



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

INDIGENOUS LANGUAGES

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.



PROF. GEORGE A. O. MAGOHA, EGH
CABINET SECRETARY,
MINISTRY OF EDUCATION



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 Grade 7 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.



JULIUS O. JWAN, PhD, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION



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.



PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT





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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 | 3 |
| 9. | Business Studies | 3 |
| 10. | Agriculture | 3 |
| 11. | Life Skills Education | 1 |
| 12. | Physical Education and Sports | 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, 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

Learners in Junior Secondary School will be exposed to a wide range of subjects including Indigenous Languages. This is because a people's culture is best passed on through their language. In addition, mother tongue, like any other language, is central to the success or failure of education and development programmes. The Constitution in Chapter 2, Article 7 (3) commits the Government to promote and protect the diversity of languages of the people of Kenya, as well as promote the development and use of the indigenous languages. Furthermore, Article 11 of the Constitution provides for the promotion of all forms of cultural expression through literature, the arts, traditional celebrations, science, communication, information mass media, publications, libraries, and other cultural heritage. According to Piaget, learners at this age develop the ability to think about abstract concepts.

This course is intended to expose the learner to abstract ideas and appropriate hypothetical and deductive reasoning. It will also focus on developing further the language skills and competencies acquired in lower levels of education.



The confidence gained will motivate the learner to engage in the active process of learning to discover principles, concepts and facts for themselves, as suggested by social constructivist scholars. In addition, the potential for the learner to become proficient in the language of their choice to ensure effective communication and educational progress will be enhanced.

Learners will also be provided with opportunities to participate in programmes and visits to vernacular radio and television stations, to help them gain confidence and expose them to possible future careers through rigorous career guidance programmes. They will also be exposed to experiences and information that will enable them make informed choices as they transit to Senior Secondary School. It is expected that this exposure will motivate the learner to develop a reading culture, not only to gain knowledge, but also to make themselves eligible for exciting academic and job opportunities. A reasonable proficiency in mother tongue at this level will be a prerequisite for a mother tongue course at Senior Secondary School.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Respond appropriately to a variety of communication in the indigenous language
2. Express themselves confidently and appropriately in a variety of social contexts
3. Demonstrate knowledge of and apply indigenous knowledge, culture and values in varied situations
4. Comprehend information in different contexts in the indigenous language
5. Read fluently with comprehension and write legibly in different formats to express a variety of ideas and opinions
6. Enjoy communicating using a variety of cultural language strategies.



THEME 1.0: INFORMATION COMMUNICATION TECHNOLOGY

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-----------------------------------|---|---|---|--|
| 1.1 Listening and Speaking | 1.1.1 Listening for information (2 Lessons) | By the end of the sub strand, the learner should be able to: a) respond to oral information from varied texts b) construct sentences using appropriate vocabulary c) acknowledge listening for information as a crucial link in communication. | The learner is guided to: <ul style="list-style-type: none"> • listen to texts read by the teacher or from pre-recorded audio clips on the care of technological devices and orally respond to questions on the clip • surf the internet for and listen to information on the care of technological devices • take notes as they listen to online audio clips or texts read by the teacher • use the notes taken on the care of technological devices to share with peers • record each other as they share information on the care of technological devices • keep a copy of personal rendition in a digital portfolio. | <ol style="list-style-type: none"> 1. How should we listen in order to get specific information from a text? 2. Why is it important to take the care of technological devices? |



Core Competencies to be developed:

- **Communication** is developed as learners listen keenly and respond to questions on the care of technological devices.
- **Collaboration** is developed as learners work in groups to search for information on the care of technological devices while recognising the value of others' ideas.
- **Digital literacy** is enhanced as learners interact with digital technology while searching for information on the care of technological devices from the internet.

Values:

- **Respect** is achieved as learners collaborate in seeking information on the care of technological devices from the internet.
- **Responsibility** is achieved as learners practise appropriate ways of caring for technological devices.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is developed as learners work in groups to listen to information on the care for technological devices.
- **Social cohesion** is enhanced as learners work in groups while surfing the internet, discussing and recording each other's presentation on the care of technological devices.
- **Self-esteem and self-awareness** are enhanced as learners record and keep a copy of their work in a digital portfolio.

Link to other subjects:

- **Kiswahili and English** address listening for information.
- **Computer Studies** addresses ICT and the care of technological devices.



| Assessment Rubric | | | | |
|--|--|--|--|--|
| Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to respond with accuracy to oral information on the care of technological devices. | Responds to oral information on the care of technological devices confidently with accuracy. | Responds with accuracy to oral information on the care of technological devices. | Partially responds to oral information on the care of technological devices. | Struggles to respond to oral information on the care of technological devices. |
| Ability to construct sentences using appropriate vocabulary. | Excellently constructs correct sentences using appropriate vocabulary. | Constructs correct sentences using appropriate vocabulary. | Constructs sentences but uses appropriate vocabulary with assistance. | Struggles to construct sentences using the appropriate vocabulary. |



| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|--|--|--|
| 1.2 Reading | 1.2.1 Reading comprehension (2 lessons) | by the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) Answer direct and inferential questions from texts b) create a word bank of thematic vocabulary c) use the dictionary to find the meaning of words used in texts d) acknowledge the importance of comprehension in communication. | The learner is guided to: <ul style="list-style-type: none"> • read texts on the care of technological devices and answer questions individually • manipulate digital devices to get information on the care of technological devices in groups • write a list of vocabulary on the care of technological devices • infer the meanings of the unfamiliar words from context in pairs • use the dictionary to clarify the meaning of the vocabulary identified • use vocabulary related to the care of technological devices to construct short paragraphs. | <ol style="list-style-type: none"> 1. How should we read a text to get accurate information? 2. Why is it important to take care of technological devices? |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is developed as learners manipulate technological devices when searching of relevant information from the internet. • Learning to learn is achieved as learners work collaboratively to make out the meaning of words from the contexts. • Critical thinking and problem-solving is attained as learners interpret and infer the meaning of new words from context or using a dictionary. | | | | |



| | | | | |
|--|--|---|---|--|
| Values: | | | | |
| <ul style="list-style-type: none"> • Unity is achieved as learners work together to get the meaning of words from context. • Responsibility is nurtured as learners practise how to take care of technological devices. | | | | |
| Pertinent and Contemporary Issues (PCIs): | | | | |
| <ul style="list-style-type: none"> • Effective communication is achieved as learners read texts on the care for technological devices. • Critical thinking is developed as learners read different texts and identify information on the care for technological devices. | | | | |
| Link to other subjects: | | | | |
| <ul style="list-style-type: none"> • Computer Studies covers the use of technological devices. • English and Kiswahili address reading as a basic language skill. | | | | |
| Assessment Rubric | | | | |
| Ability to answer direct and inferential questions from texts. | Excellent answers direct and inferential questions from texts. | Answers direct and inferential questions from texts. | Answers direct and inferential questions from texts with minor errors. | Answers a few direct and inferential questions from texts with some errors. |
| Ability to create a word bank of thematic vocabulary. | Comprehensively creates a word bank of thematic vocabulary. | Creates a word bank of thematic vocabulary. | Partially creates a word bank of thematic vocabulary. | Creates a personal bank of limited thematic vocabulary. |
| Ability to use the dictionary to find the meaning of words used in texts. | Always uses the dictionary correctly to find out the meaning of words used in texts. | Uses the dictionary to find out the meaning of words used in texts. | Uses the dictionary to find out the meaning of words used in texts with assistance. | Is not able to use the dictionary to find the meaning of words used in texts even with assistance. |



| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-------------------------------|---|---|---|--|
| 1.3 Language Structure | 1.3.1 Word classes (2 lessons) | By the end of the sub strand, the learner should be able to: a) distinguish between common and proper nouns in sentences b) identify nouns from texts on social media c) use common and proper nouns to construct sentences on social media d) recognise the role of nouns in language use. | The learner is guided to: <ul style="list-style-type: none"> • name things related to social media in groups • categorise the nouns they have named into common and proper nouns • work in pairs to identify and read a passage on social media from print and online sources • identify the nouns in the passage • draw a table with two columns labelled common nouns and proper nouns, and write down the nouns in the appropriate column • complete sentences with the appropriate common or proper noun in small groups • use nouns related to social media to construct sentences in groups • review the work done by their peers in other groups. | Why is it important to use nouns appropriately in communication? |



Core competencies to be developed:

- **Communication** is developed as learners construct sentences correctly using nouns related to social media.
- **Collaboration** is developed as learners contribute to group decision-making by working in pairs to identify and read a passage on social media.
- **Digital literacy** is achieved as learners use technology to search for a passage on social media from the internet.

Values:

- **Respect** is achieved and nurtured as learners listen to one another.
- **Responsibility** is developed as learners follow instructions to complete different tasks.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is achieved as learners construct and write correct sentences using nouns related to social media.
- **Critical thinking** is developed as learners demonstrate the ability to follow simple instructions while constructing sentences.

Link to other subjects:

- **English and French** cover the use of nouns.



| Assessment Rubric | | | | |
|--|---|---|---|--|
| Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to identify nouns in given texts related to social media. | Identifies nouns in given texts related to social media with variation. | Identifies nouns in given texts related to social media. | Partially identifies nouns in given texts related to social media. | Identifies nouns in given texts related to social media with assistance. |
| Ability to distinguish between common and proper nouns in sentences. | Perfectly distinguishes between common and proper nouns in sentences. | Distinguishes between common and proper nouns in sentences. | Distinguishes between common and proper nouns in sentences with prompting | Distinguishes between common and proper nouns in sentences with difficulty. |
| Ability to construct sentences using nouns related to social media. | Creatively constructs sentences using a variety of nouns related to social media. | Constructs sentences using nouns related to social media. | Constructs some sentences using nouns related to social media. | Constructs some sentences using nouns related to social media with guidance. |



| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|----------------------------------|--|---|---|
| 1.4 Writing | 1.4.1 Social writing (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) distinguish between the features of an SMS and email messages b) write a friendly SMS to a classmate c) apply social etiquette and norms in writing an email d) apply digital etiquette and norms in writing an email e) recognise the importance of social writing in communication. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • talk about the features of an SMS in groups • Practise writing an SMS using a mobile device in pairs • peer review each other’s SMS texts in pairs • identify the parts of an email individually • discuss social media etiquette when writing an email message giving specific information in groups • compose an informal email to a relative using relevant platforms • practise using digital devices to send an email to a friend abroad. | <p>How do we use digital devices to communicate through social media?</p> |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is developed as learners connect using technology by using digital devices to write and send SMS and emails. • Communication is developed as learner writes clear and organised emails to their relatives and friends. | | | | |



- **Collaboration** is enhanced as learners peer review each other's SMS texts in pairs
- **Creativity and imagination** are achieved as learners undertake group tasks such as discussing social media etiquette that helps them gain new perspectives.

Values:

- **Responsibility** is enhanced as the learners communicate on social media, following the rules of etiquette.
- **Unity** is developed as learners work together to seek information on SMS and emails.

Pertinent and Contemporary Issues (PCIs):

- **Global citizenship** is achieved as learners apply netiquette in online communication while writing emails.
- **Effective communication** is achieved as learners write and edit email messages.
- **Social cohesion** is developed as learners discuss social etiquette in writing SMS and email.
- **Citizenship** is achieved as learners use communication to build strong supportive family ties as they write emails to relatives.

Link to other subjects:

- **English and Kiswahili** cover email writing.
- **Computer Science** covers the use and the care of technological devices.



| Assessment Rubric | | | | |
|---|--|--|--|---|
| Ability to distinguish between the features of an SMS and an email message. | Excellent distinguishes between the features of an SMS and an email message. | Distinguishes between the features of an SMS and an email message. | Partially distinguishes between the features of an SMS and an email message. | Needs assistance in distinguishing between the features of an SMS and an email message. |
| Ability to write a friendly SMS to a classmate. | Creatively writes a friendly SMS to a classmate. | Writes a friendly SMS to a classmate. | Writes a friendly SMS to a classmate with some creativity. | Writes a friendly SMS to a classmate with little creativity. |
| Ability to apply social etiquette and norms in writing an email. | Excellent applies social etiquette and norms in writing an email. | Applies social etiquette and norms in writing an email. | Applies partially social etiquette and norms in writing an email with help. | Struggles to apply social etiquette and norms in writing an email. |



THEME 2.0: UNITY AND CITIZENSHIP

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-----------------------------------|--|--|---|--|
| 2.1 Listening and Speaking | 2.1.1 Listening for comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) respond to information on conflict resolution from a variety of listening texts b) infer the meaning of words from texts c) apply recall and critical response skills to answer questions d) recognise the importance of conflict resolution skills in everyday life. | The learner is guided to: <ul style="list-style-type: none"> • listen to stories on interpersonal conflicts and discuss the causes in small groups • listen to recorded stories on inter-personal conflicts and relate the key events in the story to everyday life • listen to texts on interpersonal conflicts and resolutions, and make notes • find the meaning of words related to conflict resolution in groups • teamwork to manipulate digital devices in their groups to view a video clip on street children | <ol style="list-style-type: none"> 1. When do we use analysis and interpretation skills? 2. How do we exercise child rights? 3. Why is it important to resolve interpersonal conflicts? |



| | | | | |
|---|--|--|---|--|
| | | | <p>and make critical responses on child rights</p> <ul style="list-style-type: none"> • identify sentence structures that can be used in conflict resolution from texts. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is developed as learners listen critically to recorded stories on inter-personal conflicts and relate the key events in a story to everyday life. • Collaboration is enhanced as learners teamwork to manipulate digital devices in their groups to view a video clip on street children and make critical responses on child rights. • Citizenship is developed as learners express and understand different viewpoints as they interact with texts on conflict resolution and child rights. | | | | |
| <p>Values: Patriotism and peace are enhanced as learners access conflict resolution and child rights information.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is developed as learners listen critically to recorded stories on inter-personal conflicts and relate the key events in a story to everyday life. • Social cohesion is achieved as learners express and understand different viewpoints as they interact with texts on conflict resolution and child rights. | | | | |
| <p>Link to other subjects:</p> <ul style="list-style-type: none"> • Kiswahili and English address listening comprehension. • Religious Studies covers conflict resolution and child rights. | | | | |



| Assessment Rubric | | | | |
|---|---|---|---|---|
| Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to respond to information on conflict resolution from a variety of listening texts. | Responds excellently to information on conflict resolution from a variety of listening texts. | Responds to information on conflict resolution from a variety of listening texts. | Partially responds to information on conflict resolution from a variety of listening texts. | Responds to pieces of information on conflict resolution from a variety of listening texts. |
| Ability to infer the meaning of words from context. | Infers the meaning of all words from context accurately and with precision. | Infers the meaning of all words from context. | Infers the meaning of some of the words from context. | Has not mastered how to infer the meaning of words from context. |
| Ability to apply recall and critical response skills to answer questions. | Always answers recall questions and responds critically to questions. | Answers recall questions and responds critically to questions. | Partially answers recall questions and responds critically to questions. | Has difficulty answering recall questions and responding critically to questions. |



| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-------------|-------------------------------------|--|---|---|
| 2.2 Reading | 2.2.1 Extensive Reading (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) select and read appropriate materials from the library b) use a dictionary to find the meaning of acquired vocabulary c) construct sentences using vocabulary related to citizenship d) advocate for the use of libraries as a source of information on citizenship. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • participate in a library orientation exercise and apply the rules in everyday use • identify appropriate materials on citizenship and unity • connect and manipulate internet sources to read materials on unity and citizenship, and summarise key messages in teams • work in small groups to practise using the dictionary to find the meaning of new words related to citizenship and create personal vocabulary lists in groups • use vocabulary related to citizenship in their own sentences. | <ol style="list-style-type: none"> 1. How do we locate materials in the library? 2. How do we use the dictionary to find the meaning of new words? 3. How do we foster unity and citizenship in the society? |



Core competencies to be developed:

- **Communication** is enhanced as learners present messages on citizenship education in an organised manner.
- **Collaboration** is developed as learners connect and manipulate internet sources to read materials on unity and citizenship, and summarise key messages in teams.
- **Critical thinking and problem-solving** are enhanced as learners find extra information when reading texts on unity and citizenship education.
- **Learning to learn** is developed as learners are motivated to learn continuously through identifying appropriate materials on citizenship and unity and using vocabulary acquired in sentences.

