



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GERMAN

GRADE 9



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2023

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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 Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. 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.

HON. EZEKIEL OMBAKI MACHOGU, CBS
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 9 is the final level of the Junior Secondary School (JSS) in the new education structure.

Grade 9 curriculum furthers implementation of the CBC from Grade 8. 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 9 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 9 and prepare them for smooth transition to Senior Secondary School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the *Basic Education Curriculum Framework (BECF)*, that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 9 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 9 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 9 and preparation of learners for transition to Senior Secondary School.

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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	5
5.	Pre-Technical Studies	4
6.	Social Studies	4
7.	Religious Education (CRE/IRE/HRE)	3
8.	Business Studies	3
9.	Agriculture	3
10.	Physical Education and Sports	2
11.	Optional Subject	3
12.	Optional Subject	3
	Total	44

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. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which 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 which are 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 modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of 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 recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. 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 to grow up 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 which provides equal educational opportunities for all. 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 instil 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 in order 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 of this international community with all the obligations and 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 in order 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.

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

By 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 coexistence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Foreign language proficiency enables one to be an effective member of the global world. German language learning at Junior Secondary builds on the linguistic competencies developed at Upper Primary. Additionally, it focuses on further development of the four basic language skills; listening, speaking, reading and writing. Cultural knowledge, contextual topical content and applied grammar are the vehicles through which the four skills are developed. Emphasis is on the functional use of language as well as acquisition of the necessary oral, intensive and extensive reading skills and basic writing skills on varied contexts through collaborative approaches. Learners are expected to attain the intermediate level of proficiency in German language (equivalent to A2 of the Common European Framework of Reference for Languages) in order to transit to Senior School. The learner will be empowered to respect, appreciate and participate in the opportunities within their own and the international community.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. communicate information effectively about everyday issues,
2. listen actively to varied speakers in varied contexts and respond appropriately,
3. read varied texts of medium complexity on familiar matters for information and enjoyment,
4. interact with others on familiar topics,
5. write texts of medium complexity on subject matter relating to their everyday experiences,
6. use varied media to access and create information to enhance German language learning,
7. appreciate own and other people's culture for national cohesion and international consciousness,
8. apply acquired knowledge and skills to address challenges in everyday life

STRAND 1.0: LISTENING AND SPEAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.1. Selective Listening and Vocabulary (5 Lessons)	By the end of the sub strand the learner should be able to: a) identify food and shopping items in a given text, b) listen selectively for information in diverse shopping situations, c) interact with technology for learning, d) value the importance of making a budget.	The learner is guided to: <ul style="list-style-type: none"> • pick out shopping items from a provided audiotext • match names of items to picture flash-cards • listen to an advert on an item and simulate a phone call to order the item • role-play shopping assistants and shoppers with peers • source for shopping catalogues (visit online shopping sites) of a favourite shop and talk about the listed items in pairs/groups • discuss the importance of budgeting before going shopping • carry out research (online/via printed collected brochures) on shopping options and develop sample budgets for them. 	<ol style="list-style-type: none"> 1. How do we avoid distractions when listening to an oral text? 2. How do we keep safe as we shop in a mall?

Core-Competencies to be developed:

Digital literacy: The learner interacts with technology as they carry out online research on shopping options and develop sample budgets for them.

Core Values:

Responsibility: The learner develops a sense of responsibility by discussing the importance of budgeting before going shopping and how to follow sample budgets.

Pertinent and Contemporary Issues:

Safety and security: Learner develops an awareness for safety and security practices as they discuss how to keep safe during shopping in malls

Link to other learning areas:

Learner links this sub strand to Mathematics when they talk about the prices of various items of clothing in Euros, to Business Studies when they participate in budget making before going to shop, and to Home Science when the learner talks about clothing, shopping and prices of items

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify food and shopping items	Learner identifies common and uncommon food and shopping items in a given context	Learner identifies all food and shopping items in a given context	Learner identifies most common food and shopping items in a given context	Learner identifies a few food and shopping items in a given context but requires support to identify others

Ability to listen selectively for information	Learner listens to various complex texts on food and shopping and carries out all given tasks appropriately	Learner listens to texts on food and shopping and carries out all given tasks appropriately	Learner listens to simple texts on food and shopping and carries out given tasks appropriately	Learner listens to simple texts on food and shopping; requires support to carry out related tasks
Ability to interact with digital technology	Learner interacts competently and confidently with digital technology for learning	Learner interacts competently with digital technology for learning	Learner interacts competently with digital technology for learning most of the time	Learner interacts with digital technology for learning with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.2. Articulation and Evaluative Listening: School (4 Lessons)	By the end of the sub strand the learner should be able to: a) articulate themselves fluently in various contexts, b) listen evaluatively to their peers, c) appreciate the importance of	The learner is guided to: <ul style="list-style-type: none"> • talk about the organisation of schools in Kenya • talk about typical aspects (school uniforms, boarding, etc) in Kenya • research online/using other media on the school system in Germany in pairs/groups • talk about the differences and similarities between schools in Kenya and Germany 	Why is correct articulation important in communication?

		maintaining order and peace in school.	<ul style="list-style-type: none"> • discuss and develop their ideal school system (structure, rules) in pairs/groups • listen to texts about school system in Germany • discuss the importance of rules and regulations in a school • present to peers the school rules that should be added to maintain order 	
<p>Core Competencies to be developed: Learning to learn: Learner develops the ability to learn on their own as they carry out online research on key aspects of the German school system.</p>				
<p>Core Values: Social justice: Learner develops a sense of social justice as they foster peace when dealing with the school rules.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Child Rights: Learner listens to texts about school system in Kenya and Germany with concepts such as compulsory basic education for all children</p>				
<p>Link to other learning areas: Learner links the sub strand to Social Studies when talking about rules and when carrying out comparisons between Kenya and Germany.</p>				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to articulate themselves fluently	Learner articulates him/herself fluently on various topics	Learner articulates him/herself fluently on given topics	Learner articulates him/herself on simple topics fluently	Learner requires assistance to articulate himself on given topics
Ability to listen evaluatively	Learner listens to complex texts and presentations from peers and asks intuitive and relevant questions	Learner listens to texts and presentations from peers and asks relevant questions	Learner listens to texts and presentations from peers and asks simple questions	Learner listens to texts and presentations from peers; requires guidance to ask relevant questions
Ability to learn on their own	Learner independently carries out research using varied media on school system in Germany	Learner independently carries out research on school system in Germany	Learner independently carries out research on school system in Germany most of the time	Learner carries out research, but needs assistance to collate information on school system in Germany

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Appreciative Listening: Festivities (5 Lessons)	By the end of the sub strand the learner should be able to: a) identify various festivities celebrated in Kenya and in Germany, b) listen appreciatively to diverse texts on various festivities in Kenya and Germany, c) appreciate the need for sharing and inclusivity during festivals and celebrations.	The learner is guided to: <ul style="list-style-type: none"> • listen to audio about various festivities and match them with provided flash cards • share birth dates in pairs and asks their partner to tell the whole class about it • talk about when they celebrate various events (birthdays, Christmas etc) • talk about favourite activities during birthdays in pairs/groups • source for photos/videos of past celebrations (birthday/Easter/Christmas) and tell the class about what they did on that day • research online/other media on how various festivities are celebrated in Germany in pairs/groups • listen to audio texts about festivities in Germany and note common 	What makes you enjoy a listening text?

			festival practices that are rare in Kenya <ul style="list-style-type: none"> • compare how various festivities are celebrated in Kenya and Germany • describe which festivities are important in their various communities (initiation, burials, naming ceremonies, weddings etc) • discuss how the festivities can be celebrated responsibly 	
Core Competencies to be developed: Citizenship: Learner develops national and cultural identity skills as they listen to texts and discuss about festivals that are unique to their country				
Core Values: Love and Care: Learner demonstrates compassion and care for others by appreciating the need for sharing and inclusivity during festivals and celebrations.				
Pertinent and Contemporary Issues (PCIs): Health related and Gender issues: Learner learns about various festivities in Kenya and in Germany and how they are celebrated and this raises awareness on such issues as substance and drug abuse as well as gender related issues like FGM.				
Link to other learning areas: Learner links the sub strand to Social Studies when they talk about the festivities in Kenya and Germany and various activities that are carried out during these festivities.				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify festivities	Learner correctly identifies common and uncommon festivities from both Kenya and Germany	Learner correctly identifies given festivities from both Kenya and Germany	Learner correctly identifies most of the given festivities from both Kenya and Germany	Learner correctly identifies a few of the given festivities from both Kenya and Germany
Ability to listen appreciatively	Learner listens to a variety of complex texts on festivities and carries out all tasks appropriately	Learner listens to given texts on festivities and carries out given tasks appropriately	Learner listens to simple texts on festivities and carries out given tasks appropriately	Learner listens to simple texts on festivities; requires guidance to carry out given tasks appropriately

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.4 Selective Listening: Places (4 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify common tourist destinations in Kenya and Germany, b) listen selectively for information from various texts, c) appreciate cultural diversity 	The learner is guided to: <ul style="list-style-type: none"> • listen to audio texts about Kenya and match pictures to the destinations mentioned, • listen to texts about Germany and match pictures to the destinations mentioned • listen to various audio recordings from different parts of the world, guess which country speaks that language • select a country, research on fun facts about it online/other media and share in class • discuss the safety measures to be considered before and while travelling in a foreign place • discuss the importance of respecting various cultures while travelling 	<ol style="list-style-type: none"> 1. How do we get main ideas from a text? 2. What is the significance of the various tourist and cultural sites in your local area?
<p>Core Competencies to be developed: Citizenship: Learner develops social cultural sensitivity and awareness skills when they discuss the importance of respecting various cultures while travelling.</p>				

Core Values:

Peace: Learner demonstrates the appreciation for peace as they discuss the importance of showing awareness for various cultures.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: Learner will develop a greater awareness of the importance of Social Cohesion as they discuss the importance of respecting various cultures while travelling.

