



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**INDIGENOUS LANGUAGES
GRADE 9**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2023

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ISBN: 978-9914-43-437-8

Published and printed by Kenya Institute of Curriculum Development

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,
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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 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 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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DRAFT

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

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

This course is intended to expose the learner to abstract ideas and appropriate hypothetical and deductive reasoning. It will also focus on developing further the language skills and competencies acquired in lower levels of education. The confidence gained will motivate the learner to engage in the active process of learning to discover principles, concepts and facts for themselves, as suggested by social constructivist scholars. In addition, the potential for the learner to become proficient in the language of their choice to ensure effective communication and educational progress will be enhanced.

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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

THEME: UNITY AND CITIZENSHIP

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Listening for Information (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain how to listen for information, b) listen and respond to texts on unity and citizenship, c) acknowledge the important role of effective listening in learning.	The learner is guided to: <ul style="list-style-type: none"> • discuss in groups various ways of listening for information, • share ideas generated on the most effective ways of listening for information and share with peers, • listen to an audio clip on ethical leadership and identify qualities of an ethical leader in groups, • identify qualities of an ethical leader from texts and compare with their partners, in groups, • search the internet for clips or listen to texts on ethical leadership in pairs, • from the information gathered from the internet, prepare a short speech on qualities of an ethical leader. • deliver the speech in class for peer review. 	<ol style="list-style-type: none"> 1. How do you listen for information? 2. How do we identify an ethical leader?

Core Competencies to be developed:

- **Communication:** The learner speaks adaptively and influentially as he or she share ideas generated on the most effective ways of listening for information.

- Digital literacy: The learner manipulates digital devices as he or she listens to an audio clip on ethical leadership and identifies qualities of an ethical leader.

Values:

- Respect: The learner accommodates diverse opinions during a discussion on various ways of listening for information.
- Responsibility: The learner cares for own as well as others' property while using digital devices to listen to an audio clip.

Pertinent and Contemporary Issues (PCIs):

- Leadership education: The learner identifies qualities of an ethical leader from texts.
- Problem solving: The learner prepares a short speech on qualities of an ethical leader and delivers the speech in class for peer review.

Link to other Subjects:

- English and Kiswahili cover listening for information.
- Social Studies addresses issues on effective leadership.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain how to listen for information	The learner exhaustively explains how to listen for information	The learner explains how to listen for information	The learner partly explains how to listen for information	The learner explains how to listen for information with prompts
Ability to listen and respond to texts on unity and citizenship	The learner listens and responds to texts on unity and citizenship while paying attention to even minute details	The learner listens and responds to texts on unity and citizenship	The learner listens and responds to texts on unity and citizenship but leaves out some of the required information	The learner listens and responds to texts on unity and citizenship but leaves out most of the required information

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	1.2.1 Reading for Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline elements of national unity from texts on unity and citizenship, b) extract elements of national unity from a text, c) summarise a text on unity and citizenship, d) identify vocabulary related to national unity from a text, e) embrace the use of appropriate comprehension skills.	The learner is guided to: <ul style="list-style-type: none"> • explain the pre-reading steps, • read a text on national unity and make short notes on elements of national unity in pairs, • identify vocabulary related to national unity from the text and infer their meanings in groups, • discuss the steps of summary writing in groups, • pick out the key points from the text in pairs, • individually summarise a section of the text, • share the summaries with their peers for review, • respond to comprehension questions from the text in groups, • identify vocabulary on national unity from the text in pairs, • use the dictionary to search the meaning of the vocabulary identified in pairs. 	How should you read for comprehension?

Core Competencies to be developed:

- Self-efficacy: The learner individually summarises the text and responds to comprehension questions.
- Critical thinking and problem solving: The learner makes notes and writes summaries through interpretation and inference.
- Citizenship: The learner reads a text on national unity and citizenship and makes short notes on elements of national unity in pairs.

Values:

- **Unity:** The learner collaborates with peers to respond to comprehension questions from the text in groups.

Pertinent and Contemporary Issues (PCIs):

- Citizenship Education: The learner practises social cohesion when working in groups to complete tasks.
- Social Awareness Skills: The learner effectively communicates while reviewing summaries written by peers.

Link to other subjects:

- Social Studies addresses national unity.
- French and German cover reading for comprehension.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaching Expectation	Below Expectation
Ability to outline elements of national unity from texts on unity and citizenship	The learner elaborately outlines elements of national unity from texts on unity and citizenship	The learner outlines elements of national unity from texts on unity and citizenship	The learner partially outlines elements of national unity from texts on unity and citizenship	The learner outlines elements of national unity from texts on unity and citizenship with prompting
Ability to extract elements of national unity from a text	The learner exhaustively extracts the elements of national unity from the text	The learner extracts elements of national unity from the text	The learner partly extracts elements of national unity from the text	The learner extracts elements of national unity from the text with assistance

Ability to summarise a text	The learner cohesively summarises all the key points in the text	The learner summarises all key points in the text	The learner attempts to summarise key points from the text	The learner attempts to summarise the key points in the text with assistance
Ability to identify vocabulary related to national unity from the text	The learner exhaustively and accurately identifies the vocabulary related to national unity from the text	The learner accurately identifies vocabulary related to national unity from the text	The learner identifies vocabulary related to national unity from the text to a great extent	The learner identifies vocabulary related to national unity from the text with prompting

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Language Structures	1.3.1 Word Classes: Noun Phrase (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> describe the components of the noun phrase, identify noun phrases in texts on unity and citizenship, use noun phrases in sentences related to unity and citizenship, recognise the use of noun phrases in texts on unity and citizenship. 	The learner is guided to: <ul style="list-style-type: none"> use the internet or the dictionary to find the definition of a phrase in small groups, read texts on unity and citizenship and identify noun phrases in pairs, identify the components of a noun phrase from texts read on unity and citizenship in small groups, use the noun phrases to construct sentences related to unity and citizenship, share the sentences on unity and citizenship with classmates for peer review and suggestions for improvement, use the suggestions from peers to improve on their sentences. 	Why are phrases important in sentence construction?
Core Competencies to be developed: <ul style="list-style-type: none"> Learning to learn: The learner organises his or her own learning when using the internet or the dictionary to find the definition of a phrase. Creativity and imagination: The learner experiments with ideas as he or she uses the noun phrases to construct sentences related to unity and citizenship. 				
Values: <ul style="list-style-type: none"> Respect: The learner is open minded when sharing the sentences on unity and citizenship with classmates for peer review and suggestions for improvement. 				

- Responsibility: The learner cares for own as well as others' property when using digital devices or the dictionary to find the definition of a phrase.

Pertinent and Contemporary Issues (PCIs):

- Social Awareness Skills: The learner effectively communicates when reviewing the sentences.
- Decision Making Skills: The learner thinks creatively when using the noun phrases to construct sentences.

Link to other subjects:

- Kiswahili and English cover noun phrases.
- Social Studies covers unity and citizenship.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the components of a noun phrase	The learner extensively describes the components of a noun phrase with illustrations	The learner describes the components of a noun phrase	The learner describes a few the components of a noun phrase	The learner describes the components of a noun phrase with prompts
Ability to identify noun phrases in texts on unity and citizenship	The learner exceptionally identifies noun phrases in a variety of texts on unity and citizenship	The learner identifies noun phrases in texts on unity and citizenship	The learner attempts to identify noun phrases in texts on unity and citizenship	The learner attempts to identify noun phrases in texts on unity and citizenship with assistance
Ability to use noun phrases in sentences	The learner creatively uses noun phrases in sentences	The learner uses noun phrases in sentences	The learner attempts to use noun phrases in sentences	The learner attempts to use noun phrases in sentences with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.4 Writing	1.4.1 Writing to give Information (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify the parts of an essay from a text on rights and responsibilities of a citizen, b) write an essay on the rights and responsibilities of a citizen, c) adopt essay writing to enhance unity and citizenship.	The learner is guided to: <ul style="list-style-type: none"> • read an essay on rights and responsibilities of a citizen and identify the introduction and the conclusion in pairs, • read essays from the internet or publications and identify the paragraphs that make up the body in groups, • outline the parts of an essay from the texts read in class, • make an outline of an essay on the rights and responsibilities of a citizen in small groups, • write an essay on the rights of a citizen in pairs, • share his or her essay on rights and responsibilities of a citizen for peer review and suggestions, • review their essay on the rights and responsibilities of a citizen using the suggestions given by their peers. 	<ol style="list-style-type: none"> 1. How do you write a cohesive essay? 2. How are citizens expected to live in a country?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: The learner makes an outline of an essay on the rights and responsibilities of a citizen. • Creative thinking and imagination: The learner writes an essay on the rights of a citizen. • Learning to learn: The learner reflects on own work when reviewing their essay using the suggestions given by their peers. • Digital literacy: The learner interacts with technology when reading essays and texts from the internet. 				

Values:

- Patriotism: The learner becomes aware of his or her own responsibilities in the society while writing essays on rights and responsibilities of citizens.

Pertinent and Contemporary Issues (PCIs):

- Citizenship: The learner becomes aware of human rights issues when he or she writes an essay on rights and responsibilities of a citizen.
- Social awareness skills: The learner effectively communicates while making an outline of an essay on the rights and responsibilities of a citizen.

Link to other subjects:

- Social Studies covers unity and citizenship.
- Kiswahili and French address essay writing.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaching Expectation	Below Expectation
Ability to identify the parts of an essay from texts on the rights and responsibilities of a citizen	The learner exhaustively identifies the parts of an essay from a text on the rights and responsibilities of a citizen	The learner identifies the parts of an essay from a text on the rights and responsibilities of a citizen	The learner partly identifies the parts of an essay from a text on the rights and responsibilities of a citizen	The learner identifies the parts of an essay from a text on the rights and responsibilities of a citizen with guidance
Ability to write an essay on the rights and responsibilities of a citizen.	The learner coherently writes an essay on the rights and responsibilities of a citizen	The learner writes an essay on the rights and responsibilities of a citizen	The learner attempts to write an essay on the rights and responsibilities of a citizen	With guidance, the learner writes an essay on the rights and responsibilities of a citizen

THEME: INFORMATION COMMUNICATION AND TECHNOLOGY (ICT)

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Listening for Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain how to listen for comprehension, b) listen and respond to texts on information technology, c) acknowledge the importance of listening for comprehension in learning of indigenous languages.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on effective ways of listening for comprehension, • write the points on a chart and display it in class, • listen to audio clips or texts read out on information technology and identify emerging trends in information technology in groups, • debate on the traditional modes of communication versus the modern modes. 	1. Why is it important to apply critical thinking in discussions? 2. How can you benefit from technology?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: The learner discusses emerging trends in information technology in pairs. • Communication: The learner debates on the traditional modes of communication versus the modern modes. 				
Values: <ul style="list-style-type: none"> • Unity: The learner collaborates with others while discussing emerging trends in information technology in pairs. • Responsibility: The learner engages in assigned roles and duties while debating on the traditional modes of communication versus the modern modes. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Peaceful Coexistence: The learner acquires skills of amicably living with others while debating on the traditional modes of communication versus the modern modes. 				

Link to other subjects:

- English and Kiswahili address the skill of listening for comprehension.
- Computer Studies addresses Information Communication Technology.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain how to listen for comprehension	The learner exceptionally explains how to listen for comprehension	The learner explains how to listen for comprehension	The learner partially explains how to listen for comprehension	The learner explains how to listen for comprehension with assistance
Ability to listen and respond to texts on information technology	The learner listens and responds to texts on information technology while paying attention to even minute details	The learner listens and responds to texts on information technology	The learner listens and responds to texts on information technology but omits some details	The learner listens and responds to texts on information technology but omits most details

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	2.2.1 Reading for Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary related to emerging trends in information technology from varied texts, b) respond to texts on emerging trends in information technology c) infer the meanings of vocabulary identified from texts, d) use the vocabulary to construct sentences, e) advocate for reading as a means of enhancing Information Communication Technology. 	The learner is guided to: <ul style="list-style-type: none"> • read texts on information communication technology and identify emerging trends in information technology in small groups, • write a list of vocabulary related to emerging trends in information technology from texts related to information technology in pairs, • use the internet or the dictionary to infer meanings of vocabulary related to emerging trends in information technology in small groups, • use the vocabulary to construct sentences related to ICT, • share the sentences with classmates for peer review and suggestions for improvement. 	<ol style="list-style-type: none"> 1. How do you communicate with your friends? 2. Why do you read?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner interacts with technology and connects to the digital devices while searching for information from the internet. 				