Values:

- **Responsibility** is nurtured as learners apply learnt library rules during the library lesson.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** will be developed as learners present messages on citizenship education in an organised manner.
- **Critical thinking** is enhanced as learners find extra information from texts on unity and citizenship education

Link to other subjects:

- **Social Studies** cover unity and citizenship.
- **English and Kiswahili** address extensive reading and library skills.



| Assessment Rubric | | | | |
|---|---|---|---|---|
| Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to select and read appropriate materials from the library. | Excellently selects and reads appropriate materials from the library. | Selects and reads appropriate materials from the library. | Attempts to select and read materials from the library but not appropriately. | Has not mastered how to select and read materials from the library. |
| Ability to use a dictionary to find the meaning of acquired vocabulary. | Perfectly uses a dictionary to find the meaning of acquired vocabulary. | Uses a dictionary to find the meaning of acquired vocabulary. | Uses a dictionary to find the meaning of acquired vocabulary with assistance. | Uses a dictionary to find the meaning of the acquired vocabulary but not appropriately. |
| Ability to use vocabulary related to citizenship in sentences. | Confidently uses vocabulary related to citizenship in sentences. | Uses vocabulary related to citizenship in sentences. | Partially uses vocabulary related to citizenship in sentences. | Struggles to use vocabulary related to citizenship in sentences. |



| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------------------------------|---|---|---|--|
| 2.3 Language Structures | 2.3.1 Word classes (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify personal pronouns in sentences b) identify possessive pronouns in sentences c) use personal and possessive pronouns to construct sentences d) acknowledge the importance of personal and possessive pronouns in communication. | The learner is guided to: <ul style="list-style-type: none"> • identify personal pronouns from sentences on unity and citizenship in pairs • work in pairs to identify possessive pronouns from a text and use them to create sentences on unity and citizenship • use the pronouns identified to fill in blank spaces in given sentences • use personal pronouns to construct sentences on unity from visual cues • share resources to construct sentences from pictures using possessive pronouns, in teams. | <ol style="list-style-type: none"> 1. How do we express possession when speaking or writing? 2. How do we use personal pronouns in communication? 3. Why is it important to uphold unity in school? |



Core competencies to be developed:

- **Communication** is developed as learners work in pairs to identify possessive pronouns from a text and use them to create sentences on unity and citizenship.
- **Collaboration** is enhanced as learners share resources to construct sentences from pictures using possessive pronouns.
- **Self-efficacy** is achieved as learners show concerted attention to detail while constructing sentences using personal and possessive pronouns.
- **Learning to learn** is developed as learners work collaboratively in pairs to identify pronouns.

Values:

- **Patriotism** is developed as learners acquire information about citizenship from the sentences given.
- **Responsibility** is nurtured as learners complete the given tasks on pronouns.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is developed as learners create sentences using personal and possessive pronouns.
- **Social cohesion** is achieved as learners talk about themselves in relation to others.
- **Peace education** is enhanced as learners make sentences on the importance of unity from visual cues.

Link to other subjects:

- **Religious Studies and Social Studies** address issues on unity and citizenship.
- **English and Kiswahili** cover the use of pronouns.



| Assessment Rubric | | | | |
|--|---|--|--|--|
| Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to identify personal and possessive pronouns in sentences. | Identifies personal and possessive pronouns in sentences perfectly. | Identifies personal and possessive pronouns in sentences. | Partially identifies personal and possessive pronouns in sentences. | Identifies personal pronouns and possessive pronouns in given sentences with difficulty. |
| Using personal and possessive pronouns to construct sentences. | Constructs correct sentences using personal and possessive pronouns creatively. | Constructs correct sentences using personal and possessive pronouns. | Makes an effort to construct correct sentences using personal and possessive pronouns. | Needs assistance in constructing correct sentences using personal and possessive pronouns. |



| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|---|--|--|
| 2.4 Writing | 2.4.1 Writing for information (2 lessons) | by the end of the sub strand, the learner should be able to: a) identify words that describe a good citizen from texts b) write an essay on the qualities of a good citizen c) acknowledge essay writing as a medium of communication. | The learner is guided to: <ul style="list-style-type: none"> • write down words that describe a good citizen in small groups • write sentences using the words identified above to describe a good citizen • compare and contrast qualities of a good citizen from digital texts and share their ideas in their virtual learning groups. • write a two-paragraph essay describing a good citizen. | <ol style="list-style-type: none"> 1. How do we write descriptive essays? 2. Why is it important to uphold good citizenship? |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship is enhanced as learners write words and sentences that describe a good citizen. • Creativity and imagination are developed as learners write essays describing a good citizen. • Digital Literacy is achieved as learners compare and contrast qualities of a good citizen from digital texts and share content in their virtual learning groups. | | | | |



| | | | | |
|---|---|---|---|---|
| Values: | | | | |
| <ul style="list-style-type: none"> • Responsibility is achieved as learners apply active community skills as good citizens. | | | | |
| Pertinent and Contemporary Issues (PCIs): | | | | |
| <ul style="list-style-type: none"> • Social cohesion is enhanced as learners actively engage in activities to promote the common good by writing down words that describe a good citizen. | | | | |
| Link to other subjects: | | | | |
| <ul style="list-style-type: none"> • English and Kiswahili address essay writing. • Social Studies covers citizenship. | | | | |
| Assessment Rubric | | | | |
| Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to identify words that describe a good citizen from texts. | Identifies words that describe a good citizen from texts with ease. | Identifies words that describe a good citizen from texts. | Partially identifies words that describe a good citizen from texts. | Identifies words that describe a good citizen from texts with assistance. |
| Ability to write a short essay describing a good citizen. | Writes an essay describing a good citizen excellently. | Writes an essay describing a good citizen. | Writes an essay describing a good citizen with a few errors. | Writes an essay describing a good citizen with many errors |



THEME 3.0: SAFETY AND SECURITY

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-----------------------------------|--|---|--|--|
| 3.1 Listening and Speaking | 3.1.1 Attentive listening (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise ideas in a comprehension passage b) respond to comprehension questions on safety at home c) explain ways of preventing common accidents at home d) acknowledge the importance of listening attentively for information. | The learner is guided to: <ul style="list-style-type: none">• watch an audio-visual clip on an accident at home and, in pairs, describe what they have seen in the clip• discuss the common accidents at home based on the audio-visual clip in groups• listen to information on common accidents at home and how to prevent them and answer comprehension questions orally• mention the ways of preventing common accidents at home. | <ol style="list-style-type: none">1. How do we listen attentively?2. Why is it important to observe safety at home? |



Core competencies to be developed:

- **Communication** is developed as learners listen keenly to information and respond to questions on safety at home.
- **Collaboration** is enhanced as learners contribute to group decision-making when preparing and performing a skit.
- **Creativity and imagination** are developed as learners discover ways of preventing accidents through discussions and skits.

Values:

- **Responsibility** is nurtured as learners learn about common accidents at home and how to prevent them.

Pertinent and Contemporary Issues (PCIs):

- **Social and civic responsibility** is achieved as learners listen to information about safety in the home.
- **Effective communication** is enhanced as learners speak and listen to one another during the discussions.
- **Safety and security education** is acquired as learners listen to information about safety in the home.

Link to other subjects:

- **Home science** addresses safety at home.
- **Kiswahili and English** address attentive listening as a skill.



| Assessment Rubric | | | | |
|---|--|--|---|---|
| Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to recognise ideas in a comprehension passage. | Recognises ideas in a comprehension passage with variation. | Recognises ideas in a comprehension passage. | Recognises a number of ideas in a comprehension passage. | Struggles to recognise ideas in a comprehension passage. |
| Ability to respond to oral information on safety at home and answer questions | Excellent answers all the comprehension questions using complete sentences | Answers comprehension questions using complete sentences | Answers comprehension questions but does not use complete sentences | With prompting, can answer a few comprehension questions but not in complete sentences. |
| Ability to explain how to prevent common accidents at home. | Explains how to prevent accidents at home fluently and with confidence. | Explains how to prevent accidents at home. | Explains how to prevent some accidents at home with assistance. | Struggles to explain how to prevent accidents at home. |



| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-------------|---|--|--|--|
| 3.2 Reading | 3.2.1 Library skills (2 lessons) | By the end of the sub strand, the learner should be able to: a) summarise key points from texts on the roles of security agents b) create a personal collection of new words from texts c) use vocabulary related to security agents in sentences d) acknowledge the role of reading in enhancing communication. | The learner is guided to: <ul style="list-style-type: none"> • share devices to read appropriate material on the role of security agents in the community from online devices • answer comprehension questions on the role of security agents in the society • note down the main points on the role of security agents in the community • identify new words from the sources read and use the dictionary to find their meaning • use the new words to construct sentences accurately in pairs • peer review each other's sentences. | <ol style="list-style-type: none"> 1. How do we develop library skills? 2. How can we identify appropriate material for reading? 3. What is the role of security agents in the society? |



Core competencies to be developed:

- **Communication** is developed as learners construct clear sentences using the correct spelling of words.
- **Collaboration** as learners participate in group decision-making while identifying relevant materials for reading in their groups.
- **Learning to learn** is enhanced as learners identify new words from the sources read and use the dictionary to find their meaning.

Values:

- **Responsibility** is realised as learners look for appropriate materials on the role of security agents in the community from the library.
- **Unity** is nurtured as learners work in pairs and groups to write and review sentences.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is realised as learners identify the key points and summarise texts on the role of security agents in society from varied texts.
- **Creative thinking** is achieved as learners look for appropriate materials on the role of security agents in the community from the library.
- **Safety and security education** is enhanced as learners find materials and learn the role of security agents in the community.

Link to other subjects:

- **Social Studies** addresses safety and security.
- **English and Kiswahili** cover library skills.



| Assessment Rubric | | | | |
|---|---|---|--|---|
| Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to summarise key points from texts on the roles of security agents. | Summarises all the key points from texts on the roles of security agents with a lot of clarity. | Summarises key points from texts on the roles of security agents. | Summarises some key points from texts on the roles of security agents. | Struggles to summarise key points from texts on the roles of security agents. |
| Ability to create a personal collection of new words from texts. | Effectively creates a personal collection of new words from texts. | Creates a personal collection of new words from texts. | Creates a personal collection of new words from texts with assistance. | Does not keep a record of new words from texts, even with assistance. |
| Ability to use vocabulary related to safety agents to make sentences. | Uses vocabulary related to security agents to make sentences creatively. | Uses vocabulary related to security agents to make correct sentences. | Attempts to make some correct sentences and uses only a few vocabulary related to security agents. | Struggles to use vocabulary related to security agents to make a few sentences. |



| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---------------------------------------|--|---|---|
| 3.3 Language Structure | 3.3.1 Word classes (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify verbs used in passages on safety and security b) use verbs to construct sentences c) recognise the use of a variety of verbs in communication. | The learner is guided to: • read a passage on safety and security • identify words that denote actions in groups • solve word puzzles using appropriate verbs • make sentences using varied verbs related to safety and security in pairs and individually • peer review the sentences written in pairs. | 1. How do we use verbs in a sentence? 2. Why is it important to ensure safety and security around you? |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn is developed as learners work collaboratively in pair and group activities. • Critical thinking and problem solving will be acquired as learners experiment with verbs to solve word puzzles. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Social justice is achieved as learners fairly review each other’s work. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety and security education will be enhanced as learners make sentences using varied verbs related to safety and security. | | | | |



Links to other subjects:

- **English and Kiswahili** address the use of verbs.

Assessment Rubric

| Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|--|--|--|--|--|
| Ability to identify verbs used in passages on safety and security. | Identifies all verbs used in texts on safety and security excellently. | Identifies verbs used in texts on safety and security. | With assistance, identifies some verbs used in texts on safety and security. | Has difficulty identifying verbs used in texts on safety and security. |
| Ability to use verbs to construct sentences. | Uses verbs to construct correct sentences with ease. | Uses verbs to construct correct sentences. | Uses verbs to construct some correct sentences. | Struggles to use verbs to construct even a few correct sentences. |



| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|---|--|---|
| 3.4 Writing | 3.4.1 Writing to give information (3 lessons) | By the end of the sub strand, the learner should be able to: a) explain key considerations in writing short notes on a given topic b) write short notes on safety at home c) appreciate the value of brevity in communication. | The learner is guided to: <ul style="list-style-type: none"> • surf the internet and read short notes on safety and security in groups • discuss what they would consider in writing short notes in groups • brainstorm ideas on safety at home • use ideas generated during brainstorming to write short notes on safety at home in groups • exchange their short notes with other groups in class for peer review • display their short notes to the class. | <ol style="list-style-type: none"> 1. How do you write short notes? 2. Why do we write short notes? |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy is achieved as learners brainstorm ideas and use them to write short notes on safety at home. • Citizenship is developed as learners acquire and give information on safety at home. • Digital literacy is developed as learners adopt digital technology in surfing the internet and reading short notes on safety and security. | | | | |



Values:

- **Unity** is enhanced as learners work in groups to write and review short notes.
- **Responsibility** is nurtured as learners safely surf the internet for information on how to write short notes.