Link to other learning areas:

Learner links their learning to Social Studies as they discuss preparations for travelling to new destinations.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify tourist destinations in Kenya and Germany	Learner identifies and names common and uncommon tourist destinations in Kenya and Germany.	Learner identifies and names the required tourist destinations in Kenya and Germany.	Learner identifies and names most of the required tourist destinations in Kenya and Germany.	Learner names a few of the required tourist destinations in Kenya and Germany, requires support to identify others.
Ability to listen selectively for information	Learner listens to a variety of complex texts and carries out given tasks appropriately	Learner listens to given texts and carries out given tasks appropriately	Learner listens to simple texts and carries out given tasks appropriately	Learner listens to simple texts; requires guidance to carry out given tasks appropriately

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	1.5 Selective Listening: Home (4 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify specific household tasks in given contexts, b) listen for selective information about household tasks by speakers in diverse contexts, c) apply correct vocabulary and expressions when talking about household tasks, d) value the importance of equitably distributing household tasks. 	The learner is guided to: <ul style="list-style-type: none"> • talk about common household tasks they do at home in pairs • role-play various household tasks and has their peers identify the tasks • listen to audio visual texts of household tasks being carried out and match them to provided flash cards • listen to texts of people describing their households and respond to questions about the assignment of roles and tasks in those households • listen to texts about caring for a home and select the instructions mentioned and talk about their least favourite household task in pairs/groups • discuss ways in which tasks can be equitably distributed in the home 	<ol style="list-style-type: none"> 1. How do we ensure we get specific information from an oral text? 2. Why is it important for every member of the family to help in household tasks?
<p>Core Competencies to be developed: Self-efficacy: Learner will develop effective communication and negotiation skills as they discuss ways in which tasks can be equitably distributed in the home</p>				

Core Values:

Unity: Learner demonstrates unity as they discuss ways in which tasks can be equitably distributed in the home.

Pertinent and Contemporary Issues:

Gender Issues: Learner develops a consciousness of Gender Issues such as stereotyping as they role play various household tasks.

Link to other learning areas:

Learners link their learning to Social Studies and Home Science as they work to equitably distribute household tasks.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify household tasks	Learner identifies and names all common and uncommon household tasks with ease.	Learner identifies and names given household tasks	Learner identifies and names most of the given household tasks	Learner identifies and names few of the given household tasks
Ability to listen for selective information	Learner listens to various complex texts for selective information and carries out tasks appropriately	Learner listens to given texts for selective information and carries out tasks appropriately	Learner listens to simple texts for selective information and carries out tasks appropriately.	Learner listens to simple texts; requires prompting to extract selective information and carry out given tasks

Ability to apply correct vocabulary and expression	Learner applies diverse and correct vocabulary and expressions to talk about household tasks	Learner applies correct vocabulary and expressions to talk about household tasks	Learner applies correct vocabulary and expressions to talk about most of the household tasks	Learner applies correct vocabulary and expressions in a few of the household tasks
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Selective Listening : Health (6 Lessons)	By the end of the sub strand the learner should be able to: a) listen for selected information by speakers in diverse contexts, b) use appropriate vocabulary and expressions to communicate in health-related contexts, c) articulate themselves appropriately on issues relating to health,	The learner is guided to: <ul style="list-style-type: none"> • listen to texts and take note of the information (addresses, telephone numbers, appointment times) mentioned • listen to texts about making appointments and match that information with provided flash cards (on times, days of the week, locations, etc.) • listen to a dialogue between a doctor and a patient and arrange provided transcript(s) in the correct order • listen to a recorded conversation between a doctor and a patient and note the main information on ailments 	Why is it important to listen carefully in a communicative situation?

		d) recognise the need to ask for advice on health-related issues	<ul style="list-style-type: none"> record a video/make a skit of themselves interviewing peers on the importance of going to the doctor's research online/offline and prepare skits with peers contrasting a patient who followed the doctor's advice, one who partially followed the advice and one who disregarded the advice 	
<p>Core Competencies to be developed: Digital Literacy: Learner develops skills for interacting with technology to effectively accomplish their own tasks as they prepare and record the interviews.</p>				
<p>Core Values: Responsibility: Learner develops a greater sense of responsibility as they brainstorm, script and prepare the skit about following the doctor's advice.</p>				
<p>Pertinent and Contemporary Issues: Consumer Literacy Skills: Learner develops an awareness for consumer rights as they prepare and present skills on following doctor's advice.</p>				
<p>Link to other learning areas: Learner links their learning to Integrated Science while describing a visit to the doctor's.</p>				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to listen for selective information	Learner listens to complex texts for selective information and carries out given tasks appropriately	Learner listens to given texts for selective information and carries out given tasks appropriately	Learner listens to given texts for selective information and carries out most of the given tasks appropriately	Learner listens to given texts; requires prompting to select information and carry out given tasks
Ability to use appropriate vocabulary and expressions in health-related contexts	Learner uses complex, varied and appropriate vocabulary and expressions to communicate in health-related contexts	Learner uses appropriate vocabulary and expressions to communicate in health-related contexts	Learner uses simple vocabulary and expressions to communicate in health-related contexts	Learner uses limited vocabulary and expressions to communicate in health-related contexts
Ability to articulate themselves appropriately on issues relating to health	Learner confidently articulates him/herself clearly and fluently on topics relating to health	Learner articulates him/herself clearly and fluently on topics relating to health	Learner articulates him/herself fluently and with minimal prompting on topics relating to health	Learner requires constant prompting to articulate him/herself fluently on topics relating to health

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.7.Evaluative Listening: Media (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify media devices for learning, b) listen to texts about media by speakers in diverse contexts for evaluation, c) appreciate responsible uses of media.	The learner is guided to: <ul style="list-style-type: none"> • play a brainstorming game, where the class mentions names of devices whose names begin with a given letter within 10 seconds • record themselves listing uses of media in school • listen to texts of teenagers talking about how they use different media and then classify these uses • listen to texts about media use, and then present a critique to the class • discuss the merits and demerits of social media • research online/other media and present (a PowerPoint, poster, etc) on how teenagers in other countries handle media responsibly 	Why is it important to give positive feedback in a conversation? How do you give feedback in a conversation?

Core Competencies to be developed:

Citizenship: Learner develops ethical digital citizenship skills as they discuss responsible uses of media as well as by harnessing the power of ICT for positive purposes.

Core Values:

Integrity: Learner demonstrates and develops Integrity as they classify and critique the various uses of media by their fellow teenagers.

Pertinent and Contemporary Issues (PCIs):

Child Care and Protection: Learner develops an awareness for the need for Child Care and Protection as they research online and prepare the presentation about how teenagers in other countries handle media.