<ul style="list-style-type: none"> • Learning to Learn: The learner organises his or her own learning and works in groups to infer meanings of vocabulary related to emerging trends in information technology. • Creativity and imagination: The learner uses vocabulary to construct sentences related to information technology. 				
Values: <ul style="list-style-type: none"> • Responsibility: The learner exercises prudence when using digital devices to search for information from the internet. • Respect: The learner understands and appreciates others while working in pairs and in groups to complete tasks. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Creative thinking: The learner uses vocabulary to construct sentences. • Social Skills: The learner works in groups to infer meanings of vocabulary related to emerging trends in information technology. 				
Link to other Subjects: <ul style="list-style-type: none"> • German and Arabic cover reading for comprehension. • Computer Studies addresses ICT. 				
Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary related to emerging trends in information technology from texts read	The learner exhaustively identifies vocabulary related to emerging trends in information technology from texts read	The learner identifies vocabulary related to emerging trends in information technology from texts read	The learner identifies most of the vocabulary related to emerging trends in information technology from texts read	The learner identifies few of the vocabulary related to emerging trends in information technology from texts read

Ability to respond to texts on emerging trends in information technology	The learner meticulously responds to texts on emerging trends in information technology	The learner responds to texts on emerging trends in information technology	The learner attempts to respond to texts on emerging trends in information technology	The learner responds to texts on emerging trends in information technology with guidance
Ability to infer the meanings of vocabulary identified from texts	The learner explicitly infers the meanings of vocabulary identified from a variety of texts	The learner infers the meanings of vocabulary identified from texts	The learner partially infers the meanings of vocabulary identified from texts	The learner infers the meanings of vocabulary identified from texts with assistance
Ability to use the vocabulary to construct sentences	The learner creatively uses the vocabulary to construct sentences	The learner uses the vocabulary to construct sentences	The learner attempts to use the vocabulary to construct sentences	The learner attempts to use the vocabulary to construct sentences with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Language Structures	2.3.1 Reflexive and Emphatic Pronouns (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify reflexive and emphatic pronouns from passages on communication technology, b) use reflexive and emphatic pronouns to complete sentences related to communication technology, c) advocate for the use of pronouns in enhancing communication. 	The learner is guided to: <ul style="list-style-type: none"> • read texts related to communication technology and identify reflexive and emphatic pronouns in pairs, • play the word jumble language games to find the meanings of the reflexive pronouns identified from texts related to communication technology in groups, • use reflexive pronouns to complete sentences related to communication technology in small groups, • share the sentences with classmates for peer review, • use hot seating games to discuss the meanings of the emphatic pronouns identified in groups, • construct sentences using emphatic pronouns in groups, • share the sentences with other groups for peer review, • discuss the difference between reflexive and emphatic pronouns in pairs. 	<ol style="list-style-type: none"> 1. Why are pronouns important in language? 2. Why is it important to enhance communication technology?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: The learner collaborates with peers while playing language games. 				

<ul style="list-style-type: none"> • Creativity and imagination: The learner undertakes the task of using reflexive and emphatic pronouns to construct sentences related to communication technology. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner is open minded when sharing sentences with classmates for peer review. • Unity: The learner collaborates with peers while to playing language games. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Citizenship Education: The learner enhances social cohesion when reading texts on communication technology. • Creative thinking skills: The learner thinks creatively when using reflexive and emphatic pronouns to construct sentences. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • French and German address pronouns. • Computer Science Addresses Information Communication Technology. 				
<p>Assessment Rubric</p>				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify reflexive and emphatic pronouns from passages on communication technology	Learner exhaustively identifies reflexive and emphatic pronouns from passages on communication technology	Learner identifies reflexive and emphatic pronouns from passages on communication technology	Learner identifies reflexive and emphatic pronouns from passages on communication technology but omits a few of the pronouns	Learner identifies reflexive and emphatic pronouns from passages on communication technology but omits many of the pronouns
Ability to use reflexive and emphatic pronouns to complete sentences	The learner exceptionally uses reflexive and emphatic pronouns to complete sentences	The learner uses reflexive and emphatic pronouns to complete sentences	The learner uses reflexive and emphatic pronouns to complete sentences with few errors	The learner uses reflexive and emphatic pronouns to complete sentences with many errors

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.4 Writing	2.4.1 Social Writing (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the advantages of using an email in communication, b) create an email address to aid communication, c) write an email to a friend, d) acknowledge the importance of emails in social writing.	The learner is guided to: <ul style="list-style-type: none"> • find emails from the internet and identify their features in groups, • explain the advantages of an email in small groups, • brainstorm ideas to incorporate when writing an email to a friend in groups, • create an email address, • draft the first paragraph of an email to a friend in pairs, • complete the email individually, • edit and proofread the email in pairs, • revise their email individually using the comments given and send the email to a classmate, parent or guardian. 	How do you normally communicate with your friends?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner writes emails correctly and in an organised manner. • Learning to learn: The learner shares learnt knowledge when brainstorming ideas to incorporate when writing an email. <p>Digital literacy: The learner connects with technology when creating email addresses and sending emails.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner collaborates with peers as they work in groups to brainstorm on the ideas to incorporate when writing an email to a friend. • Responsibility: The learner takes care of others and own property while using digital devices. 				

- Respect: The learner accommodates diverse opinions when editing and proofreading the emails in pairs.

Pertinent and Contemporary Issues (PCIs):

- Social awareness skills: The learner effectively communicates when editing and proofreading the email in pairs.
- Decision making skills: The learner engages in critical thinking when creating an email account.

Link to other Subjects:

- Kiswahili and English address communication skills.
- Computer Science covers use of digital devices.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the advantages of using an email	The learner explains the advantages of using an email with illustrations	The learner explains the advantages of using an email	The learner partially explains the advantages of using an email	The learner explains the advantages of using an email with prompts
Ability to create an email address	The learner skillfully creates an email address.	The learner creates an email address	The learner attempts to create an email address	The learner attempts to create an email address with of assistance
Ability to write an email to a friend	The learner meticulously writes an email to a friend	The learner writes an email to a friend	The learner writes an email to a friend with few omissions	The learner writes an email to a friend but omits most of the details

THEME: ENVIRONMENTAL CONSERVATION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>3.1 Listening and Speaking</p>	<p>3.1.1 Conversational Skills (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify elements of conversational skills from a clip on environmental disaster management,</p> <p>b) apply turn-taking skills in a conversation,</p> <p>c) value the role of conversational skills in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch a pre-recorded audio-visual clip on disaster management (floods, earthquake, landslides) and identify elements of conversational skills, • explain what they would personally do as a contribution to disaster management, • practise turn-taking skills in a conversation on disaster management in pairs, • develop a skit on disaster management in groups, • present the skit to the rest of the class, • record themselves as they present a skit on disaster management in groups. 	<ol style="list-style-type: none"> 1. How should we speak to each other? 2. What is the importance of environmental conservation?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner speaks adaptively when explaining what they would do as a contribution to disaster management. • Collaboration: The learner improves the team by working together to come up with a group skit on disaster management. 				

- Digital literacy: The learner uses digital devices to record skits on disaster management.

Values:

- Respect: The learner accommodates diverse opinions when developing a skit in groups.
- Unity: The learner takes turns in activities and conversations when practising turn-taking skills.

Pertinent and Contemporary Issues (PCIs):

- Citizenship education: The learner practises social cohesion as he or she explains what they would do as a contribution to disaster management.
- Safety and security: The learner presents a skit on disaster management.

Link to other subjects:

- Computer Studies covers use of digital devices and internet.
- Social Studies addresses issues of disaster management.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify elements of conversational skills from a clip on environmental disaster management	The learner elaborately identifies elements of conversational skills from a variety of clips on environmental disaster management	The learner identifies elements of conversational skills from a clip on environmental disaster management	The learner attempts to identify elements of conversational skills from a clip on environmental disaster management	The learner attempts to identify elements of conversational skills from a clip on environmental disaster management with assistance
Ability to apply turn-taking skills in a conversation	The learner skillfully applies turn-taking skills in a conversation	The learner applies turn-taking skills in a conversation	The learner attempts to apply turn-taking skills in a conversation	The learner attempts to apply turn-taking skills in a conversation with prompts

Strand	Sub strand	Specific Learning Outcomes	Specific Learning Outcomes	Key Inquiry Question(s)
3.2 Reading	3.2.1 Extensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain meanings of vocabulary related to global warming from texts read, b) use the vocabulary to construct sentences related to global warming, c) respond to texts on global warming d) advocate for extensive reading in creating awareness on environmental conservation. 	The learner is guided to: <ul style="list-style-type: none"> • read a text on environmental conservation and explain the causes of global warming in pairs, • individually read varied texts on environmental conservation and explain how global warming is affecting our environment, • read texts and list vocabulary related to global warming in pairs, • infer meanings of the vocabulary related to global warming in pairs, • construct sentences related to global warming using the vocabulary identified • share the sentences on global warming with peers for review and suggestions for improvement, • revise the sentences using the suggestions given by the peers. 	<ol style="list-style-type: none"> 1. Why do we read? 2. Why is it important to prevent global warming?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Learning to learn: The learner constructs sentences on global warming and share them with peers for review. • Problem solving: The learner infers the meanings of vocabulary related to global warming and constructs sentences. 				
Values:				
<ul style="list-style-type: none"> • Respect: The learner understands and appreciates others by sharing sentences on global warming. 				

- Patriotism: The learner is made aware of own responsibilities in the society when he or she reads texts on environmental conservation.

Pertinent and Contemporary Issues (PCIs):

- Environmental education: The learner reads varied texts on environmental conservation and explains how global warming is affecting our environment.

Link to other subjects:

- French and Mandarin cover extensive reading skills.
- Agriculture addresses environmental conservation.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain different causes of global warming from texts on environmental conservation	The learner explains different causes of global warming from texts on environmental conservation with examples	The learner explains different causes of global warming from texts on environmental conservation	The learner attempts to explain different causes of global warming from texts on environmental conservation	The learner attempts to explain different causes of global warming from texts on environmental conservation with assistance
Ability to explain the meanings of vocabulary related to global warming from texts read	The learner systematically explains the meanings of vocabulary related to global warming from texts read	The learner explains the meanings of vocabulary related to global warming from texts read	The learner explains the meanings of vocabulary related to global warming from texts read with few errors	The learner explains the meanings of vocabulary related to global warming from texts read with many errors
Ability to use the vocabulary to construct	The learner meticulously uses the vocabulary to construct	The learner uses the vocabulary to construct sentences	The learner uses the vocabulary to construct	The learner uses the vocabulary to construct sentences related to

sentences related to global warming	a variety of sentences related to global warming	related to global warming	sentences related to global warming with few errors	global warming with many errors
Ability to respond to texts on global warming	Learner responds to a variety texts on global warming	Learner responds to texts on global warming	Learner responds to limited texts on global warming	Learner responds to texts on global warming with prompts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Language Structures	3.3.1 Word Classes: Adjectives (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain meaning of indefinite adjectives, b) use indefinite adjectives to construct sentences related to environmental conservation, c) acknowledge the role of indefinite adjectives in creating awareness on environmental conservation.	The learner is guided to: <ul style="list-style-type: none"> • find the meaning of indefinite adjectives in groups, • read texts related to environmental conservation and identify indefinite adjectives in groups, • discuss the meanings of the indefinite adjectives in groups, • use indefinite adjectives to construct sentences related to environmental conservation in pairs, • share the sentences with other pairs for review and suggestions for improvement, • use the suggestions given by peers to improve on their sentences. 	<ol style="list-style-type: none"> 1. How do you modify words to bring out different meanings? 2. Why is it important to conserve the environment?

Core Competencies to be developed:

- Communication: The learner writes fluently when constructing sentences using indefinite adjectives.
- Learning to learn: The learner reflects on his or her own work when using the suggestions given by peers to improve on sentences constructed.

Values:

- Love: The learner shows care for peers as they work in groups to identify indefinite adjectives from a given text.
- Responsibility: The learner engages in assigned roles and duties when using the adjectives to construct sentences related to environmental conservation.

Pertinent and Contemporary Issues (PCIs):

- Citizenship education: The learner inculcates civic responsibility when constructing sentences related to environmental conservation.
- Environmental education: The learner learns to protect natural resources by reading texts and constructing sentences related to environmental conservation.

Links to other subjects:

- Mandarin and Arabic address the use of indefinite adjectives.
- Social Studies covers environmental conservation.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explain the meaning of indefinite adjectives	The learner explains the meaning of indefinite adjectives with illustrations	The learner explains the meaning of indefinite adjectives	The learner partially explains the meaning of indefinite adjectives	The learner explains the meaning of indefinite adjectives with assistance
Ability to use indefinite adjectives to	The learner creatively uses indefinite	The learner uses indefinite adjectives to	The learner uses indefinite adjectives to	The learner uses indefinite adjectives to

construct sentences related to environmental conservation	adjectives to construct sentences related to environmental conservation	construct sentences related to environmental conservation	construct sentences related to environmental conservation with a few errors	construct sentences related to environmental conservation with many errors
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.4 Writing	3.4.1 Creative Writing (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characteristics of poetry from poems on environmental conservation, b) compose a short poem on the importance of trees in environmental conservation, c) value the role of poetry in creating awareness on	The learner is guided to: <ul style="list-style-type: none"> • read a variety of poems on environmental conservation and identify persona and stanzas in pairs, • identify the features of poetry evident in the poems read on environmental conservation in groups, • present the characteristics of poetry that the groups identified for further discussion, • brainstorm on ideas to incorporate when composing a poem on the importance of trees in environmental conservation in groups, • compose a poem on the importance of trees in environmental conservation and share it with peers for feedback, • revise the poem considering the suggestions given by peers, 	What makes a poem different from a story or a passage?

		environmental conservation.	<ul style="list-style-type: none"> • present the poem on the importance of trees in environmental conservation to the whole class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner shares learnt knowledge when presenting the characteristics of poetry that the groups identified in class for further discussion. • Collaboration: The learner recognises the value of others’ ideas when brainstorming on the ideas to incorporate in writing the poem. • Citizenship: The learner understands civic responsibility when composing poems on the importance of trees in environmental conservation. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner strives to achieve a common goal when brainstorming in groups on ideas to incorporate when writing a poem on the importance of trees. • Patriotism: The learner inculcates love for his or her country when composing a poem on the importance of trees in environmental conservation. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental education: The learner composes and presents poems on the importance of trees in environmental conservation. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Kiswahili and French address poetry writing. • Integrated Science and Social Studies cover environmental education. 				

Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify the characteristics of poetry from poems on environmental conservation	The learner identifies the characteristics of poetry from poems on environmental conservation with precision	The learner identifies the characteristics of poetry from poems on environmental conservation	The learner attempts to identify the characteristics of poetry from poems on environmental conservation	The learner attempts to identify the characteristics of poetry from poems on environmental conservation with prompting
Ability to compose a short poem on the importance of trees in environmental conservation	The learner creatively composes a short poem on the importance of trees in environmental conservation	The learner composes a short poem on the importance of trees in environmental conservation	The learner attempts to compose a short poem on the importance of trees in environmental conservation with some creativity	The learner attempts to compose a short poem on the importance of trees in environmental conservation with assistance

THEME: SAFETY AND SECURITY

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>4.1 Listening and Speaking</p>	<p>4.1.1 Listening for Information (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) respond to oral questions on safety and security in public places from a listening text,</p> <p>b) engage in a dialogue on experiences related to security in public places,</p> <p>c) embrace the importance of listening skills in enhancing safety and security in social and public places.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a text on safety and security in public places in pairs, • identify elements of safety and security from the text in pairs, • listen to a radio lesson on security in public places and identify different disasters likely to occur at social places in small groups, • engage in a dialogue on experiences related to security in public places in small groups. 	<ol style="list-style-type: none"> 1. How would we listen for information effectively? 2. Why is it important to take safety precautions in public places?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner engages in a dialogue on experiences related to security in public places. • Digital literacy: The learner uses digital devices to listen to a radio lesson on security in public places. • Citizenship: The learner engages in a dialogue on experiences related to security in public places in small groups. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner collaborates with others when listening to a radio lesson on security in public places. 				

Pertinent and Contemporary Issues (PCIs):

- Peace Education: The learner interacts with information about safety and security when discussing security in public places.
- Problem solving skills: The learner develops problem solving skills while engaging in a dialogue on experiences related to security in public places.

Link to other Subjects:

- Computer Science addresses the use of digital devices.
- Social Studies addresses issues of safety and security.
- English and Arabic cover listening and speaking skills.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to respond to questions on safety and security in public places from a listening text	The learner responds to oral questions on safety and security in public places and with precision	The learner responds to oral questions on safety and security in public places	The learner responds to oral questions on safety and security in public places with a few errors	The learner responds to oral questions on safety and security in public places with many errors
Ability to engage in a dialogue on experiences related to security in public places	The learner skillfully engages in a dialogue on experiences related to security in public places	The learner engages in a dialogue on experiences related to security in public places	The learner attempts to engage in a dialogue on experiences related to security in public places	The learner engages in a dialogue on experiences related to security in public places with support

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	4.2.1 Reading for Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary from texts on safety in the event of a disaster, b) use vocabulary related to safety in the event of a disaster to construct sentences, c) summarise the main ideas of a text read on safety in the event of a disaster, d) advocate the important role of reading in creating awareness on safety and security.	The learner is guided to: <ul style="list-style-type: none"> • read a text on safety in the event of a disaster and identify vocabulary related to safety in pairs, • find the meanings of the vocabulary related to safety using the dictionary and the internet in pairs, • use the vocabulary to construct sentences related to safety in the event of a disaster in pairs, • share them in class for peer review and suggestions, • read a text on safety in the event of a disaster and identify the main ideas in pairs, • write a summary of the main ideas of the text on safety in the event of a disaster and share with other classmates for peer review, • rewrite the summary on safety in the event of disaster using the suggestions made by their peers. 	<ol style="list-style-type: none"> 1. How do you read for comprehension? 2. Why is it important to ensure safety in the environment?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: The learner reads texts on safety in the event of a disaster and identifies key points. 				

- Self-efficacy: The learner constructs sentences related to safety in the event of a disaster using the vocabulary identified.
- Problem solving: The learner identifies key points and writes a summary.

Values:

- Respect: The learner accommodates diverse opinions when constructing sentences in pairs.
- Responsibility: The learner learns how to observe safety precautions when he or she reads a text on safety in the event of a disaster.

Pertinent and Contemporary Issues (PCIs):

- Decision making skills: The learner thinks creatively when using vocabulary to construct sentences related to safety in the event of a disaster.
- Safety and security: The learner learns about safety in the class and school environment when reading a text on safety in the event of a disaster.

Links to other subjects:

- English and French cover reading for comprehension.
- Social Studies addresses safety and security.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary from texts on safety in the event of a disaster	The learner systematically identifies vocabulary from texts on safety in the event of a disaster	The learner identifies vocabulary from texts on safety in the event of a disaster	The learner partly identifies vocabulary from texts on safety in the event of a disaster	The learner identifies vocabulary from texts on safety in the event of a disaster with prompting
Ability to use vocabulary related to safety in the event of a	The learner creatively uses vocabulary related to safety in the event of	The learner uses vocabulary related to safety in the event of	The learner uses a few vocabularies related to safety in the event of a	The learner, with assistance, uses vocabulary related to

disaster to construct sentences	a disaster to construct sentences	a disaster to construct sentences	disaster to construct sentences	safety in the event of a disaster to construct sentences
Ability to summarise the main ideas of a text read on safety in the event of a disaster	The learner skillfully summarises the main ideas of a text read on safety in the event of a disaster	The learner summarises the main ideas of a text read on safety in the event of a disaster	The learner attempts to summarise the main ideas of a text read on safety in the event of a disaster	The learner summarises the main ideas of a text read on safety in the event of a disaster with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.3 Language Structures	4.3.1 Aspects: Perfective and progressive (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify verbs in the perfective and progressive aspect from passages related to safety and security, b) construct sentences to express the perfective aspect, c) complete paragraphs using	The learner is guided to: <ul style="list-style-type: none"> • read passages on safety and security and identify verbs in perfective and progressive aspects in pairs, • research from various sources and discuss how verbs form the perfective and progressive aspects in small groups, • use verbs in the perfective aspect to construct sentences related to safety and security in pairs, • share the sentences with other pairs for peer review, 	How do we express the aspect in sentences?

		verbs in the progressive aspect, d) value the need to use aspects appropriately in communication.	<ul style="list-style-type: none"> • read texts on safety and security and identify verbs that express the progressive aspect in groups, • use word puzzles to form verbs in the progressive aspect in groups, • use the verbs in the progressive aspect to complete paragraphs related to safety and security in groups, • read the paragraphs to classmates for peer review and make suggestions for improvement. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: The learner reads paragraphs written to classmates for peer review and suggestions for improvement. • Problem solving: The learner researches from various sources and discusses how verbs form the perfective aspect. 				
Values: <ul style="list-style-type: none"> • Unity: The learner collaborates with others when using word puzzles to form verbs in the progressive aspect. • Responsibility: The learner engages in assigned roles and duties when using the verbs in the progressive aspect to complete paragraphs related to safety and security. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Safety and security: The learner uses verbs in the perfective aspect to construct sentences related to safety and security. • Civic responsibility: The learner uses verbs in sentences to enlighten people on safety and security. 				
Link to other subjects: <ul style="list-style-type: none"> • Kiswahili and English cover progressive and perfective aspect. • Social Studies addresses safety and security. 				

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify verbs in the progressive and perfective aspect from passages related to safety and security	The learner systematically identifies verbs in the progressive and perfective aspect from passages related to safety and security	The learner identifies verbs in the progressive and perfective aspect from passages related to safety and security	The learner partially identifies verbs in the progressive and perfective aspect from passages related to safety and security	The learner identifies verbs in the progressive and perfective aspect from passages related to safety and security with assistance
Ability to construct sentences to express the perfective aspect	The learner meticulously constructs sentences to express the perfective aspect	The learner constructs sentences to express the perfective aspect	The learner constructs sentences to express the perfective aspect with few errors	The learner constructs sentences to express the perfective aspect with many errors
Ability to complete paragraphs using verbs in the progressive aspect	The learner skillfully completes paragraphs using a variety of verbs in the progressive aspect	The learner completes paragraphs using a variety of verbs in the progressive aspect	The learner attempts to complete paragraphs using a variety of verbs in the progressive aspect	The learner attempts to complete paragraphs using a limited variety of verbs in the progressive aspect with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Writing	4.4.1 Writing to give Information (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the steps involved in writing a descriptive essay on what to do in the event of a disaster, b) write a descriptive essay on what to do in the event of a disaster, c) recognise the role of writing skills in communicating safety and security issues.	The learner is guided to: <ul style="list-style-type: none"> • watch audio-visual clips on what to do in the event of a disaster in groups, • note down the dos and the don'ts in the event of a disaster in pairs, • surf the internet for or find publications and read several descriptive essays on what to do in the event of a disaster in groups, • discuss the parts of a descriptive essay (<i>introduction, body, conclusion</i>), • draft the introductory paragraph on what to do in the event of a disaster in groups, • complete writing the essay individually, • exchange the essays for peer review in pairs, • individually revise the essay considering the ideas of the peer reviewer. 	<ol style="list-style-type: none"> 1. How do you write an essay? 2. How should one behave in the event of a disaster?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner writes an essay on what to do in the event of disaster in a clear and organised manner. • Collaboration: The learner shares ideas and resources while working in groups to draft the introduction of the essay. • Digital literacy: The learner interacts with technology when watching audio-visual clips on what to do in the event of a disaster. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner observes safety and precaution when surfing the internet for descriptive essays. 				

- Patriotism: The learner acquires information on responsible behaviour when reading essays on what to do in the event of a disaster.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: The learner works in groups to draft the introductory paragraph of an essay.
- Effective skills: The learner develops effective communication skills when writing an essay on what to do in an event of a disaster.

Link to other subjects:

- German and Kiswahili address descriptive essays.
- Social Studies handles issues of safety and security.
- Computer Studies exposes learners to surfing of the internet.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the steps involved in writing a descriptive essay	The learner explains in depth the steps involved in writing a descriptive essay	The learner explains the steps involved in writing a descriptive essay	The learner explains the steps involved in writing a descriptive essay but leaves out a few steps	The learner explains the steps involved in writing a descriptive essay but leaves out many steps
Ability to write a descriptive essay on what to do in the event of disaster	The learner creatively writes a descriptive essay on what to do in the event of disaster	The learner writes a descriptive essay on what to do in the event of disaster	The learner attempts to write a descriptive essay on what to do in the event of disaster	The learner attempts to write a descriptive essay on what to do in the event of a disaster with guidance

THEME: CULTURE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>5.1 Listening and Speaking</p>	<p>5.1.1 Presentation Skills (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) explain the importance of verbal cues in modern cultural songs,</p> <p>b) pick out key messages from a variety of modern cultural songs,</p> <p>c) desire to enhance conversational skills to improve their communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to types of modern cultural songs and identify verbal cues in small groups (<i>screams, ululations, whistling, grunts</i>), • explain the importance of the verbal cues in the songs, • listen to a pre-recorded audio clip on modern cultural songs in groups (<i>wedding songs, love songs, celebration chants, topical songs, dirges, work songs</i>), • identify the types of songs listened to in the pre-recorded clip in pairs, • outline the different types of modern songs, • pick out messages from the modern cultural songs listened to. 	<ol style="list-style-type: none"> 1. How would you perform a modern cultural song to an audience? 2. When do we sing modern cultural songs?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner takes turns to identify types of modern cultural songs and their messages. • Digital literacy: The learner manipulates electronic devices to listen to pre-recorded audio clips on modern cultural songs. • Collaboration: The learner works in groups to identify types of songs and pick out messages from modern cultural songs. 				

Values:

- Responsibility: The learner takes care of digital devices when listening to a pre-recorded audio clip on modern cultural songs in groups.
- Patriotism: The learner appreciates own culture when listening to types of modern cultural songs.

Pertinent and Contemporary Issues (PCIs):

- Citizenship Education: The learner experiences cultural awareness when picking out messages from the modern cultural songs listened to in the past.
- Effective Communication: The learner communicates effectively when outlining different types of modern cultural songs.

Link to other subjects:

- Performing Arts addresses songs.
- Arabic and French cover presentation skills.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the importance of extra-verbal cues in modern cultural songs	The learner explains the importance of extra-verbal cues in modern cultural songs with illustrations	The learner explains the importance of extra-verbal cues in modern cultural songs	The learner partially explains the importance of extra-verbal cues in modern cultural songs	The learner explains the importance of extra-verbal cues in modern cultural songs with prompting
Ability to pick out key messages from a variety of modern cultural songs.	The learner picks out key messages from a variety of modern cultural songs with precision	The learner accurately picks out key messages from a variety of modern cultural songs	The learner picks out most of the key messages from a variety of modern cultural songs	The learner picks out few key messages from a variety of modern cultural songs

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	5.2.1 Reading for Information (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to traditional marriage from texts on culture, b) use vocabulary identified to write a paragraph on traditional marriage c) respond to a text on traditional marriage, d) advocate reading for information as a means of obtaining information on culture.	The learner is guided to: <ul style="list-style-type: none"> • read texts with cultural information on marriage and respond to questions in groups, • search for information from the internet or publications with regard to traditional marriage in pairs (<i>courtship, dowry negotiation, dowry payment, marriage ceremony</i>), • read texts on culture and identify vocabulary related to traditional marriage in groups, • use the vocabulary to write a paragraph related to culture in pairs, • share the paragraph with other pairs for peer review and suggestions for improvement. 	<ol style="list-style-type: none"> 1. How do you read for information? 2. Why is it important to uphold rites of passage in your community?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-Efficacy: The learner reads texts on culture and identifies vocabulary related to traditional marriage in groups. • Learning to learn: The learner shares the paragraph he or she has written with other pairs for peer review and suggestions for improvement. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: The learner becomes aware of own culture when reading texts on traditional marriage. • Respect: The learner understands and appreciates others when searching for information from the internet or publications with regard to traditional marriage. 				

