns, • Citizenship education as learners learn how to be good citizens 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility as learners learn how to be responsible citizens
<p>Links to other subjects: Languages teach listening comprehension and use of personal pronouns; social studies teach citizenship education</p>	<p>Suggested Community Service Learning: Learners to discuss good citizenship with parents and guardians</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discuss characteristics of good citizenship and identify the use of personal pronouns in passages	Excellently discusses characteristics of good citizenship and identifies the use of personal pronouns in passages	Discusses characteristics of good citizenship and identifies the use of personal pronouns in passages on citizenship	Attempts to discuss most characteristics of good citizenship but identifies only a few personal pronouns in passages	Hardly identifies any characteristics of good citizenship or personal pronouns

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question(S)
THEME: ROLE OF NATIONAL LEADERS				
2.0 Speaking	2.7 Topical issues. (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) use the direct object and infinitive to discuss national leaders b) discuss the roles of national leaders with clarity and conviction c) explain the functions of national leaders accurately d) embrace the skills of clarity and conviction when giving information in different contexts.	Learners to: <ul style="list-style-type: none"> • in small groups, discuss about national leaders and their roles • practice how to discuss topics clearly with conviction • in pairs, mention the national leaders they know and explain what they do. • in groups, discuss what leaders in their community do • prepare for and participate in a debate on importance of national leaders • discuss the roles of the national leaders • listen to recorded clips from digital devices on the roles of national leaders and answer questions • participate in a radio lesson on the role of national leaders • role-play what national leaders do. 	<ol style="list-style-type: none"> 1. How do we discuss ideas clearly with conviction? 2. What is the role of national leaders?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners debate on importance of national leaders appropriately • Digital literacy and learning to learn as they use digital devices to identify instructions with imperative and infinitive and use them, • Critical thinking and problem solving as they identify infinitives and imperatives in instructions • Creativity and imagination as they role-play what national leaders do. • Citizenship as they know about national leadership. 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as they debate on importance of national leaders appropriately • Critical thinking as they identify instructions with imperative and infinitive and use them • Creative thinking as they role-play what national leaders do • Citizenship education as they know about national leadership. 	<p>Values:</p> <ul style="list-style-type: none"> • Respect and patriotism as they learn how to respect the national leaders.
<p>Links to other subjects: All languages teach discussion skills, imperatives and infinitives, language strategies for self-expression, social studies teach about government and leadership</p>	<p>Suggested Community Service Learning: Learners to discuss roles of national leaders with parents and guardians at home</p>

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Uses the direct object and how infinitive correctly to discuss roles and functions of national leaders with clarity and conviction	Excellently uses the direct object and how infinitive to discuss roles and functions of national leaders with clarity and conviction	Uses the direct object and how infinitive correctly to discuss the roles and functions of national leaders with clarity and conviction	Attempts to discuss some roles and functions of national leaders but does not use the direct object and infinitive	Does not identify the direct object and infinitive or mention any functions of national leaders

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: PATRIOTISM				
3.0 Reading	3.7 Reading comprehension (1 lesson)	By the end of the Sub Strand the learner should be able to: a) answer comprehension questions on patriotism b) select specific information from texts on patriotism c) read at an appropriate speed for comprehension d) demonstrate reading skills required for comprehension.	Learners to: <ul style="list-style-type: none"> • read passages on patriotism from grade 6 course book and identify specific information • in groups, practice silent reading and answer questions from passages about patriotism • in groups, practice reading passages on patriotism at an appropriate speed for comprehension • in pairs, use digital devices to identify passages on patriotism and practice reading silently and at appropriate speed. 	<ol style="list-style-type: none"> 1. How do we select specific information from a text? 2. Why is patriotism important? 3. What entails reading with comprehension?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication & collaboration and learning to learn as learners read texts with comprehension and answer questions correctly as well as use acquired strategies to read texts at correct speed, • Digital literacy and creativity and imagination as they use digital devices to find texts and games, and practice reading at correct speed, • Learning to learn, citizenship and self-efficacy as learners read and comprehend texts about being a patriot 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as they acquire and use strategies to read texts at correct speed • Critical thinking as they learn how to be patriots • Citizenship education as they identify qualities of a patriot, • Creative thinking as they read passages on patriotism and identify specific information 	<p>Values:</p> <ul style="list-style-type: none"> • Patriotism as learners read comprehension passages on patriotism and learn the qualities of a patriot.
<p>Links to other subjects: All languages teach reading comprehension, silent reading and reading speed, social studies teach patriotism</p>	<p>Suggested Community Service Learning: Learners to discuss patriotism at home participate in activities that promote patriotism at home and in school</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Read at an appropriate speed and identify specific information on patriotism from comprehension passages	Confidently reads at an appropriate speed and identifies specific information on patriotism from comprehension passages	Reads at an appropriate speed and identifies specific information on patriotism from comprehension passages	Does not read at an appropriate speed and identifies some information on patriotism from comprehension passages	Is not able to read at correct speed or identify specific information

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: PATRIOTISM				
4.0 Writing	4.7 Writing texts on patriotism. (2 lessons)	By the end of the Sub Strand the learner should be able to: a) write short passages on patriotism b) create poems on patriotism using thematic vocabulary c) apply specific writing strategies to generate short dialogues on patriotism d) recognize the role of writing strategies in effective communication.	Learners to: <ul style="list-style-type: none"> • Write texts in varied formats on the benefits of patriotism • In groups, practice writing short passages about personal experiences relating to patriotism. • In groups, practice creating short poems on patriotism using varied imagery • In pairs, use digital devices to identify information on patriotism and write short poems • In small groups, create stories on patriotism. 	<ol style="list-style-type: none"> 1. How do we select writing strategies for specific tasks? 2. Why is patriotism important? 3. What entails creating poems?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners write texts in varied formats on the benefits of patriotism • Creativity and imagination as learners practice writing short passages about personal experiences and short poems on patriotism using varied images • Digital literacy as they use digital devices to identify information on patriotism and write their own short poems and create stories on patriotism • Citizenship as they learn and generate texts about the importance of patriotism and its benefits 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners write texts in varied formats on the benefits of patriotism • Creative thinking as learners practice writing short passages about personal experiences and short poems on patriotism using varied images • Critical thinking as they use digital devices to identify information on patriotism and write their own short poems and create stories on patriotism • Citizenship education as they learn and generate texts about patriotism and its benefits 	<p>Values:</p> <p>Patriotism as learners harmoniously participate in pairs and groups to write texts on patriotism.</p>
<p>Links to other subjects: Languages teach writing skills and social studies teach patriotism</p>	<p>Suggested Community Service Learning: Learners to discuss patriotism with parents and guardians at home participate in activities that promote patriotism in school clubs e.g. scouting</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Apply specific strategies to write short passages and generate short dialogues on patriotism	Consistently applies specific strategies to write short passages and generate short dialogues on patriotism	Applies specific strategies to write short passages and generate short dialogues on patriotism	Tries to write short passages and dialogues but does not apply any specific strategies	Does not identify any writing strategies or write short passages
Find information on patriotism from texts and create poems using thematic vocabulary	Critically finds information on patriotism from texts and creates poems using thematic vocabulary	Finds information on patriotism from texts and creates poems using thematic vocabulary	Attempts to find some information on patriotism but struggles to create poems using thematic vocabulary	Hardly finds any information or thematic vocabulary

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: DISPOSAL OF TECHNOLOGICAL DEVICES				
1.0 Listening	1.8 Intensive listening\ (1 Lesson)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) respond to questions on ways of disposing of technological devices b) identify sentences in future tense from presentations, c) recognize components of sentences in passages d) desire to develop intensive listening skills for comprehension. 	Learners to: <ul style="list-style-type: none"> • in small groups, listen to a recorded presentation on appropriate disposal of technological devices and respond to questions • in pairs, listen to the teacher’s presentation on appropriate disposal of technological waste and identify sentences in future tense • in small groups, listen to comprehension passages on technological waste disposal and find components of sentences • in small groups, learners to use digital devices to find information about appropriate disposal of technological devices, listen and identify sentences in future tense. 	<ol style="list-style-type: none"> 1) How do we use the future tense in sentences? 2) Why is it important to dispose of technological devices appropriately?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners listen to a recorded presentation on appropriate disposal of technological devices and respond to questions • Learning to learn as they listen to the teacher’s presentation on appropriate disposal of technological waste and identify sentences in future tense • Digital literacy as learners use digital devices to find information about appropriate disposal of technological devices, listen and identify sentences in future tense. • Critical thinking and problem solving as learners listen to comprehension passages on technological waste disposal and find components of sentences • Citizenship as they listen to passages on appropriate disposal of technological waste and apply what they learn 	
<p>Link to PCIs:</p> <p>Effective communication as learners listen attentively to a recorded presentation on appropriate disposal of technological devices and respond to questions</p> <p>Critical thinking as learners listen to comprehension passages on technological waste disposal and find components of sentences</p> <p>Citizenship education and environmental education as they listen to passages on appropriate disposal of technological waste and apply what they learn</p>	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility as they listen to passages on appropriate disposal of technological waste and apply what they learn
<p>Links to other subjects:</p> <p>Languages teach components of sentences and future tense; science teaches science teaches care of technological devices.</p>	<p>Suggested Community Service Learning:</p> <p>Learners to discuss with parents and guardians and practice proper disposal of technological devices at home</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Apply attentive listening skills and respond to questions on appropriate disposal of technological devices.	Consistently applies attentive listening skills and responds to questions on appropriate disposal of technological devices.	Applies attentive listening skills and responds to questions on appropriate disposal of technological devices.	Attempts to listen but not attentively and does not respond to most questions on appropriate disposal of technological devices	Hardly listens or respond to questions on appropriate disposal of technological devices
Recognise components of sentences and identify sentences in future tense in passages	Excellently recognises components of sentences and identifies sentences in future tense from passages	Recognises components of sentences and identifies sentences in future tense from passages	Hardly recognises components of sentences but identifies some sentences in future tense from passages	Does not know any components of sentences or sentences in future tense