Pertinent and Contemporary Issues (PCIs):

- **Self-awareness** is enhanced as learners acquire and give information on safety at home.
- **Social cohesion** is achieved as learners collaborate to write and review short notes on safety at home.
- **Safety and security education** is achieved as learners acquire and give information in writing about safety at home.

Link to other subjects:

- **English and Kiswahili** cover note-making skills.
- **Social Studies and Integrated Science** address issues on safety at home.

Assessment Rubric

| Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|--|--|--|--|---|
| Ability to explain key considerations in writing short notes on a given topic. | Explains key considerations in writing short notes on a given topic confidently. | Explains key considerations in writing short notes on a given topic. | With assistance, explains some key considerations in writing short notes on a given topic. | Has difficulty explaining key considerations in writing short notes on a given topic. |
| Ability to write short notes on safety at home. | Writes short notes on safety at home perfectly. | Writes short notes on safety at home. | Writes short notes on safety at home with a few omissions. | Writes short notes on safety at home with major omissions |



| THEME 4.0: ENVIRONMENTAL CONSERVATION | | | | |
|---|---|--|--|--|
| Strand | Sub strand | Specific learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
| 4.1 Listening and Speaking | 4.1.1 Conversational Skills (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify the common ways of beginning and ending a conversation b) take part in a conversation about environmental pollution c) value the importance of conserving the environment. | The learner is guided to: <ul style="list-style-type: none"> • listen to a conversation and identify common ways of beginning and ending a conversation • use digital devices to view presentations on environmental pollution then discuss in their groups how the school environment can be polluted • role-play a dialogue on environmental pollution in groups • work in pairs to discuss different ways of making the environment safe • come up with an environmental club and conserve the school and the community environments. | <ol style="list-style-type: none"> 1. How do we make conversations interesting? 2. Why is it important to discuss topical issues like environmental pollution? |



Core competencies to be developed:

- **Communication** is achieved as learners listen critically and use tone and language while role-playing a dialogue on environmental pollution in groups.
- **Collaboration** is developed as the learners contribute to group decision-making when coming up with an environmental club and conserving the school and the community environments.
- **Citizenship** is enhanced as learners come up with an environmental club and conserve the school and the community environments.

Values:

- **Respect** is developed as learners listen to each other's opinions during the dialogues.
- **Responsibility** is instilled as learners learn to care for the environment and express it in dialogues.
- **Unity** will be enhanced as learners role-play a dialogue on environmental pollution in groups.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is realised as learners listen critically and use tone and language while role-playing a dialogue on environmental pollution in groups.
- **Environmental education** is acquired when learners come up with an environmental club and conserve the school and the community environments.
- **Critical thinking** is enhanced as learners discuss ways in which the school environment can be polluted.



Link to other subjects:

- **Kiswahili and English** cover conversation skills.
- **Integrated Science** addresses environmental pollution.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|--|--|--|
| Ability to identify the common ways of beginning and ending a conversation. | Confidently gives the different ways of beginning and ending a conversation. | Gives the different ways of beginning and ending a conversation. | Partially gives ways of beginning and ending a conversation. | Partially gives ways of beginning and ending a conversation even with assistance. |
| Ability to take part in a conversation about environmental pollution. | Creatively and confidently participates in a conversation about environmental pollution. | Participates in a conversation about environmental pollution. | With cues, participates in a conversation about environmental pollution. | Has difficulty participating in a conversation about environmental pollution even with assistance. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|--|---|---|---|
| 4.2 Reading | 4.2.1 Reading for information (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify the main points in a variety of texts b) create a personal collection of thematic vocabulary c) desire to read varied texts as a source of information. | The learner is guided to: <ul style="list-style-type: none"> • work in small groups to practise how to study the pictures and make observations in a text about soil conservation • read about soil conservation in the grade 7 course book to identify the main points and make personal notes, • silently read texts on soil conservation and discuss the effects of soil conservation as a whole class • practise in pairs how to infer the meaning of thematic vocabulary items from context • Use the thematic words learnt to create a personal collection of vocabulary related to environmental conservation. | <ol style="list-style-type: none"> 1. Why is it important to read a variety of texts? 2. How do we control environmental pollution? |



Core competencies to be developed:

- **Citizenship** will be enhanced as learners demonstrate responsible decision-making when reading texts on environmental conservation and responding to relevant questions.
- **Learning to learn** will be acquired through working collaboratively in pairs to discuss the meaning of thematic vocabulary items in context.

Values:

- **Respect** will be achieved as learners listen to each other's interpretation of vocabulary items.
- **Unity** will be realised as learners work in pairs to discuss the meaning of vocabulary items from context.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is enhanced as learners discuss the effects of soil conservation.
- **Environmental education** is acquired as learners read texts on soil conservation and answers questions orally.
- **Critical thinking** is inculcated as the learners infer the meaning of vocabulary items.

Link to other subjects:

- **Integrated Science and Agriculture** address environmental conservation.
- **English** covers reading for information

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|--|---|--|
| Ability to identify the main points in a text. | Confidently identifies the main points in a text. | Identifies the main points in a text. | Attempts to identify some of the main points in a text. | Identifies a few points in a text. |
| Create a personal collection of thematic vocabulary. | Create a personal collection of thematic vocabulary. | Create a personal collection of thematic vocabulary. | Create a personal collection of thematic vocabulary. | Create a personal collection of thematic vocabulary. |



| Strand | Sub- strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|------------------------|---------------------------------------|--|--|---|
| 4.3 Language Structure | 4.3.1 Word classes (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify possessive adjectives in sentences about environmental conservation b) select demonstrative adjectives from paragraphs to make sentences about environmental conservation, c) use possessive and demonstrative adjectives to complete sentences in texts d) create simple descriptions using possessive adjectives, e) acknowledge the importance of demonstrative and | The learner is guided to: <ul style="list-style-type: none"> • engage in group activities to manipulate digital devices to find and read texts about environmental conservation and identify possessive adjectives • silently read a paragraph on environmental conservation to identify demonstrative adjectives and write them down • identify possessive adjectives in songs about environmental conservation and use them to write short texts • create short descriptions using possessive adjectives about pictures in a textbook related to environmental conservation | <ol style="list-style-type: none"> 1. How do we indicate possession? 2. Why should we conserve the environment? |



| | | | | |
|--|--|---|---|--|
| | | possessive adjectives in communication. | <ul style="list-style-type: none"> • work in pairs to use possessive and demonstrative adjectives in making sentences about environmental conservation • read a text in the grade 7 coursebook and fill in blank spaces to complete paragraphs on environmental conservation using possessive and demonstrative adjectives. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy will be enhanced as learners use digital technology to read digital texts about environmental conservation and identify possessive adjectives. • Communication is developed as learners participate actively in making sentences about environmental conservation using demonstrative adjectives in pairs. • Collaboration is enhanced as learners engage in group activities to manipulate digital devices to find and read texts about environmental conservation and identify possessive adjectives. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Unity is nurtured as learners participate actively in making sentences about environmental conservation using demonstrative adjectives in pairs. • Respect will be developed as learners appreciate each other's opinion when working in pairs. | | | | |



Pertinent and Contemporary Issues (PCIs):

- **Self-esteem** is achieved as learners confidently use digital technology to read digital texts about environmental conservation and identify possessive adjectives.
- **Effective communication** is enhanced as learners participate actively in making sentences about environmental conservation using demonstrative adjectives in pairs.
- **Environmental education** is acquired as learners read a paragraph on environmental conservation and write down the demonstrative adjectives.

Link to other subjects:

- **Kiswahili and English** address possessive and demonstrative adjectives.
- **Integrated Science** addresses environmental pollution

Assessment Rubric

| | | | | |
|--|--|---|---|--|
| Ability to identify possessive adjectives in sentences about environmental conservation. | Effectively identifies possessive adjectives in sentences about environmental conservation. | Identifies possessive adjectives in sentences about environmental conservation. | With assistance, identifies possessive adjectives in sentences about environmental conservation. | Has difficulty identifying possessive adjectives in sentences about environmental conservation even with assistance. |
| Ability to select demonstrative adjectives from paragraphs to make sentences about environmental conservation. | Excellently selects demonstrative adjectives from paragraphs to make sentences about environmental conservation. | Identifies demonstrative adjectives in paragraphs to make sentences about environmental conservation. | With help identifies demonstrative adjectives in paragraphs to make sentences about environmental conservation. | Struggles to identify demonstrative adjectives in paragraphs to make sentences about environmental conservation. |



| | | | | |
|--|--|--|---|---|
| Ability to use possessive and demonstrative adjectives to complete sentences in texts. | Exemplarily uses possessive and demonstrative adjectives to complete sentences in texts. | Uses possessive and demonstrative adjectives to complete sentences in texts. | Uses some possessive and demonstrative adjectives to complete sentences in texts. | Needs assistance in using possessive and demonstrative adjectives to complete sentences in texts. |
| Ability to create simple descriptions using possessive adjectives. | Perfectly creates simple descriptions using possessive adjectives. | Creates simple descriptions using possessive adjectives. | Attempts to create simple descriptions but does not use possessive adjectives. | Hardly creates simple descriptions using possessive adjectives. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|--|---|--|---|
| 4.4 Writing | 4.4.1 Imaginative and Creative Writing (3 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) apply the main features of a dialogue to write a creative dialogue</p> <p>b) write a short imaginative dialogue on the effects of air pollution</p> <p>c) adopt creative writing as a medium for addressing topical issues.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • participate in discussions on the features of dialogue and practise applying them as they develop short dialogues on environmental conservation • engage in activities in pairs to discuss, draft and write a short imaginative conversation on the effects of air pollution • access online resources to find imaginative dialogues and study the features, then apply them to develop own dialogue about air pollution • discuss the different ways air can be polluted and generate discussion points for a dialogue • write paragraphs on how to prevent air pollution and share for peer review in their groups. | <ol style="list-style-type: none"> 1. How do we write dialogues? 2. Why is it important to control air pollution? |



Core competencies to be developed:

- **Communication** will be developed as learners write coherently short imaginative conversations on the effects of air pollution.
- **Collaboration** will be enhanced as learners contribute to group decision-making as they write their dialogues.
- **Digital literacy** will be acquired as learners use digital devices to share dialogues through social media platforms.

Values:

- **Respect** will be enhanced as learners listen to each other's ideas as they develop the dialogues.
- **Responsibility** will be inculcated as learners learn how to prevent air pollution.
- **Unity** is developed as learners work collaboratively in groups to write dialogues.

Pertinent and Contemporary Issues (PCIs):

- **Environmental education** is acquired as learners write paragraphs on how to prevent air pollution, in groups.
- **Critical thinking** is achieved as learners discuss the features of a dialogue from texts.
- **Peace education** is enhanced as they collaborate when writing their dialogues.

Link to other subjects:

- **Kiswahili and English** address dialogue writing.
- **Integrated Science** addresses environmental protection.



| Assessment Rubric | | | | |
|--|--|--|---|---|
| Ability to apply the main features of a dialogue to write a creative dialogue. | Effectively applies the main features of a dialogue to write a creative dialogue. | Applies the main features of a dialogue to write a creative dialogue. | Applies main features of a dialogue to write a dialogue but not creatively. | Struggles to apply main features of a dialogue in writing a creative dialogue. |
| Ability to collaborate in writing imaginative dialogues on the effects of air pollution. | Perfectly collaborates in writing imaginative dialogues on the effects of air pollution. | Collaborates in writing imaginative dialogues on the effects of air pollution. | Collaborates partially in writing a short imaginative dialogue on the effects of air pollution. | Hardly collaborates but writes a few lines of a dialogue on the effects of air pollution with assistance. |



THEME 5.0: CULTURE

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------------------------------|--|--|--|---|
| 5.1 Listening and Speaking | 5.1.1 Conversational skills (2 lessons) | By the end of the sub strand, the learner should be able to: a) distinguish closely related sounds in tongue twisters b) outline the riddling session in their culture c) acknowledge the importance of riddles and tongue twisters in enhancing conversational skills. | The learner is guided to: <ul style="list-style-type: none"> • work in groups to listen to pre-recorded audio clips on tongue twisters and practise saying them • participate in group work to record themselves as they practise articulating tongue twisters, listen and give peer review • practise turn-taking skills in a riddling session • compose tongue twisters and take turns performing them in small groups • present the tongue twister they composed to the rest of the class for peer review • watch pre-recorded audio-visual clips on a riddling session in their culture and | <ol style="list-style-type: none"> 1. Why are tongue twisters important in language development? 2. How do you develop conversational skills? |



| | | | | |
|--|--|--|---|--|
| | | | simulate the same in small groups <ul style="list-style-type: none"> • discuss the process of a riddling session and practise turn-taking, negotiation and interjections as they riddle • participate in a class competition in riddling. | |
| Core competencies to be developed: <ul style="list-style-type: none"> • Communication will be enhanced through speaking clearly as learners distinguish the sounds in tongue twisters • Collaboration will be experienced by influencing teams as learners participate in group work composing tongue twisters, and competing in riddling. • Critical thinking and problem solving will be realised as learners follow simple instructions to compose and perform tongue twisters and participate in riddling. • Learning to learn will be developed as learners work collaboratively in groups to compose and present tongue twisters to the rest of the class. • Citizenship will be enhanced as learners demonstrate an interest in interacting with others as they work in groups to perform tongue twisters and riddles. | | | | |
| Values: <ul style="list-style-type: none"> • Unity will be achieved as learners work in groups to compose and present tongue twisters to the rest of the class and take part in riddling activities. • Respect will be developed as learners accept others' opinions in the process of composing tongue twisters. | | | | |



Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is enhanced as learners articulate tongue twisters.
- **Creative thinking** is enhanced as learners identify a combination of sounds and words to compose tongue twisters.
- **Social cohesion** is experienced as learners participate in a riddling competition in groups.