Link to other learning areas:

Learner links their learning to Pre-Technical Studies and Computer Science as they record themselves and prepare PowerPoint and poster presentations.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify media devices	Learner identifies various media devices and their uses in given texts	Learner identifies all media devices and their uses in given texts	Learner identifies most media devices and their uses in given texts	Learner identifies some media devices in given texts, needs prompting to identify their uses
Ability to listen to texts for evaluation	Learner listens to complex texts and presentations from peers and asks coherent and relevant questions	Learner listens to texts and presentations from peers and asks relevant questions	Learner listens to texts and presentations from peers and asks simple questions	Learner listens to simple texts and presentations from peers; requires guidance to ask relevant questions

STRAND 2.0: READING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1.Extensive Reading: Food, Shopping (4 Lessons)	By the end of the sub strand the learner should be able to: a) identify various items of foodstuff in a text, b) read extensively for general and specific information, c) interact with technology for learning, d) recognize the importance of turn-taking when reading.	The learner is guided to: <ul style="list-style-type: none"> • read and speculate on the picture/title of a text on foodstuff • read short texts on various aspects of shopping at the mall • read meanings of new words found in texts from dictionaries or online • read provided texts in turns for general information on shopping • browse online shopping sites, prepare a shopping wish list and read to peers • read and follow instructions to help him/her shop online or in the mall 	<ol style="list-style-type: none"> 1. Why is it important to read extensively? 2. What do you need to consider before going shopping?
<p>Core Competencies to be developed: Digital Literacy: Learner develops skills of interacting with digital technology as they browse online shopping sites and prepare a shopping wish list.</p>				
<p>Core Values: Responsibility: Learner practices responsible shopping habits as s/he browses online and prepares shopping wish lists.</p>				

Pertinent and Contemporary Issues:

Safety and Security: Learner develops an awareness for safety and security practices during shopping and on things to consider while shopping at the mall.

Link to other learning areas:

Learner links this sub strand to Business Studies as learners shop responsibly without overspending, to Mathematics as learner accurately calculates the money left after shopping, and to Home Science when reading texts on shopping at the mall.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify various items of foodstuff in a text	Learner identifies various items of common and uncommon foodstuff in diverse texts	Learner identifies various items of foodstuff in given texts	Learner identifies most of the items of foodstuff in given texts	Learner identifies a few of the items of foodstuff in given texts
Ability to read extensively for specific and general information	Learner extracts general and specific information from diverse and complex texts	Learner extracts general and specific information from diverse texts	Learner extracts most of general and specific information from diverse texts	Learner extracts a few of the general and specific information from diverse texts

Ability to interact with digital technology	Learner interacts with digital technology by accessing appropriate shopping websites and other other digital platforms to carry out required tasks	Learner interacts with digital technology by accessing appropriate shopping websites to carry out required tasks	Learner interacts with digital technology by accessing most of the appropriate shopping websites and to carry out most of the required tasks	Learner interacts with digital technology but requires assistance to access appropriate shopping websites to carry out required tasks
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2.Selective Reading: School (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify information on school in texts, b) read texts on different school systems in Kenya and Germany for specific and general information, c) obtain more information on Kenyan and German school systems through further research,	The learner is guided to: <ul style="list-style-type: none"> • interpret a graphic depicting the German school system and share it with peers • read a simple text on the school system in Germany silently and note the key aspects • read texts on school rules in Kenya and in Germany and note the key differences between the Kenyan and German school systems • read a text on the considerations they will make in choosing a 	<ol style="list-style-type: none"> 1. How do we get general information from a reading text? 2. What do you like about your school system?

		d) appreciates the differences between the Kenyan and the German School systems.	pathway in senior school and discuss with peers <ul style="list-style-type: none"> • read a simple text on the school system in Germany and in Kenya and underline the differences 	
Core Competencies to be developed: Learning to learn: Learner develops the ability to learn on his/her own as they read up on the German school system and note key aspects.				
Core values: Social justice: Learner develops a sense of social justice as s/he fosters peace when dealing with the school rules.				
Pertinent and Contemporary Issues: Child rights: Learner develops an awareness about the rights of children to education as s/he reads about the school systems in Kenya and Germany.				
Link to other learning areas: Learner links this sub strand to Social Studies when s/he learns about the school system in Kenya and in Germany.				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify information on school from texts	Learner identifies required information on school from complex texts and appropriately completes given tasks	Learner identifies required information on school and appropriately completes given tasks	Learner identifies most of the required information on school and appropriately completes given tasks	Learner identifies a few of the required information on school and appropriately completes a few of the given tasks
Ability to read texts for specific and general information	Learner reads complex texts about school systems in Kenya and Germany and extracts the required information to appropriately complete given tasks	Learner reads texts about school systems in Kenya and Germany and extracts the required information to appropriately complete given tasks	Learner reads texts about school systems in Kenya and Germany and extracts most of the required information to appropriately complete given tasks	Learner reads texts about school systems in Kenya and Germany and extracts a few of the required information to appropriately complete given tasks
Ability to acquire more information through own research	Learner researches on the Kenyan and German school system, obtains and presents further detailed information	Learner researches on the Kenyan and German school system, obtains and presents further information	Learner researches on the Kenyan and German school system, obtains and presents some further information	Learner researches on the Kenyan and German school system, needs assistance to obtain and present further information

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3. Reading for Leisure: Festivities (5 Lessons)	By the end of the sub strand the learner should be able to: a) identify different festivities from a text, b) read diverse texts for leisure, c) appreciate the different festivities in Kenya and Germany.	The learner is guided to: <ul style="list-style-type: none"> • read about celebrations, (birthdays/weddings) in pairs/ groups, • read and match pictures depicting varied festivities with provided flash cards • read texts on leisure and festivities for enjoyment • read and identify formulaic phrases to use during different festivities (frohe Weihnachten, herzliches Glückwunsch zum Geburtstag, etc) • read texts on different festivities in Kenya (texts on initiation, weddings, naming ceremonies, dowry ceremonies, etc) and Germany in pairs/groups • research and read texts (online or any other media) on uniquely German festivals and share with peers in class 	What do you enjoy most when reading?
<p>Core Competencies to be developed: Citizenship: Learner develops social cultural sensitivity and awareness as s/he read texts on different festivities in Kenya and Germany.</p>				

Core Values:

Love: Learner develops love and compassion when s/he reads the different initiation ceremonies, festivities or practices unique to certain cultures.

Pertinent and Contemporary Issues:

Gender Issues: Learner encounters gender issues (FGM and early marriages) in their reading texts and are made aware of them.

Link to other learning areas:

Learner links this sub strand to Social Studies when reading about leisure and festivities in Kenya and Germany.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different festivities from a text	Learner easily obtains specific information on festivities in Kenya and Germany	Learner obtains specific information on festivities in Kenya and Germany	Learner obtains specific information on festivities in Kenya and Germany with some support	Learner needs considerable support to obtain specific information on festivities in Kenya and Germany
Ability to read for leisure	Learner readily reads texts on leisure and festivities with ease	Learner reads texts on leisure and festivities without support	Learner reads texts on leisure and festivities with support some of the time	Learner requires a lot of support to read texts on leisure and festivities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.4. Reading for Comprehension: Places (4 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify places of interest from a text, b) read descriptive texts for comprehension, c) develop active community life skills through reading, d) develop an awareness of diverse cultural and historical places for learning. 	The learner is guided to: <ul style="list-style-type: none"> • read brief texts describing popular holiday places and identify them on provided photos • read jumbled texts describing places and destinations and rearrange them to make coherent reading texts • read descriptive texts on diverse places and identify the places. • research (online, travel guides, other media, etc), read and compile a profile of his/her dream holiday destination • research, read and present a brief description of a historical/cultural/holiday destination within the immediate community • read texts on people, professions and places and discuss how these impact the community 	<ol style="list-style-type: none"> 1. Which strategies should you use in order to extract meaning from a text you are reading? 2. Which is the most historically and culturally significant place in your community and why?
<p>Core Competencies to be developed: Citizenship: Learner develops active community life skills by getting engaged in the documentation of historically/culturally relevant destinations within his/her immediate communities.</p>				

Core Value(s):

Peace: Learner recognizes and appreciates the historical/cultural relevance of different places within his/her own and peers' communities.

Pertinent and Contemporary Issues (PCIs):

Ethnic and racial relations: These relations are enhanced when the learner recognizes the historical/cultural significance of various destinations to diverse people.

Link to other learning areas:

Learner links the sub strand to Social Studies when s/he reads about holiday destinations and places of interest.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify places of interest in a text	Learner identifies and names diverse places of interest from a diversity of texts.	Learner identifies and names all places of interest from given texts.	Learner identifies and names most of the places of interest from given texts.	Learner identifies and names a few of the places of interest from given texts.
Ability to read descriptive texts for comprehension	Learner reads diverse and complex texts for comprehension and appropriately completes all tasks	Learner reads given texts for comprehension and appropriately completes all tasks	Learner reads given texts for comprehension and appropriately completes most of the given tasks	Learner reads given texts for comprehension and completes a few of the given tasks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5.Intensive Reading: Home (2 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify household tasks from provided texts,</p> <p>b) read texts for specific and general information,</p> <p>c) display leadership skills in undertaking household tasks.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read texts and underline the household tasks • read texts on household tasks in Kenya and Germany and highlight the similarities and differences • read and role play the dialogues on household tasks • research (online, magazines, films, etc.) on how household tasks are shared in German households • in pairs/groups come up with duty rota for household tasks and read for the class • assign household tasks s/he’s come up with to peers 	<ol style="list-style-type: none"> 1. Why is it important to have an objective before you read a text? 2. Who undertakes what household tasks in your family and why?