Pertinent and Contemporary Issues (PCIs):

- Social awareness skills: The learner effectively communicates when using vocabulary to write a paragraph related to culture.
- Cultural awareness: The learner reads texts with cultural information on marriage.

Link to other subjects:

- Kiswahili and Arabic cover reading for information.
- Social Studies addresses cultural issues.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary related to traditional marriage from texts on culture	The learner exhaustively identifies vocabulary related to traditional marriage from texts on culture	The learner identifies vocabulary related to traditional marriage from texts on culture	The learner identifies vocabulary related to traditional marriage from texts on culture but omits few	The learner to identifies vocabulary related to traditional marriage from texts on culture with prompting
Ability to use vocabulary identified to write a paragraph on traditional marriage	The learner skillfully uses vocabulary identified to write a paragraph on traditional marriage	The learner uses vocabulary identified to write a paragraph on traditional marriage	The learner attempts to use vocabulary identified to write a paragraph on traditional marriage	The learner uses vocabulary identified to write a paragraph on traditional marriage with assistance
Ability to respond to a text on traditional marriage	The learner responds to varied texts on traditional marriage	The learner responds to a text on traditional marriage	The learner responds to a text on traditional marriage with few errors	The learner responds to a text on traditional marriage with many errors

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Language Structures	5.3.1 Word Classes: Prepositions (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify prepositions from texts related to culture, b) complete sentences on culture using prepositions, c) use prepositions to write a paragraph related to culture, d) acknowledge the role of prepositions in sentences.	The learner is guided to: <ul style="list-style-type: none"> • read texts related to culture and identify prepositions in groups, • use flash cards with prepositions to complete sentences related to culture in groups, • use prepositions to write a paragraph related to culture in pairs, • share the paragraphs with other pairs for peer review and suggestions for improvement, • use the suggestions to improve the paragraph. 	How do we use prepositions in sentences?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner uses flash cards with prepositions to complete sentences related to culture. • Creativity and imagination: The learner uses prepositions to write a paragraph related to culture. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: The learner is aware of own and others' cultures when writing a paragraph related to culture. • Respect: The learner respects the ideas of peers as they share their paragraphs for review. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Cultural awareness: The learner uses prepositions to write paragraphs related to culture. • Social awareness skills: The learner effectively communicates when constructing sentences related to culture. 				

Link to other subjects:

- English and French cover prepositions.
- Social Studies addresses culture.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify prepositions from texts related to culture	The learner identifies a variety of prepositions from texts related to culture	The learner identifies prepositions from texts related to culture	The learner partially identifies prepositions from texts related to culture	The learner identifies prepositions from texts related to culture with prompting
Ability to complete sentences on culture using prepositions	The learner meticulously completes sentences on culture using a variety of prepositions	The learner completes sentences on culture using prepositions	The learner completes sentences on culture using prepositions with minor errors	The learner completes sentences on culture using prepositions with major errors
Ability to use prepositions to write a paragraph related to culture	The learner creatively uses prepositions to write a paragraph related to culture	The learner uses prepositions to write a paragraph related to culture	The learner uses prepositions to write a paragraph related to culture with few errors	The learner uses prepositions to write an incomplete paragraph related to culture with many errors

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.4 Writing	5.4.1 Creative Writing (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the features of a play to enhance writing, b) write a one-scene play on a traditional political activity incorporating all the features of a play, c) recognise the contribution of playwriting in preservation of cultural information.	The learner is guided to: <ul style="list-style-type: none"> • watch a live skit in class on a traditional political event and discuss the use of dialogue and characters in the skit, • search for and read short play scripts on traditional political events from the internet or publications in groups, • discuss the features of a play with emphasis on description of setting and stage directions in groups, • brainstorm on what to write in a play on a traditional political event in groups, • sketch a one scene play on a traditional political event in groups, • write a one-scene play on a traditional political event in pairs, • exchange the plays with other pairs for peer review. • revise the script according to the suggestions given by their peers. 	1. What makes a play different from a story? 2. How are plays written?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Collaboration: The learner recognises the value of others' ideas when peer reviewing the plays. • Self-efficacy: The learner completes the task of writing a one-scene play on a traditional political event in groups. • Learning to learn: The learner uses learnt knowledge to sketch a one-scene play on a traditional political event. 				

- Digital literacy: The learner interacts with technology when searching for short play scripts on traditional political events.

Values:

- Responsibility: The learner observes safety precautions when searching for short plays and scripts from the internet.
- Unity: The learner collaborates with others to sketch a one-scene play on a traditional political event.

Pertinent and Contemporary Issues (PCIs):

- Decision making: The learner thinks creatively when writing a one-scene play on a traditional political event.
- Cultural awareness: The learner writes a one-scene play on a traditional political event.

Link to other subjects:

- English and Kiswahili cover playwriting.
- Arabic and Mandarin address creative writing.
- Social Studies exposes learners to culture.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explain the elements of a play	The learner elaborately explains the elements of a play with examples	The learner explains the elements of a play	The learner explains the elements of a play but a few details	The learner explains elements of a play but omits most of the details
Ability to write a one- scene play and incorporate all the features of a play	The learner creatively writes a one-scene play and incorporates all the features of a play	The learner writes a one-scene play and incorporates all the features of a play	The learner writes a one-scene play but omits a few of the elements of a play	The learner writes a one-scene play with assistance

THEME: INDIGENOUS TRADE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>6.1 Listening and Speaking</p>	<p>6.1.1 Intensive Listening (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) pick out unique features of indigenous trade from texts from a variety of texts,</p> <p>b) respond to questions from texts on types of competition in the market,</p> <p>c) acknowledge the importance of listening keenly to acquire information.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • engage in group work to listen to or watch pre-recorded audio-visual clips on indigenous trade, paying attention to unique features of indigenous trade, • take turns to outline unique features of indigenous trade from audio-clips, • work in pairs to listen to aural texts on types of competition in the market and respond to questions, • listen to a guest speaker giving a talk on the importance of fair competition in indigenous trade and respond to questions, • individually prepare a short talk on types of competition in indigenous trade and present it to peers during club activities, • take turns to listen to and summarise each other’s talk on the importance of indigenous trade. 	<ol style="list-style-type: none"> 1. How do we ensure we get the required information as we listen? 2. Why is fair competition important in indigenous trade?

Core competencies to be developed:

- Communication: The learner communicates with peers as they engage in group work to listen to or watch pre-recorded audio-visual clips on indigenous trade.
- Collaboration: The learner engages in group work to identify the unique features of indigenous trade.
- Creativity and innovation: The learner individually prepares a short talk on types of competition in indigenous trade and presents it to the class.

Values:

- Unity: The learner collaborates with others while listening to aural texts on types of competition in the market and responds to questions.
- Peace: The learner follows the laid down procedure as they take turns to outline unique features of indigenous trade from audio-clips.

Pertinent and Contemporary Issues (PCIs):

- Information Technology: The learner uses digital gadgets to watch pre-recorded clips.
- Peer education and mentorship: The learner prepares a short talk on types of competition and presents it to the class.

Link to other subjects:

- Business Studies covers consumer literacy.
- Arabic and German address intensive listening.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pick out unique features of indigenous trade from a variety of texts	The learner elaborately picks out unique features of indigenous trade from a variety of text	The learner picks out unique features of indigenous trade from a variety of texts	The learner picks out unique features of indigenous trade from a variety of texts with a few omissions	The learner picks out unique features of indigenous trade a variety of texts with many omissions

Ability to respond to questions from texts related to types of competition in the market	The learner meticulously responds to questions from texts related to types of competition in the market	The learner responds to questions from texts related to types of competition in the market	The learner attempts to respond to questions from texts related to types of competition in the market	The learner responds to questions from texts related to types of competition in the market with prompts
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	6.2.1 Reading for Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain ways of enhancing fairness in indigenous trade from texts, b) respond to comprehension questions from texts on fairness in indigenous trade, c) use vocabulary related to fairness in trade, d) advocate reading poems as a means of enhancing knowledge.	The learner is guided to: <ul style="list-style-type: none"> • discuss ways of enhancing fairness in indigenous trade, • read texts on ways of enhancing fairness in indigenous trade and answer comprehension questions, • identify and infer the meaning of vocabulary related to fairness in trade, • use the dictionary or internet to confirm the meaning of identified vocabulary, • construct sentences using vocabulary related to fairness in trade. 	<ol style="list-style-type: none"> 1. How do we read for comprehension? 2. Why is it important to ensure fairness in trade?

Core competencies to be developed:

- Learning to learn: The learner engages in collective learning when discussing with peers ways of enhancing fairness in indigenous trade.
- Critical thinking and problem solving: The learner uses the dictionary or internet sources to infer the meaning of identified vocabulary.

Values:

- Integrity: The learner responsibly uses the internet to confirm the meaning of identified vocabulary.

Pertinent and Contemporary Issues (PCIs):

- Effective Communication: The learner constructs sentences using vocabulary related to fairness in trade.
- Analytical Thinking: The learner infers the meaning of vocabulary related to fairness in trade.

Link to other subjects:

- Kiswahili and French cover reading for comprehension.
- Business Studies addresses fairness in trade.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explain ways of enhancing fairness in indigenous trade from texts	The learner explains ways of enhancing fairness in indigenous trade from texts with varied examples	The learner explains ways of enhancing fairness in indigenous trade from texts	The learner explains a few ways of enhancing fairness in indigenous trade from texts	The learner explains ways of enhancing fairness in indigenous trade from a text with assistance

Ability to respond to comprehension questions from texts on fairness in indigenous trade	The learner meticulously responds to comprehension questions from texts on fairness in indigenous trade	The learner responds to comprehension questions from texts on fairness in indigenous trade	The learner responds to comprehension questions from texts on fairness in indigenous trade with minimal errors	The learner responds to comprehension questions from texts on fairness in indigenous trade with many errors
Ability to use vocabulary related to fairness in trade	The learner skillfully uses vocabulary related to fairness in trade in a variety of contexts	The learner uses vocabulary related to fairness in trade	The learner attempts to use vocabulary related to fairness in trade	The learner uses vocabulary related to fairness in trade with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Language Structures	6.3.1 Word Classes: Adverbs of Degree (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify adverbs of degree from texts on market competition, b) use adverbs of degree in a variety of contexts, c) advocate for correct use of adverbs of degree in writing.	The learner is guided to: • work in pairs to read a passage on types of market competition then identify and discuss the use of adverbs of degree, • play drag and drop language games to complete sentences and paragraphs on market competition using adverbs of degree, in groups, • write a short paragraph on types of market competition using adverbs of degree and share it with peers for review, • read peers' paragraphs on types of market competition and identify adverbs of degree.	1. How do we classify adverbs? 2. Why is it important to ensure fairness in trade?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner communicates with peers as read a passage on types of market competition then identify then identify and discuss the use of adverbs of degree. • Collaboration: The learner collaborates with peers when playing drag and drop language games. • Problem Solving: The learner reads a passage then identifies and discusses the use of adverbs of degree. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner writes a short paragraph on types of market competition using adverbs of degree then shares it with peers for review. 				

Pertinent and Contemporary Issues (PCIs):

- Effective communication: The learner discusses the types of market competition.
- Creative Thinking: The learner writes short paragraphs on types of market competition.

Link to other subjects:

- English and French cover adverbs of degree.
- Business Studies addresses market competition.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify adverbs of degree from texts on market competition	The learner comprehensively identifies adverbs of degree from texts on market competition	The learner identifies adverbs of degree from texts on market competition.	The learner partially identifies adverbs of degree from texts on market competition	The learner identifies adverbs of degree from texts on market competition, with prompting
Ability to use adverbs of degree to write short paragraphs	The learner skillfully uses adverbs of degree to write varied short paragraphs	The learner uses adverbs of degree to write short paragraphs	The learner attempts to use adverbs of degree to write short paragraphs	The learner uses adverbs of degree to write short paragraphs with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.4 Writing	6.4.1 Formal Writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) Examine the features of an advertisement using different sources, b) create an advertisement for a consumer product, c) acknowledge the role of formal writing as a form of business communication.	The learner is guided to: <ul style="list-style-type: none"> • work in groups to read texts and brainstorm different sources of information for consumer products, • find adverts in newspapers and categorise them into different types, • brainstorm on the features of an advertisement using magazines, newspapers among others, • identify thematic vocabulary used in advertisements for products, • work in a group to generate an advertisement on a consumer product of your choice, • present your advertisement to other groups for peer review through a gallery walk. 	<ol style="list-style-type: none"> 1. How do you write advertisements for consumer products? 2. Why are advertisements important?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner communicates with peers as they work in a group to generate an advertisement on a consumer product of choice. • Collaboration: The learner collaborates with peers to develop an advertisement. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: The learner respects self and others as they work in groups to brainstorm and list different sources of information for consumer products. 				