Link to other subjects:

- **English and German** cover conversational skills, tongue twisters, and riddles.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|--|--|--|
| Ability to distinguish closely related sounds in tongue twisters. | Perfectly distinguishes closely related sounds in tongue twisters. | Distinguishes closely related sounds in tongue twisters. | With help distinguishes closely related sounds in tongue twisters. | Distinguishes closely related sounds in tongue twisters with difficulty. |
| Ability to outline the riddling session in their culture. | Exceptionally outlines the riddling session in their culture. | Outlines the riddling session in their culture. | Partially outlines the riddling session in their culture. | Struggles to outline the riddling session in their culture. |
| Ability to take turns in a riddling session. | Confidently takes turns in a riddling session. | Habitually takes turns in a riddling session. | With assistance, takes turns in a riddling session. | Has difficulty in taking turns during a riddling session. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|--|---|--|
| 5.2 Reading | 5.2.1 Reading for Information (2 lessons) | By the end of the sub strand, the learner should be able to: a) respond to direct and inferential questions from texts b) construct sentences using thematic vocabulary c) recognise the importance of reading in enriching cultural knowledge. | The learner is guided to: • discuss the meaning of their names in small groups • take turns to read aloud sections of texts about child naming • answer questions from the texts on child naming • identify vocabulary related to child naming from online sources and discuss their meaning in groups • use vocabulary related to child naming to construct sentences and peer review each other's sentences. | 1. Why is it important to read texts with cultural information? 2. What is the significance of naming children? |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication will be demonstrated through speaking clearly and effectively as learners read the texts aloud • Collaboration is developed as learners contribute in group decision-making to identify the meaning of vocabulary related to child naming. • Citizenship is enhanced as learners develop cultural identity and a sense of belonging by getting information about child naming in their culture. • Digital literacy is acquired as learners connect using technology by using the internet and accessing reading material on naming in their culture. | | | | |



Values:

- **Unity** will be developed as learners work in groups to identify the meaning of vocabulary related to child naming and to construct sentences.
- **Patriotism** will be inculcated as learners discuss naming in their community.
- **Respect** will be fostered as learners listen to one another's explanation of the meaning of their names.

Pertinent and Contemporary Issues (PCIs):

- Effective communication is developed as learners take turns to read aloud texts on naming.
- Social cohesion will be acquired as learners talk about the meaning of names in their community.

Link to other subjects:

- **Arabic and French** address reading skills.
- **Religious Studies** cover child naming.
- **Social Studies** addresses cultural activities like naming ceremonies.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|---|--|--|
| Ability to respond to direct and inferential questions from texts. | Confidently responds to direct and inferential questions from texts. | Responds to direct and inferential questions from texts with information. | Partially responds to direct and inferential questions from texts. | Needs assistance in responding to direct and inferential questions from texts. |
| Ability to construct sentences using thematic vocabulary. | Perfectly constructs sentences using thematic vocabulary. | Constructs sentences using thematic vocabulary. | Partially constructs sentences using thematic vocabulary. | Partially constructs sentences using thematic vocabulary with guidance. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------------------------|---------------------------------------|---|---|---|
| 5.3 Language Structure | 5.3.1 Word classes (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify determiners from texts on culture b) construct sentences using determiners c) acknowledge the role of determiners in enhancing meaning. | The learner is guided to: <ul style="list-style-type: none"> • participate in group work to read and respond to questions on passages with a cultural message • work in groups to identify words that determine the reference of nouns in the sentences • discuss the role determiners play in modifying nouns in small groups, and give peer review • work in pairs to do an exercise on filling blanks with appropriate determiners • engage in pair work to construct sentences with cultural messages using a variety of determiners • peer review the sentences constructed by each other in their pairs. | How do determiners influence meaning in a sentence? |



Core competencies to be developed:

- **Communication** will be developed as learners construct and write sentences clearly and correctly using determiners.
- **Collaboration** will be demonstrated as learners recognise the value of other’s ideas while reviewing sentences with cultural messages.
- **Citizenship** will be acquired as learners show socio-cultural awareness while constructing sentences with cultural messages.

Values:

- **Respect** is acquired as learners engage in groups and value the contribution of each other in constructing and reviewing sentences
- **Unity** is enhanced as learners in groups discuss the role of determiners in sentences with cultural messages.
- **Responsibility** is developed as learners evaluate each other’s work on sentence construction.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is acquired as learners write clearly and correctly while constructing sentences using determiners.
- **Social cohesion** is enhanced as learners discuss the role of determiners in sentences with cultural messages in groups.
- **Patriotism** is fostered as learners construct sentences with cultural messages.



Link to other subjects:

- **English and Kiswahili** address the use of determiners to modify nouns.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|---|---|---|---|
| Ability to identify determiners from texts on culture. | Perfectly identifies determiners from texts on culture. | Identifies determiners from texts on culture. | Identifies determiners from texts on culture with assistance. | Struggles to identify determiners from texts on culture even with assistance. |
| Ability to construct sentences using determiners. | Excellently constructs sentences using determiners. | Constructs sentences using determiners. | With assistance, constructs sentences using determiners. | Constructs sentences using determiners with difficulty. |



| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|--|---|--|---|
| 5.4 Writing | 5.4.1 Narrative writing (3 lessons) | By the end of the sub strand, the learner should be able to: a) identify the features of a narrative on a given event b) write a narrative about religious cultural events c) acknowledge the place of writing in communication. | The learner is guided to: <ul style="list-style-type: none"> • engage in group activities to watch and discuss an audio-visual clip on a religious cultural event • work in pairs to talk about the different religious cultural events they have participated in • read a narrative composition on a religious cultural event and identify the features of a narrative • discuss the features of a narrative composition in groups and apply them to develop short narratives about cultural events • participate in pair work to make an outline of a narrative composition on a religious cultural event • write the first paragraph of a narrative composition on a religious cultural event and share it with a different group to generate the next paragraph, who will then pass it to a | <ol style="list-style-type: none"> 1. What constitutes narrative writing? 2. Why should we write about religious cultural events? |



| | | | | |
|---|--|--|---|--|
| | | | narrative composition on a religious cultural event <ul style="list-style-type: none"> • work in small groups to peer review each other's narrative composition on a religious event, and keep a copy of one's narrative composition in the portfolio. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication will be enhanced as learners write narrative compositions on religious cultural events fluently and in an organised manner. • Collaboration is developed as learners review each other's narrative compositions and influence teams. • Self-efficacy is acquired as learners show concerted attention to detail while planning and writing a narrative composition on a religious cultural event through task management. • Citizenship is inculcated as learners write narratives on religious cultural events hence acquiring active community social skills. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Unity is developed as they work together in groups to discuss features of narrative compositions. • Respect is enhanced as learners review each other's narrative compositions. • Responsibility is acquired as learners plan, write and review their narrative compositions on a religious cultural event. | | | | |



Pertinent and Contemporary Issues (PCIs):

- **Effective communication** as learners write narrative compositions on religious cultural events fluently and in an organised manner.
- **Social cohesion** is enhanced as learners work in groups to review each other’s narrative compositions.
- **Patriotism** is developed as learners talk about the different religious cultural events they have participated in.

Link to other subjects:

- **English and Kiswahili** address narrative writing.
- **Social Studies** covers religious events.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|--|---|---|
| Ability to identify the features of a narrative on a given event. | Perfectly identifies the features of a narrative on a given event. | Identifies the features of a narrative on a given event. | Partially identifies features of a narrative on a given event. | Struggles to identify features of a narrative even with assistance. |
| Ability to write a narrative about religious cultural events. | Exceptionally writes a narrative about religious cultural event. | Writes a narrative about religious cultural event. | With assistance, writes a narrative about religious cultural event. | With difficulty, writes a narrative about religious cultural event, even with assistance. |



THEME 6.0: INDIGENOUS TRADE

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------------------------------|--|--|---|--|
| 6.1 Listening and Speaking | 6.1.1 Listening for information (2 lessons) | By the end of the sub strand the learner should be able to: a) identify traditional modes of trade from texts b) use vocabulary on consumer awareness in sentence construction c) respond to recall questions from a text on types of consumers d) respond to inferential questions on consumer awareness e) acknowledge the importance of listening carefully for information. | The learner is guided to: <ul style="list-style-type: none"> • discuss traditional modes of trade known to them • identify traditional modes of trade in the community from aural comprehension text • listen to a talk from an audio clip and note down the types of consumers • listen to an aural comprehension passage and identify vocabulary related to consumer awareness • listen to a passage and answer recall and inferential questions on consumer awareness • role-play in groups traditional modes of trade using the learnt vocabulary. | <ol style="list-style-type: none"> 1. Why is attentive listening important when identifying specific information? 2. How is consumer awareness beneficial? |



Core competencies to be developed:

- **Critical thinking and problem solving** is developed as learners listen to a passage and answer recall and inferential questions on consumer awareness.
- **Digital literacy** is enhanced as learners use digital devices to retrieve digital content, listen to a talk from an audio clip, and note down the types of consumers.

Values:

- **Unity** is developed as they role-play in groups traditional modes of trade.
- **Responsibility** will be enhanced as learners listen to a passage and answer recall and inferential questions on consumer awareness.

Pertinent and Contemporary Issues (PCIs):

- **Critical thinking** is enhanced as learners listen to a talk from an audio clip and note down traditional modes of trade.
- **Financial literacy** is acquired as learners learn about traditional modes of trade in the community.
- **Consumer education** is enhanced as learners read a passage and answer recall and inferential questions on consumer awareness
- **Self-esteem** is developed as learners role-play traditional modes of trade in groups using the learnt vocabulary.

Link to other subjects:

- **Mathematics and Business Studies** address trade and consumer awareness.



| Assessment Rubric | | | | |
|--|--|--|---|---|
| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
| Ability to identify traditional modes of trade from texts. | Confidently identifies traditional modes of trade from texts. | Identifies traditional modes of trade from texts. | Partially identifies traditional modes of trade from texts. | Struggles to identify traditional modes of trade from texts. |
| Ability to use vocabulary on consumer awareness in sentence construction. | Excellent uses vocabulary on consumer awareness in sentence construction. | Uses vocabulary on consumer awareness in sentence construction. | Uses some vocabulary on consumer awareness in sentence construction. | Needs assistance in using even a few vocabulary on consumer awareness in sentence construction. |
| Ability to respond to recall questions from a text on types of consumers. | Confidently responds to all recall questions from a text on types of consumers. | Responds to all recall questions from a text on types of consumers. | Responds to some recall questions from a text on types of consumers. | Struggles to respond to recall questions from a text on types of consumers. |
| Ability to respond to inferential questions from a text on consumer awareness. | Confidently responds to inferential questions from a text on consumer awareness. | Responds to inferential questions from a text on consumer awareness. | Responds to some inferential questions from a text on consumer awareness. | Responds to a few inferential questions from a text on consumer awareness. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|---|---|---|---|
| 6.2 Reading | 6.2.1 Reading comprehension (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify traditional modes of trade from a passage b) use vocabulary related to traditional modes of trade c) answer comprehension questions on consumer awareness d) appreciate the importance of reading for information. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • read a passage from print and digital sources and name the traditional modes of trade • work in pairs to read a passage and identify examples of consumer awareness • construct sentences using the vocabulary they have identified • play language games using vocabulary related to consumer awareness for gap filling • read and answer recall and inferential questions on traditional modes of trade • create a personal collection of vocabulary related to traditional modes of trade and share it with peers. | <ol style="list-style-type: none"> 1. How is reading important in acquiring information? 2. How is consumer awareness beneficial? |



Core competencies to be developed:

- **Self-efficacy** is enhanced as learners show concerted attention when creating a personal collection of vocabulary related to traditional modes of trade and share with peers.
- **Digital literacy** is developed as learners access passages from digital sources and name the traditional modes of trade.
- **Creativity and imagination** is acquired as learners remember scenarios from memory while playing language games using vocabulary related to consumer awareness for gap filling

Values:

- **Responsibility** is acquired as learners play language games using vocabulary related to consumer awareness for gap filling.
- **Integrity** is enhanced as learners create a personal collection of vocabulary related to traditional modes of trade and share with peers.

Pertinent and Contemporary Issues (PCIs):

- **Self-esteem** is developed as learners show concerted attention when creating a personal collection of vocabulary related to traditional modes of trade and share with peers.
- **Integrity** is developed as learners create a personal collection of vocabulary related to traditional modes of trade and share with peers.
- **Financial literacy** is acquired as learners learn about traditional modes of trade.
- **Consumer education** is enhanced as learners remember scenarios from memory while playing language games using vocabulary related to consumer awareness for gap filling.

Link to other subjects:

- **Business studies** addresses trade as a topic.
- **Mathematics** addresses the topic on entrepreneurship.



| Assessment Rubric | | | | |
|--|--|--|---|--|
| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
| Ability to identify traditional modes of trade from a passage. | Confidently identifies multiple traditional modes of trade from a passage. | Identifies traditional modes of trade from a passage. | Partially identifies traditional forms of trade from a passage. | Has difficulty identifying traditional forms of trade from a passage even with assistance. |
| Ability to use vocabulary related to traditional modes of trade. | Confidently uses vocabulary related to traditional modes of trade. | Uses vocabulary related to traditional modes of trade. | Uses some vocabulary related to traditional modes of trade. | Struggles to use vocabulary related to traditional modes of trade. |
| Ability to answer comprehension questions on consumer awareness. | Creatively answers comprehension questions on consumer awareness. | Answers comprehension questions on consumer awareness. | Answers some comprehension questions on consumer awareness. | Answers few comprehension questions on consumer awareness. |



| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------------------------|--|---|--|---|
| 6.3 Language Structure | 6.3.1 Word classes- Adverbs (2 lessons) | By the end of the substrand, the learner should be able to: a) identify adverbs of place and manner in a paragraph b) use adverbs of place and manner in paragraphs c) acknowledge the role of adverbs of place and manner in communication. | The learner is guided to: <ul style="list-style-type: none"> • engage in pair work to read sentences on trade and identify adverbs of place • work in pairs, read sentences on trade, and identify adverbs of manner • identify adverbs of manner from paragraphs about types of consumers, and peer review each other's work in the group • work in small groups to identify adverbs and use them to make sentences on trade • participate in an activity to fill in blank spaces using adverbs of place and manner • dramatise a dialogue on trade featuring adverbs of manner and place. | <ol style="list-style-type: none"> 1. Why are adverbs important in communication? 2. How is consumer awareness beneficial to society? |



Core competencies to be developed:

- **Learning to learn** will be enhanced as learners seek information and discover facts about trade from given sentences and paragraphs.
- **Collaboration** is achieved as learners recognise each other's ideas, listen and respond to each other's sentences.

Values:

Unity and respect will be developed as learners dramatise a dialogue featuring adverbs of manner and place.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is enhanced as learners dramatise a dialogue featuring adverbs of manner and place.
- **Financial literacy** is developed as learners dramatise a dialogue on trade featuring adverbs of manner and place.
- **Consumer Education** is enhanced as learners identify adverbs of manner in paragraphs about types of consumers.

