



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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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, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

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 CBC.

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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JSS education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation 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 7 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 provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade7 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers 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 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a 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, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 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 roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani 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 7 and preparation of learners for Grade 8.

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TABLE OF CONTENTS

FOREWORD.....	i
PREFACE.....	ii
ACKNOWLEDGEMENT.....	iii
TABLE OF CONTENTS	iv
LESSON ALLOCATION	vi
NATIONAL GOALS OF EDUCATION	vii
LEARNING OUTCOMES FOR MIDDLE SCHOOL.....	ix
ESSENCE STATEMENT	ix
SUBJECT GENERAL LEARNING OUTCOMES.....	x
THEME 1.0: PERSONAL RESPONSIBILITY.....	1
THEME 2.0: SCIENCE AND HEALTH EDUCATION	11
THEME 3.0: HYGIENE	23
THEME 4.0: LEADERSHIP	33
THEME 5.0: FAMILY	44
THEME 6.0: DRUG AND SUBSTANCE ABUSE.....	57
THEME 7.0: NATURAL RESOURCES – FORESTS.....	71



THEME 8.0: TRAVEL.....	84
THEME 9.0: HEROES AND HEROINES - KENYA	96
THEME 10.0: MUSIC	109
THEME 11.0: PROFESSIONS.....	120
THEME 12.0: TRADITIONAL FASHION	132
THEME 13.0: LAND TRAVEL	142
THEME 14.0: SPORTS - OUTDOOR GAMES	155
THEME 15.0: TOURIST ATTRACTION SITES - KENYA	166
GUIDELINES ON COMMUNITY SERVICE LEARNING CLASS ACTIVITY.....	180
APPENDIX 1: SUGGESTED ASSESSMENT METHODS	185
APPENDIX 2 SUGGESTED LEARNING RESOURCES	186
APPENDIX 3: SUGGESTED NON-FORMAL ACTIVITIES	187



LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Sports and Physical Education	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) Promote the social, economic, technological, and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernisation. Education should assist our youth in adapting to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities required to support a growing economy. Kenya is building up a modern and independent economy that needs an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes, especially in the developed world. We can only be part of this development if our education system focuses on the knowledge, skills, and attitudes that will prepare our young people for these changing global trends.



iii) Promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personalities. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

iv) Promote sound moral and religious values.

Education should provide for the development of knowledge, skills, and attitudes that will enhance the acquisition of sound moral values and help children grow into self-disciplined, self-reliant, and integrated citizens.

v) Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability, or geographical environment.

vi) Promote respect for and development of Kenya's rich and varied cultures.

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.

vii) Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations, responsibilities, rights and benefits that this membership entails.

viii. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy, and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, and spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation, and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Constitution of Kenya 2010 accords English the status of one of the official languages. According to the Language in Education Policy of 1976, English is the language of instruction from Grade Four onwards, including in colleges and universities. In addition, English is a language of communication at both local and international levels. Mastery of English enhances access to academic, social, and professional opportunities. The English subject at the junior secondary school level will expose learners to both knowledge and use of the English language and literary appreciation. It will build on the competencies acquired at the upper primary school level in Listening, Speaking, Reading, Writing, and Grammar in Use.

By the end of the Junior Secondary level, learners will be expected to be proficient in the English language for further learning and training, and their day-to-day interactions. Learners will be provided with appropriate varied experiences in listening, speaking, reading, writing, and Grammar in Use to develop linguistic and communicative competence. They will also be expected to interact with print and non-print language and literary material both in and outside the classroom.



The English subject will lay a firm foundation for the learners' efficient and effective use of the English language as a communication tool and the medium of instruction at Senior Secondary School. In addition, it will be a stepping stone for further study of English, Literature in English, and other pathways.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the Junior Secondary level, the learner should be able to:

1. Listen and respond appropriately to relevant information in a variety of contexts,
2. Read a wide variety of texts fluently, accurately, and interpretively for lifelong learning,
3. Develop critical thinking skills for life,
4. Read and analyse literary material and relate them to real-life experiences,
5. Develop a lifelong interest in reading a wide range of subjects,
6. Use grammatical forms to communicate appropriately in different settings,
7. Write texts legibly, creatively, and cohesively to empower them for life
8. Apply digital literacy skills to enhance proficiency in English,
9. Appreciate the role of English as a medium for creativity and talent development.



THEME 1.0: PERSONAL RESPONSIBILITY				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Conversational Skills: Polite Language (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify polite expressions used in the introduction of self and others, b) use polite expressions in the introduction of self and others in different speaking contexts, c) model respectful behaviour during introductions.	The learner is guided to: <ul style="list-style-type: none"> • make a list of necessary details about people that one needs to know for effective introduction, • brainstorm on different types of introduction, • list polite expressions that can be used during the introduction, • match polite expressions to corresponding types of introduction, • discuss reasons for using <i>polite language</i> in introductions, • use games such as ‘<i>catch the ball</i>’, in small groups, for the introduction of others, • role-play different contexts of self-introduction with peers, • review an audio or video recording of formal and informal introductions. 	<ol style="list-style-type: none"> 1. What considerations should one make when introducing other people? 2. How would you introduce your parents or guardians to your teachers? 3. Why is it important to be polite while introducing yourself or others?



Core Competencies

- Communication is developed as the learner listens critically and speaks clearly and effectively during role play.

Pertinent and Contemporary Issues (PCIs)

- Peace education is enhanced as the learner role-plays different contexts of self-introduction.
- Effective communication is enhanced as the learner uses polite language during introductions.

Values:

- Respect is developed as learners brainstorm on different types of introduction.

Link to other subjects:

- Indigenous Languages and Kiswahili have politeness infused in their content.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify polite expressions used in the introduction of self and others.	Identifies a wide range of polite expressions used in the introduction of self and others	Identifies polite expressions used in the introduction of self and others	Identifies some polite expressions used in the introduction of self and others	Finds it difficult to identify polite expressions used in the introduction of self and others
Ability to use polite expressions in the introduction of self and others in different speaking contexts.	Uses polite expressions in the introduction of self and others in different speaking contexts with ease	Uses polite expressions in the introduction of self and others in different speaking contexts	Uses some polite expressions in the introduction of self and others in some speaking contexts	Uses some polite expressions in the introduction of self and others in different speaking contexts with difficulty



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	1.2.1 Extensive Reading: Independent Reading (2 lessons)	By the end of the sub strand, the learner should be able to: (a) identify a variety of texts for independent reading (b) read selected materials for information and enjoyment (c) appreciate the value of independent reading in lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • think-pair-share on the factors to consider when selecting reading material, • select appropriate reading materials related to personal responsibility • set and share reading goals for the session, • read selected print and non-print materials independently, • observe good reading habits, • keep a portfolio or a journal of their experiences during the reading session, • conduct peer review of the portfolios and journals kept. 	<ol style="list-style-type: none"> 1. What do you consider while selecting reading materials? 2. How can you ensure that you benefit from a reading session?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: developed as learner searches, collects, processes, and uses information from selected texts. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Effective Communication: enhanced as learner shares his or her experiences during the think-pair-share activity. 				



- Values:**
- Respect **is** enhanced as learners avoid distracting others by observing good reading habits.
 - Responsibility **is** enhanced as the learner is guided in selecting material that they consider appropriate for self and as they track personal progress.

- Link to other subjects:**
- Languages such as Kiswahili and Indigenous Languages, among others, have the concept of independent reading.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to select a variety of texts for independent reading.	Excellent identifies a variety of texts for independent reading.	Identifies a variety of texts for independent reading.	Identifies some texts for independent reading with assistance.	Attempts to identify some texts for independent reading with assistance.
Ability to read selected materials for information and enjoyment	Easily reads the selected materials and records experiences from the reading sessions for tracking progress.	Reads the selected materials and records experiences from the reading sessions for tracking progress.	Reads some of the selected materials and partially records experiences from the reading sessions for tracking progress.	Reads the selected material and records experiences from the reading sessions for tracking progress with difficulty.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Grammar In Use	1.3.1 Word Classes: Nouns (2 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the different types of nouns from a print or digital text, b) use different types of nouns in sentences, c) appreciate the role of correct grammar in written and spoken communication. 	The learner is guided to: <ul style="list-style-type: none"> • read a print or non-print text in pairs • identify <i>common, proper, concrete, and abstract nouns</i>, • search online for examples of the common, proper, concrete, and abstract nouns, and compile a list of the nouns in groups, • listen to a poem or a story and categorise the nouns used, • mention examples of common, proper, concrete and abstract nouns in the classroom and school, • construct sentences using common, proper, concrete, and abstract nouns, • complete substitution tables with the different types of nouns in pairs, • engage in language games such as scrabble, puzzles, code words, and guessing games, • write and display stories, songs, or poems featuring the different types of nouns. 	<ol style="list-style-type: none"> 1. Why is it important to identify items by name? 2. Why is knowledge of the use of capital letters useful?



Core Competencies to be developed:

- Learning to Learn: enhanced as the learner is motivated to learn continuously and work collaboratively while engaging in language games such as scrabble, puzzles, code words, and guessing games on nouns.

Pertinent and Contemporary Issues (PCIs)

- Digital Citizenship and Cyber wellness: enhanced as the learner interacts with digital devices.

Values:

- Harmony: fostered as learners work in groups.
- Patriotism: is promoted as learners identify with their locality as they talk about people, places, and institutions in their community.

Link to other subjects:

- Kiswahili and other language subjects address the correct usage of the different types of nouns.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to identify nouns from a print or digital text.	Identifies all nouns from a print or digital text with varied examples.	Identifies most nouns from a print or digital text	Identifies some nouns from a print or digital text.	Identifies some nouns from a print or digital text with assistance.
Ability to use nouns in sentences.	Uses all nouns in sentences creatively.	Uses most nouns in sentences.	Uses some nouns in some sentences.	Uses some nouns in sentences with assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.4 Reading	1.4.1 Intensive Reading: Trickster Narratives (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify the main events in trickster narratives b) analyse the characters in narratives c) appreciate the importance of trickster narratives in the inculcation of values.	The learner is guided to: <ul style="list-style-type: none"> • engage in pre-reading activities such as previewing the title of the narrative, using the picture clues, and brainstorming • recount the events in the <i>trickster narrative</i> and highlight the trick in the narrative • discuss the various character traits displayed by the characters, • brainstorm on the moral lessons of the narrative • retell a trickster narrative in small groups • relate characters and events in the trickster narrative to real-life situations • explore and share with group members how personal responsibility can be derived from the narrative’s moral lessons. 	<ol style="list-style-type: none"> 1. What is a trickster narrative? 2. What can we learn from narratives? 3. Which characters are common in the trickster narratives that you know?



Core Competencies to be developed:

- Creativity and imagination: enhanced as the learner strives to understand tasks that allow forming mental images, for example, retelling a trickster narrative in small groups.

Pertinent and Contemporary Issues (PCIs)

- Creative thinking is enhanced as the learner retells trickster narratives.

Values:

- Integrity is enhanced as learner relates the moral in the trickster narrative to real-life situations.

Link to other subjects:

- Social Studies focuses on moral lessons.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to identify the main events in the story.	Identifies the main events in the story with ease.	Identifies the main events in the story	Identifies some of the events in the story.	Identifies the main events in the story vaguely.
Ability to analyse the characters in the narrative.	Comprehensively analyses various characters in the narrative.	Analyses various characters in the narrative.	Analyses some of the characters in the narrative.	Analyses some of the characters in the narrative with assistance



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.5. Writing	1.5.1 Handwriting: Legibility and Neatness (1 lesson)	By the end of the sub strand, the learner should be able to: a) describe features of legible and neat handwriting for efficient writing b) write texts legibly and neatly c) acknowledge the importance of writing neatly and legibly.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio clip on the importance of developing legible and neat handwriting • study written samples of legible and neat handwriting featuring all letters of the alphabet and short texts • discuss the features of legible and neat handwriting, including shaping letters, joining and spacing letters and words • practise handwriting games such as blind writing, speed writing, and letter stations • suggest ways of correcting bad handwriting habits such as joining letters and words inappropriately • copy given texts on the theme of personal responsibility on charts and display for peer evaluation and correction • write short paragraphs legibly and neatly, and share them with peers for peer review. 	<ol style="list-style-type: none"> 1. Why should we learn to write legibly and clearly? 2. What kind of misunderstanding could arise as a result of bad handwriting? 3. How can you make your handwriting presentable?



Core Competencies to be developed:

- Learning to Learn: developed as the learner collaborates with peers to write clearly and spell words correctly.

Pertinent and Contemporary Issues (PCIs)

- Effective communication developed as the learner improves the ability to pass on written messages clearly.

Values:

- Respect is achieved as learners provide feedback respectfully and positively.
- Social justice is enhanced as learners review each other's written work.

Link to other subjects:

- Language subjects; legible and neat handwriting is an essential skill for these subjects

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe features of legible and neat handwriting for efficient writing.	Describes features of legible and neat handwriting for efficient writing with examples.	Describes all the features of legible and neat handwriting for efficient writing.	Describes some features of legible and neat handwriting for efficient writing	Describes some features of legible and neat handwriting for efficient writing with support
Ability to write texts legibly and neatly.	Writes texts legibly and neatly with a lot of creativity.	Writes texts legibly and neatly.	Attempts to write texts legibly and neatly.	Struggles to write texts legibly and neatly.



THEME 2.0: SCIENCE AND HEALTH EDUCATION				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Oral Presentations: Oral Narratives (1 lesson)	By the end of the sub strand, the learner should be able to: a) outline the oral narrative performance techniques for effective delivery, b) use oral narrative techniques during the performance, c) appreciate the importance of performance techniques in the successful delivery of oral material.	The learner is guided to: <ul style="list-style-type: none"> • watch live or recorded oral performances of narratives as a class, • search online or offline for information on performance techniques, in pairs, and make presentations to peers, • discuss the oral performance techniques in groups, • <i>perform oral narratives</i> in groups while peers watch, record, and then give feedback, • compose oral narratives in groups and suggest the most suitable ways of performing them. 	<ol style="list-style-type: none"> 1. What do you enjoy during a storytelling session? 2. How can you become a good storyteller?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Creativity and Imagination is developed as learner undertakes tasks such as creating and retelling narratives, which require remembering scenarios 				



Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> Environmental conservation is enhanced as learner performs narratives on the need to take care of the environment. 				
Values:				
<ul style="list-style-type: none"> Patriotism is achieved as learners compose and perform narratives on national values. 				
Link to other subjects:				
Performing Arts as performance techniques are utilised in showcasing presentations.				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to outline the oral narratives performance techniques for effective delivery.	Outlines all the oral narratives performance techniques for effective delivery.	Outlines most of the oral narratives performance techniques for effective delivery	Outlines some oral narratives performance techniques for effective delivery	Outlines a few oral narratives performance techniques for effective delivery with difficulty
Ability to use oral narrative techniques during their performance	Uses all oral narrative techniques during their performance with a lot of creativity	Uses most oral narrative techniques during their performance	Uses some oral narrative techniques during their performance	Uses few oral narrative techniques during their performance if assisted by others



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	2.2.1 Intensive reading: Simple poems (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between poems and other literary genres b) recite a variety of simple poems for enjoyment c) collaborate in poetry recitation for enjoyment and learning.	The learner is guided to: <ul style="list-style-type: none"> listen and respond to live or recorded poetry recitation discuss, in groups, what makes reading <i>simple poems</i> interesting pick out poems from a variety of texts and read them out aloud recite poems that address science and health issues such as HIV and AIDS in groups provide feedback to peers and seek help where necessary. 	<ol style="list-style-type: none"> How are poems different from stories? Why would you use a poem instead of a story to pass a message? What makes poems interesting?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy is enhanced as learners present ideas with confidence as learners recite poems. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> Health education is promoted as learners recite poems that address science and health issues such as HIV and AIDS. 				



Values:

- Peace is enhanced as learners work in teams during the poetry recitation.
- Social justice is developed as learners recite poems that promote fairness in society.

Link to other subjects:

- Performing Arts as recitation skills are handled in this learning area.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish between poems and other literary genres.	Aptly distinguishes between poems and other literary genres.	Distinguishes between poems and other literary genres.	Partially distinguishes between poems and other literary genres.	Struggles to distinguish between poems and other literary genres.
Ability to recite a variety of simple poems for enjoyment.	Recites a variety of simple poems for enjoyment with a lot of creativity.	Recites a variety of simple poems for enjoyment.	Recites some simple poems for enjoyment with a few slips.	Recites simple poems for enjoyment with prompts with a lot of difficulty.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.1 Grammar in Use</p>	<p>2.3.1 Word Classes: Nouns</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify count, non-count, singular, and plural nouns from a variety of texts,</p> <p>b) use count, non-count, singular, and plural nouns in sentences,</p> <p>c) Appreciate the importance of the correct use of nouns in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • search for examples of <i>the count, non-count, singular, and plural nouns</i> from the internet and post them on the classroom wall, • listen to an audio text on the theme of science and health education, and pick out the target nouns, • pick out count, non-count, singular, and plural nouns from newspapers and magazine articles, • identify objects in the classroom and categorise them as count or non-count nouns, in pairs, • change singular nouns to plural and vice versa, • construct sentences using the specified types of nouns orally and in writing, • complete crossword puzzles with the target nouns in small groups, • create posters and poems using the learnt nouns, and post them on the classroom wall or share them using digital learning platforms. 	<ol style="list-style-type: none"> 1. Why are some things impossible to count? 2. How can you group things that cannot be counted? 3. Why should you specify the number of things you require to accomplish a task?



Core Competencies to be developed:

- Collaboration **is achieved as learners** create posters and poems, and share them on the classroom wall or through digital learning platforms. This enhances teamwork among the learners.

Pertinent and Contemporary Issues (PCIs)

- Effective communication is achieved as the learner uses nouns in varied texts correctly.
- Health Education is promoted as the learner listens to an audio text on health issues.

Values:

- Unity **is enhanced as** learners work together to identify the different types of nouns in the classroom.
- Respect **is achieved as** learners take turns to work in groups to create poems and posters.

Link to other subjects:

- Kiswahili, German, and Arabic focus on count and non-count nouns, as well as singular and plural nouns.
- Health Education addresses health issues such as HIV and AIDS.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to identify count, non-count, singular, and plural nouns from a variety of texts.	Identifies count, non-count, singular, and plural nouns from a variety of texts extensively.	Identifies count, non-count, singular, and plural nouns from a variety of texts.	Identifies count, non-count, singular, and plural nouns from a variety of texts sometimes.	Identifies count, non-count, singular, and plural nouns from texts with difficulty.
Ability to use count, non-count nouns, singular and plural nouns in sentences.	Uses count, non-count, singular, and plural nouns in sentences all the time.	Uses most count, non-count nouns, singular and plural nouns in sentences.	Uses some count, non-count nouns, singular and plural nouns in sentences.	Finds it difficult to use count, non-count, singular, and plural nouns in sentences.
Ability to create posters and poems, and then share them in the class.	Creatively makes posters and poems and shares them with classmates.	Makes posters and poems and shares them with classmates.	Attempts to make posters and poems and share them with classmates.	Needs support to make posters and poems and share them with classmates.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.4 Reading	2.4.1 Intensive Reading: Class Reader (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the different parts that aid in previewing a book b) describe the author and the setting of the text in terms of time and place c) underscore the value of reading for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • study the cover page, read the blurb and highlight the outstanding features, in groups, • discuss the title of the class reader • research online for more information about the author and the location where the story is taking place • make oral presentations to the class on their findings from the research • identify words, images, and details that describe the setting in terms of place and time • design a graphic organiser such as a mind map and tree map to identify the setting • create, share and give feedback using summary charts such as what I know - where I learned it - what I want to know - what I learned (K-W-W-L) chart to visualise what has been learned, • make short notes on the setting and the author. 	<ol style="list-style-type: none"> 1. What would you consider when designing the cover of a book? 2. Why should we not judge a book by its cover? 3. Why do we read storybooks?