Pertinent and Contemporary Issues (PCIs):

- Analytical Thinking: The learner brainstorms and lists different sources of information for consumer products.
- Consumer awareness: The learner creates an advertisement depicting a consumer product.

Link to other subjects:

- French and German expose learners to writing of advertisements.
- Business Studies covers consumer literacy.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the features of an advertisement using different sources	The learner exhaustively outlines sources of information for consumer products with examples	The learner outlines sources of information for consumer products.	The learner outlines sources of information for consumer products with few omissions	The learner outlines few sources of information for consumer products with many omissions
Ability to create an advertisement for a consumer product	The learner skillfully creates a variety of advertisements for a consumer product.	The learner creates an advertisement for a consumer product	The learner attempts to create an advertisement for a consumer product	The learner attempts to create an advertisement for a consumer product with guidance

THEME: CAREERS

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>7.1 Listening and Speaking</p>	<p>7.1.1 Presentation Skills (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) outline the qualities of an effective debater in Indigenous Languages, b) participate in a debate on career choices, c) recognise the role debates play in learning of Indigenous Languages. 	<p>The Learner is guided to:</p> <ul style="list-style-type: none"> • surf the internet for audio-visual clips or listen to pre -recorded audio visual clips on career choices in groups, • discuss qualities of an effective debater in pairs, • break into small groups of proposers and opposers and then consider the debate question “should parents choose careers for their children or allow them to make their own career choice?” or any other topic related to careers, • brainstorm on points to propose or oppose the motion, • take part in organising the class into a debate setup with opposers and proposers, speaker and secretaries. • participate in a debate on a motion on career choice bearing in mind the qualities of an effective debater. 	<ul style="list-style-type: none"> 1. How can we ensure a debate is effective? 2. How does one choose a career?

Core Competencies to be developed:

- Communication: The learner communicates with peers during the debate session.
- Digital Literacy: The learner accesses the internet while searching for audio-visual clips on career choices.
- Collaboration: The learner contributes as they organise the class into a debate setup with opposers and proposers, speaker and secretaries.
- Self-efficacy: The learner exudes confidence while brainstorming on points for the debate.

Values:

- Unity: The learner closely works with peers as they discuss the qualities of an effective debater.
- Respect: The learner accommodates diverse opinions during the debate.

Pertinent and Contemporary Issues (PCIs)

- Assertiveness: The learner participates in a debate about career choices.
- Career opportunities: The learner engages in a debate on career choices.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline the qualities of an effective debater	The learner outlines the qualities of an effective debater with illustrations	The learner outlines the qualities of an effective debater	The learner partially outlines qualities of an effective debater	The learner outlines qualities of an effective debater on career choice with clues
Ability to participate in a debate on career choices	The learner skillfully participates in a debate on career choices	The learner participates in a debate on career choices	The learner attempts to participate in a debate on career choices	The learner participates in a debate on career choices with prompting

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Reading	7.2.1 Reading for Information (2 lessons)	By the end of the sub strand, the learner should be able to: a) make a collection of vocabulary related to career choices from texts read, b) use vocabulary related to career choices in sentences, c) explain different career choices in relation to personal interests from texts read on careers, d) acknowledge the important role of reading for information on career choices.	The Learner is guided to: <ul style="list-style-type: none"> • read texts from the internet or publications on careers and identify different career choices in pairs, • discuss how personal interests influence career choices and make notes in small groups, • present the notes in class for further discussion and suggestions for improvement, • read a variety of texts related to careers from different sources and identify the careers mentioned in groups, • identify and list vocabulary related to career choice from the texts read, • construct sentences using vocabulary related to career choice, • share the sentences with peers for suggestions on improvement. 	<ol style="list-style-type: none"> 1. How does reading affect your decisions on career choice? 2. How does personal interest relate to career choice?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: The learner uses logic and evidence as they identify vocabulary related to career choices from the texts read, then constructs sentences. • Self-efficacy: The learner exudes confidence as they share the sentences with peers for suggestions on improvement. 				

<ul style="list-style-type: none"> • Learning to Learn: The learner engages in collective learning as they discuss how personal interests influence career choice and make notes in small groups. • Digital Literacy: The learner accesses the internet while reading texts from the internet or publications on careers. 				
Values: <ul style="list-style-type: none"> • Unity: The learner strives to achieve common goals while sharing sentences with their peers. • Responsibility: The learner engages in assigned duties as he or she identifies vocabulary related to career choices from the texts read. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Post school options: The learner discusses how personal interests influence career choices. • Self-awareness: The learner reads a variety of texts related to careers from different sources and identifies their career. 				
Link to other subjects: <ul style="list-style-type: none"> • English and Kiswahili engage learners in varied reading skills. • Social Studies addresses careers. 				
Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to make a collection of vocabulary related to career choices from texts read	The learner makes an elaborate collection of vocabulary related to career choices from texts read	The learner makes a collection of vocabulary related to career choices from texts read	The learner makes a collection of a few vocabulary related to career choices from texts read	The learner makes a collection vocabulary related to career choices from texts read with assistance
Ability to use vocabulary related to careers in sentences.	The learner meticulously uses vocabulary related to careers in sentences	The learner uses vocabulary related to careers in sentences.	The learner uses vocabulary related to careers in sentences with minimal errors	The learner uses vocabulary in sentences related to careers with many errors

Ability to explain different career choices in relation to personal interests from texts read on careers	The learner explains in depth different career choices in relation to personal interests from texts read on careers	The learner explains different career choices in relation to personal interests from texts read on careers	The learner explains different career choices in relation to personal interests from texts read on careers with few omissions	The learner explains different career choices in relation to personal interests from texts read on careers with many omissions
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 Language Structures	7.3.1 Main and Subordinate Clauses (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify main and subordinate clauses from a text on careers, b) differentiate between main and subordinate clauses from texts on careers, c) construct sentences relating to the theme of careers using main and subordinate clauses, d) recognise main and subordinate clauses as core components of meaningful sentences.	The learner is guided to: <ul style="list-style-type: none"> • read a passage on careers and identify the main clauses in groups, • read a text on careers from a course book and identify subordinate clauses in pairs, • underline and label main and subordinate clauses in sentences on careers in pairs, • fill in the blanks in sentences related to careers with appropriate main and subordinate clauses careers in pairs, 	How do you identify a clause in a sentence?

			<ul style="list-style-type: none"> • construct sentences using main and subordinate clauses relating to careers individually, • read and comment on each other's sentences in groups. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: The learner engages in collective learning while reading a passage on careers and identifying main clauses. • Critical Thinking and Problem Solving: The learner uses logic when reading a passage on careers and identifies main clauses. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner respects other people's opinions as they read and comment on each other's sentences in groups. • Responsibility: The learner engages in assigned roles while constructing sentences individually and commenting on peers' sentences. 				
<p>Pertinent Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Decision-making: The learner reads a passage on different types of careers. • Analytical thinking: The learner reads passages on career choices and makes decisions on which careers suit them. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Arabic and German address main and subordinate clauses. • Social Studies addresses issues on career choices. 				

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to differentiate between main and subordinate clauses from a text on careers	The learner comprehensively identifies main and subordinate clauses from a variety of texts on careers	The learner identifies main and subordinate clauses from a text on careers	The learner identifies main and subordinate clauses from a text on careers with minor omissions	The learner identifies main and subordinate clauses from a text on careers with assistance
Ability to identify main and subordinate clauses from a text on careers	The learner differentiates between main and subordinate clauses from texts on careers in an elaborate manner	The learner differentiates between main and subordinate clauses from texts on careers in an elaborate manner	The learner attempts to differentiate between main and subordinate clauses from texts on careers	The learner differentiates between main and subordinate clauses from texts on careers with prompts
Ability to construct sentences relating to careers using main and subordinate clauses	The learner skillfully constructs sentences relating to the theme of careers using main and subordinate clauses	The learner constructs sentences relating to careers using main and subordinate clauses	The learner constructs sentences relating to careers using main and subordinate clauses with minimal errors	The learner constructs sentences relating to careers using main and subordinate clauses with many errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.4 Writing	7.4.1 Writing to give Information (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the parts of an essay from texts read on careers, b) write an essay on careers, c) acknowledge essay writing as a means of creating awareness on careers.	The learner is guided to: <ul style="list-style-type: none"> • read an essay on careers and identify the introduction, body and conclusion in pairs, • identify words and expressions used to achieve cohesion in texts on careers, • search and read texts on careers from the internet or publications and identify the various types of careers in small groups, • make an outline of an essay about careers in small groups, • individually write an essay on careers using the outline done in small groups, • share their essays on careers for peer review and suggestions, • review their essay on careers using the suggestions given by their peers. 	How do you achieve unity and cohesion in an essay?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Problem solving: The learner demonstrates ability to solve problems by experimenting in writing an essay on career • Learning to Learn: The learner engages in collective learning as they share their essays on careers for peer review. • Digital literacy: The learner uses digital tools while searching for and reading texts on careers from the internet or publications. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner proactively solves problems when reviewing their essay on careers using the suggestions given by their peers. 				

- **Unity:** The learner collaborates with peers while searching and reading texts on careers from the internet or publications and identifying the various types of careers.

Pertinent and Contemporary Issues (PCIs):

- **Social awareness skills:** The learner shares their essays on careers for peer review and suggestions.
- **Effective communication:** The learner makes an outline and writes an essay on careers and career choices.

Link to other subjects:

- Social Studies addresses careers.
- Kiswahili and French address essay writing.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline the parts of an essay	The learner outlines the parts of an essay with precision	The learner accurately outlines the parts of an essay	The learner outlines most of the parts of an essay	The learner outlines only few parts of an essay
Ability to write an essay on careers	The learner creatively writes a variety of essays on careers	The learner writes an essay on careers	The learner attempts to write an essay on careers	The learner writes an essay on careers with guidance

THEME: INDIGENOUS KNOWLEDGE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Intensive Listening (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the characteristics of legends as a means of preserving communal heritage, b) respond to questions on legends as a means of preserving communal heritage, c) retell a legend in indigenous language, d) acknowledge the role of legends in preservation of communal heritage.	The learner is guided to: <ul style="list-style-type: none"> • listen to pre-recorded audio clips of legends and discuss the characteristics of legends, • answer oral questions on the legends they have listened to, • discuss cultural values inculcated through the legends they have listened to in pairs, • take turns to retell and record one of the legends listened to in pairs, • play the recordings and appraise each others in pairs. 	<ol style="list-style-type: none"> 1. How can one listen to get information? 2. How does a community preserve its culture?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner exudes confidence as they discuss cultural values inculcated through the legend they have listened to in. • Communication: The learner engages in a discussion on cultural values inculcated through the legend they have listened to. • Collaboration: The learner collaborates with peers by playing their recordings and appraising each other’s recordings. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learners take turns in activities as they retell and record one of the legends they have listened to in pairs. 				

- Peace: The learner respects self and others as they offer leadership while playing their recordings and appraising each other's work in pairs.

Pertinent and Contemporary Issues (PCIs):

- Patriotism: The learner discusses cultural values while listening to stories about legends.
- Social cohesion: The learner acquaints themselves with legends as a means of preserving communal heritage.

Link to other subjects:

- German and Arabic cover listening for information.
- Social Studies covers issues on community preservation.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the characteristics of legends as a means of preserving communal heritage	The learner explains the characteristics of legends as a means of preserving heritage with examples	The learner explains the characteristics of legends as a means of preserving communal heritage	The learner partially explains the characteristics of legends as a means of preserving communal heritage	The learner explains the characteristics of legends as a means of preserving communal heritage with assistance
Ability to respond to questions on legends	The learner exceptionally responds to questions on legends	Learner responds to questions on legends	The learner responds to questions on legends with a few errors	The learner responds to questions on legends but makes many errors
Ability to retell a legend as a means of preserving communal heritage	The learner retells a legend as a means of preserving communal heritage with great of creativity	The learner retells a legend as a means of preserving community heritage	The learner attempts to retell a legend as a means of preserving communal heritage	The learner retells a legend as a means of preserving communal heritage with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Reading	8.2.1 Intensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) discuss legendary characters in narratives, b) outline the characteristics of legends from the narratives read, c) explain the meanings of vocabulary related to legends from narratives read, d) acknowledge the role of legends in indigenous knowledge.	The learner is guided to: <ul style="list-style-type: none"> • read legendary narratives and identify legendary characters in groups, • share ideas on the unique qualities of the legendary characters, • identify and read legendary narratives and explain their characteristics in pairs, • identify vocabulary related to legends from the narratives read in small groups, • respond to questions on legends • use flash cards to infer the meanings of the vocabulary identified. 	<ol style="list-style-type: none"> 1. How do you read intensively? 2. How do legendary stories differ from other narratives?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: The learner engages in collective learning as they read legendary narratives and identify the legendary characters in groups. • Creativity and Imagination: The learner applies new ideas as they identify and read legendary narratives and explain their characteristics in pairs. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: The learner nurtures this value by interacting with legends from different communities. • Responsibility: The learner is dependable as they use flash cards to infer the meanings of the vocabulary identified. 				

Pertinent and Contemporary Issues (PCIs):

- Patriotism: The learner acknowledges the role of legends as they read stories about legends.
- Critical thinking: The learner infers meaning of vocabulary from reading texts.

Link to other subjects:

French and Mandarin cover intensive reading.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Meets Expectation	Meets Expectation
Ability discuss legendary characters from narratives	The learner elaborately discusses legendary characters from narratives	The learner discusses legendary characters from narratives	The learner discusses legendary characters from narratives with few omissions	The learner discusses legendary characters from narratives with prompts
Ability to outline the characteristics of legends from the narratives read	The learner comprehensively outlines the characteristics of legends from the narratives read	The learner outlines the characteristics of legends from the narratives read	The learner partially outlines characteristics of legends from the narratives read	The learner outlines characteristics of legends from the narratives read with assistance
Ability to discuss meanings of vocabulary related to legends from narratives read	The learner discusses in depth the meanings of vocabulary related to legends from narratives read	The learner discusses the meanings of vocabulary related to legends from narratives read	The learner discusses the meanings of vocabulary related to legends from narratives read with few errors	The learner discusses the meanings of vocabulary related to legends from narratives read with many errors

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Language Structures	8.3.1 Transitive and Intransitive Verbs (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify transitive and intransitive verbs in sentences related to indigenous knowledge, explain the concepts of transitivity and intransitivity of verbs in sentences related to indigenous knowledge, use transitive and intransitive verbs in construction of sentences related to indigenous knowledge, recognise the use of verbs in effective communication. 	The learner is guided to: <ul style="list-style-type: none"> read a passage on indigenous knowledge and identify sentences with verbs that take on objects and those that do not in groups, discuss verb-object relationship to explain transitivity and intransitivity in groups, read sentences related to indigenous knowledge and identify verbs used transitively in pairs, underline verbs used intransitively in a variety of texts related to indigenous knowledge in pairs, use transitive and intransitive verbs to construct sentences related to indigenous knowledge, share and make comments on each other's sentences. 	<ol style="list-style-type: none"> How do verbs relate to objects in a sentence? Which are the types of indigenous knowledge?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and Imagination: The learner makes connections as they read a passage on indigenous knowledge and identify sentences with verbs that take on objects and those that do not in groups. Critical Thinking and Problem Solving: The learner uses logic as they discuss verb-object relationship to explain transitivity and intransitivity in groups. 				

- **Communication:** The learner communicates with peers while reading sentences related to indigenous knowledge and identifying verbs used transitively in pairs.
- **Collaboration:** The learner collaborates with peers while developing sentences in groups.

Values:

- **Unity:** The learner strives to achieve common goals while working in a group to develop sentences and commenting on other groups' sentences.
- **Responsibility:** The learner engages in assigned roles as they use transitive and intransitive verbs to construct sentences related to indigenous knowledge in groups.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication:** The learner uses transitive and intransitive verbs to construct sentences related to indigenous knowledge.
- **Cultural awareness:** The learner constructs sentences about indigenous knowledge.

Link to other subjects:

- English and German address transitivity and intransitivity of verbs.
- Social Studies covers forms of indigenous knowledge.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify transitive and intransitive verbs in sentences	The learner comprehensively identifies transitive and intransitive verbs in a variety sentences	The learner identifies transitive and intransitive verbs in sentences	The learner attempts to identify transitive and intransitive verbs in sentences	The learner identifies transitive and intransitive verbs in sentences with prompts
Ability to explain the concepts of transitivity and	The learner methodically explains the concepts of transitivity and	The learner explains the concepts of transitivity and	The learner explains the concepts of transitivity and	The learner explains the concepts of transitivity and

intransitivity of verbs in sentences related to indigenous knowledge	intransitivity of verbs in sentences related to indigenous knowledge	intransitivity of verbs in sentences related to indigenous knowledge	intransitivity of verbs in sentences related to indigenous knowledge with few omissions	intransitivity of verbs in sentences related to indigenous knowledge with many omissions
Ability to use transitive and intransitive verbs in construction of sentences related to indigenous knowledge	The learner uses transitive and intransitive verbs to skillfully construct sentences related to indigenous knowledge	The learner uses transitive and intransitive verbs to construct sentences related to indigenous knowledge	The learner attempts to use transitive and intransitive verbs to construct sentences related to indigenous knowledge	The learner uses transitive and intransitive verbs to construct sentences related to indigenous knowledge with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.4 Writing	8.4.1 Writing to give Information (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the features of a short story, b) write a short story featuring a community legendary hero or heroine,	The learner is guided to: <ul style="list-style-type: none"> • read a short story from a course book on community legends, • examine the features of a short story in groups, • search from the internet and publications for the community's heroes and heroines and their qualities in small groups, 	<ol style="list-style-type: none"> 1. How can we differentiate a short story from a novel? 2. Why is it important for a community to honour its heroes and heroines?

		c) recognise the place of short story writing in communication.	<ul style="list-style-type: none"> • make an outline of a short story featuring a community legendary hero or heroine in groups, • use the outline to write a short story featuring a community legendary hero or heroine in pairs, • read and peer review the short story in groups, • revise the short story considering suggestions by peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner uses digital tools while searching from the internet and publications, for community heroes and their qualities in small groups. • Self-efficacy: The learner exudes confidence when making an outline of a short story featuring a community legendary hero and heroine in groups. • Communication: The learner communicates when reading and peer reviewing the short story in groups. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner strives to achieve common goals while examining the features of a short story in groups. • Respect: The learner is open minded as he or she revises the short story considering suggestions by the peer reviewers. • Responsibility: The learner is dependable as he or she collaborates with peers in writing a short story featuring a community's legendary hero or heroine. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social cohesion: The learner works in groups to write, peer review and revise the short stories featuring a community legendary hero or heroine. 				

Link to other subjects:

- English and Kiswahili deal with legends.
- Social Studies deals with cultural heroes and heroines.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the features of a short story	The learner elaborately explains the features of a short story	The learner explains the features of a short story	The learner partially explains the features of a short story	The learner explains features of a short story with prompts
Ability to write a short story featuring a community legendary hero or heroine	The learner creatively writes a short story featuring a community legendary hero or heroine	The learner writes a short story featuring a community legendary hero	The learner writes a short story featuring a community legendary hero or heroine omitting a few details	The learner writes a story featuring the community's legendary hero or heroine omitting many details

THEME: HEALTH AND NUTRITION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Presentation Skills (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the qualities of an effective presenter on traditional medicine and treatment, b) present a talk on traditional medicine and treatment, c) acknowledge the role of presentation skills in effective communication.	The learner is guided to: <ul style="list-style-type: none"> • surf the internet for and watch audio-visual clips on traditional medicine and treatment in groups, • discuss the content of the clips with focus on varied treatments of ailments and diseases in traditional set up in groups, • watch the clips and discuss the qualities of an effective presenter, • individually prepare and present a short talk on traditional medicine and treatment, • evaluate and critique each other’s presentations on traditional medicine and treatment in groups. 	<ol style="list-style-type: none"> 1. How would ensure you have passed across your message when giving a talk? 2. How were ailments and diseases treated traditionally?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner enhances effective communication skills while discussing with peers the content of the clips with focus on varied treatments of ailments and diseases. • Collaboration: The learner collaborates with others as they evaluate and critique each other’s presentations on traditional medicine and treatment in groups. • Digital literacy: The learner accesses the internet while watching audio-visual clips on traditional medicine and treatment. 				

Values:

- Unity: The learner collaborates with others as they watch the clips and discuss the qualities of an effective presenter in groups.
- Responsibility: The learner engages in assigned roles while evaluating and critiquing each other's presentations on traditional medicine and treatment in groups.

Pertinent and Contemporary Issues (PCIs):

- Health promotion: The learner discusses various ways of treating ailments and diseases.
- Self-esteem: The learner prepares and presents a talk on traditional medicine and treatment.

Link to other subjects:

- English and Kiswahili cover presentation skills.
- Integrated Science and Home Science address health and nutrition.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline the qualities of an effective presenter on traditional medicine and treatment	The learner exceptionally outlines the qualities of an effective presenter with examples	The learner outlines the qualities of an effective presenter	The learner partially outlines the qualities of an effective presenter	The learner outlines the qualities of an effective presenter with prompts
Ability to present a talk on traditional medicine and treatment	The learner eloquently presents a talk on traditional medicine and treatment	The learner presents a talk on traditional medicine and treatment	The learner attempts to present a talk on traditional medicine and treatment	The learner presents a talk on traditional medicine and treatment with guidance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	9.2.1 Reading for Information (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the main ideas from texts on food storage and preservation, b) summarise information from a text on food storage and preservation, c) infer the meanings of vocabulary from the text on food storage and preservation, d) advocate for reading as a means of obtaining information on health and nutrition.	The learner is guided to: <ul style="list-style-type: none"> • read texts on food storage and preservation and outline the main ideas, • play games to identify vocabulary from the texts read related to food storage and preservation in pairs, • use flash cards to match the vocabulary identified to their synonyms in pairs, • use the vocabulary identified to construct sentences related to food storage and preservation in groups, • write a summary of the key ideas in the text read. 	<ol style="list-style-type: none"> 1. How do we read for information? 2. How can we avoid wasting food?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner engages in collective learning as he or she uses the vocabulary identified to construct sentences related to food storage and preservation in groups. • Critical thinking and problem solving: The learner uses logic when matching the vocabulary identified to their synonyms in pairs. • Self- efficacy: The learner displays confidence while playing games to identify vocabulary from the texts read. 				

Values:

- Responsibility: The learners proactively solve problems as they play games to identify vocabulary from the texts read.
- Unity: The learner shares available resources with others as they use flash cards to match the vocabulary identified to their synonyms in pairs.

Pertinent and Contemporary Issues (PCIs):

- Home Science: The learner reads texts related to food storage and preservation.
- Problem solving: The learner infers the meanings of vocabulary related to food storage and preservation.

Link to other subjects:

- Home Science and Integrated Science cover food preservation.
- Kiswahili and English address reading for information.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline the main ideas of a text on food storage and preservation	The learner exhaustively outlines the main ideas of a text on food storage and preservation	The learner outlines the main ideas of a text on food storage and preservation	The learner outlines main ideas of a text on food storage and preservation with few omissions	The learner outlines main ideas of a text on food storage and preservation with many omissions
Ability to summarise information from a text on food storage and preservation	The learner skillfully summarises information from a text on food storage and preservation	The learner summarises information from a text on food storage and preservation	The learner summarises information from a text on food storage and preservation but makes a few mistakes	The learner summarises information from a text on food storage and preservation but makes numerous mistakes

Ability to infer the meanings of vocabulary related to food storage and preservation from the text read	The learner methodically infers the meanings of vocabulary related to food storage and preservation from the text read	The learner infers the meanings of vocabulary related to food storage and preservation from the text read	The learner infers the meanings of most vocabulary related to food storage and preservation from the text read	The learner infers the meanings of few vocabulary related to food storage and preservation from the text read
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 Language Structures	9.3.1 Direct and Indirect Objects (2 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate between direct and indirect objects in sentences on health and nutrition, b) construct sentences on health and nutrition using direct and indirect objects, c) acknowledge mastery of sentence components as crucial to communication.	The learner is guided to: <ul style="list-style-type: none"> search the internet for audio-visual clips or publications on health and nutrition and identify objects mentioned in the clips in groups, play a game involving direct and indirect objects relating to health and nutrition, construct sentences related to health and nutrition using direct and indirect objects in groups. 	<ol style="list-style-type: none"> How do we identify an object in a sentence? Why is health and nutrition important in our lives?
Core Competencies to be developed:				
<ul style="list-style-type: none"> Digital Literacy: The learner accesses the internet as they search for audio-visual clips or read publications on health and nutrition. 				

- **Communication and Collaboration:** The learner works collaboratively with peers when constructing sentences using direct and indirect objects.

Values:

- **Unity:** The learner strives to achieve common goals when searching the internet for audio-visual clips or publications on health and nutrition and identifying objects mentioned in the clips in groups.
- **Responsibility:** The learner engages in assigned duties when constructing sentences using direct and indirect objects related to health and nutrition.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication:** The learner constructs sentences using direct and indirect objects.
- **Social cohesion:** The learner works with group members to differentiate between direct and indirect objects in sentences on health and nutrition.

Link to other subjects:

- French and Kiswahili address direct and indirect objects.
- Integrated Science covers health and nutrition.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to differentiate between direct and indirect objects in sentences on health and nutrition	The learner differentiates between direct and indirect objects in sentences on health and nutrition in an elaborate manner	The learner differentiates between direct and indirect objects in sentences on health and nutrition	The learner attempts to differentiate between direct and indirect objects in sentences on health and nutrition	The learner differentiates between direct and indirect objects in sentences on health and nutrition with assistance

Ability to construct sentences on health and nutrition using direct and indirect objects	The learner meticulously constructs sentences on health and nutrition using direct and indirect objects	The learner constructs sentences on health and nutrition using direct and indirect objects	The learner constructs sentences on health and nutrition using direct and indirect objects with few errors	The learner constructs sentences on health and nutrition using direct and indirect objects with many errors
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.4 Writing	9.4.1 Functional Writing (2 lessons)	By the end of the sub strand the learner should be able to: a) outline the components of a recipe in relation to health and nutrition, b) write a recipe for a traditional meal, c) acknowledge writing as a means of communicating matters relating to health and nutrition.	The learner is guided to: <ul style="list-style-type: none"> • watch an audio-visual clip about traditional methods of cooking, • discuss the various traditional methods of cooking in the clip in groups, • agree on a particular meal in groups, • search for recipes from the internet or publications individually, • discuss the format of a recipe with reference to the researched recipes in groups, • write a recipe in groups and share it with the other groups in class for comparison, • compose a recipe individually for a traditional meal of your choice. 	<ol style="list-style-type: none"> 1. How do we describe a procedure? 2. How do we prepare a traditional meal?

Core competencies to be developed:

- Communication: The learner speaks clearly when discussing with peers the various traditional methods of cooking.
- Collaboration: The learner works collaboratively with peers while writing a recipe and sharing it with other groups for comparison.
- Digital literacy: The learner accesses the internet when searching for sample recipes.

Values:

- Unity: The learner appreciates the efforts of others while writing a recipe in a group and sharing it with other groups for comparison.
- Responsibility: The learner offers leadership and guidance to others as they discuss the various traditional methods of cooking in the clip in groups.

Pertinent and Contemporary Issues (PCIs):

- Integrated Science: The learner writes recipes on traditional meals.
- Social cohesion: The learner discusses the format of a recipe with classmates.

Link to other subjects:

- Home Science exposes learners to recipe writing.
- Computer Studies addresses use of the internet source for information.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline the components of a recipe in relation to health and nutrition	The learner outlines the components of a recipe in relation to health and nutrition with illustrations	The learner outlines the components of a recipe in relation to health and nutrition	The learner outlines the components of a recipe in relation to health and nutrition but omits a few details	The learner outlines the components of a recipe in relation to health and nutrition with many omissions

Ability to write a recipe for a traditional meal	The learner writes a highly organised recipe for a traditional meal	The learner writes a recipe for a traditional meal	The learner attempts to write a recipe for a traditional meal	The learner writes a recipe for a traditional meal with guidance
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DRAFT

THEME: LEISURE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.1 Listening and Speaking	10.1.1 Listening Critically (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify forms of leisure from a text or audio visual clip on modern leisure activities, b) differentiate between positive and negative leisure activities with reference to texts on modern leisure activities, c) enjoy listening to a variety of texts on modern leisure activities.	The learner is guided to: <ul style="list-style-type: none"> • listen to audio-visual clips on a variety of leisure activities and identify forms of leisure in groups, • listen to pre-recorded audio clips on leisure and note down various forms of modern leisure activities in groups, • discuss whether the activities noted while listening are positive or negative ways of spending leisure time in groups, • compare the analysis of the leisure activities with that of other groups in class. 	1. How do we listen? 2. How can we use leisure time effectively?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner communicates with peers when discussing whether the activities noted while listening are positive or negative ways of spending leisure time. • Collaboration: The learner works collaboratively with others as they compare their analysis of the leisure activities with that of other groups. • Digital literacy: The learner uses digital tools while listening to audio-visual clips on a variety of leisure activities and identifying forms of leisure activities. 				

Values:

- Unity: The learner respects other people’s opinions as they discuss whether the activities noted while listening are positive or negative ways of spending leisure time in groups.
- Responsibility: The learner shows commitment as they compare the analysis of the leisure activities with that of other groups.

Pertinent and Contemporary Issues (PCIs):

- Health promotion: The learner discusses and compares their analysis of the leisure activities with other groups in class.
- Self-awareness: The learner discovers their preferences in relation to leisure activities.

Link to other subjects:

- French and Arabic address listening critically.
- Social studies addresses leisure activities.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Meets Expectation
Ability to identify forms of leisure from a text on modern leisure activities	The learner exceptionally identifies forms of leisure from a text on modern leisure activities	The learner identifies forms of leisure from a text on modern leisure activities	The learner partially identifies forms of leisure from a text on modern leisure activities	The learner identifies forms of leisure from a text on modern leisure activities with cues

Ability to differentiate between positive and negative leisure activities from texts on leisure	The learner differentiates between positive and negative leisure activities from texts on leisure with precision	The learner differentiates between positive and negative leisure activities from texts on leisure	The learner attempts to differentiate between positive and negative leisure activities from texts on leisure	The learner differentiates between positive and negative leisure activities from texts on leisure with assistance
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 Reading	10.2.1 Reading for Pleasure (2 lessons)	By the end of the sub strand the learner should be able to: a) identify forms of modern leisure activities from texts read on leisure, b) summarise the key points in texts on modern leisure activities, c) infer meanings of vocabulary related to leisure from texts on modern leisure activities, d) construct sentences related to leisure using the vocabulary identified,	The learner is guided to: <ul style="list-style-type: none"> • share experiences on how they spend their leisure time and note the modern leisure activities in groups, • present their findings in class and agree on modern leisure activities, • read a text on leisure activities and make notes on leisure activities in pairs, • use the notes made to draft short summaries on modern leisure activities, • share the summaries with other groups for peer review and suggestions for improvement, 	<ol style="list-style-type: none"> 1. How do we read for leisure? 2. How do modern leisure activities differ from the traditional ones?

		e) advocate for reading as a form of modern leisure activity.	<ul style="list-style-type: none"> • write the final draft of the summary putting into consideration the suggestions made by their peers, • identify vocabulary related to modern leisure activities from texts on leisure, • play hot seating games to explain the meanings of the vocabulary identified, • use vocabulary to construct sentences related to modern leisure activities and share with their peers for review. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner engages in collective learning as they share their experiences on how they spend their leisure time. • Communication: The learner enhances communication skills by using vocabulary learnt to construct sentences. • Collaboration: The learner collaborates with peers while reading texts on leisure activities and making notes. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner collaborates with peers while sharing the summaries with other groups for peer review and suggestions for improvement. • Responsibility: The learner engages in assigned roles while participating in the hot seating games to explain the meanings of the vocabulary identified. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication: The learner shares their summary in class and agrees on modern leisure activities. • Creative thinking: The learner uses vocabulary to construct sentences related to modern leisure activities. • Social cohesion: The learner works with peers when sharing their summaries with other groups for peer review and suggestions for improvement. 				

Link to other subjects:

- Physical Education and Sports exposes learners to activities they can engage in during their leisure time.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify forms of modern leisure activities from texts read	The learner exhaustively identifies forms of modern leisure activities from texts read	The learner identifies forms of modern leisure activities from texts read	The learner partially identifies forms of modern leisure activities from texts read	The learner identifies forms of modern leisure activities from texts read with prompts
Ability to summarise the key points in texts on modern leisure activities	The learner systematically summarises the key points in texts on modern leisure activities	The learner summarises the key points in texts on modern leisure activities	The learner makes an attempt to summarise the key points in texts on modern leisure activities	The learner summarises the key points in texts on modern leisure activities with guidance
Ability to infer meanings of vocabulary related to leisure from texts	The learner methodically infers meanings of vocabulary related to leisure from texts	The learner infers meanings of vocabulary related to leisure from texts	The learner infers meanings of vocabulary related to leisure from texts with few errors	The learner infers meanings of vocabulary related to leisure from texts with many errors
Ability to construct sentences related to leisure using the vocabulary identified	The learner exceptionally constructs sentences related to leisure using the vocabulary identified	The learner constructs sentences related to leisure using the vocabulary identified	The learner constructs sentences related to leisure using the vocabulary identified though with few errors	The learner constructs sentences related to leisure using the vocabulary identified though with many errors

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.3 Language Structures	10.3.1 Imperatives and Exclamatives (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify imperative and exclamative sentences in a text on leisure, b) construct imperative exclamative sentences on leisure, c) acknowledge the use of a variety of sentences in communication.	The learner is guided to: <ul style="list-style-type: none"> • source for and read a variety of texts on leisure in groups, • write and share imperative and exclamative sentences from the texts on leisure, • copy sentences with exclamatives from texts on leisure, • individually construct sentences on leisure with exclamatives and imperatives, • compare their imperative and exclamative sentences with peers. 	<ol style="list-style-type: none"> 1. How do we express strong emotions in writing? 2. How do we spend our leisure time?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner communicates clearly as they compare their imperative and exclamative sentences with peers. • Collaboration: The learner collaborates with peers in sourcing and reading a variety of texts on leisure. • Critical thinking and problem solving: The learner uses logic while identifying exclamatives and imperatives from texts on leisure. • Creativity and imagination: The learner enhances creativity as they individually construct sentences on leisure with exclamatives and imperatives. 				

Values:

- Unity: The learner appreciates the efforts of others as they compare their imperative and exclamative sentences.
- Responsibility: The learner is dependable as they source for and read a variety of texts on leisure in groups.

Pertinent and Contemporary Issues (PCIs):

- Effective communication: The learner constructs correct sentences on leisure.
- Social cohesion: The learner works in a group to identify imperative and exclamative sentences on leisure.

Link to other subjects:

- English and German cover imperatives and exclamatives.
- Social Studies addresses leisure activities.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify imperative and exclamative sentences in a text on leisure	The learner identifies imperative and exclamative sentences in a variety of texts on leisure	The learner identifies imperative and exclamative sentences in a text on leisure	The learner partially identifies imperative and exclamative sentences in a text on leisure	The learner identifies imperative and exclamative sentences in a text on leisure with prompts
Ability to construct imperative and exclamative sentences on leisure	The learner meticulously constructs imperative and exclamative sentences on leisure	The learner constructs imperative and exclamative sentences on leisure	The learner attempts to construct imperative and exclamative sentences on leisure with minimal errors	The learner constructs imperative and exclamative sentences on leisure with many errors

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.4 Writing	10.4.1 Creative Writing (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the characteristics of a play for effective writing, b) write a one-scene play on modern leisure activities, c) recognise the contribution of playwriting to modern leisure activities.	The learner is guided to: <ul style="list-style-type: none"> • watch a live skit in class on modern leisure activities and, in pairs, discuss the use of dialogue and characters in the skit, • search for and read short play scripts on leisure activities from the internet or books in groups, • discuss the features of a play with emphasis on description of setting and stage directions in groups, • brainstorm on what to write in a play in groups, • sketch a one-scene play on modern leisure activities in groups, • write a one-scene play on modern leisure activities in groups, • exchange their play with other groups for review, • revise the scripts according to the suggestions made and display the final copy in class. 	<ol style="list-style-type: none"> 1. How do we write plays? 2. How do you positively spend your free time?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner speaks clearly while participating in a brainstorming session on what to write in a play in groups. 				

- Creativity and imagination: The learner applies new ideas while revising their scripts according to the suggestions made in their groups.
- Digital literacy: The learner accesses the internet as they search for and read short play scripts on leisure activities from the internet or books in groups.

Values:

- Responsibility: The learner offers leadership and guidance as they search for and read short play scripts on leisure activities from the internet or books in groups.
- Unity: The learner appreciates the effort of others as they review their scripts.
- Respect: The learner is open minded as they exchange the plays with other groups for editing suggestion.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: The learners work together to sketch a one-scene play on a modern leisure activity.
- Creative thinking: The learner writes a one-scene play on leisure activities.
- Effective communication: The learner communicates with peers while writing a one-scene play on modern leisure activities in groups.

Link to other subjects:

- Performing Arts handles playwriting.
- Social Studies addresses leisure activities.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the characteristics of a play as a modern leisure activity	The learner explains the characteristics of a play as a modern leisure activity with illustrations	The learner explains the characteristics of a play as a modern leisure activity	The learner partially explains characteristics of a play as a modern leisure activity	The learner explains characteristics of a play as a modern leisure activity with assistance

Ability to write a one-scene play on modern leisure activities	The learner creatively writes a one-scene play on modern leisure activities	The learner writes a one-scene play on modern leisure activities	The learner attempts to write a one-scene play on modern leisure activities but leaves	The learner writes a one-scene play on modern leisure activities with guidance
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DRAFT

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 solutions 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 solutions, 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 sensitised on 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 the 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 solutions 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, etc.), • 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

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	Identifies a problem in the community only with prompts
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	Designs solutions to the identified problem with assistance
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	Plans to solve the identified problem with assistance
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	Implements the plan to solve the problem with assistance
Ability to report on the concluded project	Exhaustively reports on the concluded project	Reports on the concluded project	Partially reports on the concluded project	Reports on the concluded project with assistance

APPENDIX: SUGGESTED RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES

Theme	Strand	Sub Strand	Suggested Non-Formal Activities	Suggested Assessment Methods	Parental Engagement	List of Resources
Unity and Citizenship	1.1 Listening and Speaking	1.1.1 Listening for Information	Learner to: listen and respond to questions on varied themes	<ul style="list-style-type: none"> • Question and answer • Observation as they carry out conversations 	Learner to: listen and respond to questions at home with peers, parents or guardians	<ul style="list-style-type: none"> • Digital tools e.g. computers • Picture cards • Audio stories • Radios • Local environment
	1.2 Reading	1.2.1 Reading for Comprehension	Engage in library membership or book club membership to enhance their reading skills	<ul style="list-style-type: none"> • Observation as learners use the library • Book reports • Personal collections of thematic vocabulary 	Participate in reading activities/hobbies at home	<ul style="list-style-type: none"> • Dictionaries • Library resources
	1.3 Language Structures	1.3.1 Word Classes: Noun phrase	Practise identifying and using nouns	<ul style="list-style-type: none"> • Question and answer • Observation as learners use nouns in sentences. 	Practise using noun phrases at home	<ul style="list-style-type: none"> • Print and online sources • Social media platforms • Phones

						<ul style="list-style-type: none"> • Digital devices
	1.4 Writing	1.4.1 Writing to give Information	Participate in writing competitions in their clubs and societies.	Writing varied texts	Practise writing simple texts with peers.	<ul style="list-style-type: none"> • Newspaper cuttings • Digital resources Peer groups
Information Communication Technology	2.1 Listening and Speaking	2.1.1 Listening for Comprehension	Learner to: <ul style="list-style-type: none"> • Practise giving and responding to information • Listen to a resource person explain the importance of the internet in information technology • Take notes on emerging trends in information technology 	<ul style="list-style-type: none"> • Responding to questions • Observation during conversations 	Learner to: practise listening attentively and responding appropriately at home	<ul style="list-style-type: none"> • Audio clips • Writing materials • Resource persons
	2.2 Reading	2.2.1	<ul style="list-style-type: none"> • Engage in reading clubs to practise and 	<ul style="list-style-type: none"> • Observation as learners 	Read a variety of material at home	<ul style="list-style-type: none"> • Recorded clips

		Reading for Comprehension	<p>enhance comprehension skills</p> <ul style="list-style-type: none"> • Search from internet articles from credible websites for information on emerging trends in information technology 	<p>manipulate digital devices</p> <ul style="list-style-type: none"> • Personal collections of vocabulary 		<ul style="list-style-type: none"> • Selected paragraphs • Digital devices • Libraries • Internet
2.3 Language Structures	2.3.1 Reflexive and Emphatic Pronouns	Participate in language club activities	<ul style="list-style-type: none"> • Practice exercises such as gap filling • Questions and answers 	Practise using reflexive and emphatic pronouns in sentences at home	<ul style="list-style-type: none"> • Writing materials • Course books • Print resources • Sentence strips • Digital sources 	
2.4 Writing	2.4.1 Social Writing	Practise writing emails in and out of class with peers.	<ul style="list-style-type: none"> • Observation • Writing emails • Manipulating phones and 	Write with the help of parents and guardians.	Local environment	

				online platforms		
Environmental Conservation	3.1 Listening and Speaking	3.1 .1 Conversational Skills	Learner to: Participate in skits and societies	<ul style="list-style-type: none"> Library use Observation 	Learner to: Practise conversational skills at home	<ul style="list-style-type: none"> Library materials Digital devices Home environment
	3.2 Reading	3.2.1 Extensive Reading	Participate in book week or other reading activities	Observation as the learner reads own collection of vocabulary	Read a variety of material on environmental conservation at home	<ul style="list-style-type: none"> Libraries Newspapers Digital devices
	3.3 Language Structures	3.3.1 Word classes: Adjectives	<ul style="list-style-type: none"> Participate in language competitions in clubs and societies and in informal set up. Engage peers in spelling games in their clubs and societies 	<ul style="list-style-type: none"> Question/answer Oral exercises Cloze tests Quizzes 	Observe others use adjectives at home	<ul style="list-style-type: none"> Digital devices Local environment.

	3.4 Writing	3.4.1 Creative Writing	<ul style="list-style-type: none"> • Participate in writing competitions organized by their language clubs • Work together to access digital content from the internet for ideas on how to write simple poems on environmental conservation. 	Writing activities	Engage in environmental conservation activities at home.	Local environment
Safety and Security	4.1 Listening and Speaking	4.1.1 Listening for Information	Learner to: <ul style="list-style-type: none"> • Engage in language clubs to practice listening for information skills in and out of school • Listen to and record each 	Observation as they participate in language club activities	Learner to: Practise listening for information at home	<ul style="list-style-type: none"> • Digital devices • Online platforms • Local environment

			other using audio devices as they discuss security in public places.			
4.2 Reading	4.2.1 Reading for Comprehension	<ul style="list-style-type: none"> Engage in reading club activities to improve reading skills Get newspaper journal cuttings on safety precautions Make a portfolio and share them with classmates. 	<ul style="list-style-type: none"> Observing learners as they participate in club activities Observation of learners' portfolio of newspaper and journal cuttings 	Read articles on safety precautions at home	<ul style="list-style-type: none"> Digital devices Newspapers Journals 	
4.3 Language Structures	4.3.1 Aspects: Perfective and Progressive	Practise using different Language Structures in language clubs in and out of school	<ul style="list-style-type: none"> Grammar practice exercises Observation Question and answer 	Discuss safety measures with peers at home	<ul style="list-style-type: none"> Digital devices Local environment 	

	4.4 Writing	4.4.1 Writing to give Information	Participate in writing competitions in their clubs and societies.	Written exercises	Practise writing essays at home.	<ul style="list-style-type: none"> • Writing materials • Digital devices • Online sources
Culture	5.1 Listening and Speaking	5.1.1 Presentation Skills	Learner to: Participate in language games and activities in their language clubs in and out of school	Observation of learner participation in activities	Learner to: Listen to modern cultural songs at home.	<ul style="list-style-type: none"> • Television / radio • Pre-recorded audio clips • Digital devices • Resource persons
	5.2 Reading	5.2.1 Reading for Information	Participate in reading activities of the reading club in and out of school	<ul style="list-style-type: none"> • Asking and answering questions • Observation 	Discuss and learn about traditional marriage at home	<ul style="list-style-type: none"> • Digital resources • Local environment
	5.3 Language Structures	5.3.1 Word classes: Prepositions	<ul style="list-style-type: none"> • Participate in language games during language club activities • Use the internet to 	<ul style="list-style-type: none"> • Observation, question and answer, • Practice exercises 	Observe the use of prepositions by native speakers at home or in the neighbourhood	<ul style="list-style-type: none"> • Digital resources • Online resources

			source for more prepositions.			
	5.4 Writing	5.4.1 Creative Writing	Participate in creative writing competitions through the writing clubs.	Written exercises	Practice further writing activities at home.	<ul style="list-style-type: none"> • Libraries • Peer groups • Local environment • Course book
Indigenous Trade	6.1 Listening and Speaking	6.1.1 Intensive Listening	Learner to: <ul style="list-style-type: none"> • Listen to conversations, talks, audio clips and other audio programmes for information. 	Oral interviews	Learner to: Listen to radio programmes at home.	<ul style="list-style-type: none"> • Local environment • Digital devices
	6.2 Reading	6.2.1 Reading for Comprehension	Participate in reading activities of the reading club in and out of school	<ul style="list-style-type: none"> • Asking and answering questions • Reading aloud in turns 	Learn about fairness in trade in their community from parents and guardians	<ul style="list-style-type: none"> • Digital devices • Online resources • Local environment
	6.3 Language Structures	6.3.1 Word Classes:	Participate in language games	<ul style="list-style-type: none"> • Question and answer 	Discuss indigenous trade activities	<ul style="list-style-type: none"> • Digital resources

		Adverbs of Degree	during language club activities	<ul style="list-style-type: none"> Practice exercises-sentence formation using adverbs, gap filling Identifying adverbs in paragraphs 	in the community at home	<ul style="list-style-type: none"> A collection of practice exercises Grade 9 course book Online resources
	6.4 Writing	6.4.1 Formal Writing	Participate in writing competitions in writing clubs.	Writing advertisements and keeping a portfolio of the same	Observe various forms of advertisements in their environment.	<ul style="list-style-type: none"> Local environment Online sources Digital devices
Careers	7.1 Listening and Speaking	7.1.1 Presentation Skills	Learner to: Participate in debate club activities in school	<ul style="list-style-type: none"> Responding to questions orally Observing learners as they participate in debates 	Learner to: Discuss careers with parents and guardians at home	<ul style="list-style-type: none"> Online sources Print sources Pre-recorded audio clips Digital devices

	7.2 Reading	7.2.1 Reading for Information	Participate in activities of the reading club in and out of school	<ul style="list-style-type: none"> • Answering questions in writing • Observation- • Practice exercises – inferring the meaning of words in context • Using the dictionary 	Read further on careers at home	<ul style="list-style-type: none"> • Digital resources • A collection of audio clips on careers • Online resources • Grade 9 course book
	7.3 Language Structures	7.3.1 Main and Subordinate Clauses	Participate in digital language games during language club activities	<ul style="list-style-type: none"> • Observation • Question and answer • Practice exercises 	Play language games with their peers	<ul style="list-style-type: none"> • Digital resources • Grade 9 course book • Online resources • Local environment
	7.4 Writing	7.4.1 Writing to give Information	Participate in writing competition through the writing clubs.	<ul style="list-style-type: none"> • Written essays on careers. • Observation 	Practice writing essays on careers at home.	<ul style="list-style-type: none"> • Writing tools • Online resources • Digital devices • Libraries

Indigenous Knowledge	8.1 Listening and Speaking	8.1.1 Intensive Listening	<p>Learner to:</p> <ul style="list-style-type: none"> • Participate in sessions with speakers in and out of school • Listen to more pre-recordings of legends noting their general characteristics as a means of preservation of community heritage 	Observation of learner participation in listening sessions.	<p>Learner to:</p> <p>Listen to various legendary narratives at home</p>	<ul style="list-style-type: none"> • Libraries • Resource persons • Pre-recorded audio clips • Digital devices • Recordings
	8.2 Reading	8.2.1 Intensive Reading	Participate in activities of the reading club in and out of school	<ul style="list-style-type: none"> • Writing tasks • Observation 	Discuss indigenous knowledge with parents and guardians	<ul style="list-style-type: none"> • Digital resources • A collection of narratives • Libraries
	8.3 Language Structures	8.3.1 Transitive and Intransitive Verbs	Participate in language games during language club activities	Writing tasks on transitive and intransitive verbs	Use the vocabulary learnt to construct sentences	<ul style="list-style-type: none"> • Digital resources • A collection of practice exercise

					related to indigenous knowledge at home	<ul style="list-style-type: none"> • Grade 9 course book • Online resources
	8.4 Writing	8.4.1 Writing to give Information	Participate in writing competitions in and out of school.	Observation of portfolios on written legendary stories	Practice writing short stories at home.	<ul style="list-style-type: none"> • Libraries • Local environment
Health and Nutrition	9.1 Listening and Speaking	9.1.1 Presentation Skills	Learner to: Participate in activities that involve making presentations in language clubs in and out of school	<ul style="list-style-type: none"> • Observation of learner participation in activities • Discussing different types of traditional medicine 	Learner to: Discuss traditional forms of medicine at home	<ul style="list-style-type: none"> • Pre-recorded audio clips • Guest speaker • Digital devices • Recording devices • Local environment
	9.2 Reading	9.2.1 Reading for Information	Participate in activities of the reading club in and out of school	<ul style="list-style-type: none"> • Asking and answering questions • Observing learners read various texts on food 	<ul style="list-style-type: none"> • Observe various modes of food storage at home • Read various texts on food 	<ul style="list-style-type: none"> • Digital resources • Libraries • Local environment • Online resources

				storage and preservation <ul style="list-style-type: none"> • Collection of thematic vocabulary 	storage at home	<ul style="list-style-type: none"> • Grade 9 course book
	9.3 Language Structures	9.3.1 Direct and Indirect Objects	Participate in language games related to types direct and indirect objects in club activities in and out of school	<ul style="list-style-type: none"> • Question and answer • Practice exercises • Observing the learners use direct and indirect objects in sentences 	Practise further the use of direct and indirect objects in sentences at home	<ul style="list-style-type: none"> • Digital resources • A collection of practice exercises • Libraries • Online resources
	9.4 Writing	9.4.1 Functional Writing	Participate in writing club activities in and out of school, to improve their writing skills.	<ul style="list-style-type: none"> • Practice exercises on recipes • Observing learners' Portfolios of recipes 	Learn various recipes at home.	<ul style="list-style-type: none"> • Online sources • Print sources • Libraries • Local environment
Leisure	10.1 Listening and Speaking	10.1.1 Listening Critically	Learner to: Participate in activities of language club	Observation of learner participation in activities	Learner to: <ul style="list-style-type: none"> • Choose and listen to a variety of 	<ul style="list-style-type: none"> • Pre-recorded audio clips • Digital devices

			activities in and out of school		<p>poems and songs for leisure at home</p> <ul style="list-style-type: none"> • Listen to or watch a leisure activity from the internet and give a commentary on it 	<ul style="list-style-type: none"> • Recording devices • Online resources
10.2 Reading	10.2.1 Reading for Pleasure	Participate in reading activities of the reading club in and out of school	<ul style="list-style-type: none"> • Observing learners • Reading varied texts for pleasure • Writing tasks 	<p>Read a variety of texts on modern leisure from the internet and other sources at home</p>	<ul style="list-style-type: none"> • Online resources • Libraries 	

	10.3 Language Structures	10.3.1 Imperatives and exclamatives	Participate in language games during language club activities	<ul style="list-style-type: none"> • Question and answer • Written exercises 	<ul style="list-style-type: none"> • Observe how imperative and exclamative sentences are used • Practise using imperative and exclamative sentences at home 	<ul style="list-style-type: none"> • Digital resources • Local environment • Online resources
	10.4 Writing	10.4.1 Creative writing	Participate in creative writing competition through the writing clubs.	Observing learners' portfolios of short plays	Practise writing plays at home.	<ul style="list-style-type: none"> • Libraries • Digital devices • Local environment