Link to other subjects:

- **English and Kiswahili** address adverbs
- **Business Studies** addresses consumer awareness

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|---|---|---|--|
| Ability to identify adverbs of place and manner in paragraphs. | Confidently identifies adverbs of place and manner in paragraphs. | Identifies adverbs of place and manner in paragraphs. | Partially identifies adverbs of place and manner in paragraphs. | Partially identifies adverbs of place and manner in sentences with assistance. |
| Ability to use adverbs of place and manner in paragraphs. | Creatively uses adverbs of place and manner in paragraphs. | Uses adverbs of place and manner in paragraphs. | Partially uses adverbs of place and manner in | Needs assistance in using adverbs of place and manner in |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|--|--|---|--|
| 6.4 Writing | 6.4.1 Writing for information (2 lessons) | By the end of the sub strand, the learner should be able to: a) discuss consumer awareness and its benefits, b) discuss the need for integrity and responsibility in business c) write short compositions on traditional forms of trade d) acknowledge the role of writing in communication. | The learner is guided to: <ul style="list-style-type: none"> • read digital texts and identify information on the benefits of consumer awareness and write them down • discuss and write short narrations on the need for integrity and responsibility in business • identify the concept of values in trade and business from the texts they have read and write short compositions on the same • write short compositions, in groups, on the benefits of consumer awareness • infuse the concept of integrity and responsibility in compositions about trade • share their compositions on digital platforms, give feedback and share their work in class. | <ol style="list-style-type: none"> 1. Why should we write clearly? 2. How do we write short compositions? 3. Why is consumer awareness important? |



Core competencies to be developed:

- **Digital literacy** is acquired as learners read digital texts, identify information on the benefits of consumer awareness, and write them down.
- **Citizenship** is enhanced as learners infuse the concept of integrity and responsibility in their compositions about trade.
- **Learning to learn** is developed as learners work collaboratively while developing short compositions on consumer awareness and its benefits.

Values:

- **Unity** is developed as learners share digital devices to read digital texts, identify information on the benefits of consumer awareness, and write them down.
- **Self-esteem** is acquired as the learners make presentations in class.
- **Respect** is achieved as learners infuse the concept of values in their compositions.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is enhanced as learners work in groups to write short compositions.
- **Financial literacy** is developed as learners read digital texts and identify different modes of trade.
- **Consumer education** is enhanced as learners read digital texts, identify information on the benefits of consumer awareness, and write them down.
- **Self-esteem** is acquired as learners express themselves in writing.

Link to other subjects:

English and Kiswahili address writing skills.

Business studies covers consumer awareness.



| Assessment Rubric | | | | |
|---|--|---|--|---|
| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
| Ability to discuss consumer awareness and its benefits. | Excellently discusses consumer awareness and its benefits. | Discusses consumer awareness and its benefits. | With assistance, discusses consumer awareness and its benefits. | Struggles to discuss consumer awareness and its benefits. |
| Ability to discuss the need for integrity and responsibility in business. | Creatively discusses the need for integrity and responsibility in business. | Discusses the need for integrity and responsibility in business. | Attempts to discuss the need for integrity and responsibility in business. | Has difficulty in discussing the need for integrity and responsibility in business. |
| Ability to write short compositions on traditional forms of trade. | Creatively writes short compositions coherently on traditional modes of education. | Writes short compositions coherently on traditional modes of education. | Needs assistance in writing coherently short compositions on traditional modes of education. | Struggles to write short compositions on traditional modes of education even with assistance. |



THEME 7.0: CAREERS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|---|--|---|
| <p>7.1 Listening and Speaking</p> | <p>7.1.1 Intensive listening (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) respond to questions on personal talents and abilities b) transcribe a short paragraph from an audio clip, c) advocate for the importance of intensive listening in communication. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to an audio clip on how talents and abilities influence career choice and summarise the information • work in groups and discuss how career choice depends on one’s abilities and talents • orally answer comprehension questions on the audio clip on how talents and abilities influence career choice • surf the internet to find a short audio clip on how talents and abilities influence the career choice • individually transcribe one paragraph from the audio clip • engage in small group activities to review each other’s transcription, then keep their transcription in a portfolio. | <ul style="list-style-type: none"> 1. How can listening attentively for information help us in making decisions? 2. Why is it important to know your talents and abilities? |



Core competencies to be developed:

- **Communication** is enhanced as learners listen keenly and actively to transcribe one paragraph from the audio clip on how abilities and talents influence career choice.
- **Collaboration** is acquired as learners recognising the value of other’s ideas during discussions on how career choice depends on one’s abilities and talents.
- **Digital literacy** is developed as learners surf the internet to find a short audio clip on how talents and abilities influence career choice.
- **Self-efficacy** is acquired as the learners identify personal skills and keep a copy of their transcription in their portfolio.

Values:

- **Unity** is developed as learners work in groups to discuss how career choice depends on one’s abilities and talents.
- **Respect** is enhanced as learners review each other’s transcription.

Pertinent and Contemporary Issues (PCIs):

- **Social cohesion** is achieved as learners work in groups to discuss how career choice depends on one’s abilities and talents, as they review each other’s transcriptions.
- **Self-awareness** is developed as learners learn how to discover their own talents, interests, and abilities from the discussions.



Link to other subjects:

- **English and Kiswahili** address listening skills.
- **Pre-Technical Studies** deals with careers.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|--|--|--|
| Ability to respond to questions on personal talents and abilities. | Confidently responds to questions on personal talents and abilities. | Responds to questions on personal talents and abilities. | Partially responds to questions on personal talents and abilities. | Partially responds to questions on personal talents and abilities with assistance. |
| Ability to transcribe a short paragraph from an audio clip. | Meticulously transcribes a short paragraph from an audio clip. | Transcribes a short paragraph from an audio clip. | Partially transcribes a short paragraph from an audio clip. | Struggles to transcribe a short paragraph from an audio clip. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|---|---|---|---|
| 7.2 Reading | 7.2.1 Reading for information (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) respond to questions on a variety of texts b) infer the meaning of words used in a text c) construct sentences using vocabulary related to abilities and talents d) recognise the value of reading for information. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • participate in group activities to study the pictures in their course book and identify the different careers portrayed in the pictures • work in groups to discuss the abilities and talents required for the different careers in the picture • take turns in pairs to read a text on talents and abilities and orally answer questions on a text on abilities and talents • infer the meaning of the given words as used in the text • create a list of vocabulary related to abilities and talents as a group, and use the vocabulary learnt to construct sentences on talents and abilities • work in small groups and peer review the sentences on abilities and talents. | <ol style="list-style-type: none"> 1. How do you read for information? 2. How can talents and abilities develop into careers? |



Core competencies to be developed:

- **Communication** is developed as the learners write sentences on abilities and talents clearly and correctly.
- **Collaboration** is enhanced as learners contribute to group decision-making to compare their inference of vocabulary with other groups.
- **Critical thinking and problem solving** is acquired as learners make interpretations and inference from the text on abilities and talents.
- **Creativity and imagination** will be developed as learners network to undertake group activities that enhance their inference skills.

Values:

- **Unity** is developed as learners work in groups to infer meanings of vocabulary related to abilities and talents.
- **Responsibility** is acquired as each learner does the assigned exercise.
- **Respect** is enhanced as learners compare their inference of vocabulary with other groups.

Pertinent and Contemporary Issues (PCIs):

- **Creative thinking** is acquired as learners undertake group activities that enhance their inference skills.
- **Problem-solving** is developed as learners make interpretations and inferences from the text on abilities and talents.
- **Social cohesion** is enhanced as learners as learners compare their inference of vocabulary with other groups.

Link to other subjects:

- **Kiswahili, French, and English** cover reading skills.
- **Pre-technical Studies** deals with careers.



| Assessment Rubric | | | | |
|---|---|---|--|---|
| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
| Ability to respond to questions on a variety of texts on talents and abilities. | Excellently responds to questions on a variety of texts on talents and abilities. | Responds to questions on a variety of texts on talents and abilities. | Partially responds to some questions on a variety of texts on talents and abilities. | Responds to questions on a variety of texts on talents and abilities with assistance. |
| Ability to infer the meaning of words used in a text. | Perfectly infers the meaning of words used in a text. | Infers the meaning of words used in a text. | With assistance infers the meaning of words used in a text. | With difficulty, infers the meaning of words used in a text even with assistance. |
| Ability to construct sentences using vocabulary related to abilities and talents. | Exceptionally constructs sentences using vocabulary related to abilities and talents. | Constructs sentences using vocabulary related to abilities and talents. | With help, constructs sentences using vocabulary related to abilities and talents. | Struggles to construct sentences using vocabulary related to abilities and talents. |



| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-------------------------|---------------------------|--|---|---|
| 7.3 Language Structures | 7.3.1 Phrases (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify noun phrases in sentences on careers b) construct sentences using noun phrases c) identify verb phrases in sentences on career d) construct sentences about careers using verb phrases e) acknowledge the role of phrases in the construction of meaningful sentences. | The learner is guided to: <ul style="list-style-type: none"> • engage in group activities to read short passages about careers and identify nouns and groups of words modifying nouns • underline noun phrases in sentences on their course books and use them to construct sentences related to career using given noun phrases • take turns to read a paragraph on career and identify verb phrases in the paragraph on career • identify verb phrases in the sentences about their career preferences and use them to fill in blanks with appropriate verb phrases in sentences on career • work in pairs to complete sentences on careers by matching phrases given in tables | <ol style="list-style-type: none"> 1. Why do we use phrases in sentences? 2. Why do we need to think carefully about careers? |



| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> construct own sentences on careers and underline the verb phrases, and peer review others' sentences. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication is developed as learners construct sentences using noun phrases and verb phrases clearly and correctly. Collaboration is enhanced as learners contribute to group decision-making by peer reviewing each other's sentences. Learning to learn is achieved as learners organise own learning to construct sentences using nouns and verb phrases. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> Respect is developed as they interact in groups to review each other's sentences. Responsibility is enhanced as the learners do the assigned tasks on completing sentences with appropriate phrases. Unity is developed as learners work in pairs and groups to identify noun phrases and verb phrases. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Effective communication is acquired as learners write clearly and correctly in constructing sentences using noun phrases and verb phrases. Critical thinking is developed as learners complete sentences on careers using given phrases in the construction table. Social cohesion is achieved as learners peer review sentences in groups. | | | | |
| <p>Link to other subjects:</p> <ul style="list-style-type: none"> English and Kiswahili address noun phrases and verb phrases. Pre-Technical Studies deals with careers. | | | | |



| Assessment Rubric | | | | |
|---|--|--|--|---|
| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
| Ability to identify noun phrases in sentences on careers. | Perfectly identifies noun phrases in sentences on careers. | Identifies noun phrases in sentences on careers. | Identifies some noun phrases in sentences on careers. | Has difficulty identifying noun phrases in sentences on careers. |
| Ability to construct sentences using noun phrases. | Creatively constructs sentences using noun phrases. | Construct sentences using noun phrases. | Constructs sentences using noun phrases with minor errors. | Constructs some sentences using noun phrases with major errors. |
| Ability to identify verb phrases in sentences on careers. | Excellently identifies verb phrases in sentences on careers. | Identifies verb phrases in sentences on careers. | Identifies some verb phrases in sentences on careers. | Identifies verb phrases in sentences on careers with assistance. |
| Ability to construct sentences using verb phrases. | Exceptionally constructs sentences using verb phrases. | Constructs sentences using verb phrases. | Partially constructs sentences using verb phrases. | Struggles to construct sentences using verb phrases even with assistance. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|--|--|--|--|
| 7.4 Writing | 7.4.1 Writing to give information (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify the features of a topical paragraph b) write a short coherent paragraph on abilities and talents c) acknowledge the importance of paragraphing in writing. | The learner is guided to: <ul style="list-style-type: none"> • work in small groups to surf the internet and read topical paragraphs related to abilities and talents • discuss in their groups, the features of a topical paragraph illustrating with the paragraphs sourced online • identify a topic sentence from a list of sentences on talents and abilities and use them at the beginning of paragraphs • rearrange sentences to form a coherent paragraph on talents and abilities and peer review each other's work in small groups • write five-sentence paragraphs on how their abilities and talents can benefit society, peer review each other's topical paragraphs and keep a copy of one's paragraph in the portfolio. | <ol style="list-style-type: none"> 1. How do we write an effective paragraph? 2. Why should we identify our abilities and talents? |



Core competencies to be developed:

- **Communication** is developed as learners write topical paragraphs clearly and correctly.
- **Collaboration** is enhanced as learners contribute to group decision-making through peer reviewing each other's topical paragraphs.
- **Critical thinking and problem solving** is developed as learners explore in writing a paragraph how their abilities and talents can benefit the community.
- **Self-efficacy** is enhanced as learners analyse their abilities and talents, plan, write and review their topical paragraphs.

Values:

- **Unity** is developed as learners work in groups to complete coherent topical paragraphs on abilities and talents.
- **Responsibility** is acquired as learners analyse their abilities and talents, plan, write and review their topical paragraphs.

Pertinent and Contemporary Issues (PCIs):

- **Creative thinking** is achieved as learners discover and write paragraphs on how their abilities and talents can benefit the community.
- **Self-awareness** is developed as learners discover and write paragraphs on how their abilities and talents can benefit the community.
- **Social cohesion** is enhanced as learners work in groups to peer review each other's topical paragraphs on how their abilities and talents can benefit the community.
- **Patriotism** is developed as learners analyse how their abilities and talents can benefit the community.