Core Competencies:

Self-efficacy: Learner develops leadership skills as they assign household tasks s/he’s come up with to peers.

Core values:

Unity: This is achieved when the learner undertakes tasks together with his/her peers and family within the home or classroom.

Pertinent and Contemporary Issues:

Gender issues: Learner develops an awareness for Gender issues when s/he discusses assignment of household tasks without discrimination.

Link to other learning areas:

Learner links this sub strand with Home Science when reading about household chores.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify household tasks from texts	Learner reads complex and diverse texts on household tasks and undertakes given tasks appropriately	Learner reads diverse texts on household tasks and undertakes given tasks appropriately	Learner reads diverse texts on household tasks and undertakes most of the given tasks	Learner reads texts on household tasks and undertakes a few of the given tasks
Ability to read for specific and general information	Learner reads diverse and complex texts for specific and general information on household tasks and carries out related tasks appropriately	Learner reads texts for specific and general information and carries out related tasks appropriately	Learner reads texts for specific and general information on household tasks and carries out most of the related tasks appropriately	Learner reads texts for specific and general information on household tasks and carries out a few of the related tasks appropriately

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.6. Reading for Comprehension: Health (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify different times of appointment in a given text, b) read descriptive texts for comprehension, c) develop awareness for personal hygiene.	The learner is guided to: <ul style="list-style-type: none"> • read texts on making appointments and identify the times and the activities • read and match particular times to given scheduled events • read and arrange texts on making appointments in the correct order • read a doctor-patient dialogue and identify the information regarding times and advice • read doctor-patient dialogues from provided texts and role play them • read/research (online, other media, etc.) on common diseases and give advice 	What activities can you employ to improve your reading comprehension?
<p>Core competencies: Learning to learn: Learner shares learnt knowledge as s/he reads/researches online on common diseases and give advice</p>				
<p>Core Values: Love: This is achieved when the learner reads/researches online on common diseases and gives advice</p>				
<p>Pertinent and Contemporary Issues: Personal Hygiene: Learner develops an awareness for personal hygiene when reading about doctor’s advice.</p>				

Link to other learning areas:

Learner links the sub strand to Home Science when they read and discuss doctor's advice, and to other Languages as they read and role play dialogues on making appointments and giving advice.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different times of appointments	Learner reads diverse and complex texts on health and undertakes assigned tasks appropriately	Learner reads diverse texts on health and undertakes assigned tasks appropriately	Learner reads diverse texts on health and undertakes most of the assigned tasks appropriately	Learner reads texts on health and undertakes a few of the assigned tasks
Ability to read texts for comprehension	Learner reads, comprehends and finds required information from complex texts and answers all questions correctly on given texts	Learner reads, comprehends and finds required information and answers all questions correctly on given texts	Learner reads, comprehends and finds some of the required information and answers some of the questions correctly on given given texts	Learner is capable of reading texts on health but requires assistance to comprehend, find required information and answer questions on texts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.7.Evaluative Reading: Media (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify various uses of media, b) read texts for evaluation and oral fluency, c) display ethical digital citizenship skills by observing and maintaining netiquette, d) recognise the significance of media in learning.	The learner is guided to: <ul style="list-style-type: none"> • read short text on the various uses of diverse media and list the uses • read and identify the media type from a description of its uses • read and match texts to media types • read brief descriptions of media uses and provide a brief headline/topic for the text • research and read on PCIs regarding media • in pairs/groups read on and compile arguments for and against diverse media in schools • read and present on the integration of digital technology in schools in Germany 	<ol style="list-style-type: none"> 1. How does reading aloud help? 2. What are the underlying issues regarding digital technology in the school today?
<p>Core Competencies: Citizenship: Learner develops ethical digital citizenship skills by observing and maintaining netiquette.</p>				

Core Values:

Integrity: This is achieved when the learner becomes conscious of digital technology users.

Pertinent and Contemporary Issues (PCIs):

Child Care and Protection: Learner develops this awareness on the need to protect themselves and their families from cyber bullies and other abusers when online from texts s/he reads on the subject.

Link to other learning areas:

Learner links the sub strand to Computer Science and Integrated Science as s/he learns to use digital technology conscientiously.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify various uses of media	Learner reads diverse and complex texts on responsible use of media and undertakes related tasks appropriately	Learner reads diverse texts on responsible use of media and undertakes related tasks appropriately	Learner reads diverse texts on responsible use of media and undertakes most of the related tasks appropriately	Learner reads texts on responsible use of media and undertakes a few of the related tasks
Ability to read texts for evaluation and oral fluency	Learner reads diverse and complex texts and is able to present opinions and arguments in a coherent manner	Learner reads texts and is able to present opinions and arguments in a coherent manner	Learner reads texts and is able to present most of his/her opinions and arguments in a coherent manner	Learner reads texts; requires assistance to present opinions and arguments in a coherent manner

STRAND 3.0: WRITING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 Functional and Creative Writing (3 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) describe items of clothing using appropriate adjectives, b) write a functional text using appropriate language structures, c) write a creative text using the correct language structures, d) show appreciation for one's preference on a given digital platform. 	The learner is guided to: <ul style="list-style-type: none"> • look at photos/pictures of clothing items and match them with their names • list the items that they would want to shop for at a mall/market in groups • complete a cloze text using given adjectives • label clothing items according to colour • compare clothing items in terms of price using a(n online) catalogue or brochure sourced by the teacher • write down tips on shopping for clothes in the mall in three categories; budget, security and safety, responsible behaviour • write an SMS to a friend/family member describing a clothing item that s/he bought recently 	<ol style="list-style-type: none"> 1. Why are language structures important in writing? 2. What do you consider while shopping?

			<ul style="list-style-type: none"> ● write a short email to a friend narrating about a shopping trip and the clothes s/he bought ● come up with a collage of clothes they would wear on different occasions (party, school trip, ball game etc) 	
<p>Core Competencies to be developed: Digital Literacy: Learner develops skills of interacting with technology when s/he carries out online research of the various clothes, their prices and availability on the various online shopping catalogues and platforms.</p>				
<p>Core Values: Responsibility: Learner is exposed to responsible behaviour while shopping when coming up with general tips for shopping</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety and Security: The learner develops awareness for safety and security in shopping malls, when s/he discusses safety tips in malls.</p>				
<p>Link to other learning areas: Learner links this sub strand to Business Studies in relation to purchasing and budgeting as well as Home Science regarding good grooming and appreciation of themselves.</p>				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe items of clothing items	Learner describes common and uncommon clothing items using a variety of descriptors	Learner describes clothing items using given descriptors accurately	Learner describes clothing items using most of the given descriptors accurately.	Learner describes clothing items using a few of the given descriptors
Ability to write functional texts related to shopping	Learner writes complex and coherent functional texts related to shopping using complex language structures	Learner writes coherent functional texts related to shopping using given language structures appropriately	Learner writes functional texts related to shopping using most of the given language structures	Learner writes functional texts related to shopping using a few of the given basic language structures
Ability to write creative texts related to shopping	Learner writes coherent and complex creative texts related to shopping using complex language structures	Learner writes coherent creative texts related to shopping using given language structures appropriately	Learner writes simple creative texts related to shopping using given language structures	Learner writes basic creative texts related to shopping using basic language structures

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.2 Creative Writing: School (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify specific aspects of school systems in Kenya and Germany, b) write a creative text about school using correct language structures, c) show appreciation for differences in school systems in Kenya and Germany.	The learner is guided to: <ul style="list-style-type: none"> • list down their school rules in pairs /groups • categorize the school rules in dos and don'ts in pairs/groups • construct a conversation between a class monitor/class secretary and the class on school rules • come up with ideal school rules and share them with their peers • write a short description of their school • write a description of their ideal school or school system • watch a video/read texts/look at photos about a school (system) in Germany and note the differences with their own school (system) • in pairs/groups outline the differences and similarities and present them on a poster or powerpoint • write a presentation about the similarities and differences in school systems in Kenya and Germany and share them (online/poster) in preparation for a school magazine 	How can you make your writing interesting?