Core Competencies to be developed:

- Learning to Learn is enhanced as learners build on their learning experiences through analysis of the setting and research on the author.
- Critical thinking is developed as learners explore the links between different events through tasks like creating graphic organisers that cultivate high-order thinking skills.
- Problem-solving is archived as learner conducts research online to obtain more information about the author and the setting of the story.

Pertinent and Contemporary Issues (PCIs)

- Creative thinking is developed as learner creates charts to summarise what they have learned.

Values:

- Unity is enhanced as the learner develops skills for working in harmony with others while participating in group and pair work.

Link to other subjects:

- All languages encourage reading of class readers.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to explain the different parts that aid in previewing a book.	Explains the different parts that aid in previewing a book, clearly and with examples.	Explains all the different parts that aid in previewing a book.	Explains some of the parts that aid in previewing a book	Barely attempts to explain the parts that aid in previewing a book.
Ability to describe the author and the setting of the text in terms of time and place based on personal research.	Describes the author and setting of the text in terms of time and place extensively based on personal research and in detail.	Describes the author and setting of the text in terms of time and place based on personal research.	Partially describes the author and setting of the text in terms of time and place based on personal research.	Describes the author and setting of the text in terms of time and place with the assistance of peers.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.5 Writing	2.5.1 Mechanics of Writing: Punctuation Marks (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise the full stop, exclamation mark, and question mark in texts b) use the full stop, exclamation mark, and question mark in sentences c) acknowledge the importance of punctuating sentences accurately. 	The learner is guided to: <ul style="list-style-type: none"> • read print or non-print text and identify the <i>full stop, exclamation mark, and question mark</i> in groups • punctuate a text using the target punctuation marks, in pairs • write a short story or dialogue on the theme of science and health education using the full stop, exclamation mark, and question mark, where necessary • engage in online or offline punctuation games in groups • draw and display posters or charts with punctuated sentences for peer review and revision • role-play well-punctuated dialogues and record themselves • discuss, in groups, the effectiveness of punctuation marks in expressing meaning. 	<ol style="list-style-type: none"> 1. Which punctuation marks do you use in writing? 2. Why is it important to punctuate a text?



Core Competencies to be developed:

- Digital literacy is developed as learners use digital devices as they play online games and record dialogues.
- Self-efficacy is achieved as learners pay attention to detail while role-playing and recording dialogues.

Pertinent and Contemporary Issues (PCIs)

- Effective communication is exhibited through well-punctuated texts.
- Social skills are enhanced as learners discuss the effectiveness of punctuation marks in expressing meaning.

Values:

- Unity is achieved as learners give each other feedback on charts and posters featuring the use of punctuation marks.

Link to other subjects:

- Kiswahili emphasises the acquisition of proper punctuation skills.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to recognise the full stop, exclamation mark, and question mark in texts.	Recognises the full stop, exclamation mark, and a question mark in varied texts.	Recognises the full stop, exclamation mark, and question mark in texts.	Sometimes recognises the full stop, exclamation mark, and question mark in texts.	Has difficulty recognising the full stop, exclamation mark, and question mark in texts.
Ability to use the full stop, exclamation mark, and question mark in sentences.	Uses the full stop, exclamation mark, and question mark in a wide range of sentences.	Uses the full stop, exclamation mark, and question mark in sentences.	Uses the full stop, exclamation mark, and question mark in sentences with some errors.	Uses the full stop, exclamation mark, and question mark in sentences but makes many errors



THEME 3.0: HYGIENE				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Listening for information and the main idea (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main idea from varied descriptive texts b) pick out specific information from varied descriptive texts c) acknowledge the importance of listening skills in communication.	The learner is guided to: <ul style="list-style-type: none"> ● listen to audio recordings on hygiene and identify <i>the main idea</i> ● listen for <i>specific information</i> from the audio recording and take notes ● search online and offline for expressions that signal the main ideas, such as; <ul style="list-style-type: none"> - <i>this talk is about...</i> - <i>I will talk about...</i> ● watch a video describing a process, a person, or an object and pick out specific information ● listen to peers read descriptive texts, and note the main ideas in turns. 	<ol style="list-style-type: none"> 1. Why is it important to get the main points from an oral text? 2. What can you do to ensure you capture the main ideas from a speaker?



Core Competencies to be developed:

- Communication is enhanced as learners listen keenly and respond to oral texts.
- Digital literacy is achieved as learners use digital devices to search online for expressions that signal the main idea and specific information.

Pertinent and Contemporary Issues (PCIs)

- Health education - personal hygiene as learners listen and respond to oral texts on hygiene.

Values:

- Respect is enhanced as learners listen to peers read descriptive texts and note the main ideas, in turns.

Link to other subjects:

- Kiswahili and other language subjects address listening for the main idea and specific information.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to identify the main idea from varied descriptive texts	Identifies the main ideas from a range of varied descriptive texts	Identifies all the main ideas from varied descriptive texts	Identifies some main ideas from varied descriptive texts	Barely attempts to identify main ideas from varied descriptive texts
Ability to pick out specific information from varied descriptive texts	Picks out specific information from varied descriptive texts meticulously	Picks out specific information from varied descriptive texts	Picks out specific information from varied descriptive texts with some inaccuracy	Picks out specific information from varied descriptive texts with difficulty



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	3.2.1. Reading for information and meaning (1 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) distinguish between reading for information and reading for meaning, b) pick out information from varied texts, c) infer the meaning of words and phrases from context, d) use new words and phrases in sentences, e) appreciate the importance of reading for information and meaning. 	The learner is guided to: <ul style="list-style-type: none"> • distinguish between <i>reading for information and reading for meaning</i>, • scan through a text in pairs and identify text features (such as title, subtitles), • read texts on issues such as hygiene, safety, and security and organise the information by making notes, • Infer and share, in groups, the meaning of words from context, • construct sentences using new words and phrases, in groups, • fill in crossword puzzles using new words learned. 	<ol style="list-style-type: none"> 1. Why do we read texts? 2. How would you tell the meaning of a word in a passage?
Core Competencies to be developed: <ul style="list-style-type: none"> • Collaboration is promoted as learners infer and share the meaning of new words in groups. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Health and Safety: As learners read texts on issues such as hygiene, safety, and security and organise the information by making notes. 				



Values:

- Respect is enhanced as learners respect each other's ideas as they work in groups.

Link to other subjects:

- Kiswahili, German, French, Arabic, Chinese and Indigenous Languages all emphasise reading for information and reading for meaning as skills to be acquired.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to pick out information from varied texts.	Picks out all information from varied texts.	Picks out most information from varied texts.	Picks out information from some texts.	Rarely picks out information from texts.
Ability to infer the meaning of words and phrases from context.	Infers meaning of words and phrases from context with consistent precision.	Infers meaning of words and phrases from context.	Infers meaning of words and phrases from context with some errors.	Infers meaning of words and phrases from context with difficulty.
Ability to use new words and phrases in sentences.	Uses new words and phrases in sentences correctly and brilliantly	Uses new words and phrases in sentences correctly.	Uses some new words and phrases in sentences correctly.	Uses new words and phrases in sentences with difficulty.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Grammar In Use	3.3.1 Word classes: Verbs and tense (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify regular and irregular verbs in sentences b) use regular and irregular verbs in constructing sentences using the past, present, and future tenses c) appreciate the correct use of verbs and tenses for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> ● search online and offline for information on <i>verbs and their tenses</i> ● listen to texts read by the teacher on verbs and their tenses ● identify and group verbs with similar endings from passages on the theme of hygiene ● identify the tenses of the verbs in sentences ● construct sentences using verbs in the correct tenses ● participate in a language game on tenses ● engage in conversations in pairs using verbs in various tenses, ● review their peers' use of tense in spoken sentences. 	<ol style="list-style-type: none"> 1. How did you spend your last holiday? 2. Which misunderstanding can arise when people use wrong tenses?



Core Competencies to be developed:

- Communication and collaboration are developed as learners engage in conversations in pairs using verbs in various tenses.

Pertinent and Contemporary Issues (PCIs)

- Effective communication is enhanced as learners construct sentences in correct verbs and tenses.

Values:

- Respect is inculcated as learners review peers' use of tenses.

Link to other subjects:

- Kiswahili and Indigenous Languages also address correct usage of verbs and tense.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to identify regular and irregular verbs in sentences	Identifies all regular and irregular verbs in sentences explicitly	Identifies all regular and irregular verbs in sentences	Identifies some regular and irregular verbs in sentences	Occasionally identifies regular and irregular verbs in sentences with assistance
Ability to use regular and irregular verbs in sentences	Uses regular and irregular verbs in varied sentences	Uses regular and irregular verbs in sentences	Uses regular and irregular verbs in some sentences	Seldom uses regular and irregular verbs in sentences



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.4. Reading	3.4.1 Intensive Reading: Poetry (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the structure of poems b) analyse the structure of varied simple poems c) read short poems addressing varied societal issues d) appreciate the poem's structure in communicating a message.	The learner is guided to: <ul style="list-style-type: none"> ● source online or offline for different poems and note the titles and the poets while observing integrity and cyber safety, ● brainstorm on the parts of a poem, in pairs, ● read short poems addressing issues such as personal hygiene, HIV and AIDS, and COVID-19, ● analyse how poems are broken into stanzas and stanzas into lines, ● study varied poems and present their different structures in graphic organisers in groups ● compare the structures of different poems, ● relate the poem's structure to the poem's message. 	<ol style="list-style-type: none"> 1. Why do people write poems? 2. What makes a poem interesting? 3. How can one tell a text is a poem?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Digital literacy is achieved as learners use digital devices to search sources online for different poems and note the titles and the poets, while observing integrity and cyber safety. 				



Pertinent and Contemporary Issues (PCIs)

- Health Education is promoted as learners tackle poems addressing issues such as personal hygiene, HIV and AIDS, and COVID-19
- Cyber Safety - as learners source online or offline for poems while observing cyber safety

Values:

- Integrity is achieved as learners' source online or offline for poems while observing integrity

Link to other subjects

Kiswahili and Performing Arts tackle the structure of varied poems.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to explain the structure of poems.	Explains in detail the structure of poems.	Explain the structure of poems.	Explains the structure of poems sketchily.	Barely attempts to explain the structure of poems.
Ability to analyse the structure of varied simple poems.	Analyses the structure of varied simple poems with illustrations.	Analyses the structure of varied simple poems.	Roughly analyses the structure of simple poems.	Analyses the structure of simple poems with assistance.
Ability to read short poems addressing varied societal issues.	Read short poems addressing varied societal issues enthusiastically.	Reads short poems addressing varied societal issues.	Reads some short poems addressing varied societal issues.	Reads short poems addressing varied societal issues with difficulty.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.5 Writing	3.5.1 Writing Narrative Paragraphs (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify the parts of a narrative paragraph b) compose a narrative paragraph with the appropriate structure c) acknowledge the significance of paragraphing in written communication.	The learner is guided to: <ul style="list-style-type: none"> ● identify parts of a well-written paragraph specifically, an introduction, necessary details, and a conclusion, ● read samples of <i>narrative paragraphs</i> provided by the teacher and discuss the flow of ideas, ● write a paragraph using a digital device about issues such as hygiene, safety, and security, ● present the paragraphs in class for peer review. 	<ol style="list-style-type: none"> 1. What are the parts of a paragraph? 2. Why do we write paragraphs?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication is enhanced as learners compose a narrative paragraph and review each other’s work. ● Creativity and imagination are developed as learners create narrative paragraphs. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Social cohesion is enhanced as learners present the paragraphs in class for peer review. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect is promoted as learners give feedback on the narrative paragraphs they have reviewed. 				



Link to other subjects:

- Computer Science covers interacting with technology through the use of digital devices.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify parts of a narrative paragraph.	Promptly identifies parts of a narrative paragraph.	Identifies parts of a narrative paragraph.	Sometimes identifies parts of a narrative paragraph.	Identifies parts of a narrative paragraph with help from others.
Ability to compose a narrative paragraph with the appropriate structure.	Composes a narrative paragraph with the appropriate structure artistically.	Composes a narrative paragraph with the appropriate structure.	Composes a narrative paragraph with the appropriate structures sometimes.	Composes a narrative paragraph with the appropriate structure with assistance from the teacher.



THEME 4.0: LEADERSHIP				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.1 Listening and Speaking	4.1.1 Listening Comprehension: Selective Listening (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between specific and general information from a listening text b) select specific information from a listening text c) listen and respond to texts on leadership d) emphasise the value of listening skills in communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio text and decide whether the information presented is specific or general • search online for audio recordings on leadership and attentively listen to text for specific information • Listen to a role play and respond to questions • listen to a passage on leadership (good governance) and answer questions posed by the speaker. 	<ol style="list-style-type: none"> 1. Why is it important to get the main points from an oral text? 2. What can you do to ensure you capture the relevant information from a speaker?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Communication is developed as learners critically listen to oral texts and select information. 				
Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> • Good governance is enhanced as learners listen to texts on leadership. • Effective communication is achieved as learners listen and respond to audio texts. 				



Values:

- Integrity is promoted as learners listen to texts on good governance.
- Social justice is enhanced as they listen to oral texts on good leadership qualities.

Link to other subjects:

- Kiswahili and other Language subjects - focus on selective listening as a skill.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish-between specific and general information from a listening text.	Distinguishes between specific and general information from a listening text remarkably.	Distinguishes between specific and general information from a listening text.	Sometimes distinguishes between specific and general information from a listening text.	Distinguishes between specific and general information from a listening text with prompts.
Ability to select specific information from a listening text.	Selects specific information from a listening text distinctly.	Selects specific information from a listening text.	Selects some specific information from a listening text.	Finds it difficult to select specific information from a listening text with difficulty.
Ability to listen and respond to texts on leadership.	Timely listens and responds to texts on leadership accurately.	Listens and responds to most texts on leadership	Listens and responds to some texts on leadership accurately	Listens and responds to texts on leadership accurately with assistance



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.2. Reading	4.2.1 Intensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) discuss the identified reading strategies b) select main ideas and details from a variety of written texts c) acknowledge the importance of reading for main ideas and details as a comprehension skill.	The learner is guided to: <ul style="list-style-type: none"> ● search online and watch appropriate video clips on the selected reading strategies: <i>reading for main ideas and reading for details</i>, ● read and underline the main ideas and details in texts on issues such as gender roles in leadership, and review each other’s work, ● share ideas on how they can use the selected reading strategies in groups, ● fill in substitution tables with specific details from texts, in pairs, ● complete a mind map with a focus on the main idea and details. 	<ol style="list-style-type: none"> 1. What can one do to understand a text better? 2. Why should one read for main ideas? 3. How can you improve your reading?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn is developed as learners share what they have learnt while completing a mind map focusing on the main idea and details. ● Digital literacy is enhanced as learners manipulate digital devices while searching online and watching appropriate video clips on the selected reading strategies. 				



Pertinent and Contemporary Issues (PCIs)

- Gender roles in leadership are enhanced as learners read and underline the main ideas and details in texts on issues such as gender roles in leadership.

Values:

- Unity is achieved as learners work together to complete the mind map.

Link to other subjects:

- All subjects emphasise reading for the main idea and specific details.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss the identified reading strategies.	Confidently discusses the identified reading strategies with ease.	Discusses the identified reading strategies.	Discusses the identified reading strategies hesitantly.	Discusses the identified reading strategies with some difficulty.
Ability to select main ideas and details from a variety of written texts.	Selects the main ideas and details from a variety of written texts promptly.	Selects the main ideas and details from a variety of written texts.	Selects a few of the main ideas and details from a variety of written texts	Attempts to select the main ideas and details from a variety of written texts.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.3 Grammar	4.3.1 Word Classes: Verbs and Tense (2lessons)	By the end of the sub strand, the learner should be able to: a) identify verbs in the simple present and simple past tense in a text b) write sentences using the simple present tense, c) write sentences using the simple past tense d) advocate appropriate use of tense in communication.	The learner is guided to: <ul style="list-style-type: none"> • underline verbs in <i>simple present and simple past tense</i> in a text • reflect on the formation of <i>simple present and simple past tense</i> forms of verbs • construct and share sentences on a variety of issues, including leadership, using verbs in the appropriate tense • type the constructed sentences using a digital device • search online or offline for verbs used in simple present and simple past tense from a variety of texts • complete sentences using the correct tense of the given verbs 	<ol style="list-style-type: none"> 1. Why is it necessary to indicate when an activity takes place? 2. What makes correct use of tense difficult for some people?



			<ul style="list-style-type: none"> • create and display charts showing words in their simple present and past tense • play language games using verbs in the present and past tense. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy is developed as learners build on their learning experiences while constructing grammatically correct sentences and using them in oral communication. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Effective communication is enhanced as learners use the appropriate tense to discuss leadership. • Good governance is enhanced as learners construct sentences on leadership. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity is enhanced as learners construct sentences on leadership practices. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • All languages as they use the knowledge of tenses. 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify verbs in the simple present and simple past tense in a text.	Identifies all the verbs in the simple present and simple past tense in a range of texts.	Identifies all the verbs in the simple present and simple past tense in texts.	Identifies some of the verbs in the simple present and simple past tense in a text.	Rarely identifies verbs in the simple present and simple past tense in a text.
Ability to write sentences using simple present tense.	Writes sentences using the simple present tense correctly and imaginatively.	Writes sentences using the simple present tense correctly	Writes sentences using the simple present tense with minimal errors	Writes sentences using the simple present tense with assistance
Ability to write sentences using the simple past.	Writes sentences using the simple past correctly and enthusiastically.	Writes sentences using the simple past correctly.	Writes sentences using the simple past with some errors.	Rarely writes sentences using the simple past correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Reading	4.4.1 Intensive Reading: Class Readers (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the main characters in a class reader, b) explain how the characters make the story flow, c) make predictions based on the title and the sections read, d) appreciate the role of characters in the class reader.	The learner is guided to: <ul style="list-style-type: none"> • read a section of a class reader and identify the <i>main characters</i>, • discuss <i>predictions</i> made from the title and the sections read, • participate in a reader’s theatre and read portions of the class reader, • outline the things done by each character studied in the section, • discuss in pairs how the characters make the story flow, • write a summary about how the main characters make the story flow. 	<ol style="list-style-type: none"> 1. How can you tell the main character in a story? 2. Why are some stories usually more interesting than others? 3. What should you consider when selecting a storybook to read?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn is developed as learners share ideas on how the characters make the story flow. • Critical thinking as learners examines links while discussing predictions made from the title and the section read. 				



Pertinent and Contemporary Issues (PCIs)

- Critical thinking is enhanced through discussions about how characters contribute to the flow of the story.

Values:

- Responsibility is enhanced as learners write a summary based on the main character.

Link to other subjects:

- Kiswahili deals with the skills of prediction and discussion of characters in texts.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the main characters in the class reader.	Identifies the main characters in the class reader with precision.	Identifies the main characters in the class reader.	Identifies some of the main characters in the class reader.	Identifies some of the main characters in the class reader with assistance.
Ability to explain how the characters make the story flow.	Exceptionally explains how the characters make the story flow with clear illustrations.	Explains how the characters make the story flow.	Explains how the characters make the story flow, with prompting.	Has difficulty explaining how the characters make the story flow even with the assistance of peers.
Ability to make predictions based on the title and the portion the sections read.	Makes accurate predictions based on the title and the sections read innovatively.	Makes accurate predictions based on the title and the sections read.	Partially makes accurate predictions based on the title and the sections they have read.	Struggles to make accurate predictions based on the title and the section read.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.5 Writing	4.5.1 Paragraphing: Using examples and incidents (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> outline examples and incidents to include in a paragraph, create a well-developed paragraph using examples and incidents, appreciate the importance of well-written paragraphs in writing. 	The learner is guided to: <ul style="list-style-type: none"> share ideas on <i>examples</i> and incidents that can be included in a paragraph, develop a paragraph on leadership, in groups, using the ideas generated in their earlier discussion, present their paragraphs in class for peer review, use mind maps to generate examples and incidents for sample paragraphs, compose a paragraph based on suggested examples and incidents. 	<ol style="list-style-type: none"> How can you organise your ideas logically? Why should we write coherently?
Core Competencies to be developed: <ul style="list-style-type: none"> Creativity and imagination are enhanced as the learner creates a paragraph. This will help them to make connections between similar and related phenomena. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> Diversity is developed as the learner collaborates with others to create a paragraph on leadership. 				
Values: <ul style="list-style-type: none"> Love, care, and compassion for others are enhanced as learners present their paragraphs in class for peer review. 				