Link to other subjects:

- **English and Kiswahili** cover paragraph writing
- **Pre-Technical Studies** addresses careers.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|---|---|---|
| Ability to identify the features of a topical paragraph. | Meticulously identifies the features of a topical paragraph. | Identifies the features of a topical paragraph. | Partially identifies features of a topical paragraph. | Identifies features of a topical paragraph with assistance. |
| Ability to write a short coherent paragraph on abilities and talents. | Flawlessly writes a short coherent paragraph on abilities and talents. | Writes a short coherent paragraph on abilities and talents. | Partially writes a short coherent paragraph on abilities and talents. | With assistance, writes a short paragraph on abilities and talents. |



THEME 8.0: INDIGENOUS KNOWLEDGE/EDUCATION

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|--|---|---|
| <p>8.1 Listening and Speaking</p> | <p>8.1.1 Storytelling (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify features of fables from their community b) narrate a fable from their community c) apply audience awareness skills in storytelling d) recognise the role of storytelling in developing listening and speaking skills. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • work in small groups, listen to an audio recording of a fable, • participate in pair work to identify the characters in the fable • discuss the character traits of the characters and share with the class the results of their discussions • discuss the moral lessons of the fable • narrate fables to their small group as they apply audience awareness skills in storytelling • choose one fable from their group and narrate it to the class while applying audience awareness skills • video record each group’s presentations, watch the presentations and discuss the performances • discuss the moral lessons in each of the fables presented. | <ul style="list-style-type: none"> 1. How does storytelling enhance communication? 2. How do we apply audience awareness when narrating stories? 3. Why are fables important to the community? |



Core competencies to be developed:

- **Communication** is achieved as the learners narrate fables clearly and effectively while applying audience awareness skills
- **Collaboration** is enhanced as learners influence teams by giving feedback and suggesting improvements to each other's narrations.
- **Self-efficacy** is developed as learners identify personal skills through telling stories involving animals and practise applying audience awareness skills in storytelling.
- **Creativity and imagination** is achieved as learners network and undertake group activities in narrating, videotaping, and giving each other feedback that helps in gaining new perspectives.
- **Citizenship** is acquired as learners develop cultural identity and cultivate a sense of belonging by narrating fables.

Values:

- **Unity** is developed as learners work in groups to tell stories.
- **Responsibility** is enhanced as learners play their assigned roles during storytelling.
- **Respect** is achieved as learners video-record each other's performance and give feedback.
- **Patriotism** is inculcated as learners cultivate a sense of belonging by narrating fables.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is developed as learners speak clearly and effectively while applying audience awareness skills in the narration of fables.
- **Self-awareness** is enhanced as learners discover their storytelling abilities and use audience awareness skills in storytelling.
- **Patriotism** is fostered as learners cultivate a sense of belonging by narrating fables.
- **Social cohesion** is developed as learners work in groups to tell stories, videotape each other, and provide feedback.



Link to other subjects:

- **Kiswahili and English** address fables.
- **Social Studies** covers traditional forms of education

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|---|---|--|
| Ability to identify features of fables from their community. | Excellent identify features of fables from their community. | Identifies features of fables from their community. | Partially identifies features of fables from their community. | With help identifies some features of fables from their community. |
| Ability to narrate a fable from their community. | Confidently narrates a fable from their community. | Narrates a fable from their community. | Partially narrates a fable from their community. | Has difficulty narrating a fable even with assistance. |
| Ability to apply audience awareness skills in storytelling | Perfectly applies audience awareness skills in storytelling. | Applies audience awareness skills in storytelling. | Attempts to apply some audience awareness skills in storytelling. | Uses few audience awareness skills with assistance. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|--|---|--|---|
| 8.2 Reading | 8.2.1 Intensive Reading (3 lessons) | By the end of the sub strand, the learner should be able to: a) respond to questions on tricksters b) analyse tricksters from their community c) acknowledge oral narratives as means of giving information. | The learner is guided to: <ul style="list-style-type: none"> • name the common animal characters used in stories and briefly discuss characters that are often portrayed as tricksters in oral narratives • read a trickster, respond to oral questions and outline the plot of the trickster narrative • work in groups to surf the internet and read a trickster narrative then discuss the character traits of the characters and the moral of the narrative • read aloud their group’s trickster narrative to class, present an analysis of the trickster in class then give feedback on each other’s reading and presentation. | <ol style="list-style-type: none"> 1. How do we read intensively? 2. How do we use trickster narratives in the community? |



Core competencies to be developed:

- **Communication** is developed through speaking clearly and effectively as learners read aloud their group’s trickster narrative to class and present an analysis of the trickster.
- **Collaboration** is enhanced by contributing to group decision-making as learners in groups, decide on a trickster, read, analyse, and present it to the class.
- **Digital literacy** is acquired through use of digital technology to accomplish tasks as learners surf the internet for an appropriate trickster narrative.
- **Citizenship** is developed as learners experience sociocultural sensitivity and awareness through being exposed to the trickster narratives and the moral lessons they teach.
- **Critical thinking and problem solving** as learners interpret and infer while analysing the plot, characterisation, and moral lesson of the trickster narrative.

Values:

- **Unity** is developed as learners work in groups to discuss the tricksters they have read.
- **Respect** is acquired as they listen to each other’s views on the tricksters they have read.
- **Responsibility** is enhanced as learners surf the internet and identify appropriate tricksters for reading and analysis.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is acquired as learners read aloud their group’s trickster narratives to class the class and present the analysis of the trickster.
- **Social cohesion** is developed as learners in groups, decide on a trickster from the internet, read, analyse, and present it to the class.
- **Patriotism** is acquired as learners cultivate a sense of belonging by reading tricksters from their community.



Link to other subjects:

- **Kiswahili** covers animal stories.
- **English** addresses reading skills and vocabulary.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|---|--|--|
| Ability to respond to questions on tricksters. | Confidently responds to questions on tricksters. | Responds to questions on tricksters. | Responds to questions on tricksters with assistance. | Responds to questions on tricksters with difficulty. |
| Ability to analyse tricksters from their community. | Exceptionally analyses tricksters from their community. | Analyses tricksters from their community. | Partially analyses tricksters from their community. | Is not able to analyse tricksters from their community even with assistance. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|---|---|--|
| 8.3 Language Structure | 8.3.1 Active and Passive Sentences (2 lessons) | By the end of the sub strand, the learner should be able to: a) distinguish between the active and passive voice in sentences b) use active and passive voice to construct sentences on animal characters c) recognise the use of active and passive voice in sentences. | The learner is guided to: <ul style="list-style-type: none"> • take turns to read a fable and discuss the use of active and passive voices, while illustrating with sentences in the fable • do an exercise from grade 7 course book on identification of active and passive voices • use active voice to construct sentences related to fables and peer review your sentences • convert your sentences from active to passive voice and peer review each other's sentences. | <ol style="list-style-type: none"> 1. How do we differentiate between active and passive voices in sentences? 2. When do we use the active and passive voices? |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is enhanced as learners use the active and passive voice in sentences clearly and correctly. • Collaboration is enhanced as learners recognise the value of other's ideas while working in pairs and in groups to review each other's sentences. • Learning to Learn is developed as learners organise their own learning while constructing sentences in active | | | | |



Values:

- **Unity** is enhanced as learners work in pairs and in groups to review each other's sentences.
- **Respect** is acquired as the learners recognise the value of other's ideas while peer reviewing the sentences.
- **Responsibility** is developed as learners organise their own learning while constructing sentences in active voice.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is developed as learners write clearly and correctly while using active and passive voice in sentences.
- **Social cohesion** is achieved as learners work in pairs and in groups to review each other's sentences.

Link to other subjects:

- **English and French** cover active and passive voice.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|--|---|--|
| Ability to distinguish between the active and passive voice in sentences. | Sharply distinguishes between the active and passive voice in sentences. | Distinguishes between the active and passive voice in sentences. | Partially distinguishes between the active and passive voice in sentences. | Struggles to distinguish between the active and passive voice in sentences. |
| Ability to use the active and passive voice to construct sentences on animal characters. | Excellent uses the active and passive voice to construct sentences on animal characters. | Uses the active and passive voice to construct sentences on animal characters. | Uses the active and passive voice to construct some sentences on animal characters. | Uses the active and passive voice to construct a few sentences on animal characters. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|--|--|---|
| 8.4 Writing | 8.4.1 Writing to give information (2 lessons) | By the end of the sub strand, the learner should be able to: a) rearrange given sentences to make a coherent one-paragraph story b) write a short story featuring animal characters c) advocate for the writing of stories as a means of communication. | The learner is guided to: <ul style="list-style-type: none"> • study pictures in the learner’s course book • discuss in groups, the events portrayed in the pictures • rearrange sentences to form a coherent animal story portrayed in the pictures • watch an audio-visual clip featuring animals in a traditional setup and discuss the events evident in the audio-visual clip • write an imaginative story featuring animals in traditional setup and display the story in class for peer reading and review. | <ol style="list-style-type: none"> 1. How can we write interesting stories with animal characters? 2. Why are animal stories important? |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is enhanced as learners write imaginative stories featuring animals in traditional setup fluently and in an organised manner. • Collaboration is developed as learners recognise the value of other people’s ideas while reading and peer reviewing each other’s stories. | | | | |



- **Self-efficacy** is realised as learners set targets and plan efficiently to achieve tasks while planning and writing their imaginative stories featuring animals in the traditional setup.
- **Citizenship** is developed as learners acquire sociocultural sensitivity and awareness through indigenous knowledge while reading and writing about animal characters in traditional setups.

Values:

- **Unity** is developed as learners work in groups to watch and discuss audio-visual clips featuring animals in the traditional setup
- **Respect** is enhanced as learners read and peer review each other's stories.
- **Responsibility** is achieved as learners plan efficiently and achieve tasks while planning and writing their imaginative stories featuring animals in the traditional setups.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is developed as learners sequence ideas logically while writing imaginative stories featuring animals in traditional setups.
- **Social cohesion** is achieved as learners work in groups to watch and discuss audio-visual clips featuring animals in traditional setups.
- **Patriotism** is enhanced as learners develop a sense of belonging while reading and writing about animals in the traditional setups.



Link to other subjects:

English and Kiswahili address writing to give information and oral narratives featuring animals.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|---|--|--|
| Ability to rearrange given sentences on animal characters to make a coherent one-paragraph story. | Excellently rearranges given sentences on animal characters to make a coherent one-paragraph story. | Rearranges given sentences on animal characters to make a coherent one-paragraph story. | With help, rearranges given sentences on animal characters to make a coherent one-paragraph story. | Rearranges given sentences on animal characters to make a one-paragraph story which is not coherent. |
| Ability to write a short story featuring animal characters. | Meticulously writes a short story featuring animal characters. | Writes a short story featuring animal characters. | With assistance, writes a short story featuring animal characters. | Struggles to write a short story featuring animal characters even with assistance. |



THEME 9.0: HEALTH AND NUTRITION

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------------------------------|--|---|--|---|
| 9.1 Listening and Speaking | 9.1.1 Presentation skills (2 lessons) | By the end of the sub strand, the learner should be able to: a) prepare and give a talk about cultural foods b) make presentations on the preparation of cultural foods c) appreciate the importance of good presentation skills in communication. | The learner is guided to: <ul style="list-style-type: none"> • discuss points to consider when preparing a talk about different types of foods in their culture • listen to oral narratives on traditional food preparation from audio clips and respond to questions • listen to a talk on cultural foods from a resource person and discuss the key points in groups • prepare a talk about cultural foods in a logical sequence and make presentations on the preparation of traditional foods and record themselves in groups • watch the recorded video clips and peer review each other's work. | <ol style="list-style-type: none"> 1. What entails presentation skills? 2. How do we improve our presentation skills? 3. Why should we prepare food carefully? |



Core competencies to be developed:

- **Learning to learn** is enhanced as learners share what they have learnt when making presentations on the preparation of traditional foods in groups.
- **Digital literacy** is acquired as learners record video clips and peer review each other's work.

Values:

- **Unity** is developed as learners listen to a talk on cultural foods from a resource person and discuss the key points in groups.
- **Respect** is achieved as learners appreciate each other's opinions while working in groups.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is developed as learners make presentations on cultural foods.
- **Health education** is acquired as they learn about cultural foods.

Link to other subjects:

- **Home science** addresses food preparation.
- **Agriculture** covers traditional foods.
- **Kiswahili and English** cover presentation skills.



| Assessment Rubric | | | | |
|---|---|--|---|---|
| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
| Ability to prepare and give a talk about cultural foods. | Prepares and gives a talk about cultural foods in a logical order and with precision. | Writes down points for a talk on cultural foods, in a logical order. | Writes some points for a talk on cultural foods in a logical order. | Writes points for a talk on cultural foods but not in a logical order. |
| Ability to make presentations on the preparation of cultural foods. | Confidently makes presentations on the preparation of cultural foods. | Makes presentations on the preparation of cultural foods. | Partially makes presentations on the preparation of cultural foods. | Makes presentations on the preparation of cultural foods with assistance. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|---|--|--|--|
| 9.2 Reading | 9.2.1 Reading for information (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify names of cultural foods from passages b) analyse the nutritional value of cultural foods from texts c) read texts on cultural foods and answer questions d) use vocabulary related to cultural food to create a personal collection e) acknowledge reading as a source of information. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • read digital and print texts and identify names of cultural foods, and create personal collections of thematic vocabulary • read articles from newspapers and pick out information on the nutritional value of cultural foods in groups and respond to questions from passages on cultural foods • make notes on different types of cultural foods using vocabulary in personal collections • use the dictionary to find the meaning of vocabulary related to cultural food. | <ol style="list-style-type: none"> 1. How do we scan to get specific information when reading a text? 2. Why is cultural food important in our bodies? |



Core competencies to be developed:

- **Communication and collaboration** will be developed as learners contribute to group decision-making as they read newspaper articles and pick out information on the nutritional value of cultural foods in groups.
- **Creativity and imagination** is enhanced as learners undertake tasks to create something new by using vocabulary related to cultural foods appropriately and create personal collections.

Values:

- **Unity** is achieved as learners contribute to group decision-making by reading newspaper articles and picking out information on nutritional value of cultural foods in groups.
- **Responsibility** is developed as they handle digital devices when reading digital texts.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is acquired as the learners work in groups when reading newspaper articles.
- **Health education** is enhanced as learners read about the nutritional value of cultural foods.