			<ul style="list-style-type: none"> • write a brief report on an imaginary visit to a German school for a term as exchange student • compose a school song depicting their love and appreciation for their school • share (on an online forum or school bulletin board) how the Kenyan and the German school system promote social justice and children's rights, giving reasons 	
<p>Core Competencies to be developed: Learning to learn: Learner develops skills of sharing learnt knowledge as s/he writes a presentation about the similarities and differences in school systems in Kenya and Germany and share them (online/poster) in preparation for a school magazine</p>				
<p>Core Values: Social justice: Learner increases his/her awareness on aspects of social justice in school set up and how these are realised in other countries.</p>				
<p>Pertinent and Contemporary Issues: Child rights: Learners are able to question issues of child rights in the Kenyan and German school system.</p>				
<p>Link to other learning areas: Learner links this sub strand to knowledge learnt about their school in Social Studies.</p>				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify specific aspects of school	Learner identifies various aspects of schools and school systems in Kenya and Germany using appropriate register	Learner identifies given aspects of schools and school systems in Kenya and Germany using the appropriate register	Learner identifies aspects of schools and school systems in Kenya and Germany using most of the appropriate register	Learner identifies given aspects of schools and school systems in Kenya and Germany using a few of the given register
Ability to write a creative text	Learner writes complex and coherent creative texts about aspects of schools and school systems in Kenya and Germany using correct language structures	Learner writes creative and coherent texts about aspects of schools and school systems in Kenya and Germany using correct language structures	Learner writes creative texts about aspects of schools and school systems in Kenya and Germany using most of the given language structures	Learner writes creative texts about aspects of schools and school systems in Kenya and Germany; requires assistance to use given language structures

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.3 Descriptive Writing: Festivities (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify varied festivities from different contexts in Kenya and Germany, b) write a text describing various festivities using correct language structures, c) show appreciation for the diverse ways of celebrating various festivities in both Kenya and Germany.	The learner is guided to: <ul style="list-style-type: none"> • list the common festivities in Kenya • find out (online/other media) and list the common festivities in Germany in pairs/groups • write down a short text on favourite festivities and share with peers • research on major regional festivities in Germany and summarise the information and share as poster • categorize the researched festivals into what is foreign and familiar and discuss what makes them foreign. • create a simple eBook/booklet containing facts on festivities and celebrations in Kenya and Germany • develop an online/offline quiz about the various festivities and the dates that they are held • identify important components of an invitation letter by filling these in a table 	How do you describe an event?

			<ul style="list-style-type: none"> • write an invitation to a festivity, describe it in detail and send to a friend (through email) • reply to an invitation to a festival from a peer • write about their preferred festivity from Germany, share with peers through various media and note their reactions 	
<p>Core Competencies to be developed: Citizenship: Learner develops national and cultural identity skills as they create a simple eBook/booklet containing facts on festivities and celebrations in Kenya and Germany.</p>				
<p>Core Values: Love: Learner demonstrates love for their country as they write down a short text on favourite festivities and share with peers.</p>				
<p>Pertinent and Contemporary Issues: Gender Issues: Learner develops an awareness for gender issues, especially when discussing parties etc and how to respect diverse genders.</p>				
<p>Link to other learning areas: Learner links this sub strand to Social Studies where they learn about the various festivities and public holidays, their history and significance.</p>				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify various festivities	Learner independently identifies common and uncommon festivities from Kenya and Germany	Learner identifies various festivities from Kenya and Germany	Learner identifies common festivities from Kenya and Germany with minimal prompting	Learner identifies common festivities from Kenya and Germany with considerable prompting
Ability to write a text describing various festivities	Learner writes a coherent and complex text describing various festivities using varied vocabulary and correct language structures	Learner writes a coherent text describing various festivities using correct language structures	Learner writes a simple text describing common festivities using given language structures correctly	Learner writes a simple text describing common festivities; requires assistance to use given language structures correct

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.4 Creative, Descriptive Writing: Places (4 Lessons)	By the end of the sub strand the learner should be able to: a) identify common places in a given context, b) write a brief descriptive text about various places using correct language structures, c) write a creative text on given places using correct language structures, d) appreciate the diversity of different destinations offered by their country in comparison to Germany.	The learner is guide to: <ul style="list-style-type: none"> • look at pictures of common/popular places/destinations from Kenya and write down their names and where they are found • look at provided photos/pictures, etc of common/popular places/destinations from Germany and research on their names and regions where they are found • develop posters/presentations with slides on various interesting local places and share • look up a famous/popular destination from any part of the world, write a brief description of it and share • match phrases for directions with given illustrations • write simple sentences using own photos or pictures sourced elsewhere of where they've been and what they did 	How do you enrich your writing?

			<ul style="list-style-type: none"> • watch a short video/read text on various destinations in Kenya and Germany and compare • select various places and destinations in Kenya and Germany and write down reasons why they (would) prefer one to the other and share with peers 	
<p>Core Competencies to be developed: Citizenship: Learner develops national and global awareness skills when they discuss and compare popular destinations within their country and in Germany.</p>				
<p>Core Values: Peace: Learner demonstrates the need for peaceful co-existence with each other while visiting various common places.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Ethnic and Racial Relations: Learner develops an awareness for ethnic and racial relations when talking about encounters in different destinations.</p>				
<p>Link to other learning areas: Learner links this sub strand to Social Studies where they learn about geographical features in their country as well as topics on my school/my country/my world.</p>				

Assessment Rubric				
Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Ability to identify places	Learner identifies known and unknown places locally and internationally	Learner identifies all the given places	Learner identifies most of the given places	Learner identifies some of the given places
Ability to write a descriptive text of various places	Learner writes complex and coherent texts describing various places using varied vocabulary and correct language structures	Learner writes coherent texts describing various places using adequate vocabulary and correct language structures	Learner writes simple texts describing various places using simple vocabulary and given language structures correctly	Learner writes simple texts describing common places; requires prompting to use simple vocabulary and given language structures correctly
Ability to write a creative text on given places	Learner writes complex and coherent creative texts on various places using appropriately varied vocabulary and correct language structures	Learner writes coherent creative texts on given places using given vocabulary and correct language structures	Learner writes simple creative texts on common places using basic vocabulary and given language structures	Learner writes simple creative texts on common places; requires assistance to use appropriate vocabulary and correct language structures

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Writing	3.5 Functional Writing: Home (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify various household tasks in given contexts, b) write a functional text relating to the distribution of household tasks, c) distinguish between household tasks in Kenya and in Germany.	The learner is guided to: <ul style="list-style-type: none"> • look at provided pictures/photos, identify and list the shown tasks down • note down what household tasks they have to do at different times of the day (when they wake up, before coming to school, after school, etc.) • make a list of tasks for a typical child in a Kenyan household • list various household tasks and find their equivalence in German using dictionaries in pairs • list down household tasks from a word search puzzle • read a text on household tasks and write down instructions given in imperative • write a dialogue in pairs consisting of statements in imperative • listen to sounds of people carrying out different household tasks and write them down • make a duty rota for his/her (imaginary) family in Kenya or Germany 	Why do we write things down?

Core Competencies to be developed:

Self-efficacy: Learner develops proper planning skills when they make a duty rota and share with peers.

Core Values: Unity: Learner demonstrates unity when sharing chores without discrimination.				
Pertinent and Contemporary Issues: Gender Issues: Learner develops an awareness of the gender roles in the distribution of household tasks/chores				
Link to other learning areas: Learner links this sub strand to Home Science on house chores and other languages relating to language structures.				
Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify various household tasks	Learner identifies various common and uncommon household tasks appropriately	Learner identifies various household tasks appropriately	Learner identifies most of the household tasks appropriately	Learner identifies a few household tasks appropriately
Ability to write a functional text	Learner writes well thought out functional texts relating to the distribution of household tasks using varied vocabulary and expressions	Learner writes functional texts relating to the distribution of household tasks using appropriate vocabulary and expressions	Learner writes simple functional texts relating to the distribution of household tasks using basic vocabulary and expression with a few mistakes	Learner writes basic texts relating to the distribution of household tasks using basic vocabulary and expression with a lot of mistakes

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.5 Functional and Descriptive Writing (4 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify the imperative voice in given texts, b) write a functional text on topics related to health, c) write a descriptive text about making appointments to the doctor, d) appreciate the need to follow the doctor's advice for their well-being. 	The learner is guided to: <ul style="list-style-type: none"> • note down the verbs as used in given texts • note the infinitive forms of the verbs found in the given text above • note the key points from given texts (times, destinations, tasks) • make a list of various pieces of advice/ cautionary measures given by a doctor in given texts • look at a picture of a sick person and makes note speculating on medical condition • match given speech bubbles (Sprechblasen) to the doctor or patient in a given pictorial text • write a dialogue between a patient and a doctor • complete a dialogue in pairs by dictating sentences across the room (Laufdiktat) 	How do you give instructions in writing?