Link to other subjects:

- All language subjects as the learner organises ideas in writing paragraphs.

Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to outline examples and incidents to include in a paragraph.	Confidently outlines examples and incidents to include in a paragraph.	Outlines examples and incidents to include in a paragraph.	Outlines some examples and incidents to include in a paragraph.	Attempts to outline examples and incidents to include in a paragraph.
Ability to create a well-developed paragraph using examples and incidents.	Creates a well-developed paragraph using all the examples and incidents appropriately.	Creates a well-developed paragraph using most of the examples and incidents appropriately.	Creates a well-developed paragraph using some of the examples and incidents.	Creates a well-developed paragraph using some of the examples and incidents with assistance from peers.



THEME 5.0: FAMILY				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Pronunciation: Sounds and Word Stress (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the consonant and vowel sounds in words b) articulate consonants and vowel sounds for oral fluency c) distinguish the meaning of, words on the basis of stress d) advocate the role of correct pronunciation in communication.	The learner is guided to: <ul style="list-style-type: none"> • pronounce the consonant sounds /p/, /b/, /k/ and /g/ from a text, • practise saying the short /i/ and the long /i:/ sounds in pairs, • watch and listen to an audio-visual recording featuring selected consonants <i>and</i> vowel sounds, • make a recording featuring learned sounds, • practise saying words with the sounds/p/ as in pin ; /b/ as in bean, /k/ as in kin ; /g/ as in goat, /i/ as in bin; and /i:/ as in seen correctly, • distinguish the meaning of words based on stress, for example, project (verb) project (noun), • play language games to distinguish word meaning on basis of stress, • practise pronouncing minimal pairs containing the target sounds. 	<ol style="list-style-type: none"> 1. Why it is important to articulate sounds correctly? 2. How can we improve our pronunciation?



Core Competencies to be developed:

- Digital Literacy as learners select digital technology relevant to the tasks while watching and listening to audio visual recordings.
- Communication as learners speak clearly and effectively while articulating the sounds correctly.
- Collaboration is developed as the learner actively participates when making recording the target sounds in groups.

Pertinent and Contemporary Issues (PCIs)

- Self-esteem is developed as the learner practises pronunciation of sounds in groups.
- Social cohesion is enhanced as the learner makes sentences on family relationships.

Values:

- Unity: learners work together to record sounds and words

Link to other subjects:

- Kiswahili and other languages require correct articulation of sounds.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify consonant and vowel sounds in words.	Always identifies the consonant and vowel sounds in words correctly.	Identifies the consonant and vowel sounds in words correctly.	Sometimes identifies the consonant and vowel sounds in words correctly.	Struggles to identify consonant and vowel sounds in words.
Ability to articulate consonants and vowel sounds for oral fluency.	Articulates all the target consonant and vowel sounds correctly.	Articulates most of the target consonant and vowel sounds correctly.	Articulates some of the target consonant and vowel sounds correctly.	Articulates some of the target consonant and vowel sounds with some difficulty.
Ability to distinguish the meaning and the word classes of words with varying stress.	Distinguishes the meaning and word class of all the words by varying stress accurately.	Distinguishes the meaning and word class of most of the words by varying stress accurately.	Distinguishes the meaning and word class of some of the words by varying stress.	Distinguishes the meaning and word class of some the words by varying stress with assistance from peers.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	5.2.1 Study Skills: Synonyms and Antonyms (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify synonyms and antonyms of words from written texts b) spell synonyms and antonyms correctly for written fluency. c) use synonyms and antonyms in sentences d) appreciate the importance of correct use of words in communication. 	The learner is guided to: <ul style="list-style-type: none"> • use reference materials such as the encyclopaedia and the dictionary to locate synonyms and antonyms, • check the meaning and pronunciation of synonyms and antonyms from the dictionary • search for synonyms and antonyms from print and digital texts • create a crossword puzzle using synonyms and antonyms and share it online • use synonyms and antonyms in sentences • match words with their antonyms from a list of words, • practise pronouncing synonyms and antonyms in pairs • design and display a chart with antonyms and synonyms of words correctly spelled. 	<ol style="list-style-type: none"> 1. Why do we use antonyms and synonyms? 2. Why is it important to spell words correctly?



Core Competencies to be developed:

- Digital Literacy: learner interacts with digital devices and uses them to access the online encyclopedia and dictionary
- Learning to learn: enhanced as learners work independently when looking up the words in the dictionary and encyclopedia.

Pertinent and Contemporary Issues (PCIs)

- Social cohesion is enhanced as learners construct sentences on varied issues such as family set- up using synonyms and antonyms of words.

Values:

- Patriotism is enhanced as learners gain a sense of belonging to the family.

Link to other subjects:

- Links to Kiswahili and other languages also have antonyms and synonyms.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify synonyms and antonyms of words from written texts.	Identifies synonyms and antonyms from written texts meticulously.	Identifies synonyms and antonyms from written texts.	Identifies some synonyms and antonyms from written texts with assistance.	Struggles to identify synonyms and antonyms of words from written texts.
Ability to spell synonyms and antonyms correctly.	Promptly spells all synonyms and antonyms correctly.	Spells of the synonyms and antonyms correctly.	Spells some of the synonyms and antonyms correctly.	Spells some of the synonyms and antonyms correctly with the assistance of peers.
Ability to use synonyms and antonyms in sentences.	Creatively uses synonyms and antonyms correctly in sentences.	Uses synonyms and antonyms correctly in sentences.	Uses some synonyms and antonyms correctly in sentences.	Needs assistance in using synonyms and antonyms in sentences.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3. Grammar in Use	5.3.1. Word Classes: Comparative and Superlative Adjectives (2 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> identify comparative and superlative adjectives in texts, use comparative and superlative adjectives in communication, acknowledge the value of comparative and superlative forms of adjectives in communication. 	The learner is guided to: <ul style="list-style-type: none"> identify comparative and superlative adjectives from texts, in pairs search online or offline for examples of comparative and superlative adjectives construct sentences using comparative and superlative adjectives play language games featuring adjectives use a substitution table to complete sentences featuring comparative and superlative adjectives use flashcards to categorise comparative and superlative adjectives compare various items within the environment using comparative and superlative adjectives, in groups. 	<ol style="list-style-type: none"> How do we compare different people, places, and things? Why are comparisons important in life?



Core Competencies to be developed:

- Learning to learn is developed as the learner organises their learning and searches online or offline for examples of comparative and superlative adjectives.
- Self-efficacy is enhanced as the learner uses flashcards to categorise adjectives into comparatives and superlatives successfully.

Pertinent and Contemporary Issues (PCIs)

- Self-awareness is enhanced as the learner identifies comparative and superlative adjectives from texts on family relationships.

Values:

- Love is nurtured as the learner uses adjectives in the comparative and superlative forms to express family relations.

Link to other subjects:

- Language subjects also focus on comparative and superlative adjectives

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and categorise comparative and superlative forms of adjectives.	Identifies and categorises all comparative and superlative adjectives in a text.	Identifies all comparative and superlative adjectives in a text.	Identifies some comparative and superlative adjectives in a text.	Identifies comparative and superlative adjectives in a text with assistance
Ability to use comparative and superlative forms of adjectives.	Uses comparative and superlative adjectives with great clarity.	Uses comparative and superlative adjectives.	Uses some comparative and superlative adjectives.	Uses comparative and superlative adjectives with some difficulty.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
5.4. Reading	5.4.1 Intensive Reading: Oral Narratives (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify heroic characters in legends b) explain the moral lessons in legends c) discuss why legends are important in various communities d) relate the characters in the legends to real life.	The learner is guided to: <ul style="list-style-type: none"> • predict the actions of characters in legends • read a heroic narrative- (legends) aloud in turns • identify the characters in legends, • discuss heroic acts in the legend, in groups • relate legends to their actions, • identify and discuss the moral lessons learned from legends • reflect on the impact of their actions on the society • discuss in groups, how he or she can collect narratives from the community • use a mind map to show how the moral lessons in the narrative can be of benefit to the community • research and identify the community needs to be addressed through the functional reading of legend narratives • develop, in groups, legend narratives. 	<ol style="list-style-type: none"> 1. Why are heroes celebrated? 2. Why some people are considered heroic? 3. What heroic acts have been done in your school or community? 4. What challenges might one face when collecting narratives from the community?



Core Competencies to be developed:

- Citizenship is enhanced as learners use communication and interpersonal skills to build strong and supportive ties and cultural identity and developing a sense of belonging through reading and reflecting on the oral narratives.
- Critical thinking and problem-solving are developed as learners prepare and study instructions on how collecting narratives can be conducted in the community before the project begins.

Pertinent and Contemporary Issues (PCIs)

- Creative thinking is inculcated as the learners analyse the heroic actions of the characters in the oral narratives.

Values

- Patriotism is enhanced as learners reflect on the impact of their actions on society.

Link to other subjects:

- Indigenous languages also have oral narratives, and thus, learning experiences can be shared.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify heroic characters in legends.	Identifies heroic characters in the oral narratives with descriptions.	Identifies heroic characters in the oral narratives.	Identifies some heroic characters in the oral narratives.	Identifies heroic characters in the oral narratives with assistance.
Ability to relate the characters in the legends to real life.	Relates all the characters in the legends to real life precisely.	Relates most of the characters in the legends to real life.	Relates some of the characters in the legends to real life.	Vaguely relates some of the characters in the legends to real life.
Ability to explain the moral lessons in legends.	Explains the moral lessons in legends with examples.	Explains the moral lessons in legends.	Explains some of the moral lessons in legends.	Explains some of the moral lessons in legends with assistance from peers.
Ability to discuss why legends are important in various communities.	Discusses why legends are important in various communities with confidence.	Discusses why legends are important in various communities.	Discusses why legends are important in various communities with some difficulty.	Discusses why legends are important in various communities with a lot of difficulty.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.5 Writing	5.5.1 Functional Writing: Friendly Letters	By the end of the sub strand, the learner should be able to: a) identify the parts of a friendly letter b) compose a friendly letter using the correct format c) Appreciate the role of friendly letters in communication.	The learners are guided to: <ul style="list-style-type: none"> • read sample friendly letters • identify and underline parts of a friendly letter in pairs • create a friendly letter individually • exchange the friendly letter with a peer for feedback • incorporate the feedback obtained from a peer • type the friendly letter on a digital device or display the letter on a chart • display friendly letters for other learners to give feedback. 	<ol style="list-style-type: none"> 1. Why do we write friendly letters? 2. When do we write friendly letters?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as the learner interacts with a digital device and uses it to type a friendly letter. • Learning to learn is developed as the learner practises communicating constructively through friendly letters. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Creativity and imagination is enhanced as learners write friendly letters. 				



Values

- Respect is developed as learners respectfully address their friends and family members in the letters.

Link to other subjects:

- Kiswahili emphasises writing friendly letters as one of the skills to be acquired.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the parts of a friendly letter.	Accurately identifies all the parts of a friendly letter.	Identifies all the parts of a friendly letter.	Identifies some parts of a friendly letter.	Struggles to identify the parts of a friendly letter.
Ability to compose a friendly letter using the correct format on a digital device.	Composes a clear and precise friendly letter using the correct format artistically.	Composes a friendly letter using the correct format.	Composes a friendly letter using the correct format with assistance	Composes a friendly letter but fails to use the correct format.



THEME 6.0: DRUG AND SUBSTANCE ABUSE				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Conversation Skills: (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify verbal and non-verbal forms of polite interruptions,</p> <p>b) apply turn-taking skills in different speaking contexts,</p> <p>c) use verbal and non-verbal cues to interrupt a conversation politely,</p> <p>d) acknowledge the importance of politeness in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch a live or recorded dialogue depicting turn-taking skills and interrupting politely, • practise in pairs interrupting someone politely, • practise turn taking in a conversation with peers, • watch short videos of conversations or television programmes and identify instances of turn taking and polite interruptions, • listen to a radio talk show and pick out polite words and expressions, • write examples of polite words and expressions on sticky notes or flash cards and paste them on the wall or class noticeboard, • make posters showing polite expressions as well as ways of interrupting someone politely, 	<ol style="list-style-type: none"> 1 How can you interrupt a conversation politely? 2 Why should people speak one at a time in a conversation? 3 How can you ensure that you do not dominate a conversation?



			<ul style="list-style-type: none"> • make posters on turn taking skills and polite interruptions and display them, • role-play a dialogue on the effects of drug and substance abuse in pairs, • recite a conversational verse (choral), make an audio or video recording and share it on WhatsApp, email, or social media. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is enhanced as learners take turns in real life conversations and role-play. This enhances effective speaking. • Collaboration is developed as learners contribute to group decision making during the role play. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Alcohol and substance abuse as learners are sensitised on the negative effects of drug and substance abuse through role play. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: Turn taking and polite interruptions in conversations ensure harmony • Respect: By practising the skills of turn taking and interrupting politely, learners learn to respect the opinion and space of others. 				



Link to other subjects:

- Kiswahili addresses the skills of turn taking and interrupting politely

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify verbal and non-verbal forms of polite interruptions.	Consistently identifies turn-taking skills and polite interruptions in conversations.	Identifies turn-taking skills and polite interruptions in conversations.	Sometimes identifies turn-taking skills and polite interruptions in conversations.	Identifies turn-taking skills and polite interruptions in conversations with the assistance of peers.
Ability to apply turn-taking skills in different speaking contexts.	Applies turn-taking skills and polite interruptions in conversations at all times	Applies turn-taking skills and polite interruptions in conversations.	Sometimes applies some turn-taking skills and polite interruptions in conversations.	Attempts to apply some turn-taking skills and polite interruptions in conversations with the assistance of peers.
Ability to use verbal and non-verbal cues to interrupt a conversation politely.	Uses verbal and non-verbal cues to interrupt a conversation politely in a captivating manner	Uses verbal and non-verbal cues to interrupt a conversation politely.	Uses some of the selected verbal and non-verbal cues to interrupt a conversation politely.	Uses some verbal and non-verbal cues to interrupt a conversation politely with assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	6.2.1 Reading: Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify instances of expressive reading from a reading or digital text, b) read a text at the right speed, accurately and with expression, c) appreciate the importance of reading fluency in communication.	The learner is guided to: <ul style="list-style-type: none"> • view a variety of video clips featuring well-read <i>scripts</i> related to the theme • watch news clips from a favourite television programme/presenter and comment on the presenter’s speed, accuracy, and expression, • brainstorm on ways of reading effectively • reflect on the qualities of a good reader • read a text such as a poem, a narrative, or dialogue with: <ul style="list-style-type: none"> ○ with appropriate expressions ○ with accuracy ○ right speed, • listen to a text read by a peer and provide feedback • engage in a readers’ theatre in groups and read a poem, narrative, or dialogue • read a choral verse in pairs or small groups, • time himself or herself while reading an excerpt of a text 	<ol style="list-style-type: none"> 1. Why is it important to read fluently? 2. How does the appropriate use of verbal and non-verbal cues enhance reading fluency?



			<ul style="list-style-type: none"> participate in activities that enhance reading fluently, such as reader's theatre, paired reading, echo reading, repeated reading and choral reading. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to learn is developed as the learner builds on own learning experiences by listening and modelling fluent reading. Self-efficacy is developed as learners document- success criteria while timing themselves as they read excerpts in pairs. Communication and collaboration – enhanced as the learner speaks clearly and effectively when reciting a choral verse. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> Critical thinking is enhanced as the learner views a video and comments on whether a speaker reads accurately, at the right speed, and with expressions. 				
<p>Values</p> <ul style="list-style-type: none"> Responsibility is enhanced as learners read texts on drug and substance abuse prevention. Respect is achieved as learners listen to their peers' reading. 				
<p>Link to other subjects</p> <ul style="list-style-type: none"> Performing arts: fluent reading is essential in drama and poem recitations. All languages emphasise fluent reading. 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify instances of expressive reading read text or audio book with ease.	Identifies all instances of expressive reading from a read text or audio book interestingly.	Identifies all instances of expressive reading from a read text or audio book.	Identifies some instances of expressive reading from a read text or audio book.	Identifies some instances of expressive reading from a read text or audio book with assistance.
Ability to read a text at the right speed, accurately, and with expression.	Exuberantly reads a text at the right speed, accurately, and with expression.	Reads a text at the right speed, accurately, and with expression.	Reads a text at the right speed, with some hesitations and mispronounces some sounds and words.	Reads a text at the right speed, with many hesitations and mispronounces most sounds and words.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Grammar in Use	6.3.1 Word Classes: Adverbs (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify adverbs of time, place, and manner in texts b) use adverbs of time, place, and manner in different contexts c) acknowledge the value of adverbs of manner, time, and place in communication. 	The learner is guided to: <ul style="list-style-type: none"> • read a print or non-print text on drug and substance abuse in pairs • identify the adverbs of time, place, and manner used in the text • categorise adverbs of time, place, and manner from word lists or flashcards • construct sentences using adverbs of time, place, and manner • use adverbs of time, place, and manner in a role play, hot seating or simulation and make a video recording in groups • share a story or dialogue featuring adverbs of time, place, and manner. 	<ol style="list-style-type: none"> 1. Why is it important to describe where, when and how something happens? 2. Which words do we use to describe different actions?



Core Competencies to be developed:				
<ul style="list-style-type: none"> • Critical thinking and problem solving – using logical reasoning as learners think of different ways to describe manner, time, and place • Learning to learn - organising own learning as learners identify and use different types of adverbs 				
Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> • Drug and Substance Abuse: learners read different print and non-print texts on drug and substance abuse and learn the negative effects of the same. 				
Values				
<ul style="list-style-type: none"> • Responsibility: As learners record videos and describe the events with peers, they act responsibly 				
Link to other subjects:				
<ul style="list-style-type: none"> • Kiswahili and Indigenous Languages have adverbs as a word class • Physical Education and Sports, Agriculture and Home Science since learners describe processes using adverbs of manner 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify adverbs of time, place, and manner in texts.	Identifies adverbs of time, place, and manner in texts impeccably	Identifies adverbs of time, place, and manner in texts.	Identifies some adverbs of time, place, and manner in texts.	Identifies some adverbs of time, place, and manner in texts with assistance.
Ability to use adverbs of time, place, and manner in different contexts.	Eagerly uses adverbs of time, place, and manner in sentences correctly.	Uses adverbs of time, place, and manner in sentences correctly.	Uses some adverbs of time, place, and manner in sentences correctly.	Uses some adverbs of time, place, and manner in sentences with assistance from peers.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.4 Reading	6.4.1 Intensive Reading: Oral literature Songs (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify repeated words and phrases in lullabies, b) use appropriate techniques when performing lullabies, c) pick out key messages communicated in lullabies, d) appreciate the importance of lullabies in real life.	The learner is guided to: <ul style="list-style-type: none"> • listen to audio recordings of lullabies • view videos of lullabies and identify instances of repetition, • perform a lullaby and make a recording, • pick out key messages communicated in lullabies, • share ideas on the key messages that are addressed in lullabies, • discuss in groups the functions of lullabies, • collaborate to compose songs, sing and record lullabies from their immediate environment, • create lullabies in groups and perform them in class, • identify characters in different lullabies. 	<ol style="list-style-type: none"> 1. What is the difference between a lullaby and other songs? 2. How are songs similar to poems? 3. What similarities exist in lullabies across communities?



Core Competencies to be developed:

- Creativity and Imagination is developed as learners discuss different functions of lullabies; they develop their sense of imagination.
- Critical Thinking is enhanced as learner researches information about lullabies.

Pertinent and Contemporary Issues (PCIs)

Peace Education is enhanced as learners collaborate in singing and recording lullabies from their immediate environment.

Values:

Social justice is achieved as learners collaborate in singing and recording lullabies from their immediate environment.

Link to other subjects:

Performing Arts: singing lullabies involves performance.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify repeated words and phrases in lullabies.	Enthusiastically identifies all the repeated words and phrases in lullabies.	Identifies all the repeated words and phrases in lullabies.	Identifies some of the repeated words and phrases in lullabies.	Identifies some of the repeated words and phrases in lullabies with assistance.
Ability to use appropriate techniques when performing lullabies.	Passionately uses appropriate techniques when performing lullabies.	Uses appropriate techniques when performing lullabies.	Uses some appropriate techniques when performing lullabies.	Uses some appropriate techniques when performing lullabies with guidance.
Ability to pick out key messages communicated in lullabies.	Aptly picks out all the key messages communicated in lullabies.	Picks out all of the key messages communicated in lullabies.	Picks out some of the key messages communicated in lullabies.	Tries to pick out key messages communicated in lullabies.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.5 Writing	6.5.1 Mechanics of Writing: Commonly Misspelt Words (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise commonly misspelt words in texts, b) use commonly misspelt words correctly in written texts, c) value the relationship between accurate spelling and effective written communication. 	The learner is guided to: <ul style="list-style-type: none"> • mention words that are difficult to spell correctly, • search for commonly misspelt words from textbooks and online sources, in pairs, • discuss in groups ways of correcting commonly misspelt words, • correct texts with wrong spellings of <i>irregular plural nouns</i>, for example, knife-knives; ox-oxen; fox-foxes; child-children; thief-thieves; lady-ladies; monkey-monkeys, <i>and -ing</i> verbs formed from verbs with final -e for example love – loving, dine – dining, • explain to peers the effects of correct spelling on written communication • engage in spelling games such as crossword puzzles, 	<ol style="list-style-type: none"> 1. What makes some words difficult to spell? 2. How can we improve our spelling?



			<ul style="list-style-type: none"> • write a story or dialogue on contemporary issues, for example, keeping my neighbourhood safe, using the commonly misspelt words and share it with peers for feedback. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is enhanced as learners write clearly and spell words correctly. • Collaboration is developed as learners contribute to group decision making in spelling games. 				
<p>Pertinent and Contemporary Issues (PCIs) Peace Education is enhanced as learners engage in discussions and games.</p>				
<p>Values Peace is enhanced as learners engage in spelling games</p>				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Performing arts – correct spelling is required in scripting texts for performance • Visual arts – graphics need to be written in the correct spelling 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recognise commonly misspelt words in texts.	Promptly recognises all commonly misspelt words in texts.	Recognises most commonly misspelt words in texts.	Recognises some commonly misspelt words in texts.	Recognises commonly misspelt words in texts with assistance.
Ability to use commonly misspelt words correctly in written texts	Carefully and clearly uses commonly misspelt words in a written text	Uses commonly misspelt words in written texts	Uses some commonly misspelt words in written texts	Has difficulty using commonly misspelt words in written texts



THEME 7.0: NATURAL RESOURCES – FORESTS				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.2 Listening Comprehension: Listening for Details (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify clues that signal details from a listening text, b) take detailed notes on a listening text, c) acknowledge the importance of listening for details.	The learner is guided to: <ul style="list-style-type: none"> • search online or offline for signposts that introduce <i>details</i> in an oral text, • listen and identify words that introduce different types of details that indicate: <ul style="list-style-type: none"> - addition <i>such as first, also, moreover;</i> - emphasis <i>such as an important note, especially, particularly;</i> - comparison <i>such as. like, similarly, just as</i> - contrast <i>such as but, however, on the other hand;</i> - illustration <i>such as for example, for instance, such as,</i> - cause-and-effect <i>such as because, therefore, so that,</i> • discuss the kinds of details one should look out for from a text. 	<ol style="list-style-type: none"> 1. How can you tell the key information from a listening text? 2. What factors interfere with one's ability to listen well? 3. How can you tell that people are listening attentively?



			<p>The details could include <i>numbers, figures, points, facts, examples, people, places, behaviour, and opinions,</i></p> <ul style="list-style-type: none"> • listen and note the clues signalling details from a peer, • listen to a live or recorded oral presentation on a pertinent and contemporary issue such as natural resources, for example, forests, and take specific details, • role-play, in turns, oral presentations in pairs as the partner takes notes, • compare the notes in groups, then revise and display them for review. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy is developed as learners listen for detail, thus making them confident in note-taking skills. • Communication and collaboration are enhanced as learners role-play and make oral presentations. This enhances the learner’s ability to listen keenly. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Environmental and social issues are emphasized as learners listen to texts on natural resources. 				



Values:

- Patriotism is enhanced as learners listen to texts on natural resources, thereby developing a sense of belonging.

Link to other subjects:

- Social studies provide the context from which the listening texts on Natural resources and forests can be obtained.
- German, French, Chinese, and Arabic require note-taking as part of the listening skill.

Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying clues that signal details from a listening text.	Identifies all the clues that signal details from a listening text.	Identifies clues that signal details from a listening text.	Identifies some clues that signal details from a listening text.	Struggles to identify some clues that signal details from a text.
Taking notes of details from a listening text.	Takes detailed notes of all the details from a listening text.	Takes notes of details from a listening text.	Takes notes of some details from a listening text.	Takes notes of some details from the text with assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Reading	7.2.1 Intensive Reading: Visuals (2 lessons)	By the end of the sub strand, the learner should be able to a) identify types of information conveyed by visuals for comprehension, b) interpret visuals for information, c) appreciate the importance of visual interpretation skills in different texts.	The learner is guided to: <ul style="list-style-type: none"> • list common <i>visuals</i> like road signs, photographs, billboards, • search online and offline for different types of information visuals convey such as stories, messages, feelings or emotions, relationships, mood, • discuss class/school/ community/ national needs or issues that visuals can address, • answer comprehension questions on the visuals, • apply comprehension strategies such as prediction, making connections, inferences, questioning, and visualising in interpreting visuals, 	<ol style="list-style-type: none"> 1. How does observation of actual items help us understand what we are taught? 2. What is the importance of pictures and photographs that accompany written texts?



			<ul style="list-style-type: none"> • create stories or songs from visuals, • discuss visuals of national importance like the national flag, the Kenyan currency, • discuss the importance of developing visual interpretation skills for a full understanding of messages, • use digital devices to create simple visuals through photographing, drawing, and making realia on natural resources. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as learners search for different information conveyed through visuals. • Citizenship: as learners discuss national symbols such as the national flag and currency enhances patriotism. 				
<p>Pertinent and Contemporary Issues (PCIs) Environmental conservation is enhanced as learners create visuals on natural resources.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism is enhanced as learners discuss visuals like the national flag and visuals on the Kenyan currency. • Integrity is enhanced through discussions on the evils of corruption 				



Link to other subjects:

- Visual arts deals with creating and interpreting visuals.
- Computer sciences – In computer science, computers are used to create and display visuals.
- Humanities, Mathematics, and sciences use visuals like maps, graphs, and charts.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify types of information conveyed by visuals for comprehension.	Immaculately identifies types of information conveyed by visuals for comprehension.	Identifies types of information conveyed by visuals for comprehension.	Identifies some types of information conveyed by visuals for comprehension.	Identifies some types of information conveyed by visuals for comprehension with support.
Ability to interpret visuals for information.	Interprets visuals for information with exceptional insight.	Interprets visuals for information.	Interprets some visuals for information.	Interprets some visuals for information with support.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 Grammar in Use	7.3.1 Word Classes: Personal and possessive pronouns. (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) distinguish between personal and possessive pronouns in sentences, b) use personal and possessive pronouns in sentences appropriately, c) appreciate the value of proper use of pronouns. 	The learner is guided to: <ul style="list-style-type: none"> • pick out personal and possessive pronouns from print and non-print texts on natural resources in pairs, • use personal pronouns to refer to people in a class, • construct sentences using personal pronouns, in groups, • write a paragraph using possessive pronouns, • construct sentences using personal pronouns from substitution and completion tables, • draw a chart with singular/plural, subjective, and objective personal pronouns and display them for peer review. 	<ol style="list-style-type: none"> 1. What is the difference between personal and possessive pronouns? 2. How can you avoid unnecessary repetition in sentences? 3. Why should we avoid unnecessary repetition?



Core Competencies to be developed:				
<ul style="list-style-type: none"> • Communication is enhanced by the correct use of pronouns 				
Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> • Social cohesion is enhanced as learners use personal pronouns to refer to people in the class. 				
Values:				
<ul style="list-style-type: none"> • Respect is enhanced as learners use pronouns to construct sentences to refer to others in the class. 				
Link to other subjects:				
<ul style="list-style-type: none"> • Computer science: Digital skills are enhanced as learners refer to print and non-print materials to search for personal pronouns. • French, German, Chinese, and Arabic cover pronouns in grammar. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish between personal and possessive pronouns in texts.	Distinguishes between personal and possessive pronouns in texts avidly.	Distinguishes between personal and possessive pronouns.	Distinguishes between some personal and possessive pronouns in texts.	Distinguishes between some personal and possessive pronouns in texts with assistance.
Ability to use personal and possessive pronouns in sentences.	Uses all personal and possessive pronouns excellently.	Uses personal and possessive pronouns in sentences.	Uses some personal and possessive pronouns in sentences.	Attempts to use personal and possessive pronouns in sentences.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.4 Reading	7.4.1 Intensive Reading: Characters in class readers. (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify minor characters in a class reader, Discuss the relationships between different minor characters in the class reader, appreciate the place of minor characters in the class reader. 	The learner is guided to: <ul style="list-style-type: none"> read and identify <i>minor characters</i> in a class reader, search online and offline for words and phrases used to describe <i>relationships between characters</i>, discuss in groups how the characters relate with each other, hot seat different minor characters to bring out their relationships, in groups, link characters' reactions to the relationships they are in. 	<ol style="list-style-type: none"> How can you tell the difference between a main and a minor character in a story? How would you describe the behaviour of your classmates?
Core Competencies to be developed: <ul style="list-style-type: none"> Critical thinking: linking the relationships between characters in the class reader enhances the learner's ability to link various issues Collaboration: hot seating different minor characters to bring out their relationships 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> Citizenship is enhanced as learners discuss the character traits and relationships of some of the characters in the text read. 				



Values:

- Social justice is developed as learners discuss in groups the relationships between characters.

Link to other subjects:

- Performing Arts uses hot seating for the actors to internalise their roles.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and discuss the role of the minor characters in a class reader.	Identifies and discusses the role of the minor characters in a class reader.	Identifies and discusses the role of the minor characters in a class reader.	Fairly identifies and discusses some of the roles of the minor characters in a class reader.	Identifies and discusses the role of the minor characters in the text with difficulty.
Ability to discuss the relationships between different minor characters in the class reader.	Discusses the relationships between the different minor characters in the class reader with ease.	Discusses the relationships between different minor characters in the class reader.	Discusses the relationships between some different minor characters in the class reader.	Discusses the relationships between few different minor characters in the class reader with a lot of difficulty.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.5 Writing	7.5.1 Composition Writing: Writing Process (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the steps in the writing process, b) write a narrative composition following the writing process, c) acknowledge the role of writing fluency in communication.	The learner is guided to: <ul style="list-style-type: none"> • watch a video of learners going through the writing process, • read samples of well-written texts and highlight features that make them outstanding, • discuss the writing process giving details of what each entails on a mind map, • suggest the most suitable topics on issues like natural resources or saving forests for practising the writing process, • practise, in groups, the writing process, for example by: <ul style="list-style-type: none"> - prewriting - drafting - editing - revising - publishing, • write a narrative composition following the writing process and 	<ol style="list-style-type: none"> 1. What should you consider before you begin writing a composition? 2. What contributes to a well-written composition?



			share using a digital device for peer review, <ul style="list-style-type: none"> • review the effectiveness of the writing process in writing compositions. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy is developed as learners share the compositions using a digital device for peer review. • Creativity and imagination is developed as learners mind-map the idea to be written in the narrative composition using the writing process. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> • Environmental Conservation is addressed by the narrative compositions on natural resources. 				
Values: Responsibility is enhanced as learners practise writing on natural resources, as they learn how to conserve the environment.				
Link to other subjects: <ul style="list-style-type: none"> • All languages: Kiswahili, German, Arabic, and French - Composition writing is a component of writing in all languages. • Agriculture involves reading and writing about the management of natural resources like soil and forests. 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline the steps in the writing process.	Precisely outlines the steps in the writing process.	Outlines the steps in the writing process.	Outlines some steps in the writing process.	Outlines a few steps in the writing process.
Ability to write a narrative composition following the writing process.	Writes a narrative composition following the writing process in a focused and clear manner	Composes a narrative composition following the writing process.	Composes a fairly written narrative composition following the writing process.	Composes a fairly written narrative composition following the writing process with assistance.



THEME 8.0: TRAVEL				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Listening Comprehension: Explanatory Narratives (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify the characters and moral lessons in explanatory narratives, b) sequence the events in explanatory narratives, c) explain the moral lessons in an explanatory narrative d) acknowledge the importance of listening comprehension in communication	The learner is guided to: <ul style="list-style-type: none"> • <i>listen</i> to a recording of an explanatory <i>narrative</i> from a digital device and retell the story • search online and offline for information on explanatory narratives • dramatise dialogues in the explanatory narratives • role-play the story telling session • identify the moral lessons and relate them to real life situations • discuss behaviour of the characters in the explanatory narratives, in pairs • create an explanatory narrative- and share it through WhatsApp, social media, among others. 	<ol style="list-style-type: none"> 1. How can you tell a lesson that you can learn from a narrative? 2. Why do people tell narratives? 3. What are the functions of oral narratives?



Core Competencies to be developed:

- Digital literacy is developed as learners manipulate digital devices and use them to create stories and share them with others
- Communication and collaboration - speaking clearly and effectively as learners dramatize narratives and discuss moral lessons.

Pertinent and Contemporary Issues (PCIs):

- Digital citizenship is enhanced as learners gain a sense of identity and belonging by listening and responding to explanatory narratives derived from various communities.

Values:

- Patriotism is promoted as learners listen and respond to explanatory narratives and moral lessons and relating them to their real life, thereby becoming better citizens.

Link to other subjects:

- Social studies also emphasises the application of moral lessons.
- Performing arts also employs role-playing narratives in performances.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the characters and moral lessons in explanatory narratives.	Distinctively identifies the characters and moral lessons in explanatory narratives.	Identifies most of the characters and moral lessons in explanatory narratives.	Identifies some of the characters and moral lessons in explanatory narratives.	Identifies the characters and moral lessons in explanatory narratives with guidance from peers.
Ability to sequence the events in explanatory narratives.	Sequences the events in explanatory narratives impeccably	Sequences all the events in explanatory narratives.	Sequences of the events in explanatory narratives on some occasions.	Makes some attempts to sequence some of the events in explanatory narratives but with difficulty.
Ability to explain the moral lessons in an explanatory narrative.	Explains the moral lessons in an explanatory narrative with appropriate and adequate examples.	Explains the moral lessons in an explanatory narrative.	Explains some moral lessons in an explanatory narrative.	Explains the moral lessons in an explanatory narrative with assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Reading	8.2.1 Intensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish main ideas from supporting details from poems, b) use contextual clues to infer the meaning of words and phrases in a text, c) make connections between events in a poem and real life, d) summarise events in a poem e) answer direct and inferential questions from poems, f) acknowledge the role of reading comprehension in lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> ● search online and offline and discuss, in groups, the meaning of <i>reading for interpretation and evaluation</i>, ● visualise events, people, and places in poems, ● predict events in poems, ● utilize digital devices to check the meanings of words, ● infer meanings of vocabulary based on contextual clues, ● answer direct and inferential questions in pairs, ● summarise main issues from poems ● create word puzzles with learned vocabulary and share them online, ● relate the issues in a set poem to real life. 	<ol style="list-style-type: none"> 1. How can you identify the subject in a poem? 2. How are poems similar to songs?



Core Competencies to be developed:

- Digital Literacy is enhanced as learner creates a word puzzle and shares it online using digital devices.
- Critical thinking and problem-solving are developed as learners interpret and evaluate issues highlighted in poems and relate them to real life.

Pertinent and Contemporary Issues (PCIs)

- Peace is enhanced as learners work in groups to evaluate issues highlighted in poems.

Values:

- Respect is enhanced as learners respect each other's opinions as they work together.

Link to other subjects:

- Social Studies and Business Studies require reading for interpretation and evaluation.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish main ideas from supporting details in poems	Confidently distinguishes main ideas from supporting details in poems	Distinguishes main ideas from supporting details in poems	Distinguishes some main ideas from supporting details in poems	Distinguishes some main ideas from supporting details in poems with assistance
Ability to use contextual clues to infer the meaning of words and phrases in a text	Elaborately uses contextual clues to infer the meaning of words and phrases in a text	Uses contextual clues to infer the meaning of words and phrases in a text	Uses contextual clues to infer the meaning of some words and phrases in a text	Uses contextual clues to infer the meaning of a few words and phrases in a text



Ability to make connections between events in a poem and real life.	Makes connections between events in a poem and real life insightfully	Makes connections between events in a poem and real life	Makes some connections between events in a poem and real life	Makes some connections between events in a poem and real life but with some difficulty.
Ability to summarise events in a poem.	Summarises events in a poem elaborately	Summarises events in a poem	Summarises some events in a poem	Summarises a few events in a poem
Ability to answer direct and inferential questions from poems.	Zealously answers direct and inferential questions from poems	Answers most direct and inferential questions from poems	Answers some direct and inferential questions from poems	Answers direct and inferential questions from poems with assistance



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Grammar in Use	8.3.1 Word Classes: Simple Prepositions (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different types of prepositions, b) use prepositions in sentences, c) attest to the importance of well-formed sentences in communication. 	The learner is guided to: <ul style="list-style-type: none"> • identify and underline <i>simple prepositions</i> (agent, <i>instrument</i>, and <i>direction</i>) in texts, • search online and offline for examples of simple prepositions, • read texts and identify simple prepositions, • complete sentences using a substitution table, • match simple prepositions with the word they collocate with, • Watch video clips and identify simple prepositions, • construct sentences using prepositions, in groups, • create a crossword puzzle featuring simple prepositions and the words or phrases they collocate with, • share the puzzles online, on posters, charts, or through WhatsApp. 	<ol style="list-style-type: none"> 1. What is the function of prepositions in sentences? 2. How do we show the relationship between words? 3. How can you ensure all your sentences are correctly written?



Core Competencies to be developed:

- Digital literacy developed as learners manipulate digital devices and use them to create word puzzles and share them with others
- Communication and collaboration are enhanced as learners speak clearly and effectively during dramatisation of narratives and discussion of moral lessons.

Pertinent and Contemporary Issues (PCIs)

- Social cohesion is enhanced as learners work in groups and cohesively as they give each other feedback.

Values:

- Unity is enhanced as learners work together to construct sentences using prepositions.

Link to other subjects:

- Languages like French, German, Arabic, and Kiswahili have prepositions as an area of study

Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify different types of prepositions.	Keenly identifies different types of prepositions.	Identifies different types of prepositions.	Identifies some types of prepositions.	Struggles to identify types of prepositions.
Ability to use prepositions in sentences.	Remarkably uses the prepositions in sentences correctly.	Uses prepositions in sentences correctly.	Uses some prepositions in sentences correctly.	Uses prepositions in sentences with the help of peers.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.4 Reading	8.4.1 Intensive Reading: Poetry (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the human characters in a set of poems b) use adjectives to describe the traits of human characters in a set of poems c) appreciate the importance of human characters in poetry.	The learner is guided to: <ul style="list-style-type: none"> • read a given poem and identify the human characters • search online and offline for adjectives that can be used to describe characters • discuss what each character does or says in each poem • role-play a given poem to bring out the characters' actions • take video clips of the role play and share them as they discuss their performances • paste sticky notes containing character traits identified • relate the human characters in the poem with real life lessons. 	<ol style="list-style-type: none"> 1. How do we identify characters in a given poem? 2. Why are human characters important in poetry? 3. How can you identify the lessons learned from poems?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration are enhanced as learners contribute to group decision-making by participating actively in the discussion on what each character does or says in each poem. • Learning to learn is developed as learners build on their own learning experiences while relating the human characters in the poem with real life situations. 				



Pertinent and Contemporary Issues (PCIs)

- Social cohesion is enhanced as learners relate human characters to real life.

Values:

- Peace: learners bond as they work in groups
- Love: learners relate human characters to real life. In the process, they grow to love each other

Link to other subjects:

- All languages: French, German, Arabic, and Chinese have poetry as a genre of literature
- Performing arts: role-playing involves performance

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the human characters in a set of poems.	Promptly identifies the human characters involved in a set of poems.	Identifies the human characters involved in a set of poems.	Identifies some of the human characters involved in a set of poems.	Identifies the human characters involved in a set of poems with difficulty
Ability to use appropriate adjectives to describe the traits of human characters in a set of poems.	Stunningly uses appropriate adjectives to describe the traits of human characters in a set of poems.	Uses appropriate adjectives to describe the traits of human characters in a set of poems.	Uses some appropriate adjectives to describe the traits of human characters in a set of poems with prompting.	Uses appropriate adjectives to describe the traits of human characters in a set of poems with difficulty.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.5 Writing	8.5.1 Composition Writing: Self-Assessment (2 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> identify steps involved in the assessment of narrative compositions, write narrative compositions and assess the introduction, body, and conclusion, appreciate the importance of assessment in improving narrative composition writing. 	The learner is guided to: <ul style="list-style-type: none"> search online and offline for information on the aspects of self-assessment when writing a narrative composition, practise assessing own narrative composition, watch a video or listen to a recording on how to peer-assess a composition, plan, organise, and write a composition on travel, and share it with peers for review, identify and correct spelling, punctuation, and grammatical errors using a given checklist. 	<ol style="list-style-type: none"> Why is it important to assess writing? How can one improve their composition writing skills?
Core Competencies to be developed <ul style="list-style-type: none"> Collaboration is enhanced as learners participate actively in the writing activity when working in pairs, sharing and assessing each other's narrative composition. 				



- Learning to learn is achieved as learners organise their learning while writing and assessing his or her narrative composition before sharing with peers for assessment.

Pertinent and Contemporary Issues (PCIs):

- Peer education is enhanced as learners assess each other’s compositions.

Values:

- Integrity is achieved as learners learn to be honest and truthful while assessing their own and other’s compositions.

Link to other subjects

- French, German, Chinese, and Arabic involve narrative composition writing.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the introduction, body, and conclusion of a narrative composition.	Identifies the introduction, body, and conclusion of a narrative impressively and with examples.	Identifies the introduction, body, and conclusion of a narrative.	Identifies the introduction, body, and conclusion of a narrative occasionally.	Identifies the introduction, body, and conclusion of a narrative with help from others.
Ability to assess narrative compositions using a given checklist.	Exceptionally and with detailed comments, assesses the narrative compositions using the checklist given.	Assesses narrative compositions using the checklist given.	Assesses narrative compositions using the checklist with assistance.	Struggles to assess narrative compositions with the checklist given.



THEME 9.0: HEROES AND HEROINES - KENYA				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Pronunciation: Consonant and Vowel Sounds (2 Lessons)	By the end of the sub strand, the learner should be able to: a) articulate correctly the consonant sounds /t/, /d/, /l/, /r/ in words articulate correctly vowel sounds /ɒ/ and /u:/ in words, b) pronounce words correctly using stress, c) distinguish the meaning of words based on stress, d) acknowledge the importance of correct pronunciation in oral communication.	The learner is guided to: listen to audio clips and watch video clips with the sounds /t/, /d/, /l/, /r/, /, /ɒ/ and /u:/ in words <ul style="list-style-type: none"> • articulate the following consonants and vowel sounds in groups: <ul style="list-style-type: none"> - /t/ as in toll - /d/ as in doll - /l/ as in liver - /r/ as in river - /ɒ/ as in pull, bull; - /u:/ as in pool, book, • watch an oral presentation and pick out words with the target sounds, • practise pronouncing words with the target consonant and vowel sounds, in pairs, • sort words based on the pronunciation of the target, consonant, and vowel sounds 	<ol style="list-style-type: none"> 1. Why should you pronounce words correctly? 2. Why do people find it difficult to pronounce some words? 3. In what ways can one improve own pronunciation?



			<ul style="list-style-type: none"> • recite poems or sing songs on national heroes with the target sounds, • say tongue twisters with the target consonant and vowel sounds, • listen to audio featuring a variety of words and classify them in their word classes according to the stressed syllables, • engage in pronunciation drills on stress for distinguishing word class, • underline stressed syllables in words • discuss the importance of correct pronunciation and use of stress in conveying meaning, • reflect on the target consonant and vowel sounds and identify those they struggle with for further practise. 	
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Core Competencies to be developed:

- Digital literacy is enhanced as learners listen to audio clips and watch videos on pronunciation
- Learning to learn is emphasised as learners build on their own experiences by reflecting on the target consonant and vowel sounds and identify those they struggle with for further practise.

Pertinent and Contemporary Issues (PCIs)

- Patriotism and Good Governance are enhanced as learners sing songs and recite poems on national heroes/ heroines.

Values:

- Patriotism is enhanced through poems on nationalism
- Unity is enhanced in the songs on nationalism

Link to other subjects:

- All language subjects focus on pronunciation as a basic skill.
- Performing Arts emphasises clear enunciation in performances.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to articulate correctly the consonant sounds /t/, /d/, /l/, /r/ in words.	Excellently articulates correctly the consonant sounds /t/, /d/, /l/, /r/ in words.	Articulates correctly the consonant sounds /t/, /d/, /l/, /r/ in words.	Articulates correctly some of the consonant sounds /t/, /d/, /l/, /r/ in words.	Articulates correctly few of the consonant sounds /t/, /d/, /l/, /r/ in words.
Ability to articulate correctly vowel sounds /ʊ/ and /u:/ in words.	Passionately articulates correctly vowel sounds /ʊ/ and /u:/ in words with ease.	Articulates correctly vowel sounds /ʊ/ and /u:/ in words.	Sometimes articulates correctly vowel sounds /ʊ/ and /u:/ in words with assistance.	Attempts to articulate correctly vowel sounds /ʊ/ and /u:/ in words, even with the assistance of others.
Ability to pronounce words correctly using stress.	Conspicuously pronounces words correctly while using stress	Pronounces words correctly using stress.	Occasionally pronounces words using stress correctly.	Has difficulty pronouncing words using stress correctly.
Ability to give the meaning of words based on stress.	Impressively gives the meaning of words based on stress with examples.	Gives the meaning of words based on stress.	Gives the meaning of some words based on stress.	Gives the meaning of words based on stress with assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	9.2.1 Extensive Reading: Grade-appropriate fiction materials 2 lessons	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) select a variety of fictional texts for extensive reading b) read fictional texts for information and enjoyment, c) appreciate the importance of fiction in life. 	The learner is guided to: <ul style="list-style-type: none"> • identify fictional material to read by looking at the cover page, blurb, and title • read texts on varied issues such as national heroes and heroines and discuss the elements of fiction in the text • list down new words and phrases encountered • re-tell the story in their own words • dramatise a section of the text and record themselves • relate the ideas expressed in fiction to real life • read fiction materials for enjoyment. 	<ol style="list-style-type: none"> 1. Why is it important to read fictional materials? 2. How can a reading culture be developed? 3. What should you consider when selecting fictional texts for reading?



Core Competencies:				
<ul style="list-style-type: none"> Learning to learn as learners select fictional texts for reading 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> Citizenship as they are exposed to individual and cultural differences through extensive reading 				
Values:				
<ul style="list-style-type: none"> Patriotism: Reading on national heroes and heroines inculcates patriotism. 				
Link to other subjects:				
<ul style="list-style-type: none"> Language subjects like Indigenous Languages, French, Arabic, and Chinese have fiction as a genre. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and select a variety of fictional texts for extensive reading.	Identifies and selects a variety of fictional texts for extensive reading immaculately.	Identifies and selects a variety of fictional texts for extensive reading.	Identifies and selects some fictional texts for extensive reading with assistance.	Identifies and selects a few fictional texts for extensive reading, even with prompting.
Ability to read and explain imaginary ideas in a fictional text.	Reads and explains incredibly imaginary ideas in a given fictional text.	Reads and explains imaginary ideas in a given fictional text	Reads and explains some imaginary ideas in a given fictional text.	Reads and explains imaginary ideas in a given fictional text with assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.3 Grammar In Use	9.3.1 Word Classes: Conjunctions <i>and, but, or</i> 2 lessons	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the conjunctions <i>and, but</i> and <i>or</i> in sentences, use <i>and, but</i> and <i>or</i> in sentences accurately, appreciate the importance of proper use of conjunctions in written and spoken contexts. 	The learner is guided to: <ul style="list-style-type: none"> search, in pairs, online and offline for the use of the conjunctions <i>and, but</i> and <i>or</i> in texts, identify the conjunctions <i>and, but</i> and <i>or</i> from different texts, construct sentences using the conjunctions <i>and, but</i> and <i>or</i> in groups fill in substitution and completion tables using the conjunctions <i>and, but</i> and <i>or</i> create and share a story or dialogue on heroes in Kenya, using the conjunctions <i>and, but</i> and <i>or</i> discuss the importance of proper use of conjunctions in sentences. 	<ol style="list-style-type: none"> How do the words <i>and, but</i> and, <i>or</i> help in conversation? Why is it important to communicate clearly? which words would you use to replace <i>and but</i> and <i>or</i> in a conversation? How can you tell that joining words have been used well?
Core Competencies to be developed: <ul style="list-style-type: none"> Self-efficacy is developed as learners pay attention to details and use conjunctions in different circumstances. 				



- Learning to learn is achieved as learners share what they have learnt as they create and share stories or songs about heroes and heroines in Kenya.

Pertinent and Contemporary Issues (PCIs)

- Patriotism is enhanced as learners create and share stories about local heroes

Values:

- Patriotism: National heroes and heroines are focused on in the story.
- Peace: Learners acquire skills of working in harmony as they work in pairs and groups.

Link to other subjects:

- Languages like French, German, Arabic, and Chinese address the correct usage of conjunctions.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences.	Consistently identifies the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences correctly.	Identifies the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences.	Sometimes identifies the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences.	Attempts to identify the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences.
Ability to use the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences accurately.	Impressively uses the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences accurately.	Uses the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences accurately.	Sometimes uses the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences accurately.	Uses the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences with limitations.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.4 Reading	9.4.1 Intensive reading: Class Reader (2 lessons)	By the end of the sub strand the learner should be able to: a) explain the sequence of events in a class reader, b) make short notes on the sequence of events in a class reader, c) appreciate reading works of art for information and enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • read sections of a class reader and explain the sequence of events, • dramatize parts of the class reader for clarity, • outline the actions of each character studied in the section, • discuss, in pairs, how the characters make the story flow, • use a sequence chart to show the order of events in the class reader, • make short notes on the sequence of events in the story, • relate the events in the story to real life, • discuss possible solutions to the problems portrayed in the class reader. 	<ol style="list-style-type: none"> 1. What marks the climax of a story? 2. How does a writer make a piece of writing interesting? 3. Which captivating storybooks or TV programmes have you come across, and what made them interesting?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is developed as learners write fluently and present organised work as the learner makes notes on the sequence of events in the class reader. 				



- Collaboration is enhanced as learners participate actively in dramatising parts of the class reader for conceptualisation.
- Critical thinking and problem-solving are developed as learners create different options by discussing possible solutions to the problems portrayed in the class reader.

Pertinent and Contemporary Issues (PCIs)

- Ethical relationships are enhanced as learners relate issues to real life and to relationships in society.

Values:

- Respect: dramatising parts of the class reader enhance respect among learners

Link to other subjects:

- Performing arts: dramatisation is a component of this learning area.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the sequence of events to a class reader.	Avidly explains the sequence of events in a section of a class reader.	Explains the sequence of events in a section of a class reader.	Fairly explains the sequence of events in a section of a class reader.	Finds it difficult to explain the sequence of events in a section of a class reader.
Ability to make short notes on the sequence of events in a class reader.	Makes clear, concise short notes on the sequence of events in a section of the class reader.	Makes short notes on the sequence of events in a section of the class reader.	Makes fairly clear short notes on the sequence of events in a section of the class reader.	Has difficulty in making short notes on the sequence of events in a section of the class reader.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.5 Writing	9.5.1 Creative writing: Narrative compositions (1 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify features of narrative composition in creative writing, b) create well-written narrative compositions on a variety of topics, c) appreciate the importance of writing in day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> • Search for features of a well-written narrative from print and non-print sources. (200-240 words) such features include <ul style="list-style-type: none"> - <i>a narrow and clearly defined focus (title)</i> - <i>a strong introduction</i> - <i>character descriptions</i> - <i>dialogue</i> - <i>setting description</i> - <i>interesting details</i> - <i>a logical sequence</i> - <i>purposeful and precise word choice</i> - <i>varied sentence structure and</i> - <i>a strong conclusion,</i> • read well-written samples of narrative compositions noting the most outstanding parts, 	<ol style="list-style-type: none"> 1. How can you make your composition writing better? 2. Which things make a composition memorable 3. What are the characteristics of a good narrative composition?



			<ul style="list-style-type: none"> • plan a narrative composition in groups, and tell it as a chain story, • write a narrative composition on issues like historical and current heroes and share it with peers for discussion and revision, • create displays of narrative writing skills learned and publish them in the classroom. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination are enhanced as learners look at problems in a new way and undertake the task of narrative writing and sharing. • Self-efficacy is attained as learners pay attention to detail, plan a narrative composition, and tell a chain story. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Citizenship is enhanced as learners create narratives on historical and current heroes and heroines which portray love for the nation. 				
<p>Values:</p> <ul style="list-style-type: none"> • Social justice: research and writing stories of heroes and heroines exposes learners to issues like colonialization, thus enabling them to learn from the experiences of the heroes and heroines. 				



Link to other subjects:

- French, Arabic, German, and Chinese require narrative writing as a basic skill.
- Performing Arts: Composing plays, poems, and narratives for performance require creative writing skills.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to Identify features of narrative composition in creative writing.	Distinctly identifies all features of narrative composition in creative writing.	Identifies features of narrative composition in creative writing.	Identifies some features of narrative composition in creative writing.	Needs assistance in identifying features of narrative composition in creative writing.
Ability to create well written narrative compositions on a variety of topics.	Creates uniquely well written narrative compositions on a variety of topics.	Creates well written narrative compositions on a variety of topics.	Creates fairly well written narrative compositions on a variety of topics.	Creates written narrative compositions on a variety of topics with support from peers.



THEME 10.0: MUSIC				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.1 Listening and Speaking	10.1.1 Oral Presentations: Delivering Speeches (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify occasions where speeches are presented, b) apply the features of oral presentations for effective communication, c) appreciate the importance of good oral presentation skills when delivering a speech.	The learner is guided to: <ul style="list-style-type: none"> • Think, pair, and share on occasions where speeches are presented, • Search online or offline for features of oral presentation and make short notes, • listen to recorded grade-appropriate speeches and share their opinions on them in pairs, • brainstorm, in groups, on the importance of body language in delivering a speech, • rehearse a speech and present it to each other in groups, • write short speeches on the importance of music and present it to peers, • record the speeches being presented and discuss the presentations. 	<ol style="list-style-type: none"> 1. What is the purpose of speeches in society? 2. What circumstances make one read a pre-written speech? 3. How can one deliver a speech effectively?



<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy is improved as learners use digital devices to record speeches as learners present them. • Self-efficacy is enhanced as learners give attention to details while rehearsing speeches and presenting them to each other in groups. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Social cohesion: writing a short speech on the importance of music relates to social cohesion. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: the importance of music to learners promotes responsibility among learners. • Respect: discussion on presentations requires that learners respect each other's work. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Performing Arts also focuses on oral presentations, including delivering a speech that involves both verbal and non-verbal aspects. 				
<p>Assessment Rubric</p>				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify occasions where speeches are presented.	Prominently identifies many occasions where speeches are presented.	Identifying occasions where speeches are presented.	Identifies some occasions where speeches are presented.	Finds it difficult to identify occasions where speeches are presented.
Ability to apply the features of oral presentations in speeches for effective communication.	Immensely and effectively applies the features of oral presentations in speeches for effective communication.	Applies the features of oral presentations in speeches for effective communication.	Applies some of the features of oral presentations in speeches for effective communication.	Rarely applies the features of oral presentations in speeches for effective communication.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 Reading	10.2.1 Study Skills: Note Making (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main and supporting points in texts b) make notes from varieties of written texts, c) relate note-making to effective reading.	The learner is guided to: <ul style="list-style-type: none"> • conduct an online and offline search on the format of note- making- (<i>heading, subheading, main points, supporting point, keywords</i>) • discuss, in groups, the importance of note making in reading, • read texts on varied issues, including music, and select the key points • pick the keywords from reading texts • fill in the key points in a note making a template • draw a mind map to show the relationship between the topic, main idea, and supporting ideas, in groups • read print or non-print texts and make notes from them. 	<ol style="list-style-type: none"> 1. How can effective reading be done? 2. How can key points be identified in a text? 3. What is the importance of note-making?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as learners search online for information on note-making. • Learning to learn as learners organise own learning and makes notes after reading varied texts. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Career guidance: reading and making notes on types of music exposes the learner to the music career 				



Values:

Unity: drawing a mind map in groups enhances unity among learners

Link to other subjects:

Integrated Science, CRE, IRE, and HRE - require the skill of note making for effective study

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the main and supporting points in a given text.	Speedily identifies all the main and supporting points in a given text.	Identifies most of the main and supporting points in a given text.	Identifies some of the main and supporting points in a given text.	Identifies some of the main and supporting points in a given text with some assistance.
Ability to make notes from varieties of written texts.	Makes amazingly clear notes from varieties of written texts.	Makes notes from varieties of written texts.	Makes some notes from varieties of written texts.	Attempts to make notes from varieties of written texts.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.3 Grammar in Use	10.3.1 Word Classes: Determiners (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify articles and possessives in texts, use articles and possessives in sentences, acknowledge the importance of articles and possessives for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> identify articles and possessives from a text, underline <i>articles a, an, the and possessives my, our, your, his, her, their</i> used in print and non-print texts, read out examples of possessives from flashcards in pairs, correct errors in sentences that contain articles, engage in language games using articles, in groups, practise matching articles with nouns in pairs, construct sentences using possessives compose a song on children’s rights using relevant articles and possessives and video record the performances. 	<ol style="list-style-type: none"> What would happen if a conversation lacked determiners? How do we indicate that something belongs to somebody?



Core Competencies to be developed:

- Self-efficacy is improved as learners pay attention to details and correct errors in sentences.
- Communication and collaboration are enhanced as learners use articles and possessives to communicate clearly and effectively.

Pertinent and Contemporary Issues (PCIs)

- Child rights - composing a song on the rights of children enlightens learners on their welfare

Values:

- Respect - correct use of articles and possessives makes learners use correct titles while addressing people

Link to other subjects:

- French, German, Chinese, and Arabic have determiners as an area of study.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify articles and possessives in texts.	Identifies articles and possessives in texts outstandingly.	Identifies articles and possessives in texts.	Identifies some articles and possessives in texts.	Attempts to identify articles and possessives in texts.
Ability to use articles and possessives in varied sentences.	Uses articles and possessives in varied sentences phenomenally.	Uses articles and possessives in sentences.	Uses articles and possessives in some sentences.	Uses articles and possessives in sentences with the teacher's assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.4 Reading	10.4.1 Intensive Reading: Characters and their traits (2 lessons)	By the end of the sub strand, the learner should be able to: (a) identify characters in monster narratives, (b) explain traits of characters in given monster narratives, (c) relate monster narratives to real life situations, (d) appreciate the importance of monster narratives in life.	The learner is guided to: <ul style="list-style-type: none"> • describe <i>a monster/ ogre</i>, • search online and offline for features of monster narratives, • narrate monster narratives from their immediate environment to their peers, • in groups, discuss what monsters/ogres represent • discuss how monster narratives relate to real life, • explain health education lessons they learn from monster narratives, • dramatise a monster narrative and record the performance, • discuss the traits of the characters involved in a monster narrative in pairs, 	<ol style="list-style-type: none"> 1. What kind of characters are commonly used in monster narratives? 2. What is the relevance of oral narratives in modern society? 3. What should one consider when collecting narratives among people of varied socio-cultural backgrounds?



			<ul style="list-style-type: none"> • brainstorm on the reading strategies suitable for sharing experiences with community members, • interact actively with resource persons to pick out the relevant reading strategies, • seek support from resources persons on how to relate monster narratives to real life, • collect, analyse and compile them into an anthology of narratives from the community, in groups, • conduct a reader's theatre in groups, • describe the procedure used in collecting the narratives. 	
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Core Competencies to be developed:

- Critical thinking and problem solving are embedded as learners discuss the lessons learned and the relevance of monster narratives in real life.
- Critical thinking and problem solving are enhanced as learners reason logically in choosing the reading strategies that would best aid in sharing experiences with community members.

Pertinent and Contemporary Issues (PCIs)

- HIV and AIDS: the relevance of monster narratives in real life touches on health issues.

Values:

- Responsibility: since monsters represent evil in society, learners learn to act responsibly.

Link to other subjects:

- Indigenous languages: monster narratives are part of oral literature, which is a key component of indigenous languages.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify characters in monster narratives.	Readily identifies characters in monster narratives.	Identifies characters in monster narratives.	Identifies some characters in monster narratives.	Identifies a few characters in monster narratives.
Ability to relate monster narratives to real life situations.	Fervently relates monster narratives to real life situations.	Relates monster narratives to real life situations.	Relates monster narratives to real life situations laboriously.	Relates monster narratives to real life situations with support from others.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.5 Writing	10.5.1 Functional Writing: Packing and Shopping lists (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify ways of grouping items in packing and shopping lists, b) write a packing list for a specified event, c) prepare a shopping list for use in a given context, d) recognise the importance of preparing a shopping and packing list in their everyday lives.	The earner is guided to: <ul style="list-style-type: none"> • search online and offline for samples of <i>packing</i> and <i>shopping lists</i>, • discuss in groups, the parts of a shopping list, • create and fill a packing list template, • discuss, in groups, different ways of grouping items in packing and shopping lists, • give in pairs the prices of different items in the shopping list to match a given budget. 	<ol style="list-style-type: none"> 1. What should one consider when grouping items in a packing list? 2. Why should a shopping list be prepared? 3. What is the importance of a packing list?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking is enhanced as learners categorise the various items included in a shopping and packing list in order of importance. • Learning to learn is enhanced as learners prepare a shopping list and a packing list which builds learners' capacity. 				



Pertinent and Contemporary Issues (PCIs)

- Financial literacy is enhanced as learners prepare a realistic budget for the shopping list and categorise items.

Values:

- Integrity – as learners come up with shopping lists that adhere to given budgets
- Social responsibility – mastery of writing of shopping and packing list would ensure public projects are completed within stated budgets.

Link to other subjects:

- Business Studies - preparing a shopping list involves budgeting which is a component of Business Studies

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify ways of grouping items in packing and shopping lists.	Exceptionally identifies ways of grouping items in packing and shopping lists	Identifies ways of grouping items in packing and shopping lists.	Identifies some ways of grouping items in packing and shopping lists	Attempts to identify ways of grouping items in packing and shopping lists
Ability to write a packing list for a specified event	Uniquely writes a detailed packing list for a specified event	Writes a packing list for a specified event	Roughly writes a packing list for a specified event.	Writes a packing list for a specified event with difficulty
Ability to prepare a shopping list for use in a given context	Prepares a strikingly detailed shopping list for use in a given context	Prepares a shopping list for use in a given context	Prepares a shopping list for use in a given context with a lot of effort	Prepares a shopping list for use in a given context with a lot of difficulty



THEME 11.0: PROFESSIONS				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.1 Listening and Speaking	11.1.1 Interviews (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify reasons for sitting an interview, b) articulate points clearly and confidently during an oral interview, c) respond confidently to questions during an interview, d) Seek clarification during an oral presentation, e) appreciate the importance of interviews in getting school placement and scholarships.	The learner is guided to: <ul style="list-style-type: none"> • listen to and review an audio clip on school placement and scholarship interviews • discuss in groups reasons for sitting for a placement and scholarship interview, • search online and watch video clips on school placement and scholarship interview • role-play in small groups the school placement and scholarship interview, record and share them via mobile phones and other social media channels • conduct mock interviews in pairs or small groups, • record the interviews on digital devices 	<ol style="list-style-type: none"> 1. Why are interviews important? 2. Why should one articulate point clearly and confidently during an interview? 3. How can one seek clarification during an interview? 4. What are the ways in which you can prepare for an interview?



			<ul style="list-style-type: none"> • share the videos with friends and peers on social media platforms, blogs among others. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration are enhanced as learners discuss in groups reasons for sitting for a placement and scholarship interview. • Digital Literacy is enhanced as learners search online and watch video clips on school placement and scholarship interviews. • Self-efficacy is enhanced as learners organise and lead the open forum where the functional reading is conducted. 				
<p>Pertinent and Contemporary Issues (PCIs) Peace Education is developed through discussion in groups and working in pairs.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Social responsibility is achieved through role play and discussion. • Respect is enhanced as the learners collaborate in groups. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Listening to respond is an integral component in the study of Kiswahili, French, German and Indigenous languages 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state reasons for sitting for school placement and scholarship interviews.	Sharply states reasons for sitting for school placement and scholarship interviews.	States reasons for sitting for school placement and scholarship interviews.	States some reasons for sitting for school placement and scholarship interviews.	With support from others states some reasons for sitting for school placement and scholarship interviews.
Ability to articulate points clearly during an oral interview.	Eagerly articulates points clearly and confidently during an oral interview.	Articulates points clearly during an oral interview,	Articulates some points clearly during an oral interview,	Articulates some points clearly during an oral interview with the assistance of peers
Ability to respond to questions during an interview.	Responds passionately to questions during an interview.	Responds to questions during an interview.	Responds to some questions during an interview.	Responds to some questions during an interview with the assistance of peers.
Ability to seek clarification during an oral presentation,	Impressively seeks clarification on all issues during an oral presentation.	Seeks clarification on all issues during an oral presentation.	Seeks clarification on some issues during an oral presentation.	Seeks clarification on some issues during an oral presentation but with a lot of difficulty.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.2 Reading	11.2.1 Extensive Reading: Non-Fiction materials (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify print or electronic non-fiction materials that are interesting to read, b) read a variety of grade-appropriate non-fiction materials independently for lifelong learning, c) recommend to peers suitable non-fiction materials to read for information, d) acknowledge the importance of reading for enjoyment and general understanding.	The learner is guided to: <ul style="list-style-type: none"> • search for digital and print non-fiction materials, • read a variety of non-fiction materials, • infer the meaning of the new words and phrases used in non-fiction materials, • skim through the non-fiction material for the main idea, • scan the non-fiction material to obtain specific information, • prepare a reading log of the reading activities of the non-fiction texts. 	<ol style="list-style-type: none"> 1. What kind of stories contribute to behaviour change? 2. Why should we read non-fiction materials?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy is strengthened as learners read a variety of non-fiction material to inculcate a reading culture. • Learning to learn is instilled as learners search for digital and print non-fiction materials using electronic gadgets. 				



Pertinent and Contemporary Issues (PCIs)

- Life skills, especially self-awareness is developed through the learner’s own choice of non-fiction materials to interact with.

Values:

- Responsibility is honed as learners make informed choices by recommending to peers suitable non-fiction materials to read.

Link to other subjects:

- Extensive reading is a skill learners require as they research across the subjects.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify print and electronic materials that are interesting to read.	Prompt in identifying reading materials of interest.	Identifies reading materials of interest.	Identifies some reading material of interest with difficulty.	Identifies reading materials of interest with assistance.
Ability to infer the meaning of new words and phrases used in the non-fiction materials.	Infers the meaning of all the new words and phrases used in the non-fiction material effectively using all context clues.	Infers the meaning of the new words and phrases used in the non-fiction material.	Infers the meaning of a few new words and phrases used in the non-fiction material.	Infers the meaning of the new words and phrases used in the non-fiction material with the support of others.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.3 Grammar in Use	11.3.1 Word Classes 11.3.2 Adjective Formed from Nouns 11.3.3. Adjectives Formed from Verbs (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise adjectives from a text b) construct simple sentences using the adjectives formed c) appreciate the value of proper use of adjectives.	The learner is guided to: <ul style="list-style-type: none"> • search for online tutorials on adjectives and examples of adjectives formed from nouns and verbs, • listen to a poem or passage from the teacher and pick out adjectives formed from nouns and verbs, • read a given passage and, in pairs, identify adjectives formed from nouns and verbs, • form adjectives using nouns and verbs • construct simple sentences using the adjectives formed in pairs, • in groups, engage in language games such as scrabble, puzzle code words, and guessing games. 	<ol style="list-style-type: none"> 1. How are adjectives formed? 2. Why should we use adjectives correctly?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration is developed as learners work in pairs and groups to interact with others and share ideas. • Digital literacy is enhanced as learners search and watch online tutorials on adjectives to develop their interest in the theme. 				



Pertinent and Contemporary Issues (PCIs)

- Citizenship is inculcated as learners engage in the formation of adjectives and the construction of sentences in pairs and groups.

Values:

- Love is instilled through collaboration in pairs and groups

Link to other subjects:

- Adjectives are learnt in Kiswahili, German, French and indigenous languages

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recognise adjectives from a text	Aptly recognises the adjectives in a passage	Recognises adjectives in a passage	Recognises some adjectives in a passage	Recognises a few adjectives in a passage with the support of the teacher and peers
Ability to construct simple sentences using the adjectives formed	Impeccably constructs many simple sentences using adjectives formed	Constructs simple sentences using the adjectives formed	Constructs some simple sentences using the adjectives formed	Constructs a few simple sentences using the adjectives formed with assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.4 Reading	11..4.1 Intensive reading: 11.4. 2 Dilemma Narratives (2 lessons)	By the end of the sub strand, the learner should be able to: a) describe the characters in a given dilemma narrative, b) recognise a closing formula as a feature of dilemma narratives, c) relate the lessons learnt in the dilemma narrative to real life experiences, d) appreciate the lessons learnt from the dilemma narrative for literary appreciation.	The learner is guided to: <ul style="list-style-type: none"> • read the dilemma narrative in a given text and describe the characters, • identify a closing formula as a feature of dilemma narratives, • in groups, discuss what makes dilemma narratives interesting, • dramatise parts of the dilemma narrative in small groups, • draw a chart showing the sequence of events in the dilemma narrative, • search online and watch an adaptation of a dilemma narrative, • relate the lessons learnt from the dilemma narrative to real life experiences in groups. 	<ol style="list-style-type: none"> 1. What is the importance of dilemma narratives in society? 2. What are the qualities of a good narrator? 3. How can narratives contribute to decision making?



Core Competencies to be developed:

- Creativity and imagination is engrained as learners relate the lessons learnt to real life experiences and give them the ability to recreate the environment.

Pertinent and Contemporary Issues (PCIs)

- Life skills is enhanced as learners describe and relate the characters to real life situations in groups.

Values

- Respect is enhanced as learners carry out group discussions.

Link to other subjects:

- Performing Arts and Kiswahili emphasise creativity through narratives.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the characters in the Dilemma Narrative	Elaborately describe the character in dilemma narratives	Describes the characters in dilemma narratives	Describes some characters in dilemma narratives	Describes characters in dilemma narratives with the help of peers
Ability to relate the lessons learnt in the dilemma narrative to real life experiences.	Graphically relates the lessons learnt in the dilemma narrative to real life experiences.	Relates the lessons learnt in the dilemma narrative to real life experiences.	Relates, with some effort, the lessons learnt in the dilemma narrative to real life experiences.	Relates the lessons learnt in the dilemma narrative to real life experiences with assistance from the teacher and peers.
Ability to recognise a closing formula as a feature of dilemma narratives.	Instantly recognises a closing formula as a feature of dilemma narratives.	Recognises a closing formula as a feature of dilemma narratives.	Recognises a closing formula as a feature of dilemma narratives with some difficulties.	Recognises a closing formula as a feature of dilemma narratives with the help of the peers.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.5 Writing	11.5.1 Spelling antonyms, synonyms, and numbers (2 Lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> • recognise antonyms, synonyms, and numbers in words from a selected text, • use antonyms, synonyms, and numbers in words correctly in writing, • appreciate the usage of antonyms, synonyms, and numbers in words in effective writing. 	The learner is guided to: <ul style="list-style-type: none"> • read a text with <i>antonyms, synonyms, and numbers in words</i> from print and non-print sources, • identify the <i>antonyms, synonyms, and numbers in words</i> from a selected text • listen to a dictation of a text with antonyms and synonymys, and write them down, • Search for antonyms and synonyms from books in groups, newspapers and the internet, and compile a list, • write a list of antonyms and synonyms and, in pairs, exchange for assessment. 	<ol style="list-style-type: none"> 1. Why is it important to tell the synonyms and antonyms of words? 2. Which words with similar meanings do you know? 3. Why is it important to write numbers in words?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy is developed as learners search for more antonyms and synonyms from books, newspapers, and the internet to boost their ability to use digital devices. • Communication and collaboration is enhanced as learners generate a list of antonyms and synonyms in groups as they interact with peers and share ideas. 				



Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> Effective communication is improved as learners use antonyms, synonyms, and figures in words correctly in writing. 				
Values:				
<ul style="list-style-type: none"> Unity is cultivated as learners search for more examples of antonyms and synonyms in groups. 				
Link to other subjects				
<ul style="list-style-type: none"> Antonyms, synonyms, and writing of numbers in words are taught in Kiswahili, Sciences, Mathematics, and other languages. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recognise antonyms, synonyms, and figures in words from a selected text.	Recognises the antonyms, synonyms, and numbers in words from a selected text with ease.	Recognises antonyms, synonyms, and numbers in words from a selected text.	Recognises a few antonyms, synonyms, and numbers in words from a selected text.	Recognises antonyms, synonyms, and numbers in words from a selected text with the guidance of the teacher and peers.
Ability to use antonyms, synonyms, and numbers in words correctly.	Correctly uses antonyms, synonyms, and numbers in words effortlessly.	Uses antonyms, synonyms, and numbers in words correctly.	Strains when using antonyms, synonyms, and numbers in words correctly.	Uses antonyms, synonyms, and numbers in words but with the guidance of the teacher



THEME 12.0: TRADITIONAL FASHION				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.1 Listening and Speaking	12.1.1 Listening to Respond: Views/ Opinions (2 Lessons)	By the end of the sub strand, the learner should be able to: a) list ways of expressing views/opinions in different contexts, b) use different expressions that indicate own views/opinions in a given text, c) acknowledge the value of one's views/opinions as a lifelong skill in communication.	The learner is guided to: <ul style="list-style-type: none"> ● search online and offline for the different ways of <i>expressing views/opinions</i>, ● listen to an oral narrative and identify the different ways used to express opinions/views, ● in groups, role play the different characters in the narrative and bring out different ways of expressing opinions/views, ● explain their feelings towards issues raised in the trickster narrative, ● write on a chart the words they have used to describe their feelings. 	<ol style="list-style-type: none"> 1. How are opinions expressed? 2. Why is it important to express one's opinion? 3. How can expressing opinions/views affect relationships?



Core Competencies to be developed:

- Learning to learn is achieved as learners discuss various views/opinions.
- Digital literacy is enhanced as learners interact using technology when searching online and listening to an oral narrative from digital gadgets.

Pertinent and Contemporary Issues (PCIs)

- Effective communication is enriched as learners explore and express their views/opinions on different subjects.

Values:

- Respect is enhanced as learners express opinions during group activities.
- Unity is inculcated as learners engage in group work.

Link to other subjects:

Views or opinions are important in subjects like Religious Education, Life Skills Education, and Music

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list ways of expressing views/opinions in different contexts.	Lists very many ways of expressing views/opinions in different contexts.	Lists ways of expressing views/opinions in different contexts.	Lists some ways of expressing views/opinions in different contexts.	Can barely list ways of expressing views/opinions in different contexts.
Ability to use different expressions that indicate own views in a given text.	Uniquely uses different expressions that indicate own views in a given text with ease.	Uses different expressions that indicate own views in a given text.	Uses different expressions that indicate own views in a given text on some occasions.	Uses different expressions that indicate own views in a given text with difficulty.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.2 Reading	12.2.1 Intensive Reading-Comprehension (2 Lessons)	By the end of the sub strand, the learner should be able to: a) Identify the main ideas in a text, b) use contextual clues to infer the meaning of words in a text, c) describe characters, ideas, or events in a text, d) summarise information from a short text, e) appreciate the importance of reading comprehension in lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> ● download and share texts with mental images from the texts and draw conclusions, ● read a passage individually, and identify keywords in the passage, ● infer the meaning of words using contextual clues, ● choose descriptive parts of the passage on traditional fashion and share the vivid images created in their mind, ● in groups, role-play the characters and events in the text, ● use contextual clues to decipher the meaning of words, ● answer questions based on the passage ● give an appropriate title to a story or passage. 	1. Why should we recreate characters, places, and events in our minds? 2. How can we tell the meaning of words and phrases in a text?



Core Competencies to be developed:

- Critical thinking is enhanced as learners visualise characters, events, and places.
- Imagination is developed as learners gain new perspectives as they use contextual clues to infer the meanings of words.

Pertinent and Contemporary Issues (PCIs)

- Self-awareness is instilled as learners visualise pictures of ideas or events in a text.

Values:

- Responsibility is reinforced as learners help each other to role-play characters, events and answer questions.

Link to other subjects:

- Making inferences and visualising are important skills in Mathematics, Sciences, and Performing Arts

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify main ideas in a text.	Discernibly identifies ideas in a text.	Identifies the main ideas in a text.	Identifies the main ideas in a text. Intermittently.	Identifies the main ideas in a text with assistance.
Ability to use contextual clues to infer the meaning of words in a text.	Uses contextual clues to infer the meaning of very many words in a text with ease.	Uses contextual clues to infer the meaning of words in a text.	Uses contextual clues to infer the meaning of a few words in a text.	Uses contextual clues to infer the meaning of few words in a text.
Ability to describe characters, events, and places in the text.	Describes characters, events, and places in the text graphically.	Describes characters, events, and places in the text.	Describes a few characters, events, and places in the text.	Finds it difficult to describe characters, events, and places in the text.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.3 Grammar in Use	12.3.1 Phrasal Verbs (2 Lesson)	By the end of the sub strand, the learner should be able to: a) identify phrasal verbs formed from <i>put, come and give</i> in a given text, b) use given phrasal verbs correctly in sentence construction, c) acknowledge the role of phrasal verbs in communication.	The learner is guided to: <ul style="list-style-type: none"> ● read a text and identify the phrasal verbs formed from <i>put, come and give</i> ● in groups, search online and use charts for meanings of the phrasal verbs they have identified, ● fill in blanks in a text using the most appropriate phrasal verb, ● search on the internet for more examples of phrasal verbs, ● construct sentences using the phrasal verbs in pairs. 	<ol style="list-style-type: none"> 1. How are phrasal verbs formed? 2. What meanings are expressed through phrasal verbs? 3. Why should we use Phrasal Verbs correctly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration are strengthened when learners speak clearly as they interact to enhance their knowledge of phrasal verbs. ● Self-efficacy is developed as learners identify and state what they find difficult to do and why. 				



Pertinent and Contemporary Issues (PCIs)

- Effective communication is improved when learners refine their ability to communicate by using phrasal verbs correctly.

Values:

- Cohesion is achieved as learners work in groups to foster unity.

Link to other subjects:

- Phrasal Verbs are learnt in all Languages.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify Phrasal Verbs formed from <i>put, come and give</i> in a given text.	Identifies very many Phrasal Verbs formed from <i>put, come and give</i> in a given text.	Identifies many Phrasal Verbs formed from <i>put, come and give</i> in a given text.	Identifies some Phrasal Verbs formed from <i>put, come and give</i> in a given text.	Identifies Phrasal Verbs formed from <i>put, come and give</i> in a given text with help from others.
Ability to use given phrasal verbs in sentence construction correctly.	Uses the given phrasal verbs correctly in sentence construction and with precision.	Uses the given phrasal verbs correctly in sentence construction.	Uses some of the given phrasal verbs correctly in sentence construction.	Uses the given phrasal verbs correctly in sentence construction with difficulty.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.4 Reading	12.4.1 Class Reader: Main Ideas (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the main ideas in the section read in the text, b) discuss the lessons learnt from the text c) relate the lessons learnt to real life experiences d) appreciate the role of literature in fostering critical thinking.	The learner is guided to: <ul style="list-style-type: none"> ● read a section of the text aloud in turns and dramatise the events ● discuss the main ideas in the sections read in the text in groups ● relate the lessons learnt from the section read to real life experiences in groups ● draw a chart showing the sequence of the main events in the section read ● search online and watch an adapted dramatisation of the section read. 	<ol style="list-style-type: none"> 1. Why do people read storybooks? 2. What is the importance of reading a short story?
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self-Efficacy is strengthened since learners’ self-awareness is improved as they acquire literary analysis skills. ● Creativity and Imagination is developed as learners undertake group discussions and role-play to enhance creativity. ● Critical thinking and problem solving is developed as learners relate the lessons learnt from the section read to real life experiences. 				



Pertinent Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> • Self-awareness is enhanced as learners relate the story to real life experiences. • Social cohesion is cultivated as learners work in groups thus creating a sense of oneness. 				
Values:				
<ul style="list-style-type: none"> • Peaceful coexistence is nurtured as learners discuss in groups. • Love is reinforced as learners work in groups. 				
Link to other subjects:				
<ul style="list-style-type: none"> • Reading and analysis of class readers is done in all Language subjects and Performing Arts. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the main ideas in the sections read in the text	Aptly identifies main ideas in the sections read in the text	Identifies main ideas in the sections read in the text	Identifies some of the main ideas in the sections read in the text	Occasionally identifies some of the ideas in the sections read in the text
Ability to discuss the lessons learnt from the text	Discusses in details the lessons learnt from the text	Discusses the lessons learnt from the text	Discusses some lessons learnt from the text	Struggles to discuss the lessons learnt from the text
Ability to relate the lessons learnt to real life experiences	Relates, with detailed illustrations, all the lessons learnt to real life experiences	Relates the lessons learnt to real life experiences	Partially relates the lessons learnt to real life experiences	Relates the lessons learnt to real life experiences with difficulty



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.5 Writing	12.5.1 The writing Process: Dialogues (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline the format of a dialogue b) apply the writing process in writing a dialogue c) acknowledge the importance of the writing process in acquiring good writing skills.	The learner is guided to: <ul style="list-style-type: none"> ● search online and offline for an example of a dialogue ● dramatise the identified dialogue ● in groups, discuss the format of the dialogue they have identified ● Individually fill in missing words in a set dialogue on traditional fashion ● In pairs, discuss the correctness of the words they have used ● individually, create a rough draft of a short dialogue using the format they have identified ● in groups, edit each other's dialogue to check for repetition, clarity, grammar, spelling and punctuation in pairs ● revise the dialogue individually, ● publish the final product for assessment by sharing the samples of well written dialogue with others in class. 	<ol style="list-style-type: none"> 1. What is the difference between a dialogue and a narrative composition? 2. What should we consider before writing a dialogue?



Core Competencies to be developed:

- Communication and collaboration is developed when learners write clearly and in an organised manner, as they work together to acquire skills in good writing for effective communication.

Pertinent and Contemporary Issues (PCIs)

- Effective communication is enhanced as learners communicate effectively through writing.

Values:

- Responsibility is instilled as learners learn how to dress decently and respectfully.
- Unity is achieved as learners work together to generate ideas for writing tasks.

Link to other subjects:

- Social Studies, Religious Education, and Home Science emphasise appropriate modes of dressing in different contexts.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline the format of a dialogue.	Outlines the format of a dialogue with stunning clarity.	Outlines the format of a dialogue.	Outlines the format of a dialogue with assistance.	Outlines the format of a dialogue with difficulty.
Ability to apply the writing process in writing a dialogue.	Applies the writing process in writing a dialogue with pleasant zeal.	Applies the writing process in writing a dialogue.	Applies the writing process in writing a dialogue with the help of peers.	Has difficulty applying the writing process in writing a dialogue.



THEME 13.0: LAND TRAVEL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.1 Listening and Speaking	13.1.1 Listening Comprehension: Extensive Listening (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the key issues raised in songs addressing land travel,</p> <p>b) listen attentively to songs on land travel,</p> <p>c) use vocabulary identified from songs on land travel correctly,</p> <p>d) Acknowledge the importance of extensive listening in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to songs on local and international land travel from audio recordings, • respond to comprehension questions on key issues raised in the song, • pick out key issues raised from a song sung by the teacher or resource person on land travel, • share ideas on the key issues addressed in the songs they have listened to using wall charts, • identify vocabulary used in songs on land travel and infer their meaning from context, • construct sentences orally using the vocabulary learnt, • sing choral songs on land travel. 	<ol style="list-style-type: none"> 1. How can we tell the main message in a song? 2. How can we draw meanings from the words used in a song? 3. How are songs made interesting?



Core competencies to be developed:				
<ul style="list-style-type: none"> Digital Literacy is enhanced when learners manipulate digital tools as they listen to songs from audio recordings and respond to them. Learning to Learn is cultivated as learners build on their own knowledge. 				
Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> Effective communication is strengthened as learners learn to listen attentively and critically. 				
Values:				
<ul style="list-style-type: none"> Patriotism is reinforced as learners listen to information on local land travel. 				
Links to other subjects:				
<ul style="list-style-type: none"> All subjects require listening skills 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the key issues raised in songs addressing land travel.	Identifies the key issues raised in songs addressing land travel strikingly.	Identifies the key issues raised in songs addressing land travel.	Identifies some key issues raised in songs addressing land travel.	Makes an attempt to identify key issues raised in songs addressing land travel.
Ability to respond to comprehension questions from songs on land travel.	Responds to comprehension questions from songs on land travel with conviction.	Responds to comprehension questions from songs on land travel.	Responds to some comprehension questions on songs on land travel.	Has difficulty in responding to comprehension questions from songs on land travel.
Ability to use vocabulary identified from songs correctly.	Keenly and correctly uses vocabulary identified from songs.	Uses vocabulary identified from songs correctly.	Uses some vocabulary identified from songs correctly.	Barely uses vocabulary identified from songs correctly.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.2 Reading	13.2.1 Intensive Reading: Comprehension Strategies (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify key ideas from a passage, b) summarise key ideas from a passage, c) create mental images from the events in a passage, d) deduce the meaning of words from context, e) respond to factual and inferential questions correctly from the passage f) acknowledge the importance of comprehension strategies in effective reading. 	The learner is guided to: <ul style="list-style-type: none"> • read selected grade-appropriate passages on issues related to land travel, such as safety and security from print and online sources, • discuss opinions formed about the characters or ideas presented in the passage, • infer the meaning of words based on how they have been used in the passage • complete oral and written exercises using the vocabulary learnt, • answer factual and inferential questions from the passages, both orally and in writing, 	<ol style="list-style-type: none"> 1. How do you get the meaning of words from a passage? 2. What is the importance of reading a passage? 3. What makes people write passages?



			<ul style="list-style-type: none"> • summarise key ideas presented in the passages by paraphrasing, • retell sections of the passage in groups. 	
<p>Core competencies developed:</p> <ul style="list-style-type: none"> • Critical thinking is cultivated when learners demonstrate that they can follow simple instructions to complete tasks. • Problem solving is cultivated as learners find required information when discussing opinions formed about the characters or ideas presented in the passage. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Safety and security is reinforced as learners read and respond to texts on safe and secure land travel. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love is cultivated as learners acquire information on land travel and retell sections of the passage in pairs or groups. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Physical and Health Education also addresses issues of safety. 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectations
Ability to identify and summarise key ideas from a passage	Identifies and summarises key ideas from a passage appealingly and with a lot of clarity	Identifies and summarises most key ideas from a passage	Identifies and summarises some key ideas from a passage	Identifies and summarises a few key ideas from a passage
Ability to deduce the meaning of words from context.	Evidently deduces the meaning of words from context	Deduces the meaning of words from context	Deduces the meaning of some words from context	Struggles to deduce the meaning of words from context



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.3 Grammar in Use	13.3.1 Sentences: Simple Sentences (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify simple sentences from varied texts, b) construct simple sentences on a variety of issues, c) advocate the importance of using a variety of sentences in communication. 	The learner is guided to: <ul style="list-style-type: none"> • listen keenly to a poem or a story on land travel and write down all the simple sentences that feature in the texts, • read a print or non-print text on land travel in groups and identify the simple sentences, • tell a chain story featuring simple sentences in groups, • complete a substitution table featuring simple sentences, • complete a mind map to practise the construction of simple sentences, • write a short dialogue using simple sentences and share it with peers online and off line 	<ol style="list-style-type: none"> 1. What is the role of sentences in a text? 2. What constitutes a simple sentence? 3. How do you determine what to include in a sentence?



Core competencies to be developed:

- Communication and collaboration are improved as learners speak clearly and effectively by making points in a logical order.

Pertinent and Contemporary Issues (PCIs)

Environmental Education is achieved as learners discuss tourist attraction sites.

Values:

- Responsibility is enhanced as learners write a short dialogue using simple sentences and share it with peers online and offline.

Link to other subjects:

- Land travel is taught in Social Studies

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify simple sentences from varied texts	Identifies simple sentences from varied texts promptly	Identifies all simple sentences from varied texts	Identifies some simple sentences from varied texts	Finds it difficult to identify simple sentences from varied texts
Ability to construct simple sentences on a variety of issues	Constructs a range of simple sentences on a variety of issues	Constructs simple sentences on a variety of issues correctly	constructs some simple sentences on a variety of issues correctly	Needs support to construct simple sentences on a variety of issues



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.4 Reading	13.4.1 Oral Literature: Praise Songs (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the purpose and occasions for which praise songs are performed, b) discuss the relationship between the singer and the person being praised in praise songs, c) perform praise songs sung in their immediate environment d) collaborate with peers in performing the praise songs, e) appreciate the purpose of praise songs in communication. 	The learner is guided to: <ul style="list-style-type: none"> • listen to praise songs from audio-visual sources or from a resource person, • identify and discuss the purpose of the praise songs they have listened to, • share ideas on the relationship between the singer and the person being praised in the praise songs they have listened to, • identify a praise song sang in their immediate environment in groups, • present praise songs in groups to the class and share experiences, • discuss the character traits of the singer(s) as brought out in the praise song(s). 	<ol style="list-style-type: none"> 1. Why do we sing? 2. What kind of people are praised in songs? 3. How do songs portray people's character? 4. What are the qualities of a good singer?



Core Competencies to be developed:

- Self-efficacy is strengthened as learners share experiences as they discuss what they found difficult in praise songs.
- Creativity and imagination are enhanced as learners gain new perspectives on how to perform praise songs.

Pertinent and Contemporary Issues (PCIs)

- Life skills are inculcated as learners identify and perform praise songs sung in their immediate environment.

Values:

- Respect is enhanced as learners perform praise songs in groups and respect each other's roles.

Link to other subjects:

- Performing arts: songs are one of the genres performed in this subject.
- Indigenous Languages: songs are part and parcel of indigenous knowledge.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the purpose and occasion for praise songs in different contexts.	Exuberantly identifies the purpose and occasion for praise songs in different contexts.	Identifies the purpose and occasion for praise songs in different contexts.	Identifies the purpose and occasion for praise songs in different contexts with some effort.	Identifies the purpose and occasion for praise songs in different contexts with assistance.
Ability to discuss the relationship between the singer and the person being praised in praise songs.	Discusses the relationship between the singer and the person being praised in praise songs earnestly.	Discusses the relationship between the singer and the person being praised in praise songs.	Discusses some aspects of the relationship between the singer and the person being praised in praise songs.	Discusses with support aspects of the relationship between the singer and the person being praised in praise songs,
Ability to Perform praise songs sang in their immediate environment.	Performs praise songs sang in their immediate environment excitedly and confidently.	Performs praise songs sang in their immediate environment.	Makes some effort to perform praise songs sang in their immediate environment.	Attempts to perform praise songs sang in their immediate environment, even with assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.5 Writing	13.5.1 Creative Writing: Narrative Composition (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the meaning of specified idioms in context, b) create well-written narrative compositions using the specified idioms, c) appreciate the role of idioms in creative writing. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the reason creative writers use idiomatic expressions in writing, • explain situations that call for the use of the following idiomatic expressions: <ul style="list-style-type: none"> ○ <i>biting off more than you can chew</i> ○ <i>own up to something</i> ○ <i>having a lot on your plate</i> ○ <i>call it a day</i> ○ <i>piece of cake</i> ○ <i>hold your tongue</i> • confirm the meaning of the idiomatic expressions from print and online dictionaries, • practise using the idiomatic expressions in sentences, • plan a narrative composition in groups, incorporating the specified idiomatic expression on the theme of land travel, 	<ol style="list-style-type: none"> 1. What makes a story memorable? 2. What is the importance of using idioms in communication?



			<ul style="list-style-type: none"> • write a narrative composition individually • Peer review each other’s work and revise as per the suggestions given. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Problem Solving is boosted when learners seek advice to help solve the problem as peers review each other’s work and revise as per the suggestions given • Digital literacy is enhanced when learners use digital devices to effectively accomplish their own tasks by confirming the meaning of the idiomatic expressions from online dictionaries. • Creativity and imagination are developed as learners undertake to watch how people do things and write about it. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Effective communication is enriched when learners engage in the creative writing process. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity is enhanced as learners discuss and use the idiomatic expressions in writing. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Narrative writing is a skill in all languages. • Performing Arts – Composing plays, poems, and narratives for performance require creative writing skills. 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the meaning of idiomatic expressions in context.	Explains the meaning of all idiomatic expressions in context and with ease.	Explains the meaning of most idiomatic expressions in context.	Explains the meaning of some idiomatic expressions in context.	Explains the meaning of a few idiomatic expressions in context with assistance.
Ability to create well written narrative compositions using the specified idiomatic expressions.	Exceptionally creates well written narrative compositions using the specified idiomatic expressions.	Creates well written narrative compositions using the specified idiomatic expressions.	Creates well written narrative compositions using the specified idiomatic expressions with assistance.	Struggles to create narrative compositions using the specified idiomatic expressions even with assistance.



THEME 14.0: SPORTS - OUTDOOR GAMES				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.1 Listening	14.1.1Pronunciation: Consonant Sounds and Intonation (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the sounds /v/, /f/, /n/ and /ŋ/ from a text, b) pronounce words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences, c) use correct intonation for yes/no and wh-questions in varied contexts, d) appreciate the importance of correct pronunciation and intonation in a conversation.	The learner is guided to: <ul style="list-style-type: none"> • search from print and non-print sources for tongue twisters with some of the target sounds and say them for enjoyment, • watch a video or listen to a recording or conversation on outdoor games and group the words in a table according to the following target sounds: v/ <i>as in very</i>; /f/ <i>as in ferry</i> /n/ <i>as in been</i> an /ŋ/ <i>as in being</i>, • listen to, and model native speaker clips with the target sounds in words, • practise, in groups, the pronunciation of words with the target sounds and record themselves, • share the clips for peer review, 	<ol style="list-style-type: none"> 1. Why should people pronounce words correctly? 2. How can one learn to pronounce words correctly? 3. What kind of questions require Yes or No as an answer?



			<ul style="list-style-type: none"> • listen to an audio or a dramatised conversation on outdoor games in which Yes/No and WH- questions are used and point out whether a rising or falling intonation is used, • <i>practise articulation of Yes/No and WH- questions with the appropriate intonation in dialogues,</i> • write, dramatise and record a dialogue using words with the target sounds as well as Yes/ No and WH- questions and share with peers for review. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as learners use digital tools to record themselves and share dramatised dialogues. • Self-efficacy is developed as learners document their successes when writing and dramatising the conversations. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Health Education – Body fitness is enhanced as learners listen to dramatised conversations on outdoor games. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace is achieved as learners discuss proper pronunciation and accommodate those who cannot pronounce well due to mother tongue or other influences. • Respect is enhanced as learners learn to ask and answer yes/no and which questions politely. 				



Link to other subjects:

- Kiswahili, French, German, Indigenous Languages, and Arabic require skills in pronunciation and questioning
- Physical Health Education, to which the theme of outdoor sports is related

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify words with the sounds /v/, /f/, /n/ and /ŋ/ from a text.	Identifies very many of words with the sounds /v/, /f/, /n/ and /ŋ/ from a text.	Identifies words with the sounds /v/, /f/, /n/ and /ŋ/ from a text.	Identifies some of the words with the sounds //v/, /f/, /n/ and /ŋ/ from a text.	Identifies some of the words with the sounds /v/, /f/, /n/ and /ŋ/ from a text with difficulty.
Ability to pronounce words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences.	Impressively pronounces words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences correctly.	Pronounces words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences correctly.	Sometimes pronounces words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences correctly.	Attempts to pronounce words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences.
Using correct intonation for Yes/No and WH- questions in varied contexts.	Prominently uses correct intonation for Yes/No and WH- questions in varied contexts.	Uses correct intonation for Yes/No and WH- questions in varied contexts.	Uses correct intonation for Yes/No and WH- questions in some contexts.	Finds it difficult to use correct intonation for Yes/No and WH- questions.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.2 Reading	14.2.1 Study Skills: Summarising (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the main ideas in texts, b) write a summary of ideas from varied texts, c) appreciate the importance of summarising information in a given context. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the steps to follow when writing a summary of a text, • in pairs, read a print or non-print text on varied issues, including outdoor games, and underline the main ideas, • make notes from the underlined sentences and use them to make a rough draft, • use the rough draft to make a fair copy, • share the summaries through charts for peer review, • check and make corrections on the written summarised pieces in groups, • discuss in pairs the purpose of making summaries. 	<ol style="list-style-type: none"> 1. How do we identify the main ideas from a text? 2. Why is it important to summarise information? 3. What factors should one consider when summarising an event? 4. In which activities or jobs can summarising be useful?



Core competencies to be developed:

- Learning to learn Developed as learners summarise excerpts as well as make presentations for peer review.

Pertinent and Contemporary Issues (PCIs)

- Life Skills Education is enhanced as learners make decisions when selecting which content to pick or leave out in summary writing.

Values:

- Responsibility is enhanced as learners underline the main ideas in the text that they are assigned.

Link to other subjects:

- Social Studies, Religious Education, and Agriculture – summary as a skill is essential as learners are exposed to huge chunks of content that might require summarising from time to time

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the main ideas in texts.	Distinctly identifies the main ideas in texts.	Identifies the main ideas in texts.	Identifies some of the main ideas in texts tiresomely.	Identifies some of the main ideas in texts with assistance.
Ability to write a summary of ideas from varied texts.	Convincingly writes a summary of ideas from varied texts.	Writes a summary of ideas from varied texts.	Writes a summary of ideas from varied texts laboriously.	With difficulty writes a summary of ideas from varied texts.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.3 Grammar in Use	14.3.1 Sentences: Subject-Verb Agreement (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the subject and the verb in sentences, b) construct sentences ensuring subject-verb agreement, c) affirm the importance of subject-verb agreement in sentences. 	The learner is guided to: <ul style="list-style-type: none"> • read texts on varied topics such as outdoor games and identify the subject and verbs in the sentences • brainstorm and make short notes on the relationship between a subject and a verb in a sentence in terms of number and person • read sentences and label subject-verb agreement in them, • make sentences based on outdoor sports in which the rule of subject-verb agreement has been applied, • share the sentences in charts for peer review. 	<ol style="list-style-type: none"> 1. What is a subject in a sentence? 2. Which rule should we follow when constructing a sentence? 3. What is the difference between the first, second, and third persons?



Core Competencies to be developed:

- Self-efficacy is developed as learners ensure subject-verb agreement when constructing sentences.

Pertinent and Contemporary Issues (PCIs)

- Life Skills Education - Problem solving is achieved as learners come up with sentences in which subject-verb agreement has been correctly used. This helps sort out communication hitches.

Values:

- Integrity is enhanced as learners openly share ideas of agreement.

Link to other subjects:

- All language subjects embrace subject-verb agreement
- Sports and Physical Education - Learners make sentences based on the theme of outdoor sports and games.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify subjects and verbs in sentences.	Sharply and promptly identifies subjects and verbs in sentences.	Identifies subjects and verbs in sentences.	Identifies subjects and verbs in sentences in some instances.	Struggles to identify subjects and verbs in sentences.
Ability to construct sentences ensuring subject-verb agreement.	Imaginatively constructs sentences ensuring subject-verb agreement.	Constructs sentences ensuring subject-verb agreement.	Sometimes constructs sentences with subject-verb agreement.	Constructs sentences with subject-verb agreement with help from others.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.4 Reading	14.4.1 Class reader: Features of style (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify instances of dialogue, similes, and metaphors in the text, b) use the styles of dialogue, similes, and metaphors in guided contexts, c) appreciate the importance of style in a work of art.	The learner is guided to: <ul style="list-style-type: none"> • search online and offline for examples of <i>dialogue, similes, and metaphors</i> in stories and them with the rest of the class, • in pairs, read the class reader and identify with illustrations instances of dialogue, similes, and metaphors in the text, and display their work on the class notice boards, • in groups, role-play selected dialogues from the class reader and record themselves for video sharing and review, • make sentences using the similes and metaphors identified from the text, • discuss instances in real life where dialogues, similes, and metaphors can be used. 	<ol style="list-style-type: none"> 1. Which stylistic features have you come across in different texts? 2. How can we convey a message more effectively? 3. Why do we use similes and metaphors?



Core Competencies to be developed:

- Self-efficacy is developed as learners hold a discussion on instances in real life where dialogues, similes, and metaphors can be used, thereby enhancing their literary skills.
- Learning to learn is achieved as learners record and share videos.

Pertinent and Contemporary Issues (PCIs)

- Critical thinking is achieved as learners relate the features of styles to real life.

Values:

- Respect is enhanced as learners help each other during role-play of selected dialogues.

Link to other subjects:

- All languages – study of class readers involves scrutiny of stylistic devices.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and illustrate instances of dialogue, similes, and metaphors in the text.	Conspicuously and keenly identifies and illustrates instances of dialogue, similes, and metaphors in the text.	Identifies and illustrates instances of dialogue, similes, and metaphors in the text.	Identifies and illustrates instances of dialogue, similes, and metaphors in the text sometimes.	Identifies and illustrates instances of dialogue, similes, and metaphors in the text with difficulty.
Ability to use dialogue, similes, and metaphors in guided contexts.	Elaborately uses dialogue, similes, and metaphors in guided contexts.	Uses dialogue, similes, and metaphors in guided contexts.	Sparingly uses dialogue, similes, and metaphors in guided contexts.	Needs assistance in using dialogue, similes, and metaphors in guided contexts.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
14.5 Writing	14.5.1 Creative Writing: Descriptive Writing (200 – 240 words) (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify features of a person, a thing, or a place that can be described, write a descriptive composition on a given subject, underscore the importance of creative writing in communication. 	The learner is guided to: <ul style="list-style-type: none"> in pairs, view videos or pictures of people, things or places and list the features of each that can be described in an essay, search online and offline for words and expressions that can be used to describe different features like weather emotions, events, and characters, explain the difference between descriptive writing and other forms of writing, in groups, read samples of descriptive essays and classify the features that are described and the expressions used in a graphic form for sharing, create a descriptive composition of between 200 to 240 words on an interesting topic like outdoor sports and display it in a gallery for peer review and revision. 	<ol style="list-style-type: none"> How can you describe your best friend? How can you describe some things in your school? What do you consider when describing something?



Core Competencies to be developed:

- Creativity and imagination are developed as learners write clearly and creatively when writing the descriptive composition.
- Collaboration is promoted as learners engage in peer review of each other’s work, thus improving quality.

Pertinent and Contemporary Issues (PCIs)

- Creative thinking is enhanced as learners compose descriptive texts.

Values:

- Unity is enhanced as learners engage each other to view videos or pictures of people, things, or places.

Link to other subjects:

- Performing arts: A sense of creativity is required in scripting texts for performance,
- All languages: Writing is key to mastery of any language.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify features of a person, a thing, or a place.	Exhaustively identifies features of a person, a thing, or a place.	Identifies features of a person, a thing or a place.	Partially identifies features of a person a thing, or a place.	Identifies features of a person a thing, or a place with difficulty.
Ability to write a descriptive composition on a given subject.	Writes a vivid or detailed descriptive composition on a given subject.	Writes a descriptive composition on a given subject.	With some effort, writes descriptive composition on a given subject.	Needs assistance in writing a descriptive composition on a given subject.



THEME 15.0: TOURIST ATTRACTION SITES - KENYA				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.1 Listening and Speaking	15.1.1 Oral Reports: Events within the Classroom (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> outline the organisation of an oral report of events within the classroom, present an oral report on events that occur within the classroom, enjoy delivering and listening to oral reports in various contexts. 	The learner is guided to: <ul style="list-style-type: none"> brainstorm in groups on the content and organisation of an oral report e.g. introduction, body, and conclusion, search in pairs online and offline the steps for conducting an oral report e.g. research, compile (write), rehearse, and report (present/deliver), role-play methods of delivering oral reports such as clear pronunciation, voice projection, tonal variation, use of non-verbal cues, and use of visuals, use flashcards to prepare speaking notes for the reports, simulate in groups an oral report preparation and delivery procedure and video or audio record themselves, 	<ol style="list-style-type: none"> Which activities can you report about that happen in the classroom? What makes a good oral report? How can you make an oral report presentation interesting?



			<ul style="list-style-type: none"> • watch or listen to the recorded reports and evaluate them in terms of strengths and weaknesses, • prepare and present actual oral reports in groups, • write the reports on charts and share them with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy is developed as learners practise their digital knowledge by searching online for report preparation and presentation skills. • Critical thinking and problem solving is enhanced as learners make objective observation when evaluating the strengths and weaknesses of their peers’ oral reports. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Effective communication is strengthened as learners use verbal and non-verbal reporting skills. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism is enhanced as learners address class issues in their reports. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • All language subjects emphasise oral skills • Computer Science, Agriculture, Home Science, and Integrated Science require reporting skills for projects 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline the organisation of an oral report of events.	Impressively outlines the organisation of an oral report of events.	Outlines the organisation of an oral report of events.	Outlines some aspects of the organisation of an oral report of events.	Has limitations in outlining the organisation of an oral report of events.
Ability to present oral reports on events that occur within the classroom.	Pleasantly presents oral reports on various events that occur within the classroom.	Presents oral reports on events that occur within the classroom.	Fairly presents oral reports on some events that occur within the classroom.	Presents oral reports on a few events that occur within the classroom with support.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
15.2 Reading	15.2.1 Reading Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the use of fluency strategies in the reading process, b) apply fluency strategies while reading, c) hail the role of reading fluency in communication.	The learner is guided to: <ul style="list-style-type: none"> • watch and listen to videos of students reading fluently and discuss what makes them good readers, • search online and offline for different reading fluency strategies such as previewing and predicting, skimming, scanning, and ignoring unknown words and share with peers, • in pairs, watch or listen to sample reading clips and simulate the model reading as they apply reading strategies, • practise, in groups, timed reading, accurate reading, and reading with expression on issues like tourist attraction sites in Kenya, 	<ol style="list-style-type: none"> 1. Why is it important to read fluently? 2. What makes one a good reader? 3. How can you improve your reading fluency?



			<ul style="list-style-type: none"> • assess peers’ reading based on the aspects of fluency – accuracy, speed, reading, • record sample readers in class and save the recordings on a digital device, • discuss the importance of reading fluently. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy is achieved as learners gain confidence in reading by applying fluency strategies. • Citizenship is developed as learners promote national responsibility by reading about tourist attraction sites in Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Effective Communication is enhanced as learners develop competence in fluency as a reading skill. • Environmental Education and Animal Safety are achieved as learners read about tourist attraction sites in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is achieved as learners work in pairs to watch or listen to sample reading clips and simulate models. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • All language subjects encourage reading fluency. 				



Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recognise the use of fluency strategies in the reading process.	Promptly recognises the use of fluency strategies in the reading process.	Recognises the use of fluency strategies in the reading process.	Recognises the use of fluency strategies in the reading process with some effort.	Recognises the use of fluency strategies in the reading process with support.
Ability to apply fluency strategies while reading.	With noticeable precision, applies fluency strategies while reading.	Applies fluency strategies while reading.	Applies some fluency strategies while reading.	Applies fluency strategies while reading with assistance from others.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.3 Grammar in Use	15.3.1 Affirmative and Negative Sentences (2 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate between affirmative and negative sentences in spoken and written contexts, b) construct affirmative and negative sentences in varied contexts, c) acknowledge the expressive role of sentences in effective communication.	The learner is guided to: <ul style="list-style-type: none"> • search online and offline for the differences between affirmative and negative sentences and share them with peers, • role-play a dialogue with affirmative and negative sentences and record themselves, • watch/listen to a conversation on issues like tourist sites in Kenya and pick out in groups the affirmative and negative sentences, • sort jumbled up sentences into affirmative and negative sentences • construct affirmative and negative sentences, 	<ol style="list-style-type: none"> 1. When do we use affirmative statements? 2. When do we use negative statements? 3. Why is it important to use the right sentence when saying something?



			<ul style="list-style-type: none"> • share sentences made in the form of charts for peer review, • write a short story or dialogue on an issue like tourist attraction sites in Kenya using affirmative and negative sentences. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: using critical inquiry as learners make affirmative and negative sentences on the tourist attraction sites in Kenya • Digital literacy is developed as learners search online and offline for the differences between affirmative and negative sentences and share them with peers. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Citizenship Education is enhanced through texts on tourist sites in Kenya. • Creative Thinking is enhanced as learners create dialogue and stories using declarative sentences. • Friendship Formation is developed as the learners ask and answer questions and state facts with their peers 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is enhanced as learners share sentences made in the form of charts for peer review • Patriotism is enhanced as learners read texts on tourist attraction sites. 				



Link to other subjects:

- All language subjects feature affirmative and negative sentences.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to differentiate between affirmative and negative sentences in spoken and written contexts.	Differentiates between affirmative and negative sentences in spoken and written contexts outstandingly.	Differentiates between affirmative and negative sentences in spoken and written contexts.	Somehow differentiates between affirmative and negative sentences in spoken and written contexts.	Has difficulty telling the difference between affirmative and negative sentences in spoken and written contexts.
Ability to construct affirmative and negative sentences in varied contexts.	Acutely constructs a range of affirmative and negative sentences in varied contexts.	Constructs the affirmative and negative sentences in varied contexts.	Constructs some affirmative and negative sentences correctly in varied contexts.	Constructs affirmative and negative sentences with support.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.4 Reading	15.4.1 Poetry (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the subject matter of a poem b) analyse ideas in the poem c) reiterate the role of poetry in passing information.	The learner is guided to: <ul style="list-style-type: none"> • recite poems for enjoyment and, in pairs, outline the subject matter, • search online and offline for ways of determining ideas in a poem, such as studying the title, the persona, the events, and the choice of words, • discuss how the use of repetition and other styles can help bring out the ideas in the poem, • in groups, pick a poem and identify the ideas brought out and share their findings with peers through charts or graphic organisers for review, • dramatise a poem displaying ideas generated from it using placards and record their performances. 	<ol style="list-style-type: none"> 1. Why would you use a poem instead of a story to pass information? 2. What makes a poem interesting to read? 3. What kind of ideas can one convey using a poem?



Core Competencies to be developed:

- Problem Solving: finding extra information as learners search online and offline for ways of determining ideas in a poem
- Critical thinking: following simple instructions as learners dramatise a poem displaying ideas generated from it using placards and record their performances

Pertinent and Contemporary Issues (PCIs)

- Life Skills Education: decision making enhanced as learners evaluate which ideas a poem conveys.

Values:

- Peace: enhanced as learners share their findings and provide positive feedback.

Link to other subjects:

- Kiswahili, Indigenous Languages, and Performing Arts - emphasise recitation and performance of poems.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the subject matter of a poem.	Identifies the subject matter of a poem with clear and elaborate illustrations.	Identifies the subject matter of a poem with clear illustrations.	Identifies the subject matter of a poem with few illustrations are not clear.	Struggles to identify the subject matter of a poem.
Ability to analyse ideas in a poem.	Analyses ideas in a poem critically and thoughtfully.	Analyses ideas in a poem.	Analyses some ideas in a poem.	Analyses ideas in a poem with difficulty.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.5 Writing	15.5.1 Functional Writing: Notices and Posters (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> outline the format of presenting notices and posters design notices and posters on current issues acknowledge the role of notices and posters in disseminating information. 	The learner is guided to: <ul style="list-style-type: none"> collect posters and notices online or offline tourist attraction sites in Kenya and display them in class brainstorm on the format for presenting notices and posters, in groups study samples of notices and posters presented in class and label features of format differentiate between a poster and a notice in writing discuss and select issue(s) that can be addressed by notices and posters including matters relating to tourist attraction sites in Kenya design a notice and a poster on the selected issue using the model format and display for peer review keep the revised notice and poster in their portfolio. 	<ol style="list-style-type: none"> What kind of messages do posters convey? Why are notices important in the community How can one make a poster or a notice attractive?



Core Competencies to be developed:

- Learning to Learn: Organising own learning as learners design a notice and a poster on the selected issue using the model format
- Citizenship: Exploring cultural awareness and heritage as learners collect posters and notices on tourist attraction sites in Kenya

Pertinent and Contemporary Issues (PCIs)

- Effective Communication is achieved as learners design different notices and posters on selected issues.
- Problem Solving is enhanced as learners identify community needs to be addressed by posters.
- Patriotism is enhanced as learners design different notices and posters on local tourist sites.

Values:

- Patriotism is enhanced as learners design posters on tourist attraction sites and community issues.
- Responsibility is enhanced as learners organise their learning in designing notices and posters.

Link to other subjects:

- Performing Arts: designing notices and posters is a useful skill in performing arts.
- Social studies: the knowledge of tourist attraction sites in Kenya is relevant.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline the format of presenting notices and posters	Impressively outlines the format of presenting notices and posters	Outlines the format of presenting notices and posters	Roughly outlines the format of presenting notices and posters	Needs assistance in outlining the format of presenting notices and posters
Ability to design notices and posters on current issues	Eagerly and innovatively designs notices and posters on current issues	Designs notices and posters on current issues	Designs notices and posters on current issues with some effort	Has difficulty designing notices and posters on current issues



GUIDELINES ON COMMUNITY SERVICE LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners to reflect, experience, and learn from the community. CSL is expected to benefit the learner, the school, and the local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one CSL class activity. The activity will allow learners to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on the steps of the CSL project to carry out an activity of their choice as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school-based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

CSL Skills to be covered:

- i) **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways, and tools to collect the data. They will also learn to analyse information and present their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes, etc.
- iii) **Citizenship:** Learners will explore opportunities for engagement as members of the school community and provide a service for the common good.
- iv) **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners consider how they can undertake the project, as well as sourcing and utilising resources effectively and efficiently.



vi) **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>The learners will be guided to consider the various PCIs provided in the various subjects in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the school community through research, b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) implement solutions to the identified problem, e) share the findings with relevant actors, f) reflect on own learning and relevance of the project, g) appreciate the need to belong to a community 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on issues/pertinent and contemporary issues in their school that need attention ● choose a PCI that needs immediate attention and explain why ● discuss possible solutions to the identified issue ● propose the most appropriate solution to the problem ● discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation) ● develop tools for collecting the information/data ● identify resources they need for the activity ● collect the information/data using various means 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging



		<ul style="list-style-type: none">● develop various reporting documents on their findings● use the developed tools to report on their findings● implement project● collect feedback from peers and the school community regarding the CSL activity● share the report on activity through various media to peers and the school community● discuss the strengths and weaknesses of the implemented project and lessons learnt● reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community.	
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Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to identify and analyse a pertinent issue in society to be addressed.	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.
The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities, and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them.	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue.



Ability to share findings with relevant actors.	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, but lacks the necessary details.
The ability to reflect on own learning and relevance of the activity.	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.



APPENDIX 1: SUGGESTED ASSESSMENT METHODS

Listening and Speaking	Reading	Grammar in Use	Writing Skills
<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Peer assessment • Self-assessment and standardised listening assessments 	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading assessments • Keeping a record of books read 	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles 	<ul style="list-style-type: none"> • Learner journals • Peer assessment • Self-assessment • Portfolio • dictation • Standardised writing assessment



APPENDIX 2 SUGGESTED LEARNING RESOURCES

Non-digital	Digital
<ul style="list-style-type: none"> • Dictionaries • Posters • Models • Workbooks • Manilla papers • Word trees • Storybooks • Poetry books • Pictures and photographs • Newspapers • Magazines • Junior Encyclopaedia • Journals • Course books • Diorama • Flashcards • Word wheels • Word puzzles • Code words • Charts and realia 	<ul style="list-style-type: none"> • Digital course books • Games • Songs • Digital storybooks • Pictures and photographs • Journals • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources



APPENDIX 3: SUGGESTED NON-FORMAL ACTIVITIES

Listening and Speaking	Reading	Grammar in Use	Writing Skills
<ul style="list-style-type: none"> • Participation in poetry recitations during music and drama festivals • Interclass or club debating contests • Improve vocabulary, speech, and values through Christian union, Catholic Action, Muslim, and Hindu associations • Come up with speeches and deliver them during prize-giving days, school assemblies, among others to enhance fluency. • Participate in music festivals to hone communication and listening skills 	<ul style="list-style-type: none"> • Reading news during assemblies and other school functions • Virtual tours using Google maps and establishing the direction of various locations using Google maps • Collecting different forms of oral literature from their community for a school magazine. • Showcasing short plays, conversational poems, or choral verses within or without the school • Participating in Journalism Club activities to improve reading 	<ul style="list-style-type: none"> • Essay writing competitions on different topics • Hot seating sessions to enhance their language competence • Language symposiums to sharpen their language capacity • Word-based sports or games, for example, crossword puzzles or scrabble • Shadowing language users • Language drills • Announcement posters and advertising of school activities as a practise 	<ul style="list-style-type: none"> • Essay writing competitions • Writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent. • Interclass or school Spelling contests • Letter writing drills • Mentorship in writing • Report writing based on activities such as school sports and games