Link to other subjects:

- **English and Kiswahili** address reading.
- **Home Science** addresses the nutritional value of cultural foods.



| Assessment Rubric | | | | |
|---|--|---|--|---|
| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
| Ability to identify names of cultural foods from passages. | Excellent identifies names of cultural foods from passages. | Identifies names of cultural foods from passages. | Partially attempts to identify names of cultural foods from passages. | Identifies names of cultural foods from passages, with assistance. |
| Ability to analyse the nutritional value of cultural foods from texts. | Perfectly analyses the nutritional value of cultural foods from texts. | Analyses the nutritional value of cultural foods from texts. | Attempts to analyse the nutritional value of cultural foods from texts. | Has difficulty analysing the nutritional value of cultural foods from texts. |
| Ability to read texts on cultural foods and answer questions. | Fluently reads texts on cultural foods and answers questions. | Reads texts on cultural foods and answers questions. | Reads some texts on cultural foods and answers questions. | Struggles to read texts on cultural foods and answers questions. |
| Ability to use vocabulary related to cultural food to create a personal collection. | Easily uses vocabulary related to cultural food to create a personal collection. | Uses vocabulary related to cultural food to create a personal collection. | Uses some vocabulary related to cultural food to create a personal collection. | Uses few vocabulary related to cultural food to create a personal collection. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------------------------|------------------------------------|--|--|--|
| 9.3 Language Structure | 9.3.1 Sentences (2 lessons) | By the end of the sub strand, the learner should be able to: a) distinguish between declarative, interrogative, imperative, and exclamative sentences b) construct declarative, interrogative, imperative, and exclamative sentences on health and nutrition c) value the importance of different types of sentences in expressing ideas. | The learner will be guided to: <ul style="list-style-type: none"> • identify declarative, interrogative, imperative, and exclamative sentences in a text on health and nutrition in turns • construct different types of sentences using nouns that talk about health and nutrition in groups • complete a written dialogue using given interrogative, imperative, and exclamative sentences • role-play the dialogue they have written using declarative, interrogative, imperative, and exclamative sentences in groups • write a paragraph using interrogative, imperative, and exclamative sentences • create a crossword puzzle using the interrogative, imperative, and exclamative sentences they have learnt, share, and give feedback in class. | <ol style="list-style-type: none"> 1. How do we differentiate types of sentences? 2. Why should we maintain a healthy lifestyle? |



Core competencies to be developed:

- **Creativity and imagination** is developed as learners undertake tasks to create a crossword puzzle using the interrogative, imperative, and exclamative sentences.
- **Self-efficacy** is acquired as they show concerted attention to details while role-playing a dialogue in groups.

Values:

- **Respect** is achieved as learners work in groups and listen to one another when identifying declarative, interrogative, imperative, and exclamative sentences in turns.
- **Responsibility** is nurtured as learners create a crossword puzzle using the interrogatives, imperatives, and exclamative to completion.

Pertinent and Contemporary Issues (PCIs):

- **Creative thinking** is enhanced as learners undertake tasks to create a crossword puzzle using the interrogative, imperative, and exclamative sentences.
- **Self-efficacy** is developed as they show concerted attention to detail while role-playing a dialogue in groups.

Link to other subjects:

- **English and Kiswahili** address types of sentences.
- **Home Science** addresses health and nutrition.



| Assessment Rubric | | | | |
|---|--|---|---|---|
| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
| Ability to distinguish between declarative, interrogative, imperative, and exclamative sentences. | Confidently tells the difference between declarative, interrogative, imperative, and exclamative sentences. | Tells the difference between declarative, interrogative, imperative, and exclamative sentences. | Partially tells the difference between declarative, interrogative, imperative, and exclamative sentences. | Struggles to tell the difference between declarative, interrogative, imperative, and exclamative sentences. |
| Ability to construct declarative, interrogative, imperative, and exclamative sentences on health and nutrition. | Imaginatively and creatively makes declarative, interrogative, imperative, and exclamative sentences about health and nutrition. | Makes declarative, interrogative, imperative, and exclamative sentences about health and nutrition. | Makes some declarative, interrogative, imperative, and exclamative sentences about health and nutrition. | Has difficulty making declarative, interrogative, imperative, and exclamative sentences about health and nutrition. |



| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--------------------------------------|---|---|--|
| 9.4 Writing | 9.4.1 Functional writing (2 lessons) | By the end of the sub strand, the learner should be able to: a) outline the components of a friendly letter b) write a friendly letter on the preparation and preservation of traditional foods c) appreciate the importance of letter writing in communication. | The learner is guided to: <ul style="list-style-type: none"> • study a letter on the preparation of traditional foods in pairs • identify the features of a friendly letter and note down the different parts • Write friendly letters to each other on the preparation and preservation of traditional foods • Share through emails the friendly letters they have written and respond to each other. | <ol style="list-style-type: none"> 1. How do we write friendly letters? 2. How can we preserve traditional food? |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination is developed as learners write friendly letters to each other on the preparation and preservation of traditional foods. • Digital literacy is achieved as learners use digital technology to share through emails the friendly letters they have written and respond to each other. | | | | |
| <p>Values</p> <ul style="list-style-type: none"> • Unity is enhanced as learners work in pairs as they study a letter on the preparation of traditional foods. | | | | |



Pertinent and Contemporary Issues (PCIs):

- **Creative thinking** is acquired as learners write friendly letters to each other on the preparation and preservation of traditional foods.
- **Health Education** is developed as learners use information about traditional food preparation and preservation to write letters.

Link to other subjects:

- **English and Kiswahili** address writing skills.
- **Home Science** addresses food preparation and preservation as a topic.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|--|---|--|
| Ability to outline components of a friendly letter. | Creatively outlines all components of a friendly letter correctly. | Outlines components of a friendly letter. | Partially outlines some components of a friendly letter. | Struggles to outline components of a friendly letter. |
| Ability to write a friendly letter on the preparation and preservation of traditional foods. | Captivatingly writes a friendly letter on the preparation and preservation of traditional foods. | Writes a friendly letter on the preparation and preservation of traditional foods. | Writes a letter on the preparation and preservation of traditional foods but without features of a friendly letter. | Has difficulty writing a friendly letter on the preparation and preservation of traditional foods. |



THEME 10.0: LEISURE

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|---|--|--|
| 10.1 Listening and Speaking | 10.1.1 Listening for Pleasure (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify traditional word games in their community b) explain the role of various traditional word games for children c) participate in traditional word games with their peers d) acknowledge the role of word games, riddles, and tongue twisters in communication. | The learner is guided to: <ul style="list-style-type: none">• surf the internet for a variety of audio-visual clips featuring traditional word games for children then discuss and list traditional word games for children• work in groups to discuss the role of each children’s word game identified and compose a word game for children• use digital devices to videotape each other as you engage in children’s word games and keep a copy of the videotaped performance in a digital portfolio• work in groups to present the word games to the class as the others listen and participate. | <ol style="list-style-type: none">1. Why is it important to listen for pleasure?2. How do word games enhance communication? |



Core competencies to be developed:

- **Communication** is developed as learners listen keenly and actively and respond to word games from audio-visual clips.
- **Collaboration** is enhanced as learners recognise the value of others' contribution while working in groups to compose word games.
- **Creativity and imagination** is acquired as learners network while composing word games for children.
- **Citizenship** is developed as learners listen to and participate in traditional word games hence creating self-awareness.
- **Self-efficacy** is enhanced as learners set targets and plan efficiently, while composing word games for children, videotape themselves using a digital device, and keep a copy of their videotaped performance in a digital portfolio.

Values:

- **Unity** is developed as learners work in groups to present their word games to class as the others listen and participate
- **Responsibility** is acquired as learners compose word games for children and videotape yourselves using a digital device
- **Respect** is enhanced as learners in groups discuss the role of children's word game.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is developed as learners pay attention and respond to word games from audio-visual devices.
- **Social cohesion** is acquired as learners recognise the value of others' as they work in groups to compose word games.
- **Patriotism** is enhanced as learners develop a sense of belonging while listening to, composing, and participating in traditional word games for children.



- **Citizenship education** is developed as learners listen to and participate in traditional word games hence creating self-awareness.

Link to other subjects:

- **German and Arabic** cover word games, and listening for pleasure.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|---|--|--|
| Ability to identify traditional word games in their community. | Perfectly identifies traditional word games in their community. | Identifies traditional word games in their community. | Identifies traditional word games in their community with assistance.sssssss | Has difficulty identifying traditional word games in their community even with assistance. |
| Ability to explain the role of various traditional word games for children. | Exceptionally explains the role of various traditional word games for children. | Explains the role of various traditional word games for children. | Partially explains the role of various traditional word games for children. | Explains the role of various traditional word games for children with assistance. |
| Ability to participate in traditional word games with their peers. | Confidently participates in traditional word games with their peers. | Participates in traditional word games with their peers. | With assistance, participates in traditional word games with their peers. | Struggles to participate in traditional word games with their peers. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------------|---|--|--|--|
| 10.2 Reading | 10.2.1 Reading for pleasure (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify characteristics of riddles in texts b) identify vocabulary associated with children’s play, spoken word, tongue twisters, and riddles c) identify features of children’s play, spoken word, tongue twisters, and riddles d) appreciate the role of children’s play, riddles, tongue twisters, and spoken word in communication. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • read texts and identify characteristics of riddles • read texts on children’s play and identify vocabulary associated with it • read texts on spoken word and identify vocabulary associated with it • read texts on tongue twisters and identify vocabulary associated with it • read texts on riddles and identify vocabulary associated with it • identify children’s play, spoken word, tongue twisters and riddles • identify in groups, the importance of children’s plays, riddles, tongue twisters and spoken word in texts | <ol style="list-style-type: none"> 1. How do literary short forms enhance reading? 2. How do you derive pleasure from reading? |



| | | | | |
|---|-----------------------------|---------------------------|--|---------------------------|
| | | | <ul style="list-style-type: none"> play language games involving children’s play, spoken word, tongue twisters and riddles in groups. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication is developed as learners use appropriate language, expression, and gestures when playing language games. Collaboration is enhanced as they actively participate in group work by playing language games. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> Unity and respect will be realised as learners discuss in groups and accept each other’s opinions while doing group work. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Effective communication is enhanced as learners use appropriate language, expression, and gestures when playing language games Self-esteem is developed as learners play language games involving children’s play, spoken word, tongue twisters, and riddles. Social cohesion is achieved as learners work harmoniously in groups. | | | | |
| <p>Link to other subjects:</p> <ul style="list-style-type: none"> Social Studies addresses children’s play songs. English and Kiswahili address reading skills. | | | | |
| Assessment Rubric | | | | |
| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |



| | | | | |
|--|--|---|--|---|
| Ability to identify characteristics of riddles in texts. | Confidently identifies characteristics of riddles in texts. | Identifies characteristics of riddles in texts. | Identifies some characteristics of riddles in texts. | With assistance, identifies some characteristics of riddles in texts. |
| Ability to identify vocabulary associated with children's play, spoken word, tongue twisters, and riddles. | Easily identifies vocabulary associated with children's play, spoken word, tongue twisters, and riddles. | Identifies vocabulary associated with children's play, spoken word, tongue twisters, and riddles. | Identifies some vocabulary associated with children's play, spoken word, tongue twisters, and riddles. | Needs assistance to identify vocabulary associated with children's play, spoken word, tongue twisters, and riddles. |
| Ability to identify features of children's play, spoken word, tongue twisters, and riddles. | Perfectly identifies features of children's play, spoken word, tongue twisters, and riddles. | Identifies features of children's play, spoken word, tongue twisters, and riddles. | Identifies some features of children's play, spoken word, tongue twisters, and riddles. | Needs assistance to identify features of children's play, spoken word, tongue twisters, and riddles. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------------------------------|--|--|--|---|
| 10.3 Language Structure | 10.3.1 Affirmative and negative sentences (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify affirmative and negative sentences from a given text b) explain the use of affirmative and negative sentences in communication c) construct affirmative and negative sentences on leisure d) recognise the role of affirmative and negative sentences in communication. | The learner is guided to: <ul style="list-style-type: none"> • read a passage on leisure and identify affirmative and negative sentences from the passage on leisure • work in groups to demonstrate the difference between affirmative and negative sentences • identify a list of sentences, either as affirmative or negative • engage in pair work to convert affirmative to negative sentences and vice versa • construct affirmative and negative sentences on leisure and peer review each other's sentences. | <ol style="list-style-type: none"> 1. How do we differentiate sentences? 2. Why should we use different types of sentences? |



Core competencies to be developed:

- **Communication** is achieved as learners construct affirmative and negatives sentences clearly and correctly
- **Collaboration** is enhanced as learners recognise the value of other’s ideas while working in pairs and in groups to review each other’s sentences.
- **Learning to Learn** is developed as learners organise their own learning while constructing affirmative and negative sentences.

Values:

- **Unity** is acquired as learners work in pairs and in groups to review each other’s sentences.
- **Respect** is developed as learners discuss the sentence structure of affirmative and negative sentences.

Pertinent and contemporary Issues (PCIs):

- **Effective communication** is achieved as learners write clearly and correctly while constructing affirmative and negatives sentences.
- **Social cohesion** is developed as learners work in pairs and in groups to review each other’s sentences.

Link to other subjects:

- **Kiswahili and German** address types of sentences.



| Assessment Rubric | | | | |
|--|--|--|--|---|
| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
| Ability to identify affirmative and negative sentences from a given text. | Consistently identifies affirmative and negative sentences from a given text. | Identifies affirmative and negative sentences from a given text. | Identifies some affirmative and negative sentences from a given text. | Identifies a few affirmative and negative sentences from a given text. |
| Ability to explain the use of affirmative and negative sentences in communication. | Excellent explains the use of affirmative and negative sentences in communication. | Explains the use of affirmative and negative sentences in communication. | Explains the use of affirmative and negative sentences in communication partially. | With difficulty, explains the use of affirmative and negative sentences in communication partially. |
| Ability to construct affirmative and negative sentences on leisure. | Perfectly constructs affirmative and negative sentences on leisure. | Constructs affirmative and negative sentences on leisure. | Partially constructs affirmative and negative sentences on leisure. | Constructs affirmative and negative sentences on leisure with assistance. |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|--|---|--|
| 10.4 Writing | 10.4.1 Creative writing- simple poems and songs (3 lessons) | By the end of the sub strand, the learner should be able to: a) identify features of poems in texts b) distinguish between poems and songs in texts c) write simple poems and songs on traditional leisure activities d) embrace the importance of creative writing in language use. | The learner is guided to: <ul style="list-style-type: none"> • watch a video clip on a poetry recital to study a poem and identify its features in groups • discuss the steps in composing a poem in pairs and • distinguish the features of poems from songs and write them down • use digital devices to share the songs with peers and make presentations of the song to the class. | <ol style="list-style-type: none"> 1. What should we consider when writing poems and songs? 2. How do we write poems and songs? 3. What entails traditional leisure activities? 4. Why are traditional leisure activities important? |
| <p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is developed as learners use logical reasoning to identify features of poems and songs. • Digital literacy is enhanced as they share songs with their peers using digital devices. • Creativity and imagination is achieved as the learners create their own riddles and tongue twisters. | | | | |



Values:

- **Unity** is developed as learners study a poem and identify its features in groups.
- **Respect** is enhanced as they appreciate each other's opinions when discussing features of short forms.

Pertinent and Contemporary Issues (PCIs):

- **Critical thinking** is developed as learners use logical reasoning to identify features of poems and songs.
- **Effective communication** is realised as learners discuss in groups and make presentations to their peers.