			<ul style="list-style-type: none"> • write down possible recommendations for given health problems • discuss the need to adhere to a doctor's recommendations and make posters 	
<p>Core Competencies to be developed: Critical Thinking and Problem-solving: Learner develops active listening and communication skills when they engage in discussions regarding the need to adhere to a doctor's recommendations.</p>				
<p>Core Values: Responsibility: Learner develops a sense of responsibility to their health as they write down possible recommendations for given health problems.</p>				
<p>Pertinent and Contemporary Issues: Personal Hygiene: Learner develops awareness for proper hand washing, proper diet/nutrition that will lead to a healthy life and have a positive effect on their growth and development.</p>				
<p>Link to other learning areas: Learner links this sub strand to Integrated Science when learning about matters of health and hygiene, Home Science when learning about nutrition and Physical Education when learning about body movements and physical activities to keep fit.</p>				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the imperative voice in given texts	Learner identifies all the markers of the imperative voice in complex texts correctly	Learner identifies all the markers of the imperative voice in given texts correctly	Learner identifies the common markers of the imperative voice in given texts correctly	Learner requires assistance to identify the markers of the imperative voice in given texts
Ability to write a functional text	Learner writes a comprehensive functional text relating to appointments and visit to the doctor's using appropriate terminology and language structures	Learner writes a given functional text relating to appointments and visit to the doctor's using correct terminology and language structures	Learner writes a simple functional text relating to appointments and visit to the doctor's using simple terminology and language structures	Learner requires assistance to write a simple functional text relating to appointments and visit to the doctor's using correct terminology and language structures
Ability to write a descriptive text	Learner writes a complex and coherent text describing visits to the doctor and making appointments using varied vocabulary, expression and language structures	Learner writes a coherent text describing visits to the doctor and making appointments using appropriate vocabulary, expression and language structures	Learner writes a simple text describing visits to the doctor and making appointments using simple vocabulary, expression and language structures	Learner writes a simple text describing visits to the doctor and making appointments; requires assistance to use correct vocabulary, expression and language structures

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Functional Writing: Media (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify key points in a given text relating to media, b) write a functional text on any given topic relating to media, c) appreciate the effects of media in everyday life.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm in pairs/groups and write down various types of media • list various uses of media • summarise in writing a given text on media uses • read, summarize and present (poster, etc.) an article on media use (in pairs/groups) • create and present a poster on media use and regulations for learners in school • formulate a list of rules and regulations on the use of media using the imperative form • find out how much time the peers spend using digital devices • make a presentation of the results to the task above using posters or apply digital literacy skills to draw a graph showing time spent on media 	What do you need to consider before sharing a text you have written?

			<ul style="list-style-type: none"> • stipulate and write down a user manual or rules on the use of media in groups • design a poster consisting of these rules and media devices to sensitize others on responsible media use 	
<p>Core Competencies to be developed: Citizenship: Learner develops ethical and digital citizenship skills as they design a poster consisting of rules on responsible use of media and media devices.</p>				
<p>Core Values: Integrity: Learner is able to act ethically in their use, consumption and dissemination of information from social/ mainstream media.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Child Care and Protection: Learner develops awareness for safety and security, abuse of media; safe sites, cyber-crime, data protection while handling media devices.</p>				
<p>Link to other learning areas: Learner links this sub strand to Computer Studies relating to media devices and their usage.</p>				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify key points in texts	Learner identifies key points in complex texts and carries out given tasks appropriately	Learner identifies key points in given texts and carries out given tasks appropriately	Learner identifies key points in simple texts and carries out given tasks with minimal support	Learner identifies key points in simple texts; requires considerable guidance to carry out given tasks appropriately
Ability to write a functional text on any given topic relating to media	Learner writes a complex and coherent functional text on any given topic relating to media using a wide variety of appropriate vocabulary and expressions	Learner writes a coherent functional text on any given topic relating to media using appropriate vocabulary and expressions	Learner writes a simple functional text on given topics relating to media using simple vocabulary and expressions with a few mistakes	Learner writes a simple functional text on given topics relating to media using basic vocabulary and expressions with a lot of mistakes

STRAND 4.0: LANGUAGE STRUCTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.1 Verbs Denoting Dative Case (3 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify verbs used with the dative case, b) formulate correct sentences with verbs denoting the dative case, c) construct sentences using adjectives with correct declension in the nominative case. 	The learner is guided to: <ul style="list-style-type: none"> • match pictures to sentences containing verbs denoting the dative case • note down the verbs denoting the dative case • fill in the appropriate verbs in cloze tests • formulate sentences with verbs denoting the dative case using pictures provided • identify and note down the endings of adjectives in the nominative case, that is for masculine, feminine, neuter and plural forms, in a given text • fill in the adjective endings in a cloze text • watch an online video on shopping in Germany or read a similar text and 	<ol style="list-style-type: none"> 1. Why are adjectives important? 2. How does one keep safe when shopping at the mall?

			identify at least 10 items with the appropriate adjectives and endings <ul style="list-style-type: none"> • simulate a shopping situation in a mall and use appropriate adjectives and endings 	
Core Competencies to be developed: Digital Literacy: Learner is able to interact with digital technology by using the internet to learn about shopping trends in Germany.				
Core Values: Responsibility: Responsibility is seen as the learner does shopping for themselves and others.				
Pertinent and Contemporary Issues (PCIs): Safety and Security: Learner gains an understanding of safety and security as they discuss on how to keep safe while shopping at the mall.				
Link to other learning areas: Learner links this sub strand to Business Studies as they learn on how to budget and make wise decisions when shopping				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to differentiate verbs used with the dative case	Learner consistently identifies all the verbs used with a dative in a variety of complex sentences	Learner identifies all the verbs used with a dative in given sentences	Learner identifies most of the verbs used with a dative in simple sentences	Learner identifies some of the verbs used with a dative in simple sentences
Ability to formulate correct sentences with verbs denoting the dative case	Learner formulates complex and coherent sentences using a variety of verbs denoting the dative case appropriately	Learner formulates coherent sentences using given verbs denoting the dative case appropriately	Learner formulates simple sentences using given verbs denoting the dative case appropriately	Learner formulates simple sentences using a few verbs denoting the dative case with prompting
Ability to construct sentences using adjectives with correct declension in the nominative case	Learner constructs complex and coherent sentences using a variety of adjectives with correct declension in the nominative case	Learner constructs sentences using given adjectives with correct declension in the nominative case	Learner constructs simple sentences using given adjectives with correct declension in the nominative case	Learner requires guidance to construct simple sentences using simple adjectives with correct declension in the nominative case

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.2 Modal Verbs (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify modal verbs in sentences, b) use modal verbs in sentences correctly, c) appreciate the differences between the school systems in Kenya and in Germany.	The learner is guided to: <ul style="list-style-type: none"> • match pictures with sentences that contain modal verbs and identify the modal verbs • construct sentences with reference to signs that show what one is allowed or not allowed to do • formulate school rules using modal auxiliary verbs • carry out research on the Internet or from print media to find out the similarities and differences between the school systems in Kenya and Germany • discuss the similarities and differences between the school system in Kenya and that in Germany. 	How do you make a request?

Core Competencies to be developed:

Learning to learn: Learner develops research skills as they carry out research on the Internet or from print media to find out the similarities and differences between the school systems in Kenya and Germany.

Core Values: Social justice: Learner gets to know about social justice as they discuss the importance of equality and fairness in school.				
Pertinent Contemporary Issues (PCIs): Child Rights: Learner learns about this as they discuss their rights and obligations in school.				
Link to other learning areas: Learner links their learning to Social studies where they discuss school rules and regulations.				
Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify modal verbs	Learner promptly identifies all the given modal verbs correctly	Learner correctly identifies all the given modal verbs	Learner correctly identifies most of the given modal verbs	Learner correctly identifies a few of the given modal verbs
Ability to use modal verbs correctly in sentences	Learner confidently uses modal verbs in complex sentences correctly	Learner uses modal verbs in sentences correctly	Learner uses modal verbs in sentences correctly most of the time.	Learner uses modal verbs in sentences correctly with several attempts
Ability to discuss the similarities and differences between the	Learner exhaustively discusses the similarities and differences between the school systems in	Learner discusses all the similarities and differences between the school systems in	Learner discuss most of the similarities and differences between the school systems in	Learner has a lot of difficulties in discussing the similarities and differences between the

school systems in Kenya and Germany	Kenya and Germany using the correct terminology and language structures	Kenya and Germany using the correct terminology and language structures	Kenya and Germany using the correct terminology and language structures	school systems in Kenya and Germany using the correct terminology and language structures
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.3. Perfekt (+ "haben") (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify months of the year, b) identify dates for national holidays in Kenya and in Germany, c) construct sentences in the present perfect tense (Perfekt) using the auxiliary verb "haben".	The learner is guided to: <ul style="list-style-type: none"> • formulate ordinal numbers from cardinal numbers • match months of the year from English to German • express their birth dates using ordinal numbers • research on the internet for dates of national holidays in Kenya and in Germany • match national holidays with their dates • rewrite sentences using the auxiliary verb "haben" from the present tense to the present perfect tense (<i>Perfekt</i>) • forms sentence in the present perfect tense (<i>Perfekt</i>) about events that 	What is the significance of national holidays?