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: DISPOSAL OF TECHNOLOGICAL DEVICES				
2.0 Speaking	2.8 Debates (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) use sentences in future tense to discuss disposal of technological waste b) apply critical thinking skills to debate on topical issues c) explain how to dispose of different technological devices d) desire to apply debating skills to give information clearly.	Learners to: • in small groups prepare points on appropriate disposal of technological devices and engage in debates • in small groups, practice discussing disposal of technological waste using sentences in future tense • in pairs, listen to each other using sentences in future tense in discussions about disposal of technological waste • in small groups, practice applying critical thinking skills to debate ways of disposing of technological devices. • explain how to dispose of different technological devices using sentences in the future tense • desire to apply debating skills to give information about appropriate disposal of technological devices	1. When do we use the future tense in sentences? 2. How do we apply debating skills? 3. What entails components of a sentence? 4. Why is it important to dispose of technological devices appropriately?

			<ul style="list-style-type: none"> • view a video clip about appropriate disposal of technological devices and prepare own talking points and present to the class • in small groups, make presentations on technological waste disposal and listen to each other • in small groups, learners to use digital devices to find information about appropriate disposal of technological devices, prepare notes and make short presentations. 	
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Core Competences to be developed:

- **Communication and collaboration** as learners apply debating skills to give information about appropriate disposal of technological devices.
- **Learning to learn** as they view a video clip about appropriate disposal of technological devices and prepare own talking points and present to the class.
- **Digital literacy** as they use digital devices to find information about appropriate disposal of technological devices, prepare notes and make short presentations
- **Critical thinking and problem solving** as learners practice applying critical thinking skills to debate ways of disposing of technological devices.
- **Creativity and imagination** as learners prepare points on appropriate disposal of technological devices and engage in debates

<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners apply debating skills to give information about appropriate disposal of technological devices. • Critical thinking as learners as learners practice applying critical thinking skills to debate ways of disposing of technological devices. • Creative thinking as learners prepare points on appropriate disposal of technological devices and engage in debates • Sustainable development and environmental education as learners learn the appropriate ways to dispose of technological waste 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as learners learn the appropriate ways to dispose technological waste
<p>Links to other subjects: Languages teach sentence structures and future tense; science teaches environmental education and care of technological devices.</p>	<p>Suggested Community Service Learning: Learners to practice proper disposal of technological devices at home</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Use sentences in the future tense to discuss appropriate disposal of technological devices.	Creatively uses sentences in the future tense to discuss appropriate disposal of technological devices.	Uses sentences in the future tense to discuss appropriate disposal of technological devices.	Is able to discuss appropriate disposal of technological devices but does not use sentences in the future tense	With guidance explains disposal of a few technological devices but hardly uses sentences in the future tense
Apply critical thinking skills to debate on appropriate ways to dispose different technological devices	Confidently applies critical thinking skills to debate on appropriate ways to dispose different technological devices	Applies critical thinking skills to debate on appropriate ways to dispose different technological devices	Attempts to debate on appropriate ways to dispose of different technological devices but does not apply critical thinking skills	Hardly identifies any critical thinking skills or debate on appropriate ways to dispose of different technological devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: CARE OF TECHNOLOGICAL DEVICES				
3.0 Reading	3.8 Extensive reading (reading attentively) (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) read extensively and create a personal collection of thematic vocabulary b) apply attentive reading strategies to read texts on care of technological devices c) answer questions on care of technological devices d) value the importance of reading attentively for comprehension.	Learners to: <ul style="list-style-type: none"> • in small groups, learners to practice reading extensively and create personal collections of vocabulary. • in small groups, learners to read texts on care of technological devices attentively and answer questions • learners to read about care of technological devices from newspapers and list thematic vocabulary • learners to find texts about careful use of technological devices and read attentively and create personal collections of vocabulary from selected texts • in pairs, learners to find content about care of technological devices from digital devices and practice reading attentively. 	<ol style="list-style-type: none"> 1. Why is it important to read attentively? 2. How do you take care of technological devices? 3. What entails creating a personal collection of thematic vocabulary?

Core Competences to be developed:

- **Communication and collaboration** as learners practice reading attentively and answer questions on care of technological devices
- **Learning to learn and creativity and imagination** as learners read about care of technological devices from newspapers and list thematic vocabulary
- **Citizenship** as learners read texts and learn about care of technological devices from newspapers and list thematic vocabulary
- **Critical thinking and problem solving and digital literacy** as learners use digital devices to find and read texts about care of technological devices and create personal collections of vocabulary from selected texts

PCIs:

- **Effective communication** as learners practice reading attentively and answer questions on care of technological devices
- **Creative thinking** as learners read about care of technological devices from newspapers and list thematic vocabulary
- **Citizenship education** as learners read texts and learn about care of technological devices from newspapers and list thematic vocabulary
- **Sustainable development and environmental education** as they read texts and learn about care of technological devices
- **Critical thinking** as learners use digital devices to find and read texts about care of technological devices and create personal collections of vocabulary from selected texts

Values:

- **Responsibility** as they learn to be careful when handling technological devices
- **Unity** as they work harmoniously in groups

<p>Links to other subjects: Languages teach extensive reading and Science teaches about care of technological devices.</p>	<p>Suggested Community Service Learning: Learners to discuss care of technological devices at home with parents and guardians</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Apply attentive reading skills to read	Perfectly applies attentive reading skills and answers questions on care of technological devices correctly	Applies attentive reading skills and answers questions on care of technological devices correctly	Answers a few questions on technological devices but does not read attentively	Struggles to read attentively and is not able to answer most questions on technological devices
and answer questions on care of technological devices	Critically applies attentive reading skills and answers	Reads extensively and creates a personal collection of thematic vocabulary	Attempts to read extensively but struggles to create a personal collection of thematic vocabulary	Hardly reads extensively and does not create a personal collection of thematic vocabulary

questions on care of technological devices correctly	Applies attentive reading skills and answers questions on care of technological devices correctly	Answers a few questions on technological devices but does not read attentively	Struggles to read attentively	
and is not able to answer most questions on technological devices				
Read extensively and create a personal collection of thematic vocabulary	Confidently reads extensively and creates a personal collection of thematic vocabulary	Reads extensively and creates a personal collection of thematic vocabulary	Attempts to read extensively but struggles to create a personal collection of thematic vocabulary	Hardly reads extensively and does not
create a personal collection				
of thematic vocabulary				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: CARE OF TECHNOLOGICAL DEVICES				

<p>4.0 Writing</p>	<p>4.8 Writing compositions on topical issues (1 Lesson)</p>	<p>By the end of the Sub Strand the learner should be able to:</p> <p>a) write compositions about care of technological devices using thematic vocabulary</p> <p>b) use sentences in future tense to discuss care of technological devices</p> <p>c) discuss the care of technological devices clearly and logically</p> <p>d) appreciate writing clearly and logically as tool for effective communication.</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • in small groups, practice writing short paragraphs on care of technological devices using sentences in future tense • in pairs, generate content on care of technological devices from digital devices and create compositions clearly and logically • observe picture charts and write short descriptions on how to take care of technological devices. • in small groups, practice using sentences in future tense to discuss care of technological devices clearly and logically • engage in a radio lesson on how to apply thematic vocabulary in writing and write short compositions on care of technological devices. 	<ol style="list-style-type: none"> 1. What entails writing compositions clearly and logically? 2. How do we take care of technological devices? 3. When do we use future tense in sentences?
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<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners practice writing short paragraphs on care of technological devices using sentences in future tense • Digital literacy and critical thinking and problem solving as learners generate content on care of technological devices from digital devices and create compositions clearly and logically • Creativity and imagination as they observe picture charts and write short descriptions on how to take care of technological devices. • Learning to learn and citizenship as learners engage in a radio lesson on how to apply thematic vocabulary in writing and write short compositions on care of technological devices 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners practice writing short paragraphs on care of technological devices using sentences in future tense • Critical thinking as learners generate content on care of technological devices from digital devices and create compositions clearly and logically • Creative thinking as they as they observe picture charts and write short descriptions on how to take care of technological devices. • Citizenship education and environmental education as they engage in a radio lesson on how to apply thematic vocabulary in writing and write short compositions on care of technological devices 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they learn and practice how to care for technological devices
<p>Links to other subjects: All languages teach writing compositions clearly and logically and science teaches care of technological devices</p>	<p>Suggested Community Service Learning: Learners to discuss care of technological devices with parents and guardians at home</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Write compositions using sentences in future tense to discuss the care of technological devices clearly and logically	Writes compositions using sentences in future tense to discuss the care of technological devices clearly and logically	Writes compositions using sentences in future tense to discuss the care of technological devices clearly and logically	Attempts to discuss care of technological devices clearly but not logically and does not use sentences in future tense	Hardly uses future tense or discuss the care of technological devices clearly and logically

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: POSITIVE AND NEGATIVE PEER INFLUENCE				
1.0 Listening	1.9 Listening comprehension (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) respond to questions from stories on peer influence b) categorise positive and negative peer influence from texts c) identify imperatives and infinitives in texts d) desire to apply listening comprehension skills to acquire information.	Learners to: <ul style="list-style-type: none"> • in small groups, listen to texts on positive and negative peer influence from recorded clips and respond to questions • in pairs, listen to recorded clips on elements of peer influence and categorise positive and negative influences • listen to comprehension passages and respond to questions from stories on peer influence and identify imperatives and infinitives in texts • listen to stories on countering peer influence and identify imperatives and infinitives • in pairs, learners to be engaged in digital language games to complete sentences with imperatives and infinitives using digital devices 	<ol style="list-style-type: none"> 1. How do we identify specific language structures in texts? 2. Why is it important to differentiate positive and negative peer influence?

			<ul style="list-style-type: none"> • listen to texts on peer influence and categorise positive and negative peer influence • in small groups, learners listen to stories and identify sentence structures using imperatives and infinitives. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication & collaboration as learners listen to texts on positive and negative peer influence from recorded clips and respond to questions • Critical thinking and problem solving as learners listen to recorded clips to identify elements of peer influence and categorise positive and negative influences • Digital literacy as learners use digital devices and engage in digital language games to listen, identify and complete sentences with imperatives and infinitives • Learning to learn and citizenship as learners listen to comprehension texts and learn how to differentiate between negative and positive peer influence 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners as listen to texts on positive and negative peer influence from recorded clips and respond to questions • Critical thinking as learners use digital devices and engage in digital language games to listen, identify and complete sentences with imperatives and infinitives • Life skills as learners and citizenship education as learners listen to comprehension texts and learn how to differentiate between negative and positive peer influence 			<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility as learners learn how to counter negative peer influence. 	

<p>Links to other subjects: All languages teach listening comprehension and social studies teach life skills and countering peer influence</p>	<p>Suggested Community Service Learning: Learners to apply knowledge on peer pressure with understanding and avoid associating with unfamiliar friends at home</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Listen with comprehension and categorise positive and negative peer influence from texts	Easily listens with comprehension and categorises positive and negative peer influence from texts with ease	Listens with comprehension and categorises positive and negative peer influence from texts	Is able to listen with comprehension but struggles to categorise positive and negative peer influence from texts	Does not listen or identify positive and negative peer influence
Respond to questions from stories on peer influence and identify imperatives and infinitives in texts	Confidently responds to questions from stories on peer influence and identifies imperatives and infinitives in texts	Responds to questions from stories on peer influence and identifies imperatives and infinitives in texts	Attempts to respond to questions from stories on peer influence but does not identify imperatives and infinitives in texts	Hardly responds to questions from stories on peer influence or identify imperatives and infinitives in texts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question(S)
THEME: POSITIVE AND NEGATIVE PEER INFLUENCE				
2.0 Speaking	2.9 Sharing personal experiences (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) share personal experiences clearly and fluently b) display confidence in presentations on peer influence c) embrace thoughts and ideas of others in discussions about peer influence d) discuss the difference between positive and negative peer influence e) recognize the role of clarity and fluency in sharing information.	Learners to: <ul style="list-style-type: none"> • in small groups, learners to talk about personal experiences with peer influence. • in pairs practice sharing personal experiences clearly and fluently • view short videos on how to speak confidently and apply what they see in presentations on peer influence • listen to a guest speaker on how to embrace thoughts and ideas of others in discussions and practice in small groups • in small groups, discuss the difference between positive and negative peer influence confidently and clearly • in pairs, learners to practice talking about their personal experiences fluently and coherently • in groups, to be engaged in a radio lesson on how to differentiate negative and positive peer influence and make short presentations 	<ol style="list-style-type: none"> 1. What entails confidence in public speaking? 2. How do we counter negative peer influence? 3. Why should we embrace others thoughts and ideas in discussions? 4. What is the importance of speaking clearly and fluently in discussions

			<ul style="list-style-type: none"> • in small groups, role - play experiences they have had due to peer influence. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners practice sharing personal experiences with peer influence clearly and fluently • Digital literacy as learners find and view short videos on how to speak confidently and apply what they see in presentations on peer influence • Learning to learn and critical thinking and problem solving as learners engage in a radio lesson on how to differentiate negative and positive peer influence and make short presentations • Creativity and imagination as learners apply fluency and confidence in role – plays about experiences they have had due to peer influence 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners practice sharing personal experiences with peer influence clearly and fluently • Critical thinking as learners find and view short videos on how to speak confidently and apply what they see in presentations on peer influence • Life kills as learners engage in a radio lesson on how to differentiate negative and positive peer influence and make short presentations • Creative thinking as learners apply fluency and confidence in role – plays about experiences they have had due to peer influence 			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they learn on how to counter negative peer influence 	

<p>Links to other subjects: All languages teach discussion skills, how to express self-confidently and fluently, social studies teach how to counter peer influence</p>	<p>Suggested Community Service Learning: Learners to practice life skills and discuss positive and negative peer influence with parents and guardians at home.</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Share personal experiences clearly and fluently and display confidence in presentations on peer influence	Always shares with ease personal experiences clearly and fluently and displays confidence in presentations on peer influence	Shares personal experiences clearly and fluently and displays confidence in presentations on peer influence	Is able to share personal experiences but not fluently, clearly or confidently	Hardly shares personal experiences and does not understand clarity, fluency or confidence
Embrace thoughts and ideas of others in discussions on the difference between positive and negative peer influence	Critically embraces thoughts and ideas of others in discussions on the difference between positive	Embraces thoughts and ideas of others in discussions on the difference between positive and negative peer influence	Struggles to embrace thoughts and ideas of others in discussions on the difference between positive and negative peer influence	Does not embrace thoughts and ideas of others in discussions on the difference between positive and negative peer influence

	and negative peer influence			
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S
THEME: NEGATIVE AND POSITIVE PEER INFLUENCE				

<p>3.0 Reading</p>	<p>3.9 Fluent reading (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) read texts fluently at correct speed b) make correct judgements and opinions on passages about peer influence c) respond to questions from passages on peer influence d) appreciate reading a variety of texts at correct speed. 	<p>Learners to:</p> <ul style="list-style-type: none"> • in pairs, practice reading passages on positive peer influence at correct speed • read selected passages on positive peer influence and make personal judgements and opinions • in pairs, take turns to read short passages on positive peer influence at correct speed. each to give feedback to the other • read short passages about the on positive peer influence and respond to comprehension questions • in small groups, use digital devices to record as they read passages about on positive peer influence at correct speed, and listen to give peer assessment 	<ol style="list-style-type: none"> 1. What entails reading speed? 2. Why is it important to counter peer influence? 3. How do we make personal judgements and opinions on texts?
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			<ul style="list-style-type: none"> • find passages about peer influence from digital devices, and read them to make personal judgements and opinions • in pairs, find texts about managing peer influence from newspaper cut outs, and read to make personal judgement and opinion 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication & collaboration as learners practice reading passages on positive peer influence at correct speed • Critical thinking and problem solving as they read selected passages on positive peer influence and make personal judgements and opinions • Learning to learn as learners read short passages about the on positive peer influence and respond to comprehension questions • Digital literacy as they use digital devices to record as they read passages about on positive peer influence at correct speed, and listen to give peer assessment • Creativity and imagination as learners find passages about peer influence from digital devices, and read them to make personal judgements and opinions 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners practice reading passages on positive peer influence at correct speed • Critical thinking as they read selected passages on positive peer influence and make personal judgements and opinions • Life skills and citizenship education as learners read short passages about the on positive peer influence and respond to comprehension questions • Creative thinking as learners find passages about peer influence from digital devices, and read them to make personal judgements and opinions 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they make positive choices from peer pressure
<p>Links to other subjects: Languages teach reading at correct speed; social studies teach life skills and management of peer pressure</p>	<p>Suggested Community Service Learning: Learners to discuss positive and negative peer influence with parents and guardians at home</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Read texts fluently at correct speed and respond to questions from passages on peer influence	Consistently reads texts fluently at correct speed and responds to questions from passages on peer influence	Reads texts fluently at correct speed and responds to questions from passages on peer influence	Responds to questions from passages on peer influence but does not read fluently or at correct speed	Struggles to read or respond to questions from passages on peer influence
Read with comprehension to make correct judgements and opinions about peer influence	Confidently reads with comprehension to make correct judgements and opinions about peer influence	Reads with comprehension to make correct judgements and opinions about peer influence	Is able to read with comprehension but does not make correct judgements and opinions about peer influence	Hardly comprehends or make correct judgements and opinions about peer influence

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: NEGATIVE AND POSITIVE PEER INFLUENCE				
4.0 Writing	4.9 Fluent Writing (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) write fluently with correct spelling b) present correct opinions and judgements in passages about peer influence c) create argumentative essays on peer influence d) cultivate fluent writing skills for effective communication.	Learners to: <ul style="list-style-type: none"> • in pairs, practice writing short passages on positive peer influence in correct spelling • write passages giving opinions and judgements on positive peer influence • write fluently with correct spelling • create argumentative essays giving opinions and judgements about peer influence • present correct opinions and judgements in compositions on peer influence • apply fluent writing skills to develop texts about managing peer influence. 	<ol style="list-style-type: none"> 1. What entails writing fluently? 2. How do you present correct opinions and judgements in writing? 3. Why is it important to counter peer influence?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication & collaboration and learning to learn as learners practice writing short passages on positive peer influence fluently and in correct spelling • Creativity and imagination as learners write passages giving opinions and judgements on positive peer influence • Critical thinking and problem solving as learners create argumentative essays giving opinions and judgements about peer influence • Citizenship as they apply fluent writing skills to develop texts about managing peer influence 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners practice writing short passages on positive peer influence fluently and in correct spelling • Creative thinking as learners write passages giving opinions and judgements on positive peer influence • Critical thinking as learners create argumentative essays giving opinions and judgements about peer influence • Life skills and citizenship education as they apply fluent writing skills to develop texts about managing peer influence 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they make positive choices from peer pressure
<p>Links to other subjects: All languages teach fluency in writing; social studies teach life skills and management of peer pressure</p>	<p>Suggested Community Service Learning: Learners to discuss negative and positive peer pressure with parents and guardians at home</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Write short paragraphs on peer influence fluently using correct spelling	Efficiently and with ease writes short paragraphs on peer influence fluently using correct spelling	Writes short paragraphs on peer influence fluently using correct spelling	Attempts to write short paragraphs on peer influence but has difficulty using correct spelling	Struggles to write and does not use correct spellings
Create argumentative essays to present correct opinions and judgements on peer influence	Skilfully creates argumentative essays to present correct opinions and judgements on peer influence	Creates argumentative essays to present correct opinions and judgements on peer influence	Is able to create essays on peer influence but they are not argumentative and do not present any opinions	Does not understand what opinions and judgements are

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: CULTURAL PRACTICES				
4.0 Listening	1.10 Intensive listening (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) respond to questions on positive and negative cultural practices b) listen and list examples of negative culture from texts c) identify cultural language use in passages d) value the importance of listening intensively to acquire information.	Learners to: <ul style="list-style-type: none"> • in small groups, learners to listen to recorded clips and respond to questions on positive and negative cultural practises • listen to texts and identify cultural language use from texts about positive and negative cultural practices • use digital devices to find information and listen as they elicit examples positive and negative cultural practices • in small groups, listen to comprehension passages and list examples of negative culture • in pairs, learners to listen to recorded clips on positive and negative cultural practices and respond to questions • learners to listen to a guest speaker identify positive and negative cultural practices 	<ol style="list-style-type: none"> 1. How do we listen intensively to find specific information from texts? 2. Why is it important to avoid engaging in negative cultural practices? 3. What is the role of cultural language in discussing topical issues?

			<ul style="list-style-type: none"> • in small groups, listen to passages on positive and negative cultural practices and identify cultural language used. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication & collaboration as learners listen to recorded clips and respond to questions on positive and negative cultural practises • Learning to learn and critical thinking and problem solving as learners listen to identify cultural language use from texts about positive and negative cultural practices • Digital literacy as they use digital devices to find information and listen as they elicit examples positive and negative cultural practices • Citizenship as learners listen to comprehension passages and recorded clips to list examples of negative culture and respond to comprehension questions 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners listen to recorded clips intensively and respond to questions on positive and negative cultural practises • Critical thinking as learners listen to identify cultural language use from texts about positive and negative cultural practices • Sustainable development and citizenship education as learners listen to comprehension passages and recorded clips to list examples of negative culture and respond to comprehension questions 			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as learners learn how to counter negative cultural practices and embrace the positive ones 	

<p>Links to other subjects: Languages teach intensive listening skills; Religious education and social studies teach values</p>	<p>Suggested Community Service Learning: Learners to discuss with parents and guardians on how to be involved in positive cultural practices and shun negative cultural practices</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Listen intensively and differentiate between negative and positive cultural practices from passages	Critically listens attentively and differentiates between negative and positive cultural practices from passages	Listens intensively and differentiates between negative and positive cultural practices from passages	Struggles to listen and does not differentiate negative and positive cultural practices from passages	Hardly identifies most cultural practices and is not able to say if they are negative and positive cultural practices
Identify the use of cultural language in texts and respond to questions on positive and negative culture	Consistently identifies the use of cultural language in texts and responds to questions on positive and negative culture	Identifies the use of cultural language and responds to questions on positive and negative culture	Responds to questions on positive and negative culture but struggles to identify the use of cultural language	Does not identify any form of cultural language but responds to some questions on positive and negative culture with guidance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: CULTURAL INFLUENCES				
2.0 Speaking	2.10 Expressing, socialising and taking action (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) apply critical thinking skills to discuss cultural influences fluently and efficiently b) speak audibly with confidence in presentations on cultural influences c) observe punctuation marks for correct intonation and pause when making speeches	Learners to: <ul style="list-style-type: none"> • in large groups, observe video clips of speeches with correct intonation in relation to commas, full-stops, question marks and exclamation marks and imitate • in groups, practice discussing fluently and efficiently as they make short presentations on cultural influences • in small groups practice speaking audibly with confidence as they make short presentations on cultural influences • in pairs practice making speeches as they observe punctuation marks for correct intonation and pause and give peer review • in small groups, practice discussing negative and positive cultural influences fluently and efficiently 	<ol style="list-style-type: none"> 1. Why is it important to observe punctuation marks when making speeches? 2. How do we speak fluently and efficiently with correct intonation and pause? 3. What is the difference between negative and positive cultural influences

		<p>d) develop a desire to speak fluently and efficiently for effective communication.</p>	<ul style="list-style-type: none"> • in pairs, to identify and view presentations that demonstrate the pauses that come with different punctuation marks (e.g., comma, full-stops, question marks and exclamation marks) and imitate • in groups, narrate short personal experiences about negative culture as they observe the punctuation marks to intone and pause appropriately. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners work in groups to practice discussing fluently and efficiently as they make short presentations on cultural influences • Critical thinking and problem solving as learners practice making speeches with correct intonation in relation to commas, full-stops, question marks and exclamation marks and give peer review • Creativity and imagination as learners make speeches as they observe punctuation marks for correct intonation and pause and give peer review • Digital literacy as learners use digital devices to identify and view presentations that demonstrate the pauses that come with different punctuation marks (e.g., comma, full-stops, question marks and exclamation marks) and imitate • Self efficacy as they narrate short personal experiences about negative culture as they observe the punctuation marks to intone and pause appropriately 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners work in groups to practice discussing fluently and efficiently as they make short presentations on cultural influences • Critical thinking as learners practice making speeches with correct intonation in relation to commas, full-stops, question marks and exclamation marks and give peer review • Creative thinking as learners make speeches as they observe punctuation marks for correct intonation and pause and give peer review • Life skills as they narrate short personal experiences about negative culture as they observe the punctuation marks to intone and pause appropriately 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they learn to identify positive from negative cultural experiences • Unity as they work harmoniously in groups and pairs.
<p>Links to other subjects: All the languages teach fluency and coherence in self- expression and Social studies and religious studies teach life skills and values related to cultural practices</p>	<p>Suggested Community Service Learning: Learners to be engaged in discussions on cultural practices with their parents and guardians at home.</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Apply critical thinking skills to discuss positive and negative cultural influences fluently and efficiently	Confidently applies critical thinking skills to discuss positive and negative cultural influences fluently and efficiently	Applies critical thinking skills to discuss positive and negative cultural influences fluently and efficiently	Discusses some positive and negative cultural influences but does not apply critical thinking skills and is not fluent	Is able to mention a few examples of cultural influence but does not identify if they are positive or negative
Speak audibly with confidence in presentations on cultural influences and observe punctuation marks for correct intonation and pause	Excellently speaks audibly with confidence in presentations on cultural influences and observes punctuation marks for correct intonation and pause	Speaks audibly with confidence in presentations on cultural influences and observes punctuation marks for correct intonation and pause	Does not speak audibly with confidence and observes a few punctuation marks for pause but not intonation	Hardly speaks audibly or confidently and does not observe punctuation marks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: CULTURAL LANGUAGE USE				
3.0 Reading	3.10 Interpretive reading (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) read stories with interpretation to identify traditional language aspects b) infer the meaning of proverbs and sayings in context c) paraphrase sentences with proverbs and sayings d) demonstrate interpretive reading skills as a strategy for communication.	Learners to: <ul style="list-style-type: none"> • read stories to identify proverbs, and sayings, and interpret the meaning. • in pairs, read stories with cultural language and infer the meaning of proverbs and sayings from context • read stories, identify sentences with proverbs and sayings and paraphrase them • in groups, use digital devices to identify and read stories with a variety of traditional language aspects and infer the meaning of proverbs and sayings from context. • in pairs, practice reading stories with interpretation and explain traditional language aspects • in small groups, read texts with cultural language and practice paraphrasing sentences with proverbs and sayings to ordinary language • in small groups, read stories and identify proverbs and sayings with their meaning and use. 	<ol style="list-style-type: none"> 1. What entails interpretive reading? 2. How do we infer the meaning of proverbs and sayings in the context of a story? 3. How do we paraphrase sentences with proverbs and sayings to ordinary language?

Core Competences to be developed:

- Communication and collaboration as learners read stories with cultural language and infer the meaning of proverbs and sayings from context
- **Critical thinking and problem solving** as they read stories, identify sentences with proverbs and sayings and paraphrase them.
- **Digital literacy** as learners use digital devices to identify and read stories with a variety of traditional language aspects and infer the meaning of proverbs and sayings from context.
- **Learning to learn and creativity and imagination** as learners practice reading stories with interpretation and explain traditional language aspects
- **Citizenship** as learners use digital devices to identify and read stories with a variety of traditional language aspects and infer the meaning of proverbs and sayings from context that will lead to preservation of cultural language

PCIs:

- **Effective communication** as learners read stories with cultural language and infer the meaning of proverbs and sayings from context
- **Critical thinking** as they read stories, identify sentences with proverbs and sayings and paraphrase them.
- **Citizenship education** as learners use digital devices to identify and read stories with a variety of traditional language aspects and infer the meaning of proverbs and sayings from context that will lead to preservation of cultural language
- **Creative thinking** as learners practice reading stories with interpretation and explain traditional language aspects

Values:

- **Patriotism** as learners learn to interpret their cultural language thus enhancing preservation of the same.

<p>Links to other subjects: All languages teach interpretive reading, Social studies teach cultural organizations</p>	<p>Suggested Community Service Learning: Learners to use proverbs and sayings in their day-to-day life at school and at home.</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Read stories with interpretation and paraphrase sentences with proverbs and sayings	Consistently reads stories with interpretation and paraphrases sentences with proverbs and sayings	Reads stories with interpretation and paraphrases sentences with proverbs and sayings	Attempts to read stories but not with interpretation and struggles to paraphrase sentences with proverbs and sayings	Does not interpret or paraphrase sentences with proverbs and sayings
Identify proverbs and sayings from stories and infer their meaning in context	Skilfully identifies proverbs and sayings from stories and infers their meaning in context	Identifies proverbs and sayings from stories and infers their meaning in context	Is able to identify proverbs and sayings from stories but does not infer their meaning in context	With guidance recognises some proverbs and sayings but hardly infers their meaning

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: CULTURAL LANGUAGE USE				
4.0 Writing	4.10 Creative writing (2 lessons)	By the end of the Sub Strand the learner should be able to: a) write compositions creatively b) discuss personal experiences using cultural language c) use cultural language aspects to write short stories d) value the contribution of cultural language aspects in creative writing.	Learners to: <ul style="list-style-type: none"> • in pairs, identify interesting personal experiences and practice using cultural language to write them • in small groups practice writing short compositions creatively using cultural language aspects • in groups, identify cultural language aspects and practice using them to create short passages • in pairs, practice using proverbs, sayings and tongue twisters to discuss personal experiences • in small groups, use digital devices to find texts with cultural language and use them to write short paragraphs • use proverbs, sayings and tongue twisters to write personal imaginative experiences 	<ol style="list-style-type: none"> 1. How do we write creatively using cultural language? 2. Why is it important to use proverbs and sayings in writing?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners identify interesting personal experiences and practice using cultural language to write them • Creativity and imagination as learners practice writing short compositions and personal imaginative experiences using cultural language aspects • Critical thinking and problem solving as learners identify cultural language aspects from texts and practice using proverbs, sayings and tongue twisters to create short paragraphs on personal experiences • Learning to learn and digital literacy as they use digital devices to find texts with cultural language and use them to write short paragraphs 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners identify interesting personal experiences and practice using cultural language to write them • Creative thinking as learners practice writing short compositions and personal imaginative experiences using cultural language aspects • Critical thinking as learners identify cultural language aspects from texts and practice using proverbs, sayings and tongue twisters to create short paragraphs on personal experiences 	<p>Values:</p> <ul style="list-style-type: none"> • Patriotism as learners identify and learn to use cultural language aspects for effective communication.
<p>Links to other subjects: All languages teach creative writing and social studies teach cultural aspects</p>	<p>Suggested Community Service Learning: Learners to use cultural language aspects in everyday communication at home with parents and guardians</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discuss personal experiences and write short stories using cultural language	Excellently discusses personal experiences and writes short stories using cultural language	Discusses personal experiences and writes short stories using cultural language	Is able to discuss personal experiences and write short stories but struggles to use cultural language	Mentions some personal experiences and tells simple short stories but does not identify cultural language

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: HOME ACTIVITIES				
1.0 Listening	1.11 Intensive listening (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) find adjectives from descriptions on home activities b) apply intensive listening skills to identify home activities mentioned in texts c) respond to questions on home activities d) value the importance of listening intensively to find information.	Learners to: <ul style="list-style-type: none"> • in pairs, listen to recorded clips and find sentences with descriptive adjectives • in pairs, learners to find home activities and adjectives describing them from passages in the grade 6 course book • in pairs, learners find descriptive adjectives used in passages about home activities • learners to practice identifying and pairing home activities with adjectives used to describe them from short passages • apply intensive listening skills to identify home activities and the adjectives used to describe them • listen to passages on home activities and respond to questions 	<ol style="list-style-type: none"> 1. Why is it important to listen intensively? 2. How do we identify adjectives in descriptions? 3. What kind of activities do we find at home?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners listen to recorded clips and find sentences with descriptive adjectives. • Critical thinking and problem solving as learners apply intensive listening skills to find home activities and adjectives describing them from passages in the grade 6 course book • Learning to learn as learners practice identifying and pairing home activities with adjectives used to describe them from short passages 	
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners listen to recorded clips and find sentences with descriptive adjectives. • Critical thinking as learners apply intensive listening skills to find home activities and adjectives describing them from passages in the grade 6 course book • Life skills as learners practice identifying and pairing home activities with adjectives used to describe them from short passages. 	<p>Links to Values:</p> <ul style="list-style-type: none"> • Responsibility and respect: as learners learn about home activities
<p>Links to other subjects: All languages teach intensive listening skills and Home science teaches home activities such as cleaning shoes, washing clothes</p>	<p>Suggested Community Service Learning: Learners to discuss home activities with parents and guardians and perform simple tasks at home.</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Apply intensive listening skills to identify descriptive adjectives in texts and respond to questions on home activities	Always and with ease applies intensive listening skills to identify descriptive adjectives in texts and responds to questions on home activities	Applies intensive listening skills to identify descriptive adjectives in texts and responds to questions on home activities	Does not apply intensive listening skills but responds to most questions on home activities	With guidance mentions some home activities but struggles to listen or identify descriptive adjectives

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: CARE OF ANIMALS				
2.0 Speaking	2.11 Expressing, socialising and taking action (1 Lesson)	By the end of the Sub Strand the learner should be able to: a) apply audience awareness to recite poems clearly and audibly b) describe events on animal care accurately, and creatively c) discuss care of animals articulately and in logical sequence d) cultivate desired speaking skills for self-expression.	Learners to: <ul style="list-style-type: none"> • in small groups, talk about ways of demonstrating audience awareness and make short presentations to practice the same • in pairs, describe personal experiences on care of different animals • in small groups, to imaginatively present short stories about animals and how to take care of them • in small groups, use digital devices to find information about animal care, create and recite short poems on how they took care of their favourite animals. 	<ol style="list-style-type: none"> 1. How do we display audience awareness when reciting poems? 2. What entails discussion skills? 3. Why is it important to take good care of animals?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners display audience awareness as they make short presentations on ways of taking care of animals • Creativity and imagination as learners describe personal experiences on care of animals and imaginatively present short stories about animals and how to take care of them • Learning to learn and digital literacy as learners use digital devices to find information about animal care, create and recite short poems on how they took care of their favourite animals • Self efficacy as learners display audience awareness as they recite poems about care of animals clearly and audibly 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners display audience awareness skills as they make short presentations on ways of taking care of animals • Creative thinking as they describe personal experiences on care of animals and imaginatively present short stories about animals and how to take care of them • Environmental education and life skills as learners use digital devices to find information about animal care and recite short poems on how they took care of their favourite animals 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they learn how to take good care of animals
<p>Links to other subjects: All the languages teach discussion skills and self-expression Agriculture teaches animal care</p>	<p>Suggested Community Service Learning: Learners to discuss animal care with parents and guardians at home.</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Apply audience awareness to recite poems on care of animals clearly and audibly	Critically applies audience awareness to recite poems on care of animals clearly and audibly	Applies audience awareness to recite poems on care of animals clearly and audibly	Attempts to recite poems on care of animals but not clearly and audibly and struggles to apply audience awareness	Hardly understands audience awareness and does not know how to recite poems
Describe events accurately and articulately and discuss care of animals in logical sequence	Creatively describes events accurately and articulately and discusses care of animals in logical sequence	Describes events accurately, and articulately and discusses care of animals in logical sequence	Is able to discuss care of animals in logical sequence but does not describe events accurately and articulately	Struggles with both description and discussion

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
THEME: CARE OF ANIMALS				
3.0 Reading	3.11 Reading texts with specific language structures. (1 Lesson)	by the end of the sub strand the learner should be able to: a) respond to questions from texts on animal care b) read texts on animal care with correct articulation and pronunciation c) apply intensive reading skills to identify adverbs of degree & time clauses in texts d) make predictions using adverbs of degree & time clauses e) desire to read texts with expression to bring out use of specific structures.	Learners to: <ul style="list-style-type: none"> • in pairs, practice reading sentences about animal care, with correct articulation and pronunciation and give each other feedback • in small groups, practice reading passages to identify the use adverbs of degree and time clauses from the grade 6 course book • in groups read poems on animal care and find sentences with adverbs of degree and time clauses and respond to questions • in small groups, use digital devices to find and read texts about care of animals and identify sentences with adverbs of degree and time clauses • read newspaper articles about care of animals and make predictions using adverbs of degree & time clauses with simple present + will/shall) e.g., <i>the animals will be fed before noon.</i> 	<ol style="list-style-type: none"> 1. Why is it important to read texts intensely? 2. What entails correct articulation when reading? 3. When do we make predictions? 4. How do we identify specific sentence structures in texts?

Core Competences to be developed:

- **Communication and collaboration** as learners practice reading sentences about animal care, with correct articulation and pronunciation and give each other feedback
- **Critical thinking and problem solving** as learners read passages on animal care and identify the use adverbs of degree and time clauses from the grade 6 course book
- **Learning to learn** as they read poems on animal care and find sentences with adverbs of degree and time clauses and respond to questions
- **Digital literacy** as learners use digital devices to find and read texts about care of animals and identify sentences with adverbs of degree and time clauses
- **Citizenship** as they read poems on animal care and find sentences with adverbs of degree and time clauses and respond to questions
- **Creativity and imagination** as learners read newspaper articles about care of animals and make predictions using adverbs of degree & time clauses with simple present + will/shall) e.g., *the animals will be fed before noon.*

PCIs:

- **Effective communication** as learners practice reading sentences about animal care, with correct articulation and pronunciation and give each other feedback
- **Critical thinking** as learners read passages on animal care and identify the use adverbs of degree and time clauses from the grade 6 course book
- **Citizenship education and environmental education** as they read poems on animal care and find sentences with adverbs of degree and time clauses and respond to questions
- **Creative thinking** as learners read newspaper articles about care of animals and make predictions using adverbs of degree & time clauses with simple present + will/shall) e.g., *the animals will be fed before noon.*

Values:

- **Responsibility and respect** as learners learn how to take care of animals



<p>Links to other subjects: All languages teach reading with correct articulation and pronunciation, adverbs of degree, and time clauses. Science teaches animal care.</p>	<p>Suggested Community Service Learning: Learners to discuss animal care issues with parents and guardians at home.</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Read with correct articulation and pronunciation and respond to questions on animal care	Innovatively applies intensive reading strategies and makes predictions using adverbs of degree & time clauses	Reads with correct articulation and pronunciation and respond to questions on animal care	Is able to respond to questions on animal care but struggles to read with correct articulation and pronunciation	Names a few animals but hardly discusses care or understand articulation
Apply intensive reading strategies and make predictions using adverbs of degree & time clauses	Perfectly applies intensive reading strategies and makes predictions using adverbs of degree & time clauses	Applies intensive reading strategies and makes predictions using adverbs of degree & time clauses	Attempts to make predictions but does not use adverbs of degree & time clauses or apply intensive reading strategies	Struggles to read and does not make predictions or use adverbs of degree & time clauses

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question(S)
THEME: CARE OF ANIMALS				
4.0 Writing	4.11 Applying knowledge of creative writing (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) describe imaginative experiences on care of animals b) write short dialogues on care of animals using adverbs of degree and time clauses with simple present tense c) create short stories on the importance of caring for animals	Learners to: <ul style="list-style-type: none"> • in groups, practice writing short descriptions of imaginative experiences they have had about care of animals • in pairs, practice writing short dialogues on care of animals using adverbs of degree and time clauses with simple present + will/shall) <i>e.g., the animals will be fed before noon</i> • in small groups, create short stories on the importance of caring for animals • in pairs, short descriptions on how to take care of animals • in groups, use digital devices to create short stories on care of animals, and write them • in pairs, write short dialogues about care of animals using adverbs of degree and time clauses 	<ol style="list-style-type: none"> 1. What entails writing imaginative stories? 2. Why is it important to care for animals? 3. How do we use adverbs of degree and time clauses?

		d) desire to apply creative writing skills to express imaginative experiences.	<ul style="list-style-type: none"> in groups, create newspaper articles about care of animals using adverbs of degree & time clauses with simple present + will/shall) e.g., <i>the animals will be fed before noon.</i> 	
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Core Competences to be developed:

- **Communication and collaboration** as learners practice writing short descriptions of imaginative experiences they have had about care of animals.
- **Critical thinking and problem solving** as they write short dialogues on care of animals using adverbs of degree and time clauses with simple present + will/shall) e.g., *the animals will be fed before noon*
- **Creativity and imagination** as learners create short stories on the importance of caring for animals and short descriptions on how to take care of animals.
- **Digital literacy** as learners use digital devices to create short stories on care of animals, and write them.
- Learning to learn and self **efficacy as they create newspaper articles about care of animals using adverbs of degree & time clauses** with simple present + will/shall) e.g., *the animals will be fed before noon.*
- **Citizenship** as learners find ways of protecting the environment as they take care of animals

<p>PCIs:</p> <ul style="list-style-type: none">• Effective communication as learners practice writing short descriptions of imaginative experiences they have had about care of animals.• Critical thinking as learners write short dialogues on care of animals using adverbs of degree and time clauses with simple present + will/shall) e.g., the animals will be fed before noon• Creative thinking as learners create short stories on the importance of caring for animals and short descriptions on how to take care of animals.• Citizenship education, environmental education and animal rights as learners find ways of protecting the environment as they take care of animals	<p>Values:</p> <ul style="list-style-type: none">• Responsibility as learners learn how to take good care of animals
<p>Links to other subjects: All languages teach creative writing and science teaches care of animals</p>	<p>Suggested Community Service Learning: Learners to discuss animal care with parents and guardians and practice it in the community</p>



Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Write short dialogues on care of animals using adverbs of degree and time clauses	Creatively writes short dialogues on care of animals using adverbs of degree and time clauses	Writes short dialogues on care of animals using adverbs of degree and time clauses	Attempts to write short dialogues on care of animals but does not use adverbs of degree and time clauses	Mentions some animals and their care but hardly writes dialogues and does not identify adverbs of degree or time clauses
Describe imaginative experiences and create short stories on the importance of caring for animals	Confidently describes imaginative experiences and creates short stories on the importance of caring for animals	Describes imaginative experiences and creates short stories on the importance of caring for animals	Creates short stories on the importance of caring for animals but has difficulty describing imaginative experiences and	Hardly writes imaginative experiences or short stories o

Appendix: Grade 6 Resources Assessment And Non-Formal Activities

	Strand	Sub Strand	Suggested Non - Formal Activities	Suggested Learning Resources	Suggested Assessment	Themes
1.1	Listening	Attentive listening <ul style="list-style-type: none"> • Listening to identify occupations and talents from text (1 lesson) 	Learners to identify occupations and talents found in their community	<ul style="list-style-type: none"> • Recorded audio clips • Wall charts • Short videos 	Observation Question and answer	Occupations and talents
2.1	Speaking	Expressing, socializing and taking action <ul style="list-style-type: none"> • Debates - Making personal judgements and opinions (sentences with the direct object and infinitive) (1 lesson) 	Learners to collect a variety of information from the community about school activities and talents.	<ul style="list-style-type: none"> • Recorded digital clips • Flash cards • Word cards • Word charts 	<ul style="list-style-type: none"> • Observa-tion • Question and answer 	School activities and talents

3.1	Reading	Extensive reading <ul style="list-style-type: none"> • Application of library rules (materials on occupations and talents) (2 lessons) 	Learners to collect a variety of information from the community about occupations and talents.	<ul style="list-style-type: none"> • Digital devices • Digital content • Class readers • Library 	<ul style="list-style-type: none"> • Observation • Question and answer 	Occupations and talents
4.1	Writing	Creative writing <ul style="list-style-type: none"> • Imaginative experiences in relation to occupations and talents (2 lessons) 	Learners to collect a variety of information from the community about occupations and talents.	<ul style="list-style-type: none"> • digital content • Flash cards • Word cards • Word charts • Recorded digital clips 	<ul style="list-style-type: none"> • Observation • Question and answer 	Occupations and talents
1.2	Listening	Listening for information <ul style="list-style-type: none"> • Listening to instructions to perform a task (use of verbs, adverbs, active and passive voice) (1 lesson) 	Learners to identify hygiene related tasks carried out in the school community	<ul style="list-style-type: none"> • Recorded digital clips • Digital content • Resource person 	<ul style="list-style-type: none"> • Observation • Question and answer 	Hygiene practices at school

2.2	Speaking	<p>Giving information</p> <ul style="list-style-type: none"> • Discussions on personal hygiene (use of direct object and how infinitive) <p>(1 lesson)</p>	Learners to discuss personal hygiene with parents and guardians and home	<ul style="list-style-type: none"> • Digital devices 	<ul style="list-style-type: none"> • Observation • Question and answer 	Personal hygiene
3.2	Reading	<p>Application of reading strategies</p> <ul style="list-style-type: none"> • Texts on personal hygiene <p>(2 lessons)</p>	Learners to discuss personal hygiene with parents and guardians and home	<ul style="list-style-type: none"> • Digital devices 	<ul style="list-style-type: none"> • Observation • Question and answer 	Personal hygiene
4.2	Writing	<p>Writing conventions</p> <ul style="list-style-type: none"> • Accuracy and logical sequence (using imperatives and infinitives) <p>(2 lessons)</p>	Learners to discuss personal hygiene with parents and guardians and home	<ul style="list-style-type: none"> • Resource person • Flash cards • Charts • Recorded digital clips • Written compositions. 	<ul style="list-style-type: none"> • Observation • Question and answer 	Personal hygiene

1.3	Listening	<p>Listening comprehension.</p> <ul style="list-style-type: none"> Poems and short stories on environmental degradation (Identifying themes and characters) (1 lesson) 	Learners to attend community functions on environment, participate and make notes	<ul style="list-style-type: none"> Recorded video clips Digital devices 	<ul style="list-style-type: none"> Observation Question and answer 	Environmental degradation
2.3	Speaking	<p>Conversation skills</p> <ul style="list-style-type: none"> Environmental care as disease prevention (Communicable and non-communicable diseases) (1 lesson) 	Learners to attend community functions on environmental care in relation to disease prevention	<ul style="list-style-type: none"> Radio Recorded video clips Digital devices 	<ul style="list-style-type: none"> Observation Question and answer 	Environmental care as disease prevention

3.3	Reading	<p>Expressive reading</p> <ul style="list-style-type: none"> Using correct pronunciation, intonation and pause (1 lesson) 	Learners to engage in constructive discussions on environmental care with parents and guardians	<ul style="list-style-type: none"> Digital devices 	<ul style="list-style-type: none"> Observation Question and answer 	Environmental care
4.3	Writing	<p>Writing efficiently</p> <ul style="list-style-type: none"> Writing essays on topical issues (use of imperative and infinitive) (1 lesson) 	Learners to engage in constructive discussions on environmental care with parents and guardians	<ul style="list-style-type: none"> Old newspapers Charts Writing materials Thematic vocabulary boards 	<ul style="list-style-type: none"> Observation Question and answer 	Environmental care
1.4	Listening	<p>Extensive listening</p> <ul style="list-style-type: none"> Identifying the use of adjectives in texts about home activities (1 lesson) 	Learners to talk to parents and guardians about possible dangers when carrying out home activities and how to avoid accidents	<ul style="list-style-type: none"> Recorded clips 	<ul style="list-style-type: none"> Observation Question and answer 	Home activities and safety

2.4	Speaking	<p>Public speaking</p> <ul style="list-style-type: none"> • Audience awareness, using thematic vocabulary in poems and short stories on child protection (1 lesson) 	Learners to talk to parents and guardians about child protection measures in the community and how to avoid getting into trouble	<ul style="list-style-type: none"> • Digital devices and content 	<ul style="list-style-type: none"> • Observation • Question and answer 	Child protection
3.4	Reading	<p>Fluent reading</p> <ul style="list-style-type: none"> • Using correct pronunciation, intonation and pause (texts about modern means of transport) (1 lesson) 	Learners to engage in constructive discussions on safety measures when using modern means of transport with adults in the community, parents and guardians	<ul style="list-style-type: none"> • Written articles 	<ul style="list-style-type: none"> • Observation • Question and answer 	Modern transport and safety

4.4	Writing	<p>Intensive writing</p> <ul style="list-style-type: none"> • Writing texts about steps to take during an emergency (accuracy, logical sequence) (2 lessons) 	<p>Learners to talk to adults in their community about natural calamities and how to be safe during calamities</p>	<ul style="list-style-type: none"> • Recorded digital clips • Written articles • Picture sequence 	<ul style="list-style-type: none"> • Observation • Question and answer • Digital assessment • Written exercises • Role play 	<p>Natural calamities</p>
1.5	Listening	<p>Listening for information</p> <ul style="list-style-type: none"> • Listening to identify conditional sentences from notices and announcements (related to community health) (1 lesson) 	<p>Learners to collect as many items from media to identify content on community health issues</p>	<ul style="list-style-type: none"> • Recorded digital clips • T.V • Newspapers • Resource person 	<ul style="list-style-type: none"> • Observation • Question and answer 	<p>Community health issues</p>

2.5	Speaking	Discussions <ul style="list-style-type: none"> • Topical issues in relation to diseases and ways to prevent (use of interrogatives) (1 lesson)	Learners to carry out interviews in their communities on diseases that affect them and how they can be prevented	<ul style="list-style-type: none"> • Medical journals • Video clips 	<ul style="list-style-type: none"> • Interviews • Observation • Question and answer 	Disease prevention
3.5	Reading	Extensive reading <ul style="list-style-type: none"> • Reading strategies (use of imperatives and infinitives) (1 lesson)	Learners to carry out interviews in their communities on diseases that affect them	<ul style="list-style-type: none"> • Medical journal • Newspaper cuttings 	<ul style="list-style-type: none"> • Observation • Question and answer 	Diseases found at home
4.5	Writing	Conventional writing <ul style="list-style-type: none"> • Writing texts in varied formats (Accuracy, using the direct object in sentences) (2 lessons)	Learners to carry out interviews in their communities on diseases that affect them at home and how to prevent.	<ul style="list-style-type: none"> • Recorded digital clips • Digital content • Resource person 	<ul style="list-style-type: none"> • Observation • Question and answer 	Disease prevention at home

1.6	Listening	<p>Listening comprehension</p> <ul style="list-style-type: none"> • Texts about modern and traditional farm tools (identifying the use of singular and plural forms of determiners) <p>(1 lesson)</p>	<p>Learners to engage in discussions with adults in the community, parents and guardians on modern and traditional farm tools found in the community</p>	<ul style="list-style-type: none"> • Recorded digital clips • Digital content • Resource person 	<ul style="list-style-type: none"> • Observation • Question and answer 	<p>Modern and traditional farm tools</p>
2.6	Speaking	<p>Public speaking</p> <ul style="list-style-type: none"> • Expressing self using cultural language expressions <p>(1 lesson)</p>	<p>Learners to engage in constructive discussions on forms of traditional leadership found in the community, parents and guardians</p>	<ul style="list-style-type: none"> • Radio lesson on care of farm tools • Recorded digital clips • Digital content • Resource person 	<ul style="list-style-type: none"> • Observation • Question and answer 	<p>Traditional leadership</p>

3.6	Reading	<p>Close reading</p> <ul style="list-style-type: none"> • Negotiation in conversations, *conversational phrases in dialogues and conversations (use of comparatives and superlatives) (2 lessons) 	<p>Learners to engage in constructive discussions on modern and traditional ways of conflict resolution, with adults in the community, parents and guardians</p>	<ul style="list-style-type: none"> • Recorded digital clips • Digital content • Resource person 	<ul style="list-style-type: none"> • Observation • Question and answer 	<p>Traditional and modern forms of conflict resolution</p>
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4.6	Writing	<p>Efficient writing</p> <ul style="list-style-type: none"> • Writing dialogues and conversations on conflict resolution (format, turn taking and response phrases, use of superlatives and comparatives) <p>(2 lessons)</p>	<p>Learners to engage in constructive discussions on modern and traditional ways of conflict resolution, with adults in the community, parents and guardians</p>	<ul style="list-style-type: none"> • digital content • Flash cards • Word cards • Word charts • Recorded digital clips 	<ul style="list-style-type: none"> • Observation • Question and answer 	<p>Traditional and modern forms of conflict resolution</p>
1.7	Listening	<p>Listening comprehension</p> <ul style="list-style-type: none"> • Texts about rights and responsibilities of citizens (use of personal pronouns) <p>(1 lesson)</p>	<p>Learners to engage in constructive discussions on good citizenship, with adults in the community, parents and guardians</p>	<ul style="list-style-type: none"> • Flash cards • Charts • Recorded digital clips 	<ul style="list-style-type: none"> • Observation • Question and answer 	<p>Good citizenship</p>

2.7	Speaking	<p>Debate</p> <ul style="list-style-type: none"> Sharing personal opinion clearly with conviction on the importance of national leaders (coherence, problem solving skills, use of imperatives and infinitives) <p>(2 lesson)</p>	Learners to engage in constructive discussions on the role of national leaders, with adults in the community, parents and guardians	<ul style="list-style-type: none"> Flash cards Charts Recorded digital clips 	<ul style="list-style-type: none"> Observation Question and answer 	Role of national leaders
3.7	Reading	<p>Reading comprehension</p> <ul style="list-style-type: none"> Texts on patriotism - using appropriate articulation and correct reading speed <p>(1 lesson)</p>	Learners to engage in discussions with adults in the community, parents and guardians about patriotism	<ul style="list-style-type: none"> Digital content Class readers Library 	<ul style="list-style-type: none"> Observation Question and answer 	Patriotism

4.7	Writing	<p>Writing efficiently</p> <ul style="list-style-type: none"> • Writing texts on patriotism – logical sequence, using thematic vocabulary, correct spelling and Punctuation in writing. (1 lesson) 	<p>Learners to engage in discussions with adults in the community, parents and guardians about patriotism</p>	<ul style="list-style-type: none"> • digital content • Flash cards • Word cards • Word charts • Recorded digital clips 	<ul style="list-style-type: none"> • Observation • Question and answer 	Patriotism
1.8	Listening	<p>Extensive listening</p> <ul style="list-style-type: none"> • Identifying devices, ways of disposing different devices, rephrasing sentences (1 lesson) 	<p>Learners to carry out interviews in their communities on correct disposal of technological devices</p>	<ul style="list-style-type: none"> • Written articles about the environment • Digital device • Charts 	<ul style="list-style-type: none"> • Observation • Question and answer 	Disposal of technological devices

2.8	Speaking	Debates <ul style="list-style-type: none"> • Discussions about correct disposal of technological devices, identifying components of sentences and use of future tense in texts (2 lessons) 	Learners to carry out interviews in their communities on correct disposal of technological devices.	<ul style="list-style-type: none"> • Written articles about the environment • Digital device • Charts 	<ul style="list-style-type: none"> • Observation • Question and answer 	Disposal of technological devices
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3.8	Reading	<p>Extensive reading</p> <ul style="list-style-type: none"> • Reading newspaper articles, journals, magazines and online texts about care of technological devices (creating personal bank of thematic vocabulary) (2 lessons) 	<p>Learners to carry out interviews in their communities on care of technological devices</p>	<ul style="list-style-type: none"> • Written articles about the environment • Digital devices and content • Charts 	<ul style="list-style-type: none"> • Observation • Question and answer 	<p>Care of technological devices</p>
4.8	Writing	<p>Functional writing</p> <ul style="list-style-type: none"> • Writing compositions about care of technological devices (formatting, legibility, logical sequence) (2 lessons) 	<p>Learners to carry out interviews in their communities on care of technological devices.</p>	<ul style="list-style-type: none"> • Written articles about the environment • Digital device • Charts 	<ul style="list-style-type: none"> • Observation • Question and answer 	<p>Care of technological devices</p>

1.9	Listening	<p>Listening comprehension</p> <ul style="list-style-type: none"> Identifying cultural language in texts about peer influence (lesson) 	Learners to talk to parents and guardians about child protection measures in the community and how to avoid getting into trouble	<ul style="list-style-type: none"> Recorded audio clips about the environment Digital device and content Charts 	<ul style="list-style-type: none"> Observation Question and answer 	Positive and negative peer influence
2.9	Speaking	<p>Retelling</p> <ul style="list-style-type: none"> Sharing personal experiences on peer influence, role play, fluent and coherent presentations (lesson) 	Learners to talk to parents and guardians about positive and negative peer influence and how to avoid getting into trouble	<ul style="list-style-type: none"> Digital content Class readers Library Flash cards Word cards 	<ul style="list-style-type: none"> Observation Question and answer 	Positive and negative peer influence
3.9	Reading	<p>Fluent reading</p> <ul style="list-style-type: none"> Reading texts on peer influence articulately, clearly and with correct reading speed (1 lessons) 	Learners to talk to parents and guardians about positive and negative peer influence and how to avoid getting into trouble	<ul style="list-style-type: none"> Digital content Class readers Library Flash cards Word cards 	<ul style="list-style-type: none"> Observation Question and answer 	Positive and negative peer influence

4.9	Writing	<p>Fluent writing</p> <ul style="list-style-type: none"> • Writing a variety of texts on peer influence coherently, legibly and with correct spelling (1 lessons) 	<p>Learners to talk to parents and guardians about positive and negative peer influence and how to avoid getting into trouble</p>	<ul style="list-style-type: none"> • digital devices and content • Flash cards • Word cards 	<ul style="list-style-type: none"> • Observation • Quest 	<p>Positive and negative peer influence</p>
1.10	Listening	<p>Attentive Listening</p> <ul style="list-style-type: none"> • Listening to identify negative and positive cultural practices from texts (1 lesson) 	<p>Learners to discuss the effects of negative cultural practices and the benefits of positive cultural practices with parents and guardians</p>	<ul style="list-style-type: none"> • Flash cards • Charts • Recorded digital clips 	<ul style="list-style-type: none"> • Observation • Question and answer • Peer review 	<p>Cultural practices</p>

2.10	Speaking	<p>Discussion</p> <ul style="list-style-type: none"> Expressing self efficiently, accurately and fluently (reference to pauses as per given punctuation marks) <p>(2 lessons)</p>	Learners to discuss with parents and guardians about cultural influences and how to avoid being trapped in bad influences	<ul style="list-style-type: none"> Flash cards Charts Recorded digital clips 	<ul style="list-style-type: none"> Observation Question and answer 	Cultural influences
3.10	Reading	<p>Interpretive reading</p> <ul style="list-style-type: none"> Interpreting the meaning of sayings, proverbs, imagery and moral lessons from stories <p>(2 lessons)</p>	Learners to discuss and apply cultural language use with parents and guardians	<ul style="list-style-type: none"> Digital devices and content Recorded digital clips Flash cards 	<ul style="list-style-type: none"> Observation Question and answer 	Cultural language use

4.10	Writing	<p>Creative writing</p> <ul style="list-style-type: none"> • Writing a variety of texts using acquired cultural language – proverbs, sayings, imagery (short poems and short stories) <p>(2 lessons)</p>	<p>Learners to discuss and apply cultural language use with parents and guardians</p>	<ul style="list-style-type: none"> • digital content • Flash cards • Word cards • Word charts • Recorded digital clips 	<ul style="list-style-type: none"> • Observation • Question and answer 	<p>Cultural language use</p>
1.11	Listening	<p>Intensive listening</p> <ul style="list-style-type: none"> • Identifying thematic vocabulary from texts about home activities <p>(1 lesson)</p>	<p>Learners to discuss and apply what they learn about home activities, with parents and guardians</p>	<ul style="list-style-type: none"> • Digital devices and content • Flash cards • Word cards • Word charts 	<ul style="list-style-type: none"> • Observation • Question and answer 	<p>Home activities</p>

2.11	Speaking	<p>Public speaking</p> <ul style="list-style-type: none"> Expressing self fluently and in logical sequence in presentations about care of animals (using thematic vocabulary adequately) <p>(1 lesson)</p>	<p>Learners to discuss and apply what they learn about care of animals, with parents and guardians</p>	<ul style="list-style-type: none"> digital content Short videos Recorders 	<ul style="list-style-type: none"> Observation Question and answer 	Care of animals
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3.11	Reading	<p>Reading comprehension</p> <ul style="list-style-type: none"> • Reading texts with correct articulation, pronunciation and pause. Identifying the use of specific language structures- prepositions, adverbs of degree and time clauses. <p>(1 lesson)</p>	<p>Learners to discuss and apply what they learn about care of animals, with parents and guardians</p>	<ul style="list-style-type: none"> • digital devices and content • Word cards • Thematic vocabulary charts and boards • Level readers 	<ul style="list-style-type: none"> • Observation • Question and answer 	Care of animals
4.11	Writing	<p>Creative writing</p> <ul style="list-style-type: none"> • Writing short stories and dialogues on personal imaginative experiences on care of animals. <p>(2 lessons)</p>	<p>Learners to discuss and apply what they learn about care of animals, with parents and guardians</p>	<ul style="list-style-type: none"> • digital devices and content • Charts • Writing resources 	<ul style="list-style-type: none"> • Observation • Question and answer 	Care of animals