Link to other subjects:

- **English and Kiswahili** address creative and imaginative writing.
- **Performing Arts** addresses songs in Music.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|---|--|---|--|
| Ability to identify features of poems in texts. | Confidently identifies features of poems in texts. | Identifies features of poems in texts. | Partially identifies features of poems in texts. | With assistance identifies features of poems in texts. |
| Ability to distinguish between poems and songs in texts. | Excellently distinguishes between poems and songs in texts. | Distinguishes between poems and songs in texts. | Partially distinguishes between poems and songs in texts. | Struggles to distinguish between poems and songs in texts. |
| Ability to write simple poems and songs on traditional leisure activities. | Creatively writes simple poems and songs on traditional leisure activities. | Writes simple poems and songs on traditional leisure activities. | Attempts to write simple poems and songs on traditional leisure activities. | Has difficulty writing simple poems and songs on traditional leisure activities. |



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 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 give learners an opportunity 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, and learn how they will 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:** Learner will be able to 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 source and utilise 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> <ul 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 a solution to the identified problem e) share the findings with relevant actors f) reflect on own learning and relevance of the project | <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 | <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 |



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| | <p>g) appreciate the need to belong to a community.</p> | <ul style="list-style-type: none"> ● identify resources they need for the activity ● collect the information/data using various means ● develop various reporting documents on their findings ● use the developed tools to report on their findings ● implement the project ● collect feedback from peers and the school community regarding the CSL activity ● share the report on the 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 facilitating 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. |



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| 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 and lacks 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: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES & NON-FORMAL LEARNING ACTIVITIES

| Strand | Sub Strand | Sub Strand | Suggested Non-Formal Activities | Suggested Assessment Methods | Parental Engagement | List of Resources |
|--|----------------------------|---------------------------------|--|--|---|--|
| Theme 1.0: Information Communication Technology | 1.1 Listening and Speaking | 1.1.1 Listening for information | Learners giving and responding to information | Responding to questions Observation during recording activities Notes taken | Learners to practise listening attentively and responding appropriately at home | Audio clips Writing materials |
| | 1.2 Reading | 1.2.1 Reading comprehension | Learners to engage in reading clubs to practise and enhance their comprehension skills | Observation as learners manipulate digital devices Personal collections of vocabulary | Learners to discuss the use of different ICT gadgets with parents and guardians at home | Recorded clips, selected paragraphs, grade 7 course books, digital devices |
| | 1.3 Language Structure | 1.3.1 Word Classes: Nouns | Learners form reading clubs to promote a reading culture. | Question/answer , Observation Text messages and emails | Learners to write messages on social media with the help of parents and guardians | Print and online sources, social media platforms, phones, digital devices |



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| | 1.4 Writing | 1.4.1 Social writing | Learners practise writing messages and emails in and out of class with peers | Observation, writing messages and emails, manipulating phones and online platforms | Learners to write messages on social media with the help of parents and guardians | Writing materials, organisers, print and online sources, social media platforms, phones, digital devices |
| Theme 2.0: Unity and Citizenship | 2.1 Listening and Speaking | 2.1.1 Listening for Comprehension | Learners to listen and respond to questions on varied themes | Question and answer Observation as they use the dictionary | Learners to listen and respond to questions at home with peers, parents or guardians | Digital tools e.g. computers, storybooks, picture cards, audio stories, radios, props, costumes |
| | 2.2 Reading | 2.2.1 Extensive reading | Learners to engage in library membership or book club membership to enhance their reading skills | Observation as learners use the library Book reports Personal collections of thematic vocabulary | Learners participate in reading activities/hobbies with parents or guardians at home. | Dictionaries, library resources |



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| | 2.3 Language Structure | 2.3.1 Personal and possessive pronouns | Learners participate in club activities | Practice exercises e.g. gap filling Questions and answers | learners to find and read stories at home with their parents and guardians | Course books, print resources, sentence strips, digital sources. |
| | 2.4 Writing | 2.4.1 Writing for information | Learners participate in writing competitions in their clubs and societies. | Writing varied texts | Learners practise writing simple texts with peers, parents, and guardians at home | Newspaper cuttings, digital resources |
| Theme 3.0: Safety and Security | 3.1 Listening and Speaking | 3.1.1 Attentive listening | Learners Participate in language club activities with peers in and out of class | Oral questions and aural questions as learners respond to questions on occupations | Learners discuss safety and security with their parents and guardians at home | Audio-visual clips, aural comprehension texts and passages, digital devices. |



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| | 3.2 Reading | 3.2.1 Library skills | Participating in reading clubs and societies | Library use, observation | Learners to discuss the role of security officers at home with their peers, parents or guardians | Grade 7 course book, library materials, digital devices, online resources, songs, poems, texts on roles of security officers |
| | 3.3 Language Structure | 3.3.1 Word classes: Verbs | Learners Participate in language competitions in clubs and societies and in informal setup. Engage peers in spelling games in their clubs and societies. | Question/answer, oral exercises, cloze tests, quizzes and competitions | Read varied texts with the assistance of their parents/guardians | Digital devices, word puzzles, passages on safety and security, books. |



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| | 3.4 Writing | 3.4.1 Writing to give information | Learners to participate in writing competitions organised by their language clubs | Writing activities | Discuss safety and security with their parents and guardians | Writing materials, digital devices, online resources, internet |
| Theme 4.0: Environmental Conservation | 4.1 Listening and Speaking | 4.1.1 Conversational skills | Learners to engage in language clubs to practise speaking skills in and out of school | Questions and answers, observation as they participate in role play about environmental conservation. | Learners engage parents and guardians in discussions about environmental conservation. | Digital devices, props and costumes, Grade 7 course book |
| | 4.2 Reading | 4.2.1 Reading for information | Learners to engage in reading club activities to improve their reading skills | Role play, observation, question and answer | Learners share information and experiences on environmental conservation with peers, parents, and guardians in the community | Digital devices, level readers, selected online texts, Grade 7 course book |



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| | 4.3 Language Structure | 4.3.1 Word classes: Adjectives | Learners practise using different language structures in language clubs in and out of school | Grammar practice exercises, observation, question and answer. | Learners to discuss environmental conservation at home with peers, parents, and guardians | Digital devices, reference books |
| | 4.4 Writing | 4.4.1 Imaginative and creative writing | Learners participate in writing completions in their clubs and societies. | Written exercises as they write sentences and passages. | Learners discuss environmental conservation with their parents or guardians. | Digital devices, reference books |
| Theme 5.0: Culture | 5.1 Listening and Speaking | 5.1.1 Conversational skills | Participate in language games and activities (riddles, tongue twisters, and word games) in their language clubs in and out of school. | Observation of learner participation in activities | Learners to discuss cultural conversation e.g. riddle sessions with parents and guardians at home | Collections of tongue twisters, riddles and word games, pre-recorded audio clips, recording devices |



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| | 5.2 Reading | 5.2.1 Reading for information | Participate in reading activities of the reading club in and out of school | Asking and answering questions, observation, responding to questions about child naming and reading aloud in turns | Learners to discuss and learn about child naming in their community with parents and guardians | Digital resources, a collection of songs and poems, online resources, Grade 7 course book |
| | 5.3 Language Structure | 5.3.1 Word classes: Determiners | Participate in language games during language club activities | Observation, question and answer, practice exercises | Learners to discuss cultural language use with parents and guardians at home. | Digital resources, a collection of practice exercises, Grade 7 course book, online resources |
| | 5.4 Writing | 5.4.1 Narrative writing | Participate in creative writing competitions through the writing clubs. | Written exercises Portfolios | Learners to discuss cultural language use with parents and guardians at home | Online sources, resource persons |



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|-----------------------------|----------------------------|------------------------------------|---|--|---|--|
| Theme 6.0: Trade | 6.1 Listening and Speaking | 6.1.1 Listening for information | Participate in language games and activities (riddles, tongue twisters, and word games) in their language clubs in and out of school. | Observation of learner participation in role play Question and answer Note making | Learners to discuss cultural trade with parents and guardians at home | Props and costumes for role play, pre-recorded audio clips, digital devices, recording devices |
| | 6.2 Reading | 6.2.1 Reading comprehension | Participate in reading activities of the reading club in and out of school | Asking and answering questions Reading aloud in turns | Learners to learn about trends in trade in their community from parents and guardians | Digital devices, online resources, Grade 7 course book |
| | 6.3 Language Structure | 6.3.1 Word classes: adverbs | Participate in language games during language club activities | Question and answer Practice exercises- sentence formation using adverbs, gap filling, identifying adverbs in paragraphs | Learners to discuss trade activities in the community with parents and guardians at home. | Digital resources A collection of practice exercises, Grade 7 course book, online resources |



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| | 6.4writing | 6.4.1 Writing for information | Participate in writing competitions in writing clubs. | Written exercises Short compositions Portfolios | Learners to discuss issues of integrity in business with parents and guardians at home | Online sources, digital devices |
| Theme 7.0: Careers | 7.1 Listening and Speaking | 7.1.1 Intensive listening | Participate in activities of language clubs in and out of school. | Responding to questions orally Transcribing paragraphs Manipulating online sources | Learners to discuss careers with parents and guardians at home | Online resources, print resources, pre-recorded audio clips, digital devices |
| | 7.2 Reading | 7.2.1 Reading for information | Participate in reading activities of the reading club in and out of school | Answering questions in writing Observation-using the dictionary Practice exercises – inferring the meaning of words in context | Learners to discuss careers in their community with parents and guardians | Digital resources, a collection of audio clips on careers online resources, Grade 7 course book |



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| | 7.3 Language Structure | 7.3.1 Phrases: Noun Phrases | Participate in digital language games during language club activities | Observation Question and answer Practice exercises | Learners to discuss characteristics and work ethics of the different careers with parents and guardians at home | Digital resources, Grade 7 course book, Online resources |
| | 7.4 Writing | 7.4.1 Writing to give information | Participate in writing competitions through the writing clubs. | Practice exercises Identifying topical paragraphs in texts Re-arranging sentences to form a coherent paragraph Short compositions to discuss abilities and talents Portfolios | Learners to discuss the importance of abilities and talents with parents and guardians at home | Online resources, digital devices |



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| Theme 8.0: Indigenous Knowledge | 8.1 Listening and Speaking | 8.1.1 Storytelling | Participate in storytelling sessions in their language clubs in and out of school. | Observation of learner participation in activities: telling stories creatively, audibility, coherence and fluency; Teamwork in storytelling sessions Discussions about character traits of animals in fables | Learners to engage in storytelling sessions with peers, parents, and guardians at home | Collections of fables, pre-recorded audio clips, digital, devices, recording devices |
| | 8.2 Reading | 8.2.1 Intensive reading | Participate in activities of the reading club in and out of school | Asking and answering questions about indigenous knowledge Observation Reading aloud in turns Discussing characters in narratives they have read | Learners to discuss indigenous knowledge with parents and guardians | Digital resources, a collection of narratives, online resources, Grade 7 course book |



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|--|----------------------------|--------------------------------------|---|--|---|--|
| | 8.3 Language Structure | 8.3.1 Active and Passive Voice | Participate in language games during language club activities | Question and answer Practice exercises: Constructing sentences Identifying, sentences in passive and active voice from texts, Converting sentences | Learners to discuss indigenous language structures with parents and guardians at home. | Digital resources, a collection of practice exercises, Grade 7 course book, online resources |
| | 8.4 Writing | 8.4.1 Writing to give information | Participate in writing competitions in and out of school | Written exercises Practice exercises: Rearranging sentences to make a coherent paragraph Writing short stories with animal characters Portfolios | Learners to discuss cultural language use with parents and guardians at home | Online resources, reference books |
| Theme 9.0: Health and Nutrition | 9.1 Listening and Speaking | 9.1.1 Presentation skills | Participate in activities that involve making presentations in language clubs in and out of school. | Observation of learner participation in activities: Discussing different types of food | Learners to discuss traditional health and nutrition with parents and guardians at home | Pre-recorded audio clips, guest speaker, digital devices, recording devices |



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| | 9.2 Reading | 9.2.1 Reading for information | Participate in activities of the reading club in and out of school | Asking and answering questions Reading newspaper articles and making notes Compiling a personal collection of thematic vocabulary | Learners to discuss cultural foods with parents and guardians | Digital resources, a collection of poems about traditional nutrition, online resources, Grade 7 course book |
| | 9.3 Language Structure | 9.3.1 Sentences | Participate in language games related to types of sentences, in club activities in and out of school | Question and answer Practice exercises: Identifying interrogatives, declarative, imperative, and exclamative sentences from texts about cultural foods Distinguishing between interrogatives, declarative, imperative and exclamative sentences | Learners to discuss cultural foods with parents and guardians at home. | Digital resources, a collection of practice exercises, Grade 7 course book, Online resources |



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| | 9.4 Writing | 9.4.1 Functional writing | Participate in writing club activities in and out of school to improve their writing skills | Practice exercises: Outlining components of a friendly letter Written exercises: Writing emails about traditional food preparation or preservation methods Portfolios | Learners to discuss traditional food preparation and preservation with parents and guardians at home | Online and print resources |
| Theme 10.0: Leisure | 10.1 Listening and Speaking | 5.1.1 Listening for pleasure | Participate in activities of language club in and out of school. | Observation of learner participation in activities: Traditional children’s word games Listening and recording each other’s performance of songs or poems for leisure | Learners to discuss traditional word games with parents and guardians at home | Collections of tongue twisters, riddles, and word games, songs and poems; pre-recorded audio clips, digital devices, recording devices |
| | 10.2 Reading | 10.2.1 Reading for pleasure | Participate in reading activities of the reading club in and out of school | Asking and answering questions identifying characteristics of riddles, puns Identifying features of children’s play songs | Learners to discuss and learn about child games with parents and guardians | Digital resources, a collection of songs and poems, |



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| | | | | Reading varied texts for pleasure | | Online resources, Grade 7 course book |
| | 10.3 Language Structure | 10.3.1 Affirmative and negative sentences | Participate in language games during language club activities | Question and answer Practice exercises: Identifying sentences from texts Constructing sentences | Learners to discuss types of sentences with parents and guardians at home. | Digital resources, a collection of practice exercises, Grade 7 course book, online resources |
| | 10.4 Writing | 10.4.1 Creative writing | Participate in creative writing competitions through the writing clubs. | Practice exercises: Identifying features of a poem, Written exercises, Writing poems and songs for traditional leisure Portfolios | Learners to discuss cultural language use with parents and guardians at home | Writing tools and digital devices |