			brought about specific national holidays.	
<p>Core Competencies to be developed: Citizenship: Learner develops active community life skills by discussing public holidays and their significance.</p>				
<p>Core Values: Love: Learner develops love for their country as they research on the internet for dates of national holidays in Kenya.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Gender Issues: Learner interacts with Gender Issues as they discuss about and appreciate both male and female national heroes and heroines.</p>				
<p>Link to other learning areas: Learner links their learning to Social Studies when learning about public holidays and their significance.</p>				
Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify months of the year	Learner promptly and correctly identifies months of the year	Learner correctly identifies months of the year	Learner correctly identifies months of the year with minimal support.	Learner requires a lot of assistance to correctly identify months of the year

Ability to identify dates for national holidays in Kenya and in Germany	Learner promptly identifies national holidays in Kenya and in Germany and their dates	Learner is able to identify national holidays in Kenya and in Germany and their dates	Learner is able to identify most national holidays in Kenya and in Germany and their dates	Learner is able to identify national holidays in Kenya and in Germany and their dates with help
Ability to construct sentences in the present perfect tense (Perfekt) using the auxiliary verb "haben"	Learner constructs complex sentences in the present perfect tense using the auxiliary verb "haben"	Learner constructs sentences in the present perfect tense using the auxiliary verb "haben"	Learner constructs sentences in the present perfect tense using the auxiliary verb "haben" with minimal assistance	Learner constructs sentences in the present perfect tense using the auxiliary verb "haben" with a lot of assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.4. Prepositions and Past Tense (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify prepositions of direction in given texts, b) give directions using appropriate prepositions, c) construct sentences using the correct forms of the past tense, d) describe different places that tourists can travel to in the country.	The learner is guided to: <ul style="list-style-type: none"> • identify different places found in a town setting • match prepositions of direction with different destinations, that is with either dative or accusative articles • use prepositions of direction and illustrations/pictures to describe the different places one can go to in town • identify different tourist destinations in the country • match the prepositions of direction with the different areas that tourists may visit • fill in the past tense of verbs in cloze tests • transform given sentences from the present to the past tense 	How do we give instructions?
<p>Core Competencies to be developed: Citizenship: Learner develops national and cultural identity skills as they describe different places in their locality.</p>				
<p>Core Values: Patriotism: Learner develops a love of their country as they identify different tourist destinations in the country.</p>				

Pertinent and Contemporary Issues (PCIs):

Ethnic and Racial Relations: Learner develops awareness of the significance of good ethnic and racial relations as they discuss about their importance.

Link to other learning areas:

Learner links their learning to Social Studies whereby they learn more about different areas of the country.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify prepositions of direction	Learner is able to identify all the prepositions of directions and any others in given tasks	Learner is able to identify all the prepositions of directions in given tasks	Learner is able to identify most of the prepositions of directions in given tasks	Learner is able to identify some of the prepositions of directions in given tasks
Ability to give directions using appropriate prepositions	Learner employs a variety of correct prepositions to give directions using appropriate language structures and vocabulary	Learner uses given prepositions correctly to give directions using appropriate language structures and vocabulary	Learner uses simple prepositions to give directions using appropriate language structures and vocabulary	Learner uses simple prepositions to give directions; requires assistance to use appropriate language structures and vocabulary

Ability to construct sentences in the past tense, given the present tense forms	Learner promptly transforms given sentences from the present to the past tense	Learner transforms given sentences from the present to the past tense	Learner transforms most sentences from the present to the past tense	Learner transforms given sentences from the present to the past tense with support
Ability to describe different places that tourists can travel to in the country	Learner confidently describes the different places that tourists can travel to in the country and carries out all the related tasks appropriately	Learner describes the different places that tourists can travel to in the country and carries out all related tasks appropriately	Learner describes most of the places that tourists can travel to in the country and carries out most of the related tasks with minimal prompting	Learner requires assistance to describe the different places that tourists can travel to in the country and to carry out all the related tasks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.5 Verbs with Separable Prefixes (3 Lessons)	By the end of the sub strand, the learner should be able to; a) identify verbs with separable prefixes, b) differentiate between verbs with separable and inseparable prefixes c) use the imperative form correctly to make requests,	The learner is guided to: <ul style="list-style-type: none"> • list down verbs with separable prefixes that are familiar • construct sentences using verbs with separable prefixes • categorize given verbs into given tables of separable and inseparable verbs • construct sentences using the imperative du form 	What is unique about your language?

			<ul style="list-style-type: none"> assign tasks to each other using the imperative form 	
<p>Core Competencies to be developed: Critical Thinking and Problem Solving: Learner develops active listening and communication skills as they work collaboratively to finish tasks.</p>				
<p>Core Values: Unity: Learner develops a sense of unity as they assign each other tasks and work together to complete them</p>				
<p>Pertinent and Contemporary Issues (PCIs): Gender issues: Learners get sensitized on Gender issues as they discuss how household tasks should be distributed</p>				
<p>Link to other learning area: Learner links their learning with Home Science as they discuss household tasks</p>				
<p>Assessment Rubric</p>				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify verbs with separable prefixes	Learner correctly identifies verbs with separable prefixes with ease in a variety of contexts	Learner correctly identifies verbs with separable prefixes in given tasks	Learner correctly identifies verbs with separable prefixes with minimal prompting	Learner identifies a variety of verbs with separable prefixes with a lot of prompting

Ability to differentiate between verbs with separable and inseparable prefixes	Learner differentiates between verbs with separable and inseparable prefixes in a variety of tasks appropriately	Learner differentiates between verbs with separable and inseparable prefixes in given texts correctly	Learner differentiates between verbs with separable and inseparable prefixes with minimal prompting	Learner differentiates between verbs with simple separable and inseparable prefixes with a lot of prompting.
Ability to use the imperative form correctly to make requests	Learner uses the imperative form “ <i>du</i> ” correctly to make requests in various contexts and the verb choices are rich and varied	Learner uses the imperative form “ <i>du</i> ” correctly to make requests in various contexts	Learner uses the imperative form “ <i>du</i> ” correctly to make requests with minimal prompting	Learner uses the imperative form “ <i>du</i> ” to make requests with considerable prompting

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.6 Modal Verbs and Imperative (3 Lessons)	At the end of the sub strand the learner should be able to: a) construct sentences using modal auxiliary verbs, b) apply imperative forms in communication,	The learner is guided to: <ul style="list-style-type: none"> • identify modal auxiliary verbs in sentences • categorise modal auxiliary verbs • construct sentences using the modal auxiliary verb ‘sollen’ • list down imperative forms 	<ol style="list-style-type: none"> 1. How do we make requests to authority figures? 2. How should we take care of our bodies?

		c) appreciate the role of language correctness in communication.	<ul style="list-style-type: none"> • make a list of tips on healthy living using imperative forms • create a to-do list using online apps for their teacher 	
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Core Competencies to be developed:

Digital literacy: Learner develops skills of creating with technology as they create a to-do list for their teacher using online apps.

Core Values:

Responsibility: Learner learns to be a responsible young person when talking about how to take care of their bodies.

Pertinent and Contemporary Issues (PCIs):

Personal Hygiene: Learner increases their knowledge on personal hygiene as they discuss how they should take care of their bodies.

Link to other learning areas: Learner links their learning to Integrated Science as they discuss how they should take care of their bodies.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to construct sentences using modal auxiliary verbs	Learner confidently constructs complex sentences using modal auxiliary.	Learner correctly constructs sentences using modal auxiliary verbs	Learner constructs some sentences using modal auxiliary verbs	Learner requires assistance to construct sentences using modal auxiliary verbs

Ability to apply Imperative form in communication.	Learner confidently and correctly uses the imperative <i>Sie</i> form to give instructions and advice	Learner correctly uses the imperative <i>Sie</i> form to give instructions and advice	Learner uses the imperative <i>Sie</i> form to give instructions and advice with minimal support	Learner uses the imperative <i>Sie</i> form to give instructions and advice with considerable assistance
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.7 Imperative Form: Media (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify different forms of imperative in sentences, b) formulate sentences in imperative ' <i>ihr</i> ' form, c) demonstrate ethical behaviour while using the internet.	The learner is guided to: <ul style="list-style-type: none"> • underline imperative forms in given sentences • categorise given imperative forms • practise giving tasks to peers • create instruction for peers using imperative '<i>ihr</i>' form on how to use the internet responsibly 	How do we keep safe while using the internet?

Core Competencies to be developed:

Citizenship: Learner demonstrates their ethical digital citizenship skills as they discuss the Key Inquiry Question on how to keep safe while using the internet.

Core Values:

Integrity: Learner demonstrates ethical behaviour while using the internet.

Pertinent and Contemporary Issues (PCIs):

Child Care and Protection: Learner develops an awareness for child care and protection as they discuss how to keep safe while using the internet.

Link to other learning areas: Learner link their learning to Social Studies as they practice to give each other tasks.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different forms of imperative in sentences	Learner correctly identifies different forms of imperative in diverse sentences	Learner correctly identifies different forms of imperative in given sentences	Learner identifies different forms of imperative in sentences with minimal prompting	Learner needs considerable support to identify different forms of imperative in sentences
Assign tasks to peers using the imperative ' <i>ihr</i> ' Form	Learner correctly uses the imperative ' <i>ihr</i> ' form with varied vocabulary and expressions while assigning tasks to peers	Learner correctly uses the imperative ' <i>ihr</i> ' form while assigning tasks to peers.	Learner correctly uses the imperative ' <i>ihr</i> ' form most of the time while assigning tasks to peers.	Learner has difficulty using the imperative ' <i>ihr</i> ' form while assigning tasks to peers.

COMMUNITY SERVICE LEARNING PROJECT

Introduction

In Grade 9, learners will undertake a CSL activity on thematic areas provided to them. They will be required to identify a community problem through research, design solution and come up with a plan to solve the problem. The preparations will be carried out in convenient groups. Learners will build on CSL knowledge, skills and attitudes acquired during Social Studies as well as other learning areas.

CSL Skills to be covered:

- i) **Leadership:** Learners develop leadership skills as they undertake various roles during preparation.
- ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovative ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
- iii) **Research:** Learners will exploit research skills as they identify a problem or a pertinent issue in the community, design a solution and plan how the problem will be solved. They will then do a report of the project accomplished.
- iv) **Communication and collaboration:** Learners will develop these skills as they interrogate the problem in the society, research and brainstorm on solution, and collaborate with the members of the community in the implementation process.
- v) **Citizenship:** Learners will engage in the CSL activities, in appreciation of their responsibilities, rights and privileges as citizens, giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more cohesive, peaceful and inclusive society.
- vi) **Life Skills:** Learners will develop life skills in the areas of decision making, assertiveness, effective communication, and problem solving and stress management.
- vii) **Community Development:** Learners will be sensitized with the needs or gaps in the community, and empowered to take responsibility within their means for stronger and more resilient communities.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<ul style="list-style-type: none"> • Environmental degradation • Life style diseases • Communicable and non-communicable diseases • Poverty • Violence in community • Food security issues • Conflicts in the community <p>Note: The suggested PCIs are only examples. Teachers should allow learners to identify PCIs as per their context and reality.</p>	<p>By the end of the CSL project, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the community through research, b) design a solution to the identified problem, c) plan to solve the identified problem in the community, d) implement the plan to solve the problem, e) report and reflect on the concluded project, f) appreciate the need to belong to a community. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm on pertinent and contemporary issues in their community that need attention in groups, • choose a PCI that needs immediate attention and explain why in groups, • carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups, • discuss possible solutions to the identified issue in groups, • propose the most appropriate solution to the problem in groups, • discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule), • develop instruments for data collection, • identify resources needed for the CSL project (human, technical, financial), • discuss when the project will begin and end, 	<ol style="list-style-type: none"> 1. How does one determine a community need? 2. Why is it necessary to make adequate preparations before embarking on a project?

		<ul style="list-style-type: none"> • prepare a programme/timetable of the entire project execution, • Assign roles to be carried by all group members, • reflect on how the project preparation enhanced learning. 	
<p>Key Component of CSL developed:</p> <ol style="list-style-type: none"> a) identification of a problem in the community through research, b) designing solution(s) to the identified problem, c) planning to implement the solution, d) implementing the plan to solve the problem, e) conclude, reflect, report on the project. 			
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project. • Self-efficacy: Learner develops the skills of self-awareness and leadership as they undertake the CSL project • Creativity and Imagination: Learner will come up with creative ways of solving the identified community problem • Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem. • Digital Literacy: Learner can use technology when as they research on a community problem that they can address. • Learning to Learn: Learner gains new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project. • Citizenship: This is enhanced as learner chooses a PCI that needs immediate attention in the community. 			
<p>Pertinent and contemporary Issues</p> <ul style="list-style-type: none"> • Social cohesion as learner discusses possible solutions to the identified issue. • Critical thinking as learner discusses possible solutions to the identified issue. 			

Values

- Integrity as learner carries out research using digital devices and print media as they identify a community problem to address.
- Respect as learner brainstorms on pertinent and contemporary issues in their community that need attention

Suggested Formative Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community	Exhaustively identifies a problem in the community	Identifies a problem in the community	Fairly identifies a problem in the community	Only with prompts identifies a problem in the community
Ability to design solutions to the identified problem	Elaborately designs solutions to the identified problem	Designs solutions to the identified problem	Fairly designs solutions to the identified problem	With assistance designs solutions to the identified problem
Ability to plan to solve the identified problem	Thoroughly plans to solve the identified problem	Plans to solve the identified problem	Fairly plans to solve the identified problem	With assistance plans to solve the identified problem
Ability to implement the plan to solve the problem	Comprehensively implements the plan to solve the problem	Implements the plan to solve the problem	Fairly implements the plan to solve the problem	With assistance implements the plan to solve the problem
Ability to report on the concluded project	Exhaustively reports on the concluded project	Reports on the concluded project	Partially reports on the concluded project	With assistance reports on the concluded project

ANNEX 1: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES.

Strand	Suggested learning resources	Suggested assessment methods	Non- formal activities
1.0 Listening and Speaking	<ul style="list-style-type: none"> • Flashcards • Pictures • Images • Drawings • Audio and video recordings • Standardized tests • Internet • Course books • DVD players • Listening texts • TV • Charts • Projectors • Laptops • Radio • Magazines 	<ul style="list-style-type: none"> • Role play • Discussions • Observations • Projects • Learning logs • Quizzes • Portfolios • Multiple choices • Exit or Admit stamps • Total Physical Response • Peer assessment 	<ul style="list-style-type: none"> • Kenya Music Festival • German language Clubs • Tandem (face-to-face or electronic) and intercultural learning • School Open Days • Exchange Programs • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
2.0 Reading	<ul style="list-style-type: none"> • Reading texts • Flashcards • Pictures • Images 	<ul style="list-style-type: none"> • Reading aloud • Discussions • Observations • Quizzes 	<ul style="list-style-type: none"> • School Open Days • Kenya Music Festival • Language Clubs • Exchange Programs

	<ul style="list-style-type: none"> • Drawings • Poems • Course books • Magazines • Internet • Charts • Posters • Easy readers • Menus • Newspaper cutouts • Diagrams • Journals • Rhyme books • School readers • Word puzzles • Checklists • Cord words 	<ul style="list-style-type: none"> • Portfolio • Reading for fluency • Role play • Learning logs • Exit or Admit stamps • Peer assessment • Checklists 	<ul style="list-style-type: none"> • Tandem (face-to-face or electronic) and intercultural learning • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
3.0 Writing	<ul style="list-style-type: none"> • Audio and video recordings • Internet • Charts • Posters • Cross word puzzles • Pictures • Drawings • Magazines 	<ul style="list-style-type: none"> • Total Physical Response • Writing texts • Forming sentences • Peer assessment • Writing menus • Observations • Designing brochures • Matching names to pictures 	<ul style="list-style-type: none"> • Exchange Programs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Language Clubs • Inter-House Competitions

	<ul style="list-style-type: none"> • Photographs • Newspapers • Flashcards • Illustrations • Journals • Recording devices • Menus • Brochures • Resource person 	<ul style="list-style-type: none"> • Filling in missing information • Writing simple plays • Matching of sentences 	<ul style="list-style-type: none"> • Inter-Class Competitions • Inter-School Contests
4.0 Language structures	<ul style="list-style-type: none"> • Libraries • Projectors • Course books • Internet • Charts • Pictures • Drawings • Illustrations • Newspapers • Maps • Chalkboard • Sample compositions • Lists of minimal pairs • Lists of homophones, synonyms, antonyms, homonyms, rhymes • Word bush 	<ul style="list-style-type: none"> • Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes 	<ul style="list-style-type: none"> • Language Clubs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Exchange Programs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests

	<ul style="list-style-type: none"> • Curiosity charts 		
Special Needs Education	<ul style="list-style-type: none"> • Tactile diagrams • Brailled materials • Adapted realia • Pictorial diagrams • Interactive digital content 	<ul style="list-style-type: none"> • Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes 	<ul style="list-style-type: none"> • Language Clubs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Exchange Programs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests