



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**JUNIOR SCHOOL CURRICULUM DESIGN**

**ENGLISH**

**FOR LEARNERS WITH PHYSICAL IMPAIRMENT**

**GRADE 8**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

First published 2023

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The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 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, Primary and Junior School levels. The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade seven curriculum designs for learners with Physical Impairment build on competencies attained by learners at Primary school level. Emphasis at this grade is the development of skills for exploration and making informed decision on pathways based on careers.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the 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, and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade seven is the first grade of Junior school while Grade nine is the final grade of the level in the reformed education structure.

The reviewed Grade seven curriculum furthers implementation of the CBC from Primary Education level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade seven curriculum designs for learners with Physical Impairment 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. They 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 seven and prepare them for smooth transition to Grade eight. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

**DR. BELIO KIPSANG', CBS**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR BASIC EDUCATION**  
**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review 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) 2017, that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate 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 revised Grade seven curriculum designs for learners with Physical Impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I 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 and adaptation of the Grade seven curriculum designs for learners with Physical Impairment. In relation to this, I 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 and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade seven and preparation of learners with Physical Impairment for transition to Grade eight.

A handwritten signature in blue ink, appearing to read 'Charles O. Ong'ondo', written in a cursive style.

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

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## **NATIONAL GOALS OF EDUCATION**

### **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

**1. Foster nationalism and patriotism and promote national unity.**

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

**2. Promote the social, economic, technological, and industrial needs for national development.**

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

**a) Social Needs**

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

**b) Economic Needs**

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

**c) Technological and Industrial Needs**

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

**3. Promote individual development and self-fulfillment**

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

**4. Promote sound moral and religious values.**

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

**5. Promote social equality and responsibility.**

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

**6. Promote respect for and development of Kenya's rich and varied cultures.**

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

**7. Promote international consciousness and foster positive attitudes towards other nations.**

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

**8. Promote positive attitudes towards good health and environmental protection.**

lead the youth of Kenya to appreciate the need for a healthy environment.

### LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons Per Week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
10.	Pastoral Religious and Instructional Programme	1
<b>Total</b>		<b>40 +1</b>

## **LEARNING OUTCOMES FOR JUNIOR SCHOOL**

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

- a) Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
- b) Communicate effectively, verbally and non-verbally, in diverse contexts.
- c) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
- d) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- e) Practise relevant hygiene, sanitation and nutrition skills to promote health.
- f) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
- g) Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
- h) Manage pertinent and contemporary issues in society effectively.
- i) Apply digital literacy skills for communication and learning.

## **ESSENCE STATEMENT**

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

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

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

## **GENERAL LEARNING OUTCOMES FOR ENGLISH**

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

- 1) listen and respond appropriately to relevant information in a variety of contexts,
- 2) read a wide variety of texts fluently, accurately, and interpretively for lifelong learning,
- 3) develop critical thinking skills for life,
- 4) read and analyse literary works and relate them to real life experiences,
- 5) develop a lifelong interest in reading on a wide range of subjects,
- 6) use grammatical forms to communicate appropriately in different settings,
- 7) write texts legibly, creatively, and cohesively to empower them for life,
- 8) apply digital literacy skills to enhance proficiency in English,
- 9) appreciate the role of English as a medium for creativity and talent development.

## **GUIDELINES ON THE STUDY OF CLASS READERS IN JUNIOR SCHOOL**

### **Rationale for Class Readers in Junior School**

The genre selected for study as a class reader for Grade 8 is an anthology of short stories. The intended outcome is to:

- i. enhance a reading culture among learners which is extremely valuable in lifelong learning;
- ii. prepare learners for the study of Literature in English in the Social Sciences pathway in Senior School;
- iii. expose learners to simple literary aspects useful in their day-to-day interactions taking cognizance of the fact that some will not pursue Literature in English at Senior School.

### **Teaching of Class Readers in Junior School**

The learner at Junior School level:

- i. will be guided to read a variety of class readers to expose them to the diverse concepts and skills in the design. This will form a backdrop on which aspects such as speaking, listening, reading, writing and grammar in use are brought to the fore;
- ii. is expected to adequately interact with varied readers for familiarisation with basic aspects of literary appreciation and enjoyment as well as enhance a reading culture;
- iii. should not be exposed to in-depth literary analysis.

It is important to note that only books approved by KICD and recommended for the level should be used as class readers.

### **Assessment of Class Readers**

As envisaged in the design, formative and summative assessment of readers should not be pegged to specific class readers. This is because readers are **NOT** set texts or set books as they are commonly referred to. Assessment tasks should be general in nature targeting concepts and skills spelt out in the curriculum design. Additionally, assessment should be prepared and conducted in such a manner that it will accord all learners a level playing field irrespective of the class reader they have studied.



## SUMMARY OF STRANDS AND SUBSTRANDS

STRAND	SUB STRAND	No. of Lessons
Listening and Speaking	1.1.1 Polite Language (telephone etiquette, ) 2.1.1 Oral presentations-songs 3.1.1 Listening comprehension 4.1.1 Selective listening 5.1.1 Pronunciation 6.1.1 Conversational skills-Disagreeing politely 7.1.1 Listening for details-responding appropriately 8.1.1 Oral Narratives-myths 9.1.1 Pronunciation –sounds and stress 10.1.1 Oral Presentations 11.1.1 Interviews 12.1.1 Listening to respond-Attitude 13.1.1 Extensive Listening-poems 14.1.1 Pronunciation and Intonation-silent consonant sounds 15.1.1 Oral reports-Events	30 Lessons

<p>Reading 1 and 2</p>	<p><b>Reading 1</b>  1.2.1 Independent reading  2.2.1 Simple poems  3.2.1 Intensive reading-given texts  4.2.1 Intensive reading-reading strategies  5.2.1 Study skills-Reference materials  6.2.1 Reading fluency-poem  7.2.1 Intensive reading-Visuals  8.2.1 Intensive reading- Poem  9.2.1 Extensive reading- fiction -Characters  10.2.1 Study skills –note making  11.2.1 Extensive Reading-Non-fiction materials  12.2.1 Reading comprehension  13.2.1 Intensive Reading -Comprehension strategies  14.2.1 Study skills –summary and note making  15.2.1 Reading Fluency  <b>Reading 2</b>  1.4.1 Intensive reading-class reader –sequencing events  2.4.1 Class reader-Setting(time and place)  3.4.1 Intensive reading- Poetry  4.4.1 Class reader -characters  5.4.1 Class reader –Style (dialogue and repetition)  6.4.1 Class reader-Main Idea  7.4.1 Class Reader- Relationship between characters  8.4.1 Intensive reading-Poetry</p>	<p>60 Lessons</p>
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	<p>9.4.1 Intensive reading-Similes and Metaphors  10.4.1 Class reader-relating events to real life  11.4.1 Class reader- Lessons learnt  12.4.1 Class re4ader-writing about characters  13.4.1 Class reader –Style(personification, flashback)  14.4.1 Class reader- Relating ideas to real life  15.4.1 Poems</p>	
Grammar	<p>1.3.1 Word classes – Compound Nouns  2.3.1 Word classes- Collective Nouns  3.3.1 Primary auxiliaries  4.3.1 Verbs and tense  5.3.1 Adjectives  6.3.1 Adverbs  7.3.1 Pronouns  8.3.1 Simple prepositions  9.3.1 Conjunctions  10.3.1 Determiners and Quantifiers  11.3.1 Adverbs  12.3.1 Adverbs  13.3.1 Compound Sentences  14.3.1 Active and Passive voice  15.3.1 Interrogative Sentences</p>	30 Lessons

Writing	1.5.1 Handwriting –Legibility 2.5.1 Punctuation marks 3.5.1 Narrative paragraphs 4.5.1 Paragraphing using examples 5.5.1 Friendly letter 6.5.1 Commonly misspelt words 7.5.1 The writing process-Narrative composition 8.5.1 Composition-Self assessment 9.5.1 Narrative Composition 10.5.1 Packing and Shopping lists 11.5.1 Spelling Antonyms ,Synonyms and Numbers 12.5.1 Writing process-Dialogues 13.5.1 Narrative Composition 14.5.1 Descriptive writing 15.5.1 Functional Writing –Notices, Posters	
<b>TOTAL</b>		<b>150 Lessons</b>

Note: The suggested number of lessons per sub strand may be less or more depending on the context

## THEME 1: HUMAN RIGHTS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.1 Listening and Speaking</b>	<b>1.1.1 Polite Language: Telephone Etiquette</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify polite words and phrases in telephone conversations, b) conduct a telephone conversation using polite words and expressions, c) acknowledge the significance of etiquette in telephone conversations.	<ul style="list-style-type: none"> <li>• Listen and identify words and phrases that indicate polite language in a <i>telephone conversation</i> from a digital device,</li> <li>• Role-play a telephone dialogue on human rights using polite language, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play. Assign activities according to each learners abilities.</li> <li>• match polite telephone conversation expressions with appropriate responses from the cards provided,</li> <li>• practise leaving and taking telephone messages over the phone using polite</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should one be polite when speaking over telephone?</li> <li>2. How do we ensure politeness in a telephone conversion?</li> </ol>

			language on a caller card. Learners with speech difficulties could use alternative communication modes as they share their views.	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication is enhanced as the learner speaks with clarity while carrying out telephone conversations.</li> <li>• Digital literacy is enhanced as the learner uses the telephone to make calls under the guidance of the teacher.</li> </ul>				
<b>Values:</b>				
Respect is inculcated as the learner appreciates diverse opinions while taking turns during telephone conversations.				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Social cohesion is developed as the learner uses polite language when communicating over the phone.				
<b>Link to other subjects:</b> Use of polite language is taught in other languages like Kiswahili and it is also emphasized in Religious Education.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.2 Reading</b>	<b>1.2.1 Extensive Reading: Independent Reading</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify print and non-print texts that are interesting to read, b) read a range of texts for information,	<ul style="list-style-type: none"> <li>• Skim through grade-appropriate print and electronic reading materials, Adjust light intensity when using the digital device for learners with visual difficulties.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should one read widely?</li> <li>2. What should one consider when selecting a reading text?</li> </ol>

		<p>c) appreciate the importance of reading for enjoyment.</p>	<p>Those with manipulation difficulties could use appropriate functional part of the body to perform the task. Those who may not turn pages to use page turners or be supported by peers.</p> <ul style="list-style-type: none"> <li>• Scan grade-appropriate print and electronic reading materials,</li> <li>• Read materials on human rights at their pace within a specified period,</li> <li>• Discuss what they have read,</li> <li>• Write down the main ideas in the texts they have read, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li> <li>• Use a dictionary to look up the meaning of vocabulary acquired from <i>independent reading</i>,</li> <li>• infer the meaning of words as used in the texts.</li> </ul>	
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**Core competencies to be developed:**

- Self-efficacy is enhanced when the learner improves their self-esteem as they choose the texts to read.
- Learning to learn is enhanced as the learner gains assertiveness and independence when they select reading materials.

**Values:**

Responsibility is developed as the learners engages and helps peers in selecting the reading materials.

**Pertinent and Contemporary Issues (PCIs)**

Decision-making is improved as the learner chooses what to read extensively from a variety of materials.

**Link to other subjects:**

The learner relates the concept of human rights to the study of other learning areas such as Social Studies which handles human rights as a pertinent issue.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>1.3 Grammar in Use</b>	<b>1.3.1 Word classes: Compound Nouns</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify compound nouns in a text b) use compound nouns in their singular and plural forms c) appreciate the importance of compound nouns in communication.	<ul style="list-style-type: none"><li>• Listen to an audio recording on human rights,</li><li>• Identify the <i>compound nouns</i> used in the text,</li><li>• Work with peers to categorise compound nouns into two-word or three-word nouns from a given list, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li></ul>	Why should we use compound nouns when communicating?



			<ul style="list-style-type: none"> <li>• Form separate and hyphenated compound nouns by combining two or more words,</li> <li>• Form plurals of compound nouns from a completion table,</li> <li>• Write sentences using compound nouns in their singular and plural forms,</li> <li>• Search online and offline for more examples of compound nouns, Adjust light intensity when using the digital device for learners with visual difficulties</li> <li>• Use compound nouns to form sentences from a substitution table,</li> <li>• Assess the correctness of the sentences with peers. Allow more time for learners with speech difficulties to express their views</li> </ul>	
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**Core competencies to be developed:**

- Communication and collaboration is enhanced as learners work with peers categorise compound nouns
- Self-efficacy is enhanced as the learner shows concerted attention to detail when forming separate and hyphenated compound nouns by combining two or more words.
- Learning to learn is enhanced as the learner engages in self- driven tasks while using compound nouns in sentences.

<b>Values:</b> Respect is promoted as the learner displays patience while working with peers to identify the compound nouns in the text.
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is boosted as the learner communicates using the newly acquired compound nouns.
<b>Link to other subjects:</b> The learner is able to relate the use of compound nouns in learning similar concept in other languages such as Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>1.4 Reading</b>	<b>1.4.1 Intensive Reading: Short Stories (Class Reader)</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the sequence of events in a short story that they have read b) use contextual clues to infer the meanings of words c) answer direct and inferential questions from a short story d) acknowledge the role of reading in communication.	<ul style="list-style-type: none"> <li>• Predict events by focusing on the title and illustrations in a text,</li> <li>• Silently read the <i>short story</i>, learners who may not turn pages could use page turners or be supported by peers.</li> <li>• Infer contextual meanings of words based on the events in the story, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers.</li> <li>• Retell the story while citing issues on human rights,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you predict the outcome of a story even before you read it?</li> <li>2. How do you tell the meaning of unfamiliar words in a story?</li> </ol>

			<ul style="list-style-type: none"> <li>• Role-play selected events and characters in the story, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity.</li> <li>• Work with peers to discuss the relationships between their own lives and those of characters in the text. Allow more time for learners with speech difficulties to express their views.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking is promoted as the learner assesses the relationship between their own lives and those of the characters in the story.</li> <li>• Citizenship is promoted as the learner cites issues on human rights.</li> </ul>				
<p><b>Values:</b> Responsibility is promoted as the learner takes different roles to dramatise the events in the story.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Environmental and social issues is promoted as the learner compares their experiences with those of the characters in the story.</p>				
<p><b>Link to other subjects:</b> Intensive reading is handled in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.5 Writing</b>	<b>1.5.1 Writing legibly and neatly</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) classify letters according to height differentials, b) write a text, legibly and neatly, c) advocate the need for legibility and neatness in writing.	<ul style="list-style-type: none"> <li>• Copy a provided passage and shape upper and lower case letters appropriately, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task. Control light intensity for learners who are sensitive to light while using the digital devices.</li> <li>• Copy a provided passage and space letters, words and sentences correctly,</li> <li>• Rewrite a provided text <i>legibly and neatly</i>,</li> <li>• Cancel words or sentences neatly when composing a text,</li> <li>• Split words that are joined appropriately,</li> <li>• Write dictated sentences legibly and neatly,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should one write legibly and neatly?</li> <li>2. What are the qualities of a good handwriting?</li> </ol>

			<ul style="list-style-type: none"> <li>• Write a narrative composition on human rights legibly and neatly,</li> <li>• Cancel neatly upon making mistakes as they listen to the excerpt that is dictated.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn is enhanced as the learner completes tasks on time as he writes texts legibly and neatly.</li> <li>• Self-efficacy is enhanced as the learner's confidence in written communication is boosted.</li> </ul>				
<p><b>Values:</b> Responsibility is enhanced as the learner legibly and neatly writes words and sentences related to human rights.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is improved as the learner practises writing legibly and neatly.</p>				
<p><b>Link to other subjects:</b> The learner is able to apply the skill of writing neatly and legibly while writing essays in Religious Education.</p>				

## THEME 2: SCIENTIFIC INNOVATIONS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.1 Listening and Speaking</b>	<b>2.1.1 Oral Presentations : Songs</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify features of songs</li> <li>b) use performance techniques when singing</li> <li>c) write songs on a scientific innovation,</li> <li>d) appreciate the role of songs in the society.</li> </ol>	<ul style="list-style-type: none"> <li>• Watch recordings of <i>songs</i> from the Kenya drama and music festivals,</li> <li>• Discuss the performance techniques that make the presentations appealing and make notes, Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make notes.</li> <li>• Identify songs of their choice and present them to the rest of the class,</li> </ul>	How can one improve the presentation of a song to make it interesting?

			<ul style="list-style-type: none"> <li>• Write songs on scientific innovations,</li> <li>• Collaborate to recite and record the songs or poems,</li> <li>• Watch the recordings and discuss the non- verbal aspects of the performance. Learners with postural limitation could be preferentially positioned for enhanced viewing. Allow more time for learners with speech difficulties to express their views.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and imagination is enhanced as the learner writes songs on scientific innovations.</li> <li>• Digital literacy is enhanced as the learner uses digital devices to record and watch performances then discuss non-verbal aspects of performances.</li> </ul>				
<p><b>Values:</b> Patriotism is fostered as the learner appreciates their culture while singing the different uniting songs.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Citizenship is fostered as the learner watches Drama and Music Festival performances from different communities fostering social cohesion and patriotism.</p>				
<p><b>Link to other subjects:</b> The learner is able to apply the skills acquired in drama performance techniques to Creative Arts.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.2 Reading	<b>2.2.1 Intensive Reading: Simple poems</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the persona in a given poem b) identify instances of repetition in a given poem c) explain what the poem is about d) appreciate the role of poems in communication.	<ul style="list-style-type: none"> <li>• Read a given <i>poem</i> for enjoyment, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Recite/rap and dramatise the given poem, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers.</li> <li>• Discuss the voice that speaks in the poem (<i>the persona</i>),</li> <li>• Explain the words, phrases and sentences that help them to decipher the surface and deeper meaning of a poem,</li> <li>• Relate the message in the poem with real life experiences,</li> <li>• Work with peers to compose, type and share poems related to scientific innovations, Learners with manipulation difficulties could use adapted writing</li> </ul>	<ol style="list-style-type: none"> <li>1. How is a poem different from a passage?</li> <li>2. How can you say what is in the poem in your own words?</li> </ol>



			<p>materials or type on appropriate adapted digital devices to perform this task.</p> <ul style="list-style-type: none"> <li>• Display their poems on a chart, a poster in class or on the school notice board.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and problem-solving is enhanced as the learner relates the message in the poem to real life and explores different ways of dealing with the issues mentioned.</li> <li>• Self-efficacy is developed as the learner pays attention to detail while composing a poem related to scientific innovations.</li> </ul>				
<p><b>Values:</b> Responsibility is enhanced as the learner engages in writing poems on scientific innovations in groups.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is developed as the learner works together with peers to compose poems on scientific innovations.</p>				
<p><b>Link to other subjects:</b> The learner is able to relate to concepts learnt in poetry to their learning in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.3 Grammar in Use</b>	<b>2.3.1 Word classes: Collective Nouns.</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify collective nouns from a text	<ul style="list-style-type: none"> <li>• List the <i>collective nouns</i> as they listen to an audio text, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task.</li> </ul>	How do collective nouns form their plurals?

		<p>b) use singular and plural forms of collective nouns correctly in sentences</p> <p>c) appreciate the importance of collective nouns in communication.</p>	<ul style="list-style-type: none"> <li>• Identify collective nouns in a print text,</li> <li>• Classify collective nouns according to people, animals or things,</li> <li>• Discuss the plural forms of these nouns, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers.</li> <li>• Write correct sentences using collective nouns from substitution tables,</li> <li>• Fill in blank spaces using the correct collective nouns,</li> <li>• Fill in crossword puzzles using collective nouns,</li> <li>• Search for more examples of collective nouns from print or non-print text, Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Collaborate to construct sentences using the collective nouns they have identified,</li> </ul>	
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**Core competencies to be developed:**

- Learning to learn is enhanced as the learner shares what they have learnt while discussing plural forms of collective nouns.
- Communication and collaboration is developed as the learner contributes to group decision making while constructing sentences with peers.

**Values:**

- Unity is developed as the learner collaborates with peers to construct sentences using the collective nouns they have identified.

Respect is developed as the learner appreciates the capabilities of others as they work in groups.

**Pertinent and Contemporary Issues (PCIs):**

Life Skills Education is enhanced through effective communication as the learner uses collective nouns correctly.

**Link to other subjects:**

The learner relates the learning of compound nouns to learning similar concepts in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>2.4 Reading</b>	<b>2.4.1 Intensive Reading: Short story (Class Reader) (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the setting - <i>time and place</i> -of a short story b) highlight the episodes in the short story chronologically	<ul style="list-style-type: none"> <li>• Watch different places and times of the day and night from a digital device or written text, Control light intensity for learners who are sensitive to light while using digital devices.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which places would you like to visit?</li> <li>2. Which time in history would you desire to live?</li> </ol>

		<p>c) appreciate the differences in culture and setting.</p>	<ul style="list-style-type: none"> <li>• Read a <i>short story</i> and retell what they have read, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learners with speech difficulties to express their views.</li> <li>• Tease out the geographical setting, the historical period and the culture from which the story is based by looking at the words and elements used in the story,</li> <li>• Work with peers to compare the setting and places in the short story to their own real life setting,</li> <li>• Use their surroundings to describe the setting and place,</li> <li>• Draw or take pictures of different settings at different times. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to draw.</li> </ul>	
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**Core competencies to be developed:**

- Digital literacy is enhanced as the learner manipulates digital devices while looking at different places at different times.
- Imagination and creativity are brought out as the learner undertakes tasks that encourage artistic expression while drawing or taking pictures of different settings.

**Values:**

Unity is fostered as the learner displays team spirit while working with peers to compare the setting in the short story with that of their environment.

**Pertinent and Contemporary Issues (PCIs):**

Peace education is enhanced as the learner appreciates the fact that different people live in different places.

**Link to other subjects:**

The learner is able to relate the content of short stories to similar content in other subjects such as Religious Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.5 Writing</b>	<b>2.5.1 Mechanics of Writing: Punctuation</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) punctuate a given text using commas, apostrophes, and capital letters correctly b) use the apostrophe, comma and capital letters appropriately in composition writing c) advocate the use of correct punctuation in writing.	<ul style="list-style-type: none"> <li>• Search online and offline on uses of the <i>comma</i>, <i>apostrophe</i> and <i>capital letter</i>, Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Read a given text and take note of the commas, apostrophes and capital letters used, Learners with manipulation difficulties could use adapted</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should a text be well punctuated?</li> <li>2. How does wrong punctuation affect writing?</li> </ol>

			<p>writing materials or type on appropriate adapted digital devices to take notes.</p> <ul style="list-style-type: none"><li>• Explain how the commas and the apostrophes are used in the text, Learners with speech difficulties could use alternative communication modes as they share their views.</li><li>• Discuss the role of capital letters as used in various words or sentences in the passage,</li><li>• Punctuate a passage correctly using commas, apostrophes, or capital letters where necessary,</li><li>• Write a short composition on scientific innovations using capital letters, commas and apostrophes correctly,</li><li>• Assess each other's composition and discuss how the punctuation marks and capital letters have been used,</li><li>• Search for more uses of the apostrophe and brackets from books or the internet.</li></ul>	
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**Core competencies to be developed:**

- Self-efficacy is developed as the learner gains confidence to use punctuation marks correctly in speech and in writing.
- Critical thinking and problem solving is enhanced as the learner figures out when to use the comma, apostrophe and capital letter.

**Values:**

Respect is inculcated as the learner assesses peers' work while tolerating any errors of punctuation.

**Pertinent and Contemporary Issues (PCIs)**

Decision making is achieved as the learner decides on what and where to punctuate correctly in writing.

**Link to other subjects:**

The learner relates correct use of commas, apostrophes and capital letters in written work in subjects such as Agriculture and Nutrition.

### THEME 3: POLLUTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.1 Listening and Speaking</b>	<b>3.1.1 Listening Comprehension</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main idea from a cause and effect text b) pinpoint specific information from a cause and effect text c) infer the meanings of unfamiliar words using context clues d) acknowledge the importance of listening for detail.	<ul style="list-style-type: none"> <li>• Listen to a <i>cause and effect</i> text on pollution being read by the teacher or from a digital device,</li> <li>• Pick out the <i>main idea</i> from that cause and effect text,</li> <li>• Respond to oral questions based on the text correctly, Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Identify and write down the ideas presented in the text,</li> <li>• Orally answer questions based on the text,</li> <li>• Make a list of unfamiliar words and practise pronouncing them,</li> </ul>	What should one look for when listening to a text?



			<p>Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to take notes. Learners with speech difficulties could use alternative communication modes as they practise pronouncing words. Allow more time for learners with speech difficulties.</p> <ul style="list-style-type: none"> <li>• Give the meaning of specific words using context clues,</li> <li>• look up the meanings of unfamiliar words from an online or offline dictionary,</li> <li>• use given words to construct sentences.</li> </ul>	
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**Core competencies to be developed:**

- Digital Literacy is enhanced as learner listens to texts and searches for meanings of words using digital devices.
- Self- efficacy is enhanced as the learner practices pronouncing words and uses them correctly in sentences.

**Values:**

Responsibility is cultivated as the learner acquires knowledge about how to take care of the environment from the cause and effect text on pollution.

**Pertinent and Contemporary Issues (PCIs)**

- Environmental Education is developed as the learner listens to a text on pollution.

**Link to other subjects:**

The learner relates good listening skills to the learning of listening in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>3.2 Reading</b>	<b>3.2.1 Intensive Reading</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) answer questions based on a given text correctly b) infer meanings of words in a given text correctly c) acknowledge the importance of good reading skills reading in life.	<ul style="list-style-type: none"><li>• Predict events by focusing on the title and illustrations in a text,</li><li>• Individually, silently read a passage on pollution so as to internalize the information, Learners who may not turn pages to use page turners or be supported by peers.</li><li>• Read the passage aloud in turns as they answer the oral</li></ul>	<ol style="list-style-type: none"><li>1. How can one improve the way they read?</li><li>2. Which skills should one use in order to read effectively?</li></ol>

			<p>questions that are asked, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learners with speech difficulties as they express themselves.</p> <ul style="list-style-type: none"> <li>• Infer the <i>meaning</i> of given words using synonyms, contexts among others,</li> <li>• Work with peers to recapture events in the text as they role play,</li> <li>• Write answers to the questions given after the passage correctly. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking is cultivated as the learner infers meanings of words used in the passage.</li> <li>• Communication and collaboration is promoted as the learner works with peers to infer meanings of given words.</li> </ul>				

**Values:**

Patriotism is fostered as the learner acquires knowledge on pollution and how to improve the environment by reading varied texts.

**Pertinent and Contemporary Issues (PCIs)**

Environmental Education is enhanced as the learner reads a passage on pollution.

**Link to other subjects:**

The learner relates intensive reading to other learning areas where intensive reading is a critical skill such as in Social Studies and Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>3.3 Grammar in Use</b>	<b>3.3.1 Word Classes: Primary Auxiliaries</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify primary auxiliary verbs in a text b) use primary auxiliary verbs in sentences correctly c) appreciate the importance of primary auxiliary verbs in communication.	<ul style="list-style-type: none"> <li>• Identify <i>primary auxiliary verbs</i> from a text,</li> <li>• Search for the functions of primary auxiliary verbs from the internet or text books, Control light intensity for learners who are sensitive to light while using the digital devices.</li> <li>• Individually write down sentences using each of the primary auxiliary verbs identified, Learners</li> </ul>	What are the functions of verbs in sentences?

			<p>with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</p> <ul style="list-style-type: none"><li>• Collaborate to write a short paragraph on environmental conservation using primary auxiliary verbs,</li><li>• Read out the paragraphs to the rest of the class, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learners with speech difficulties as they express themselves.</li><li>• Fill in blank spaces in sentences given using the correct form of the primary auxiliary verbs,</li></ul>	
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			<ul style="list-style-type: none"> <li>Engage in a question and answer session using primary auxiliary verbs.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Digital literacy is promoted as the learner uses digital devices to search for information from the internet.</li> <li>Self-efficacy is affirmed as the learner confidence is boosted by using correct tenses in speech.</li> </ul>				
<b>Values:</b> Respect is enhanced as the learner helps peers in constructing sentences correctly.				
<b>Pertinent and Contemporary Issues (PCIs)</b> Environmental awareness is enhanced as the learner writes a paragraph on environmental conservation.				
<b>Links to other subjects:</b> The learner relates the concept of verbs to the learning of verbs in Kiswahili.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.4 Reading</b>	<b>3.4.1 Intensive reading: poetry</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify the aspects of structure in a given poem</li> <li>recognize the main ideas in a given poem</li> <li>recognize the role of poems in communicating values.</li> </ol>	<ul style="list-style-type: none"> <li>Search online and offline for the components of the structure of a poem; poet, number of stanzas, number of lines in a stanza, Control light intensity for learners who are sensitive to light while using the digital devices.</li> <li>Read a given poem identify the structure,</li> <li>Recite and dramatize the given</li> </ul>	What messages do poems convey?

			<p>poem, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learners with speech difficulties as they express themselves.</p> <ul style="list-style-type: none"> <li>• Explain the words, phrases and sentences in a poem that help them to decipher the surface and deeper meaning,</li> <li>• Relate the message of the poem to real life,</li> <li>• Identify topics of poems such as pollution, list the topics down and display them in charts,</li> <li>• Compose, type and share a poem related to pollution, with peers, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Display their poems in a portfolio/chart/class noticeboard.</li> </ul>	
<p><b>Core competencies to be developed:</b> Problem solving is enhanced as the learner attempts to solve simple problems while discussing the messages in a poem and relating them to real life.</p>				
<p><b>Values:</b> Respect is enhanced as the learner respects diverse opinions while engaging in discussions and writing of poems on pollution.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Environmental conservation is developed as the learner composes poems on pollution.</p>				
<p><b>Link to other subjects:</b> The learner relates the study of poems to poetry in other learning areas such as Kiswahili and Creative Arts.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.5 Writing</b>	<b>3.5.1 Paragraphing: Sequencing of Ideas</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify conjunctions used in a well formed paragraph b) use conjunctions to sequence and connect ideas correctly in a paragraph c) appreciate the role of conjunctions in communication.	<ul style="list-style-type: none"> <li>• Look for <i>conjunctions</i> and their functions in their immediate context from print and non-print text,</li> <li>• Read paragraphs that use conjunctions to sequence ideas from a book or online source, Control light intensity for learners who are sensitive to light while using the digital devices.</li> </ul>	Why is it important to use conjunctions in writing?



			<ul style="list-style-type: none"> <li>• Combine sentences to form paragraphs using appropriate conjunctions, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task.</li> <li>• Rearrange jumbled sentences to form a cohesive paragraph using conjunctions,</li> <li>• Use different conjunctions in a composition to show sequence of ideas.</li> </ul>	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Creativity and imagination is developed as the learner connects ideas creatively and sequentially in composition writing.</li> <li>• Problem solving is achieved as the learner attempts to solve problems while forming paragraphs using conjunctions.</li> </ul>				
<b>Values:</b>				
Unity is enriched as the learners works patiently with peers to identify conjunctions in paragraphs.				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Critical and creative thinking are advanced as the learner practises connecting ideas logically in writing.				
<b>Links to other subjects:</b>				
The learner relates the learning of conjunctions to their learning in Kiswahili.				

## THEME 4: CONSUMER ROLES AND RESPONSIBILITES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>4.1 Listening and Speaking</b>	<b>4.1.1 Listening Comprehension: Selective Listening</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between specific and general information from a listening text b) select specific information from a text, c) listen and respond to texts appropriately d) emphasise the value of listening skills in communication.	<ul style="list-style-type: none"> <li>• Listen to an audio text on consumer roles and responsibilities and decide whether the information presented is specific or general,</li> <li>• Search online for audio recordings and attentively listen for specific information, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Role-play a scene on roles and responsibilities of consumers to emphasise listening skills during communication, create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to get the main points from an oral text?</li> <li>2. How can you ensure you capture the relevant information from a speaker?</li> </ol>

			<ul style="list-style-type: none"> <li>• Listen to a passage on consumer roles and responsibilities and answer questions posed by the speaker. Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learners with speech difficulties as they express themselves.</li> </ul>	
<p><b>Core competencies to be developed:</b> Critical Thinking is enhanced as the learner critically listens to oral texts and selects information.</p>				
<p><b>Values:</b> Responsibility is enhanced as the learner listens to texts on consumer roles and responsibilities.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Consumer literacy skills are enhanced as the learner listens to texts on consumer roles and responsibilities.</li> <li>• Effective communication is enhanced as the learner listens to and responds to audio texts.</li> </ul>				
<p><b>Links to other subjects:</b> The learner is able to practice selective listening as a lifelong skill and also relate it to the learning of listening skills in Creative Arts.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.2. Reading	4.2.1 Intensive Reading  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify reading strategies for use on given texts, b) select main ideas and details from written texts, c) acknowledge reading for main ideas and details as a comprehension skill.	<ul style="list-style-type: none"> <li>• Search online and watch appropriate video clips on the selected reading strategies: <i>reading for main ideas and reading for details</i>, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Read and underline the main ideas and details in texts on consumer roles and responsibilities and review each other's work, Those with manipulation difficulties could use an alternative functional part of the body to perform the task. Allow more time for learners with speech difficulties as they express themselves.</li> <li>• Work with peers share ideas on how one can practically use the selected reading strategies, Learners with speech</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should one read for main ideas?</li> <li>2. How can you improve your reading?</li> </ol>

			<p>difficulties could use residual speech as they are lip read by the teacher or peers.</p> <ul style="list-style-type: none"> <li>• Fill in substitution tables with specific details from texts,</li> <li>• Complete a mind map with focus on the main idea and details.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn is enhanced as the learner shares what they have learnt while completing the mind map.</li> <li>• Digital literacy is achieved as the learner manipulates digital devices when searching online and watching appropriate video clips on the selected reading strategies.</li> </ul>				
<p><b>Values:</b>  Unity is enhanced as the learner collaborates with peers to complete the mind map.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b>  Consumer literacy is enhanced as the learner reads and underlines the main ideas and details in texts on consumer roles and responsibilities.</p>				
<p><b>Links to other subjects:</b>  The learner is able to relate intensive reading skills to reading in other languages such as Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.3 Grammar In Use	4.3.1 Verbs and Tense (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify verbs in the simple present and simple past tense in a text</li> <li>write sentences using the simple present tense</li> <li>write sentences using the simple past tense</li> <li>advocate appropriate use of tense in communication.</li> </ol>	<ul style="list-style-type: none"> <li>Underline verbs in <i>simple present</i> and <i>simple past tense</i> in a text on consumer rights and responsibilities, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task.</li> <li>Reflect on the formation of <i>simple present</i> and <i>simple past tense</i> form of verbs,</li> <li>Construct and share sentences on a variety of issues including consumer rights and responsibilities, learners with speech difficulties could use residual speech as they are lip read by the teacher or peers.</li> <li>Type the constructed sentences using a digital device or write them down in their exercise books,</li> </ul>	Why is correct use of tense important?

			<ul style="list-style-type: none"> <li>• Search online or offline for verbs used in simple present and simple past tense from texts on consumer rights and responsibilities, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Complete sentences using the correct tense of the given verbs,</li> <li>• Create and display charts showing words in their simple present and past tense forms,</li> <li>• Play language games using verbs in the present and past tense.</li> </ul>	
<p><b>Core competencies to be developed:</b> Self-efficacy is achieved as the learner builds on their learning experiences when constructing grammatically correct sentences.</p>				
<p><b>Values:</b> Integrity is achieved as the learner constructs sentences on consumer rights and responsibilities.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Effective Communication is achieved as the learner uses appropriate tense in constructing sentences on consumer roles and responsibilities.</li> <li>• Consumer literacy is enhanced as the learner constructs sentences on consumer rights and responsibilities.</li> </ul>				
<p><b>Links to other subjects:</b> The learner relates the skills acquired when learning about tenses in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.4 Reading	<b>4.4.1 Intensive Reading: Short story (Class Reader)</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the characters in a short story</li> <li>b) use contextual clues to infer character traits of the characters in a short story</li> <li>c) acknowledge the role of characters in a short story.</li> </ol>	<ul style="list-style-type: none"> <li>• With peers, read the <i>short story</i> and retell what they have read, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers.</li> <li>• Describe the traits of the characters in the short story using different adjectives,</li> <li>• Compare and contrast the traits of the characters that appear in the short story,</li> <li>• Role-play the different characters and discuss their importance in the short story, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play.</li> <li>• Make connections between their own lives and those of characters in the text.</li> </ul>	<ol style="list-style-type: none"> <li>1. What should one look for when reading a story?</li> <li>2. What qualities do you admire in people?</li> </ol>



**Core competencies to be developed:**

- Communication is developed as the learner discusses the character traits in the short story, thereby practising the skills of effective speaking.
- Collaboration is enhanced as the learner works patiently with peers to role play different characters and discuss their importance.

**Values:**

Responsibility is fostered as the learner helps peers and appreciates their diversity during the group discussion.

**Pertinent and Contemporary Issues (PCIs)**

Peace education is promoted as the learner appreciates the different traits people possess.

**Link to other subjects:**

Religious Education requires a lot of character assessment and application.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>4.5 Writing</b>	<b>4.5.1 Paragraphing: connectors of sequence (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify connectors of sequence from a given text b) Sequence ideas in a given paragraph c) appreciate the use of idea connectors for clarity in communication.	<ul style="list-style-type: none"><li>• Read a given text on consumer rights and responsibilities and identify the <i>connectors of sequence</i> used. Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers.</li></ul>	How can a good paragraph be developed?

			<ul style="list-style-type: none"><li>• Search online and offline and list other connectors of sequence, Adjust light intensity when using the digital device for learners with visual difficulties.</li><li>• With peers, construct sentences using the listed connectors of sequence, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task.</li><li>• Write paragraphs on consumer rights and responsibilities using connectors of sequence,</li><li>• Read the paragraphs to their peers and discuss the use of the connectors, Allow more time for learner with speech difficulties.</li></ul>	
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			<ul style="list-style-type: none"> <li>• Collaborate to edit the paragraphs and peer review each other's work.</li> </ul>	
<p><b>Core Competencies:</b> Creativity and Imagination is enhanced as the learner undertakes tasks that encourage artistic expression while writing paragraphs using connectors of sequence.</p>				
<p><b>Values:</b> Patriotism is made aware of responsibilities in the society as they develop paragraphs on consumer rights and good consumer practices.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner constructs sentences and write paragraphs using connectors of sequence.</p>				
<p><b>Links to other Subjects:</b> The learner relates the skill of paragraphing to the writing of essays in Religious Education.</p>				

**THEME 5: RELATIONSHIPS: PEERS**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>5.1 Listening and Speaking</b>	<b>5.1.1 Pronunciation</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with sounds / <b>n</b> /, / <b>ɔ:</b> /, / <b>θ</b> / and / <b>ð</b> / in a given text b) pronounce words that have target sounds correctly c) apply emphatic stress correctly in varied contexts d) acknowledge the role of correct pronunciation in communication.	<ul style="list-style-type: none"> <li>• Interact with an audio or video recording featuring vowel sounds/<i>v/ /ɔ:/ and consonant sounds/θ/ /ð/</i> from a digital device, Learners with postural limitation could be preferentially positioned for enhanced listening and viewing.</li> <li>• List words that contain the mentioned sounds from print or digital texts, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task.</li> <li>• Pronounce the identified words correctly, with peers, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learner</li> </ul>	How can one improve their pronunciation?

			<p>with speech difficulties.</p> <ul style="list-style-type: none"> <li>• Play word games involving the target sounds,</li> <li>• With peers, search online and offline for the meaning of <i>emphatic stress</i>, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Listen to a series of sentences and identify the stressed words,</li> <li>• Collaborate to recite a poem and emphasise given words to bring out various meanings,</li> <li>• Read sentences and stress given words appropriately.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication is enhanced as the learner listens keenly and articulates sounds and stressed words.</li> <li>• Collaboration is promoted as the learner works with peers to practise sounds and stress in sentences.</li> </ul>				
<p><b>Values:</b></p> <p>Responsibility is fostered as the learner demonstrates accountability when participating in group recitation of poems.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <p>Effective communication is enhanced as the learner becomes more proficient in pronunciation.</p>				
<p><b>Link to other subjects:</b></p> <p>The learner relates proper pronunciation to the learning of effective communication in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.2 Reading	5.2.1 Study Skills- Reference materials  (2 lessons)	By the end of the sub strand, the learner should be able to: a) select relevant reference materials for varied tasks, b) use reference materials to obtain information on varied subjects, c) acknowledge the role of reference materials in lifelong learning.	<ul style="list-style-type: none"> <li>• Pick out various words from print and digital texts, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Check the meanings and spellings of the words in a dictionary, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Work with peers to look for the synonyms of various words from a thesaurus,</li> <li>• Construct sentences using the given words, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to construct sentences.</li> <li>• Give the antonyms of those words,</li> <li>• Use an <i>encyclopaedia</i> to search for information on various topics,</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the importance of reference materials?</li> <li>2. How can one use reference materials appropriately?</li> </ol>

			<ul style="list-style-type: none"> <li>• Create crossword puzzles using the antonyms and synonyms learnt and share with peers for review.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self- efficacy is enhanced as the learner gathers information from different reference materials.</li> <li>• Collaboration is enhanced as the learner recognises the value of others ideas while searching for antonyms and synonyms.</li> </ul>				
<p><b>Values:</b> Respect is promoted as the learner appreciates others while reviewing their crossword puzzles on the antonyms and synonyms.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Peace and conflict resolution are inculcated as the learner creates and shares with peers their crossword puzzles on antonyms and synonyms learnt, for review.</p>				
<p><b>Link to other subjects:</b> The learner relates the concept of effective use of reference materials to library use in Pre-technical Studies.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>5.3 Grammar in Use</b>	<b>5.3.1 Word Classes: adjectives</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify gradable and non-gradable adjectives from a text, b) use gradable and the non-gradable adjectives in sentences,	<ul style="list-style-type: none"> <li>• Search for and identify <i>gradable and non- gradable adjectives</i> from digital and print texts, Adjust light intensity when using the digital device for learners with visual difficulties.</li> </ul>	When is it necessary to describe a noun?

		<p>c) value the need for correct use of adjectives in communication.</p>	<ul style="list-style-type: none"> <li>• Complete sentences on adjectives from a substitution table, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to construct sentences.</li> <li>• Recite a poem featuring gradable and non-gradable adjectives, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learner with speech difficulties.</li> <li>• Construct sentences using gradable and non-gradable adjectives, with peers,</li> <li>• Work with peers to fill crossword puzzles featuring gradable and non-gradable adjectives.</li> </ul>	
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<p><b>Core competencies to be developed:</b> Learning to learn is enhanced as the learner uses gradable and non-gradable adjectives correctly.</p>
<p><b>Values:</b> Respect is enhanced as the learner displays humility when working with peers to fill crossword puzzles featuring gradable and non-gradable adjectives.</p>
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is developed as the learner makes sentences using gradable and non-gradable adjectives.</p>
<p><b>Links to other subjects:</b> The learner relates the concept of Gradable and non-gradable adjectives in learning other languages such as Kiswahili.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.4 Reading	<p><b>5.4.1 Intensive Reading: Short story (Class Reader)</b></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify dialogue and repetition in a short story,</li> <li>explain the importance of repetition and dialogue in a short story,</li> <li>acknowledge the role of dialogue and repetition in fiction writing.</li> </ol>	<ul style="list-style-type: none"> <li>Watch plays that have characters talking to one another and <i>repeating</i> certain lines or sentences from a digital device, Adjust light intensity when using the digital device for learners with visual difficulties. Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> </ul>	<p>What makes stories interesting to read?</p>

			<ul style="list-style-type: none"> <li>• Read a short story and work with peers to retell what they have read, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learner with speech difficulties.</li> <li>• Search online and offline for the importance of repetition and dialogue in a short story,</li> <li>• Discuss the message in the <i>dialogue</i> in a short story,</li> <li>• Role-play a dialogue in the short story read, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play.</li> <li>• Describe how the dialogues bring out the traits of the different speakers,</li> <li>• Make connections between their own lives and those of the characters in the short story,</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Write a short paragraph on the theme of ‘peers’ using repetition and dialogue appropriately. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li> </ul>	
<p><b>Core competencies to be developed:</b> Critical thinking and problem solving is enhanced as the learner discusses the relationship between characters in a short story and real life.</p>				
<p><b>Values:</b> Unity is promoted as the learner displays team spirit when role playing a dialogue in the short story read.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Peace education is developed as the learner appreciates the opinion of their peers as they engage in dialogue.</p>				
<p><b>Link to other subjects:</b> The learner relates the concepts learnt in literary works to learning literary works in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.5 Writing	<b>5.5.1 Functional Writing: Apology Letters</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) lists the parts of a letter of apology, b) write a letter of apology based on a given context, c) acknowledge the role of letter writing in communication.	<ul style="list-style-type: none"> <li>● Search online and offline for parts of <i>a letter of apology</i>, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>● Listen to two conversations: one that constitutes an apology and another that doesn't, from a digital device,</li> <li>● Discuss what makes the two conversations different, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learner with speech difficulties.</li> <li>● Read through a letter of apology and identify the different parts,</li> <li>● Discuss the language and content of a letter of apology,</li> </ul>	Why do people write letters?

			<ul style="list-style-type: none"> <li>• Search for sample letters of apology from the internet, newspapers, magazines or books,</li> <li>• Use the elements and layout of a formal letter plan and individually write a letter of apology,</li> <li>• Collaborate to assess the correctness of the letters written by each learner.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn is advanced as the learner complete the given task on time when writing letters of apology.</li> <li>• Digital Literacy is developed as the learner interacts with digital devices to search for sample letters of apology from the internet.</li> </ul>				
<p><b>Values:</b> Unity is promoted as the learner collaborates in the writing of letters of apology.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Peace and conflict resolution is promoted as the learner practises apologising to peers and seniors.</p>				
<p><b>Link to other subjects:</b> The learner relates the skill of writing letters of apology to the learning of functional writing in Kiswahili.</p>				

## THEME 6: REHABILITATION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>6.1 Listening and Speaking</b>	<b>6.1.1 Conversational Skills: Disagreeing Politely</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>list ways of disagreeing politely,</li> <li>use conversational strategies to disagree appropriately,</li> <li>apply non-verbal cues to express varied moods and feelings,</li> <li>advocate for the need to speak politely during communication.</li> </ol>	<ul style="list-style-type: none"> <li>Watch a short video or read an excerpt in which speakers <i>disagree appropriately</i> and identify polite expressions used, Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>Role-play the events depicted in the video or excerpt, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play.</li> <li>Practise disagreeing politely while incorporating non-verbal cues, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learner with speech difficulties.</li> </ul>	<ol style="list-style-type: none"> <li>Which words or phrases are used to show politeness?</li> <li>How do you use non-verbal cues to express different moods and feelings?</li> </ol>

			<ul style="list-style-type: none"> <li>• Listen to a dialogue where characters agree or disagree politely,</li> <li>• Work with peers to write a short dialogue depicting disagreeing politely and present it to the rest of the class. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write out the task.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Collaboration is enhanced as they contribute to group decision making while role playing events in a video in which speakers disagree politely.</p>				
<p><b>Values:</b>  Respect is enhanced as the learner learns to disagree politely.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b>  Effective communication is enhanced as the learner learns to disagree politely during conversations</p>				
<p><b>Link to other subjects:</b>  The learner is able to relate politeness to other learning areas such as Mathematics and Integrated Science.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>6.2 Reading</b>	<b>6.2.1 Reading Fluency: Poem (2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify techniques of reading fast</p> <p>b) read a text <i>accurately, with expression and at the right speed</i></p> <p>c) apply fluency strategies when reading a text,</p> <p>d) appreciate the value of fluency in reading to enhance understanding.</p>	<ul style="list-style-type: none"> <li>• Preview a text before reading, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Skim a text to obtain the main idea,</li> <li>• Scan a text to obtain specific details,</li> <li>• Ignore unknown words when reading a text, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learner with speech difficulties.</li> <li>• Practice reading a text at the <i>right speed</i> while displaying the <i>right feelings</i>,</li> <li>• Pronounce the words and sounds <i>accurately</i>,</li> <li>• Work with peers to engage in a reader’s theatre,</li> <li>• Recite the poems aloud in class,</li> <li>• Work with peers to download</li> </ul>	<p>Why should we display appropriate expressions when reading a text?</p>



			sample texts from the internet and read them. Adjust light intensity when using the digital device for learners with visual difficulties.	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Collaboration is enhanced as the learner recognises the opinion of others while engaging in a reader's theatre.</li> <li>• Self- efficacy is enhanced as the learner fluently reads given poems.</li> </ul>				
<b>Values:</b> Responsibility is enhanced as the learner engages in assigned roles and duties such as downloading sample texts.				
<b>Pertinent and Contemporary Issues (PCI)</b> Effective communication is enriched as the learner perfects their reading skills.				
<b>Link to other subjects:</b> The learner relates reading fluency to reading in other languages such as Kiswahili.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.3 Grammar in Use	6.3.1 Word Classes: Adverbs  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify adverbs of frequency and degree correctly from a text,	<ul style="list-style-type: none"> <li>• Watch a short video and pick out the <i>adverbs of frequency and degree</i> used by the speakers, Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> </ul>	Why should one use adverbs correctly?

		<p>b) use adverbs of frequency and degree correctly in sentences,</p> <p>c) appreciate the importance of using adverbs correctly in communication.</p>	<ul style="list-style-type: none"> <li>• Identify the adverbs of frequency and degree from a text, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Construct sentences using adverbs of frequency and degree, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to construct sentences.</li> <li>• Hold conversations using the adverbs of frequency and degree, Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Fill in crossword puzzles,</li> <li>• Search online for more examples of adverbs of frequency and degree. Adjust light intensity when using the digital device for learners with visual difficulties.</li> </ul>	
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<b>Core competencies to be developed:</b> Imagination and creativity is sharpened as the learners construct correct sentences using adverbs.				
<b>Values:</b> Respect is enhanced as the learners learns to value human dignity while helping peers to construct sentences correctly.				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner uses adverbs of frequency and degree in the spoken and written contexts.				
<b>Links to other subjects:</b> The learner relates the concept of adverbs to the learning of word classes in Kiswahili.				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>6.4 Reading</b>	<b>6.4.1 Intensive Reading: short story (Class Reader)</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the main ideas in the short story, b) summarise the key events in the short story, c) relate the main ideas in the short story to real life situations, d) appreciate the relevance of the short story in addressing real life issues.	<ul style="list-style-type: none"> <li>• Read a prescribed section of the <i>short story</i>, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Discuss the storyline, Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Present findings in a talking tree, Learners with manipulation difficulties could use any functional part of the body or use appropriate assistive devices</li> </ul>	Why do people read short stories?

			<p>during presentations.</p> <ul style="list-style-type: none"> <li>Summarise the main idea in the short story,</li> <li>Act out a section of the short story, with peers. Ensure barrier-free access for learners with mobility difficulties. Safety for all learners should be observed.</li> </ul>	
<p><b>Core competencies to be developed:</b> Learning to learn is enriched as the learner shares what they have learnt through a presentation.</p>				
<p><b>Values:</b> Unity is strengthened as the learner demonstrates team spirit while engaging in a group discussion on the storyline.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Gender roles are underscored as the learner identifies gender roles highlighted in the short story and relates them to real life.</p>				
<p><b>Links to other subjects:</b> The learner relates the concepts in short stories to reading short stories in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>6.5 Writing</b>	<b>6.5.1 Mechanics of Writing</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) spell commonly misspelt words correctly b) use prefixes and suffixes correctly in writing c) write words with silent	<ul style="list-style-type: none"> <li>Read a digital or print passage on drug abuse and pick out the <i>misspelt words</i>, Adjust light intensity when using the digital device for learners with visual difficulties.</li> </ul>	Why should words be spelt correctly?

		<p>vowels (-ie and -ei) correctly</p> <p>d) make connections between spelling and meaning in suffixed and prefixed words,</p> <p>e) acknowledge the importance of correct spellings in writing.</p>	<ul style="list-style-type: none"> <li>• Make a list of words with prefixes and suffixes used in a passage, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make the list.</li> <li>• Write the correct spellings of words with prefixes and suffixes from a dictation,</li> <li>• Pick out words with silent vowels from a list,</li> <li>• Rewrite correctly a piece of writing in which words with prefixes, suffixes, or silent letters are misspelt,</li> <li>• Construct sentences using words with silent vowels,</li> <li>• Work with peers to search for more examples of words with prefixes, suffixes and silent vowels from the internet, newspapers, or magazines,</li> <li>• Select the correct form of prefix or suffix for given words from a table,</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Create and display charts showing different words with prefixes and suffixes,</li> <li>• Write short compositions based on the theme using words with prefixes, suffixes, and silent (-ie -ei) vowels,</li> <li>• Collaborate to assess each other's writing for correct spelling of prefixed and suffixed words as well as words with silent vowels.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication is enriched as the learner writes clearly and spells words correctly for effective communication.</li> <li>• Self-efficacy is enhanced as the learner identifies and states what they find difficult to spell and why.</li> </ul>				
<p><b>Values:</b> Unity is reinforced as the learner assists peers while collaborating to assess each other's writing.</p>				
<p><b>Per tinent and Contemporary Issues (PCIs)</b> Health Education is advanced as the learner interacts with print and non-print material on rehabilitation from drug abuse.</p>				
<p><b>Links to other subjects:</b> The learner relates correct spelling to the writing of essays in Religious Education and Social Studies.</p>				

## THEME 7: NATURAL RESOURCES: WILDLIFE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>7.1 Listening and Speaking</b>	<b>7.1.1: Listening for Detail (2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify main ideas in a listening text,</li> <li>respond appropriately to questions based on the listening text,</li> <li>acknowledge the importance of listening for details in life.</li> </ol>	<ul style="list-style-type: none"> <li>Listen to a recorded text on wild life and answer questions from the text, and discuss the main ideas, Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>Listen to a passage read by peers or the teacher and <i>outline the main ideas</i> from the text individually, Discuss with peers answers based on a given text. Allow more time for learners with speech difficulties to express their views.</li> </ul>	How should one listen for detail?
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication is promoted as the learner listens keenly and actively and responds to questions.</li> <li>Digital literacy is enhanced as the learner interacts with digital devices when listening to a recorded text.</li> </ul>				

<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Patriotism is promoted as the learner nurtures the love of their country by interacting with texts on Kenya’s rich wildlife heritage.</li> <li>• Responsibility is promoted as the learner is sensitised on the importance of wildlife.</li> </ul>
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Wildlife Conservation is enhanced as the learner interacts with information about wildlife.</p>
<p><b>Link to other subjects:</b> The learner develops listening for detail and is able to relate it to their learning in Kiswahili.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.2 Reading	7.2.1 Intensive Reading: Visuals (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different visuals in given contexts correctly, b) make a connection between visuals and the written text, c) interpret visuals correctly for meaning, d) appreciate the role of visuals in simplifying representation.	<ul style="list-style-type: none"> <li>• Study information presented in optical illusions in print/ electronic devices and discuss findings, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Make inference of implied meaning from <i>the visuals</i>, Learners with speech difficulties could use alternative communication</li> </ul>	<ol style="list-style-type: none"> <li>1. What information do we obtain from visuals?</li> <li>2. How can one interpret a visual correctly?</li> </ol>



			<p>modes as they share their views.</p> <ul style="list-style-type: none"> <li>• Work with peers to make connections of the visuals such as pictures, graphs, illustrations, charts and videos provided with written texts,</li> <li>• Write a summary of what has been viewed in the visuals which may depict human-wildlife conflict, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write the summary.</li> <li>• Present a piece of written information on wildlife in form of a visual and share in class. Learners with manipulation difficulties could use any functional part of the body or use appropriate assistive devices during presentations.</li> </ul>	
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**Core competencies to be developed:**

- Citizenship is fostered as the learner interacts with information from various visual materials on human wildlife conflict.
- Learning to learn is enhanced as the learner works independently to make visuals in line with the theme of wildlife.

**Values:**

Patriotism is promoted as the learner acquires knowledge on his or her environment while reading about the importance of wildlife.

**Pertinent and Contemporary Issues (PCIs)**

Environmental and social issues are promoted as the learner learns the importance of co-existing with wildlife.

**Link to other subjects:**

The learner is able to relate visuals as an aspect of learning in Pre- technical Studies

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>7.3 Grammar in Use</b>	<b>7.3.1 Word Classes: Pronouns</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify indefinite and reflexive pronouns correctly, b) use indefinite and reflexive pronouns in sentences correctly, c) appreciate the role of indefinite and reflexive pronouns in	<ul style="list-style-type: none"> <li>• Study a chart displaying the <i>indefinite and reflexive pronouns</i> to distinguish between them, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Listen to an audio on wildlife from a digital device and write down the indefinite and reflexive pronouns from the audio text, Learners with manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. What are indefinite and reflexive pronouns?</li> <li>2. Why do we use indefinite pronouns?</li> </ol>

		communication.	<p>difficulties could use adapted writing materials or type on appropriate adapted digital devices to write.</p> <ul style="list-style-type: none"> <li>• Collaborate to construct sentences using indefinite and reflexive pronouns,</li> <li>• Choose an appropriate indefinite and reflexive pronoun to fill in gaps in given sentences,</li> <li>• Construct correct sentences using reflexive and indefinite pronouns from a substitution table.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Citizenship is promoted as the learner listens to a text on wildlife resources hence caring for others and the environment.</li> <li>• Critical thinking and problem solving is enhanced as the learner constructs sentences using indefinite and reflexive pronouns.</li> </ul>				
<p><b>Values:</b> Respect is promoted as learners work in groups and respect each other's opinions while constructing sentences using indefinite and reflexive pronouns.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Environmental and social issues on animal welfare are promoted as the learner listens to videos on wildlife.</p>				
<p><b>Link to other subjects:</b> The learner is able to relate the use of pronouns to other languages such as Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.4 Reading	7.4.1 Intensive Reading: Short story (Class Reader)  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in a given short story b) explain the relationship between the characters in the short story c) appreciate the role of the characters in the short story in depicting real-life experiences.	<ul style="list-style-type: none"> <li>• Read the <i>short story</i> and pick out the <i>characters</i>, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Discuss the things done by the characters in the short story, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Dramatise different characters in a short story in order to bring out their traits, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity. Assign roles according to each learners abilities.</li> <li>• Distinguish between the main characters and the minor characters,</li> </ul>	How does one identify qualities of characters in a short story?

			<ul style="list-style-type: none"> <li>• Work with peers to use relationship trees diagrams, character map or any other diagrammatic tool to show how the characters relate to each other,</li> <li>• Display the tree diagram via power point or manila paper in class.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking is enhanced as the learner uses logical reasoning while discussing the actions of the characters.</li> <li>• Creativity and imagination is enhanced as the learner shows the relationships between characters in the story.</li> </ul>				
<p><b>Values:</b> Responsibility is promoted as the learner engages and helps peers as they work in groups.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is promoted as learners observe the rules of engagement while dramatising different characters in a short story.</p>				
<p><b>Link to other subjects:</b> The learner is able to relate the concept of characterisation to character analysis in Religious studies.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.5 Writing	7.5.1 Composition Writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the steps in the writing process b) write a dialogue on a given topic c) appreciate the importance of the writing process in enhancing clear communication.	<ul style="list-style-type: none"> <li>• Discuss the steps in <i>the writing process</i>, Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Use a digital device to search for information and ideas on the topic-wildlife, from the internet, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Brainstorm with peers and outline the ideas to include in a dialogue,</li> <li>• Write a rough draft of the dialogue on a topic based on the theme- wildlife, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make their drafts.</li> </ul>	How would you ensure that you make your composition clear and interesting?

			<ul style="list-style-type: none"> <li>• Revise the dialogue by adding, rearranging, removing and replacing ideas, words, phrases and sentences,</li> <li>• Edit the dialogue to check for repetition, clarity, grammar, spelling and punctuation,</li> <li>• Evaluate each other’s dialogue,</li> <li>• Share the final dialogues with others by posting them on the talking walls. Learners with manipulation difficulties could use any functional part of the body or use appropriate assistive devices as they share with others.</li> </ul>	
<p><b>Core competencies to be developed:</b> Digital literacy is developed as the learner searches for information from the internet.</p>				
<p><b>Values:</b> Unity is enhanced as the learner brainstorms about ideas for writing compositions with peers.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Effective communication is achieved as the learner connects ideas logically in writing.</li> <li>• Critical thinking is enhanced as the learner evaluates his or her own and others’ compositions.</li> </ul>				
<p><b>Link to other subjects:</b> The learner is able to relate composition writing to essay writing in Religious Studies.</p>				

## THEME 8: TOURISM: DOMESTIC

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>8.1 Listening and Speaking</b>	<b>8.1.1 Listening and Responding: Oral Narratives - Myths</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify the characters in a given myth</li> <li>narrate the key events in a given myth</li> <li>explain the moral lesson in a set myth,</li> <li>relate the characters in a myth to real life,</li> <li>acknowledge the role/importance of oral literature in lifelong learning.</li> </ol>	<ul style="list-style-type: none"> <li>Predict events in a <i>myth</i> from the title or pictures in the story,</li> <li>Listen to a narration of a myth from your community then retell the myth to their peers, Learners with speech difficulties could use alternative communication modes as they share their views. Learners with manipulation difficulties could use any functional part of the body or use appropriate assistive devices during presentations.</li> <li>Watch a video recording of a myth, Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>Identify the characters in the myth,</li> </ul>	<ol style="list-style-type: none"> <li>How can you tell what is going to happen in a story?</li> <li>How are the characters or events in the story related to the people or happenings around us?</li> </ol>



			<ul style="list-style-type: none"> <li>• Collaborate answer questions from the story,</li> <li>• Discuss the lessons learnt from a myth,</li> <li>• Discuss the relevance of the story to real life.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy is enhanced as the learner interacts with technology through video recording of a myth.</li> <li>• Collaboration is enhanced as the learner respects the rules of engagement when discussing the moral lesson of a story with peers.</li> </ul>				
<p><b>Values:</b> Respect is developed as the learner listens to and appreciates myths from different communities.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Cohesion is enhanced as the learner interacts with stories from various communities.</p>				
<p><b>Links to other Subjects:</b> The learner relates Myths and other types of narratives to other learning areas such as Religious Education.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>8.2 Reading</b>	<b>8.2.1 Intensive Reading: Poem</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) select required information from a text b) use nonverbal cues to bring out the message in a poem	<ul style="list-style-type: none"> <li>• Identify the characters, themes and aspects of style such as repetition from a poem, Learners who may not turn pages to use page turners or be supported by peers.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can one tell the meaning of unfamiliar words used in a text?</li> <li>2. Why should one support an</li> </ol>

		<p>c) make judgement on the information in a text,  d) infer the meaning of unfamiliar words using contextual clues,  e) acknowledge the importance comprehension in life.</p>	<ul style="list-style-type: none"> <li>• Infer the meaning of words from the context, Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Use visuals, synonyms, antonyms among others to infer the meaning of words,</li> <li>• Rap/recite the poem in turns using relevant non-verbal cues, Allow more time for learners with speech difficulties as they perform the task.</li> <li>• Answer direct and inferential questions based on the poem,</li> <li>• Retell events depicted in the poem in own words,</li> <li>• Make evidence supported judgements about the events and the message in a poem,</li> <li>• Conduct debates based on the poem elaborating on what you like or do not like about the poem,</li> </ul>	<p>opinion about a story or person with evidence?</p>
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			<ul style="list-style-type: none"> <li>• Use prior experience and previous knowledge when giving an opinion.</li> </ul>	
<b>Core competencies to be developed:</b> Learning to learn is promoted as the learner asks for clarification while inferring meanings of words from contexts.				
<b>Values:</b> Respect is promoted as the learner participates in discussions in pairs or groups and debates issues based on a poem.				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner conducts debates based on a poem during club meetings.				
<b>Links to other subjects:</b> The learner links the study of poems to poetry in Kiswahili.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>8.3 Grammar in Use</b>	<b>8.3.1 Word Classes: Simple prepositions (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify prepositions of position, time and place correctly, b) use prepositions of position, time and place in sentences correctly,	<ul style="list-style-type: none"> <li>• Identify the prepositions of position, place and time from print or digital texts, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Construct sentences using prepositions of position, place and time and display on charts, Learners with manipulation difficulties could use adapted</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we show where a person or thing is?</li> <li>2. How do you show the position of a thing or the time something happens?</li> </ol>

		c) appreciate the role of prepositions of position, place and time in communication.	<p>writing materials or type on appropriate adapted digital devices to make sentences.</p> <ul style="list-style-type: none"> <li>• Fill in gaps in given sentences using of prepositions of position, time and place,</li> <li>• Search for sentences featuring simple prepositions from newspapers, magazines and the internet,</li> <li>• Create crossword puzzles using simple prepositions, with peers.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn as the learner builds on their knowledge of simple prepositions to express themselves clearly.</li> <li>• Creativity and imagination as the learner explores new ideas while creating a crossword puzzle using simple prepositions.</li> </ul>				
<p><b>Values:</b> Respect is developed as the learner demonstrates patience while creating crossword puzzles using simple prepositions, with peers.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Citizenship Education- Ethnic relations is enhanced as the learner participates in group activities.</p>				
<p><b>Links to other subjects:</b> The learning of correct use of prepositions is key when making presentations in learning areas such as Integrated Science.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.4 Reading</b>	<b>8.4.1 Intensive Reading: Poetry</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify inanimate characters in a given poem, b) describe traits of inanimate characters present in a given poem, c) appreciate the role of inanimate characters in poetry.	<ul style="list-style-type: none"> <li>• Find out the meaning of <i>inanimate characters from print and digital texts</i>,</li> <li>• Identify inanimate characters in a poem,</li> <li>• Discuss the likely inanimate characters in a poem and their traits, Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Recite a poem related to the theme using appropriate non-verbal cues,</li> <li>• Role-play an inanimate character in a given poem, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play. Assign roles as per each learners' abilities.</li> <li>• Relate inanimate characters with individuals in real life.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you describe the characters in a poem?</li> <li>2. Why are the characters in a poem important?</li> </ol>

**Core competencies to be developed:**

- Critical thinking as the learner makes decisions while looking for information about inanimate characters.
- Creativity and imagination as learner discusses new ways of doing things when role playing inanimate characters.

**Values:**

Respect is promoted through collaborative group tasks

**Pertinent and Contemporary Issues (PCIs)**

Health Education (awareness) on HIV and AIDS is created as learner reads a poem on the same

**Links to other subjects:**

The learner is able to relate the aspects of poetry learnt to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>8.5 Writing</b>	<b>8.5.1 Assessment of writing</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify errors in an essay written by self or peers, b) assess a composition written by self or peers and suggest corrections for errors, c) appreciate the importance feedback to improve a composition.	<ul style="list-style-type: none"> <li>• Read sample compositions, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Identify the errors in the compositions and list them down, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make the list.</li> <li>• Write a composition related to the theme and peer review to</li> </ul>	<ol style="list-style-type: none"> <li>1. How does a text with errors make you feel?</li> <li>2. What are some of the common mistakes we make in our writing?</li> </ol>

			<p>correct errors,</p> <ul style="list-style-type: none"> <li>• Work with peers to create a narrative composition,</li> <li>• Exchange the composition with peers for review,</li> <li>• Suggest corrections to be made to the composition,</li> <li>• Display the edited work on the class notice board,</li> <li>• Take part in a gallery walk and view what the others have done.</li> </ul> <p>Ensure barrier-free access for learners with mobility difficulties. Safety for all learners should be observed.</p>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Collaboration as the learner contributes to group decision making while working with peers to create a narrative composition.</li> <li>• Learning to Learn as the learner assesses the correctness and suggests corrections to be made to the composition.</li> </ul>				
<p><b>Values:</b> Patriotism is promoted as the learner nurtures the love of their country by interacting with texts on domestic tourism.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Peer Education is developed as the learners work together to improve the compositions.</p>				
<p><b>Links to other subjects:</b> Self and peer assessment also features in composition writing in Kiswahili.</p>				

## THEME 9: HEROES AND HEROINES: AFRICA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.1 Listening and Speaking</b>	<b>9.1.1 Pronunciation:</b> 9.1.1.1 Sounds: vowels /ɑ:/ /ɜ:/ and consonants /tʃ/ and/dʒ/ 9.1.1.2: Stressed and unstressed words (content and function words)  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify words with vowels /ɑ:/ /ɜ:/ and the consonant /tʃ/; /dʒ/ from a sample text, b) pronounce the vowels /ɑ:/; /ɜ:/ and the consonants /tʃ/; /dʒ/ correctly, c) apply stress on content words while leaving the function words unstressed, d) acknowledge the importance of emphatic stress in communication.	<ul style="list-style-type: none"> <li>• Listen to a recording of and identify the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/,</li> <li>• Practise saying the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/, Learners with speech difficulties could use alternative communication modes as they practice. Allow more time for learners with speech difficulties.</li> <li>• Identify the stressed and unstressed words in a sample text,</li> <li>• Work with peers to practise saying words with the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/ and make a recording,</li> <li>• Listen to sentences as they are read out,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are some words said with greater force than others?</li> <li>2. Why do we pronounce some words differently from others in a sentence?</li> </ol>



			<ul style="list-style-type: none"> <li>• Pick out words that are either stressed and unstressed,</li> <li>• Collaborate to recite a poem and identify the stressed words.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Self-efficacy- effective communication is achieved as the learner pronounces words correctly.</li> <li>• Communication and collaboration as the learner works in harmony with others to pronounce words correctly.</li> </ul>				
<b>Values:</b> Peace is promoted by learner avoiding to hurt peers as they collaborate to recite a poem and identify the stressed words.				
<b>Pertinent and Contemporary Issues (PCIs)</b> Citizenship is promoted as the learners learn sounds so that they can communicate effectively globally.				
<b>Link to other subjects:</b> Pronunciation and sentence stress is key is key in the concept of public speaking in Creative Arts.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.2 Reading	9.2.1 Extensive Reading: Grade appropriate fiction Materials - Characters (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in a given fiction text, b) describe the traits of a given character in a fictional text,	<ul style="list-style-type: none"> <li>• Search online and offline for words that can be used to describe <i>character traits</i>, Control light intensity for learners who are sensitive to light while using the digital devices.</li> <li>• Read a given fiction material on African heroes/heroines and list the</li> </ul>	<ol style="list-style-type: none"> <li>1. What makes reading enjoyable?</li> <li>2. How can the characters in a story be described?</li> </ol>

		<p>c) appreciate the role of characters in fiction.</p>	<p>characters in the text, Learners who may not turn pages to use page turners or be supported by peers.</p> <ul style="list-style-type: none"> <li>• Role-play the different characters identified, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play. Assign roles as per each learners' abilities.</li> <li>• Dramatise the text and video record the performance,</li> <li>• Choose a character and discuss what the character does or says, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers.</li> <li>• Use flash cards to describe the traits of the given character,</li> <li>• Work with peers to relate the characters in the fiction text to real life,</li> <li>• Identify the character that they like most and explain why.</li> </ul>	<p>3. Which stories are the most enjoyable to read?</p>
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**Core competencies to be developed:**

- Creativity and imagination is developed and networking is enhanced as the learner role plays different characters.
- Digital literacy is developed as learners search online and video record their performances using their digital devices.

**Values:**

Social justice- Reading on African heroes/ heroines makes the learner understand issues that Africa as a continent is exposed to

**Pertinent and Contemporary Issues**

Citizenship Education- Ethnic and racial relations- Reading on African Heroes/ Heroines makes the learner appreciate Africa's ethnic diversity.

**Link to other subjects:**

The theme of African heroes/ heroines is handled in Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>9.3 Grammar in use</b>	<b>9.3.1 Word Classes: Conjunctions –</b> <i>because, that, when, if, unless, and since</i> <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the listed conjunctions from a group of words, b) use the listed conjunctions correctly in sentences, c) appreciate the correct use of conjunctions in communication.	<ul style="list-style-type: none"> <li>• Work with peers to read a text, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Identify conjunctions such as <i>because, that, when, if, unless, and since</i> from the text individually,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we join sentences correctly?</li> <li>2. Why do we use conjunctions?</li> <li>3. How can one join two or more sentences?</li> </ol>

			<ul style="list-style-type: none"><li>• Fill in blanks in sentences using the listed conjunctions individually, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to fill the blanks on a given template.</li><li>• Make sentences using the listed conjunctions,</li><li>• Collaborate to create dialogues using the listed conjunctions,</li><li>• Search online and offline for examples of the listed conjunctions, Control light intensity for learners who are sensitive to light while using the digital devices.</li><li>• Create crossword puzzles and code words featuring conjunctions,</li><li>• Create posters on heroes/heroines using sentences with conjunctions and display them on the walls,</li></ul>	
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			<ul style="list-style-type: none"> <li>• Search for sentences with conjunctions from the internet,</li> <li>• Recite poems featuring conjunctions/ listen to songs and identify the conjunctions used. Allow more time for learners with speech difficulties.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Collaboration and team work is enhanced as the learners recite poems with peers.</li> <li>• Creativity and imagination is developed as learners make connections and create posters on heroes or heroines.</li> </ul>				
<p><b>Values:</b> Patriotism is promoted as learners create posters of African heroes and heroines and this makes learners proud of their nation</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Citizenship – good governance is promoted as some African heroes and heroines stories address issues of governance</p>				
<p><b>Link to other subjects:</b> The concepts of creating posters is related to the strand of creating in Creative Arts.</p>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>9.4 Reading</b>	<b>9.4.1 Intensive Reading: Similes and metaphors</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) list the similes and metaphors in a given short story, b) use similes and metaphors in their own sentences,	<ul style="list-style-type: none"> <li>• Search online and offline for meanings of <i>simile and metaphor</i>, Control light intensity for learners who are sensitive to light while using the digital devices.</li> </ul>	<ol style="list-style-type: none"> <li>1. What makes short stories interesting?</li> <li>2. Why should short stories be read?</li> <li>3. How can one write a short story?</li> </ol>

		<p>c) explain the similes and metaphors used in the short story,</p> <p>d) acknowledge the importance of similes and metaphors in communication.</p>	<ul style="list-style-type: none"> <li>• Read a given short story and identify the similes and metaphors present, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Discuss the meanings of the similes and metaphors identified, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers.</li> <li>• Discuss the relevance of the similes and metaphors in the short story,</li> <li>• List the similes and metaphors they know, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make the list.</li> <li>• Construct sentences using the similes and metaphors in the context of African heroes and heroines.</li> </ul>	
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**Core competencies to be developed:**

- Citizenship – National and cultural identity is enhanced as the learner uses metaphors and similes in the context of African heroes:
- Collaboration – Team work is enhanced as the learner respects the opinion of others while contributing to group discussions on similes and metaphors.

**Values:**

Respect – discussion on heroes inculcates respect for the citizens of the different countries.

**Pertinent and Contemporary Issues (PCIs)**

Citizenship Education-Patriotism – Constructing sentences in the context of African heroes and heroines makes learners identify with Africa.

**Link to other subjects:**

The concept of metaphors and similes is relevant to the learning of stylistic devices in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.5 Writing	9.5.1 Creative Writing: Narrative Compositions (240-280 words) (2 lessons)	By the end of the sub strand, the learner should be able to: a) recall a specific event, emotion or experience that affected them greatly. b) plan a narrative composition using prewriting techniques	<ul style="list-style-type: none"> <li>• Identify the parts of <i>narrative composition</i>.</li> <li>• Work with peers to narrate events, feelings or experiences that impacted them. Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learners</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we enjoy reading stories?</li> <li>2. How can you make your composition interesting?</li> </ol>

		<p>c) create a narrative composition using revealing details</p> <p>d) acknowledge the value of quality narrative compositions</p>	<p>with speech difficulties as they present their views.</p> <ul style="list-style-type: none"> <li>• Work with peers to plan a narrative composition,</li> <li>• Write a narrative composition individually. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write.</li> <li>• Collaborate with peers to check each other's work for: <ul style="list-style-type: none"> <li>- Correctness of language</li> <li>- Relevance to the topic</li> <li>- Punctuation</li> <li>- Spelling</li> </ul> </li> <li>• Review their work individually and make corrections where necessary,</li> <li>• Publish their work by either: <ul style="list-style-type: none"> <li>- Sharing it through email</li> <li>- Sharing it through social media</li> <li>- Pasting the work on posters</li> <li>- Posting the work in class and conducting a gallery walk.</li> </ul> </li> </ul>	<p>3. Which event, excited you or made you sad recently?</p>
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**Core competencies to be developed**

- Creativity and Imagination – making observations enhances the learner’s creativity as they create narrative compositions on a variety of topics.
- Digital literacy – interacting with digital technology is enhanced as the learner shares their work via email and on social media.

**Values:**

Unity is promoted as the learner cooperates with peers to revise and make their work better.

**Pertinent and Contemporary Issues (PCIs)**

Social cohesion: Working with peers while conducting the gallery walk makes learners learn to live harmoniously.

**Link to other subjects:**

The concept of narrative composition writing is related to the concept types of writing in both Kiswahili and creative Arts.

**THEME 10: ART**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<p><b>10.1 Listening and Speaking</b></p>	<p><b>10.1.1 Oral Presentations  (2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify the items in the format of a speech,</li> <li>b) present a written speech using effective speaking skills,</li> <li>c) prepare a short speech on a given topic,</li> <li>d) acknowledge the importance of good speaking skills for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Search online and offline for the format of a <i>speech</i>, Control light intensity for learners who are sensitive to light while using the digital devices.</li> <li>• Listen to or watch a recorded speech from a digital device,</li> <li>• Identify the introduction, body and conclusion of the speech they have listened to or watched,</li> <li>• Work with peers write down points on how they can appreciate their heritage through art, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write.</li> <li>• Collaborate to prepare a speech using the points generated above and present it in class,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you make a speech presentation interesting?</li> <li>2. What are some of the techniques for introducing or concluding a speech?</li> </ol>

			<ul style="list-style-type: none"> <li>• Present the speech to the whole class as other learners provide feedback on the non-verbal cues used, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers. Allow more time for learners with speech difficulties as they present their views.</li> <li>• Identify the speaking strategies that made each speech interesting.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration is inculcated as the learners work in groups to discuss the format of a speech.</li> <li>• Learning to learn is developed as learners organise their own learning and acquire speech presentation skills.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect is enhanced as the learner listens to peers` speeches and respect each other`s opinions.</li> <li>• Unity is enhanced as the learner collaborates with peers while engaging in conversations.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b>  Social cohesion is improved as the learner are presenting a speech on art thus making learners appreciate their heritage</p>				
<p><b>Link to other subjects:</b>  Public speaking is a concept relevant in performance of various genres in Creative Arts.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.2 Reading	<b>10.2.1 Study Skills: Note Making</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify key points in a text, b) make notes from a written text, c) appreciate the importance of note making in learning.	<ul style="list-style-type: none"> <li>• Work with peers to search online and offline on how to <i>make notes</i>, Control light intensity for learners who are sensitive to light while using the digital devices.</li> <li>• Read a given text on art and identify the key points, Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Identify verbal sign posts and share with peers,</li> <li>• Make notes on the margin and peer review, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make notes.</li> <li>• Paraphrase the writer’s words,</li> <li>• Create own abbreviations and display on a chart,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we determine what to include in our notes during note making?</li> <li>2. What is the importance of note making?</li> </ol>

			<ul style="list-style-type: none"> <li>• Jot down any ideas that a writer repeats,</li> <li>• Discuss some of the words that are used to introduce key points in a piece of writing,</li> <li>• Rewrite or re-read their notes and reorganize into categories.</li> </ul>	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Digital literacy is enhanced as the learner interacts with technology as they use electronic devices to get information.</li> <li>• Communication and collaboration is enhanced as the learner collaborates with peers to discuss words used in writing.</li> </ul>				
<b>Values:</b>				
Respect is promoted as the learner demonstrates patience while working with peers to search online and offline on how to make notes.				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Mentorship is promoted as reading a text on Art helps learners identify some careers related to art.				
<b>Link to other subjects:</b>				
Note making skills are invaluable in all subjects as it is part of the array of study skills necessary across the board.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>10.3 Grammar in Use</b>	<b>10.3.1 Word Classes: Determiners and Quantifiers</b>	By the end of the sub strand, the learner should be able to: a) identify demonstratives and quantifiers in a given text,	<ul style="list-style-type: none"> <li>• Identify <i>quantifiers</i> (few and many) and <i>demonstratives</i> (this, these and that and those),</li> <li>• Point out various items that are at different distances, Learners with speech difficulties could</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we use demonstratives and quantifiers?</li> <li>2. When do we use demonstratives and quantifiers?</li> </ol>

	(2 lessons)	<p>b) use demonstratives in sentences for clarity of communication,</p> <p>c) appreciate the importance of demonstratives and quantifiers communication.</p>	<p>use alternative communication modes as they share their views.</p> <ul style="list-style-type: none"> <li>• Determine the correct demonstratives to use in different circumstances,</li> <li>• Generate the plural forms of the demonstrative pronouns, with peers, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li> <li>• Demonstrate practically the differences in meaning in quantifiers such as <i>little</i> and <i>a little amount of water</i>,</li> <li>• Generate sentences using various demonstratives and quantifiers,</li> <li>• Construct sentences using demonstrative and quantifiers from a substitution table.</li> </ul>	
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<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration is promoted as the learner work in a team to generate the plural forms of the demonstrative pronouns, with peers.</li> <li>• Self-efficacy through effective communication is developed as the learner practices the correct use of demonstratives and quantifiers.</li> </ul>
<p><b>Values:</b> Love is exhibited through care and compassion as the learner works with peers to generate the plural forms of the demonstrative pronouns, with peers.</p>
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Critical thinking is enhanced as the learner uses logical thinking selects the correct demonstratives and quantifiers to use in different contexts.</p>
<p><b>Link to other subjects:</b> Determiners and quantifiers are concepts that are related to learning of word classes in Kiswahili.</p>

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>10.4 Reading</b>	<b>10.4.1 Intensive Reading: Short story (Class Reader)</b>	By the end of the sub strand, the learner should be able to: a) highlight the main events in the story, b) relate the events in the short story to real life, c) identify the setting in the	<ul style="list-style-type: none"> <li>• Read a given short story, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• discuss with peers the main events, Learners with speech</li> </ul>	<ol style="list-style-type: none"> <li>1. How do events flow logically in a story?</li> <li>2. Why is the setting of a story important to the reader?</li> </ol>

	(2 lessons)	short story, d) appreciate the importance of literature in life.	<p>difficulties could use alternative communication modes as they share their views.</p> <ul style="list-style-type: none"> <li>• Use a graphic organizer to highlight the events in the story, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li> <li>• Research the meaning of setting from online and offline sources and make notes, Control light intensity for learners who are sensitive to light while using the digital devices.</li> <li>• Discuss the setting of the short story they have read,</li> <li>• Work with peers to discuss how the events in the short story relate to real life.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration as the learner discusses with peers the main events and how they relate to real life.</li> <li>• Creativity and imagination is enhanced as the learner uses a graphic organizer to highlight the events in the story.</li> </ul>				



**Values:**

Unity is promoted as the learner displays team spirit while working with peers to discuss how the events in the short story relate to real life.

**Pertinent and Contemporary Issues (PCIs)**

Creative thinking is developed as the learner relates events in the short story to real life.

**Link to other subjects:**

Reading and analysis of short stories is related to the learning of other forms of literature in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>10.5 Writing</b>	<b>10.5.1 Functional Writing: Thank you notes and Congratulatory notes (2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>recognise the key elements and layout of a thank you note and a congratulatory note,</li> <li>use the correct format to write a thank you note,</li> <li>write a congratulatory note correctly,</li> <li>critique thank you notes and congratulatory notes for correctness and relevance.</li> </ol>	<ul style="list-style-type: none"> <li>List some of the occasions when we write a <i>thank you note and a congratulatory note</i>, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li> <li>Write a thank you note and a congratulatory note in pairs,</li> <li>Search for samples of a thank you note and a congratulatory note from the internet,</li> </ul>	<ol style="list-style-type: none"> <li>How are strong emotions expressed in writing?</li> <li>Why should one write how they feel about something?</li> </ol>

			<p>newspapers, magazines and textbooks and read through them in pairs, Control light intensity for learners who are sensitive to light while using the digital devices.</p> <ul style="list-style-type: none"> <li>• Download a thank you note and a congratulatory note from the internet and read through them in pairs,</li> <li>• Identify the key aspects (components) of a thank you note and a congratulatory note,</li> <li>• Collaborate to write a a thank you note and a congratulatory note individually,</li> <li>• Paste the completed work on the wall,</li> <li>• Conduct a gallery walk and give feedback for each other's work, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Share the a thank you note and a congratulatory note online, through email, or posters.</li> </ul>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Self-Efficacy is developed as the learner successsfully creates congratulatory and thank you notes individually or in small groups</li> <li>• Learning to Learn is enhanced as learners take charge of their own learning and search for sample congratulatory and thank you notes from newspapers, magazines and textbooks and read through them in pairs.</li> </ul>				
<p><b>Values:</b> Love is fostered as the learner as the learner shows a caring attitude while collaborating with peers to create congratulatory and thank you notes.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Life Skills Education - effective communication is developed as the learner creates congratulatory notes and thank you notes and look for artistic ways to make them presentable.</li> <li>• Financial literacy is inculcated as learners share ideas on how art can be a source of income.</li> </ul>				
<p><b>Link to other subjects:</b> Congratulatory notes and thank you notes are forms of functional writing which is also an aspect learnt in Kiswahili.</p>				

## THEME 11: CHOOSING A CAREER

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>11.1 Listening and Speaking</b>	<b>11.1.1 Conversational Skills: interviews  (2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify polite words and expressions in a radio or television interview,</li> <li>b) use polite words and expressions when conducting an interview,</li> <li>c) appreciate the role of interviews in presenting reality.</li> </ol>	<ul style="list-style-type: none"> <li>• Listen to a recorded or a role-played interview and identify polite expressions used. For example, “<i>I am sorry but...</i>”; “<i>your point is valid, but...</i>”, Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Watch a video in which the speakers are engaged in a <i>radio or television interview</i>, Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>• Make a list of the verbal and non-verbal cues used by the speakers to express politeness,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to use polite language during an interview?</li> <li>2. How do we show respect for others people’s opinion?</li> </ol>

			<ul style="list-style-type: none"> <li>• In pairs, conduct an interview on choosing a career using polite expressions,</li> <li>• Search online and offline for typical questions and answers in a radio or television interview, Control light intensity for learners who are sensitive to light while using the digital devices.</li> <li>• Conduct a hot seating episode that relates to experiences people go through in their various careers.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Collaboration is promoted as the learner observes the rules of engagement while playing different roles as interviewee or interviewer.</li> <li>• Digital literacy is enhanced as the learner uses both the radio and television as sources of information.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect is developed as the learner disagrees politely while conducting the interview.</li> <li>• Unity is promoted as the learner endeavours to achieve a common goal while organising and engaging in interviews with peers.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is achieved as the learner acquires skills for expressing opinions.</p>				
<p><b>Link to other subjects:</b> Use of polite language is relevant to the concept of harmonious living in Religious Education and Social Studies.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>11.2 Reading</b>	<b>11.2.1 Extensive Reading: Non-fiction (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify print and non-print non-fiction materials that are interesting to read, b) read a range of non-fiction materials for general information, c) appreciate the importance of reading for information.	<ul style="list-style-type: none"> <li>• Skim through print and electronic reading materials on careers, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Discuss the general ideas with peers, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers.</li> <li>• Scan print and electronic reading materials and identify key words and phrases,</li> <li>• Use a dictionary to look up the meaning of vocabulary acquired during independent reading,</li> <li>• Read various texts on careers and note the key points,</li> <li>• Share with peers what he or she has read about. Allow more time for learners with speech difficulties to express their views.</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the importance of reading widely?</li> <li>2. What do you consider when selecting a reading text?</li> </ol>

**Core competencies to be developed:**

- Self-efficacy is enhanced as the learner selects reading materials to enhance their ability to make decisions.
- Learning to learn is achieved as the learner manages time while silently and reading varied materials.

**Values:**

Responsibility is promoted as the learner engages in the selection of reading material.

**Pertinent and Contemporary Issues (PCIs)**

Life Skills Education is promoted as the learner applies decision making skills while choosing materials to read extensively.

**Link to other subjects:**

The skill of extensive reading is relevant in all subjects including Integrated Science and Pre-Technical Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>11.3 Grammar in Use</b>	<b>11.3.1 Word Classes: Adverbs (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify adverbs formed from adjectives in sentences or a group of words, b) form adverbs from adjectives, c) use adverbs formed from adjectives in sentences, d) appreciate the value of adverbs in communication.	<ul style="list-style-type: none"> <li>• Select <i>adverbs formed from adjectives</i> from a print and non-print text, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Read a text on careers and identify the adverbs use,</li> <li>• Construct sentences on different careers using adverbs formed from adjectives, Learners with manipulation difficulties could use adapted writing</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we form words from other words?</li> <li>2. What are the functions of adverbs</li> </ol>

			<p>materials or type on appropriate adapted digital devices to write sentences.</p> <ul style="list-style-type: none"><li>• Select the correct forms of adverbs from a substitution table,</li><li>• Search the internet, newspapers or magazine for examples of adverbs formed from adjectives, with peers, Control light intensity for learners who are sensitive to light while using the digital devices.</li><li>• Fill in blanks using adverbs formed from adjectives,</li><li>• Compile a list of instructions using adverbs formed from adjectives,</li><li>• Make a list of adverbs formed from adjectives and display them on charts and posters,</li><li>• Compose short poems using adverbs formed from adjectives.</li></ul>	
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**Core competencies to be developed:**

- Self-efficacy is enhanced as the learner shows concerted attention to detail when forming adverbs from adjectives .
- Critical thinking is developed as the learner cultivates the skills of reasoning when using adverbs in sentences.

**Values:**

Responsibility is promoted as the learner demonstrates accountability when selecting adverbs from digital devices.

**Pertinent and Contemporary Issues (PCIs)**

Decision making is achieved as the learner makes decisions on adverbs to use in speech and writing.

**Link to other subjects:**

Word formation is relevant in vocabulary building skills in Kiswahili.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>11.4 Reading</b>	<b>11.4.1 Intensive Reading: Lessons Learnt (Class Reader)</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the lessons learnt in a short story, b) relate the lessons learnt in the short story to real life, c) appreciate the role of stories in addressing societal issues.	<ul style="list-style-type: none"> <li>• Listen or watch a story and identify moral lessons that are brought out from a digital device, Control light intensity for learners who are sensitive to light while using the digital devices</li> <li>• Read the short story retell what they have read, Learners with speech difficulties could use alternative communication modes as they share their views.</li> </ul>	<ol style="list-style-type: none"> <li>1. What issues in the society are addressed by stories?</li> <li>2. How can one derive lessons from a short story?</li> </ol>

			<ul style="list-style-type: none"> <li>• Discuss the lessons learnt by looking at the actions and the words used in the story, with peers</li> <li>• Discuss how different characters bring out the lessons,</li> <li>• Role-play the episodes that carry the main lessons in the short story, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play.</li> <li>• Make connections between situations in their own lives and the episodes in the text,</li> <li>• Use the lessons learnt to write a composition and share it with peers.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and imagination is developed as the learner relates lessons from the short stories to their own lives.</li> <li>• Collaboration is promoted as the learner participates in role plays to enhance their team work skills.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Patriotism and good governance is promoted as the learner endeavours to make better their world using the lessons learnt.</p>				

**Values:**

Unity is achieved as the learner displays team spirit when working with peers to unpack lessons in the short stories.

**Link to other subjects:**

The concept of making connections between situations in their own lives and the episodes in the text is relevant in performance of texts in Creative Arts.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>11.5 Writing</b>	<b>11.5.1 Mechanics of Writing: Prefixes and Suffixes</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with prefixes and suffixes from a text, b) use prefixes and suffixes correctly in sentences, c) acknowledge the influence of prefixes and suffixes on meaning and formation of words.	<ul style="list-style-type: none"> <li>• Read a text on careers which features words with prefixes and suffixes from print and non-print sources, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Write down words with suffixes and prefixes from the text, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write.</li> <li>• Formulate a table separating words with similar prefixes, roots and suffixes, with peers,</li> <li>• Infer the meaning of a word from prefixes,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you tell the meaning of a word using a prefix?</li> <li>2. Which words with suffixes and prefixes are confusing?</li> </ol>

			<ul style="list-style-type: none"> <li>• Break down words into prefixes and suffixes,</li> <li>• Listen to a dictated list of words with prefixes and suffixes and write them down,</li> <li>• Formulate sentences using words with prefixes and suffixes,</li> <li>• Fill in blanks in a writing with the correct form of words with prefixes and suffixes,</li> <li>• Search for more examples of words with prefixes and suffixes from books, newspapers, internet among others, with peers.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Collaboration is enhanced as the learner generates lists of words with prefixes and suffixes in groups or pairs.</li> <li>• Creativity and imagination is enhanced as the learner performs different tasks on prefixes and suffixes.</li> </ul>				
<p><b>Values:</b></p> <p>Unity is promoted as the learner searches for more examples of words using prefixes and suffixes in groups.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <p>Creative thinking is developed as the learner formulates sentences using different forms of words.</p>				
<p><b>Link to other subjects:</b></p> <p>Word formation is related to learning of vocabulary which is subject specific for example in Agriculture and Nutrition..</p>				

## THEME 12: MODERN FASHION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>12.1 Listening and Speaking</b>	<b>12.1.1 Listening to Respond: Attitude</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the message in a given song, b) use appropriate words and expressions to express their attitude towards a given song, c) appreciate how choice of words affects the reader.	<ul style="list-style-type: none"> <li>Listen to different songs from a digital device or non-electronic sources and describe the messages in them, Learners with speech difficulties could use alternative communication modes as they share their views</li> <li>Collaborate with peers to perform the songs and bring out relevant emotions, Learners with manipulation difficulties could use any functional part of the body or use appropriate assistive devices during presentation of songs.</li> <li>Discuss issues highlighted in the songs with those of their peers,</li> <li>Use words and expressions to describe their feelings about various issues in the songs including modern fashion.</li> </ul>	<ol style="list-style-type: none"> <li>What messages are found in songs?</li> <li>What makes one like or dislike a song?</li> </ol>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Self-efficacy is enhanced as the learner gains confidence by engaging in fruitful discussions.</li> <li>Digital literacy is developed as the learner interacts with digital devices while listening to songs.</li> </ul>				

<b>Values:</b> Respect is promoted as the learner endeavours to accommodate the opinions of their peers as they perform songs.				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective Communication is boosted as the learner expresses his or her opinion on songs.				
<b>Link to other subjects:</b> Creative Arts requires learners to express their opinions on different issues.				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>12.2 Reading</b>	<b>12.2.1 Intensive Reading: Comprehension Strategies</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify mental images in a text correctly, b) use contextual clues to infer information and meanings of words correctly in a text, c) acknowledge the role of comprehension in effective communication.	<ul style="list-style-type: none"> <li>• Read the passage on modern fashion and underline sentences that create mental images, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to underline the sentences.</li> <li>• Read the passage on modern fashion in turns as they answer direct and inferential questions,</li> <li>• Work with peers to infer the meaning of words and expressions using contextual clues,</li> <li>• Present mental pictures from the text on charts and display them.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you remember most after reading a text?</li> <li>2. How do we get information from a text?</li> </ol>

**Core competencies to be developed:**

- Critical thinking as the learner identifies mental images and infers meanings of words.
- Collaboration as the learner contributes to group decision making while working with peers to infer the meaning of words and expressions using contextual clues.

**Values:**

Responsibility as the learner accomplishes assigned tasks while presenting mental pictures from the text on charts and displaying them.

**Pertinent and Contemporary Issues (PCIs)**

Personal hygiene as the learner reads passages on fashion.

**Link to other subjects:**

The information acquired through reading texts on modern fashion is relevant in Social Studies.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>12.3 Grammar in Use</b>	<b>12.3.1 Phrasal Verbs</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify phrasal verbs correctly in a text, b) use the phrasal verbs correctly in sentences, c) acknowledge the role of phrasal verbs in making conversations interesting.	<ul style="list-style-type: none"><li>• Read a text and isolate the phrasal verbs formed from <i>make, pass</i> and <i>look</i>,</li><li>• Search the internet for more examples of the given phrasal verbs and list them on different flash cards, Adjust light intensity when using the digital device for learners with visual difficulties.</li></ul>	<ol style="list-style-type: none"><li>1. How are phrasal verbs formed?</li><li>2. How can one tell the meaning of a phrasal verb?</li></ol>

			<ul style="list-style-type: none"> <li>• Work with peers to construct sentences on modern fashion using the given phrasal verbs,</li> <li>• Use print and digital dictionaries of phrasal verbs to check the meaning of the given phrasal verbs, with peers. Learners who may not turn pages to use page turners or be supported by peers.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication is enhanced as the learner learns to speak clearly and effectively through correct use of phrasal verbs.</li> <li>• Digital literacy is developed as the learner checks the meanings of phrasal verbs from digital dictionaries.</li> </ul>				
<p><b>Values:</b> Unity is promoted as the learner makes contributions in group activities.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Cultural awareness is promoted as the learner constructs sentences on modern fashion.</p>				
<p><b>Link to other subjects:</b> Issues of modern version speak heavily into Pre-technical Studies</p>				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.4 Reading	<b>12.4.1: Short Story: Characters (Class Reader)</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the characters in the short story, b) write a paragraph on the characters in the short story, c) appreciate the role of characters in stories.	<ul style="list-style-type: none"> <li>• Read a story in print or non-print form, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Identify the characters in the story they have read, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers</li> <li>• Categorize the characters as good or bad based on their actions and words, with peers,</li> <li>• Read a short story and discuss the actions and words of the characters in the story,</li> <li>• Write paragraphs describing <i>the traits of the characters</i> in the short story using different words and expressions,</li> </ul>	<ol style="list-style-type: none"> <li>1. What qualities do you admire in people?</li> <li>2. How can character traits be described?</li> </ol>

			<p>Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write.</p> <ul style="list-style-type: none"> <li>• Work with peers to compare and contrast the traits of the characters in the short story,</li> <li>• Describe how some characters in the short story are similar to the people they know,</li> <li>• Role-play the different characters in the short story bringing out their traits, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity and assign each learner roles as per their abilities.</li> <li>• Make connections between their own lives and those of characters in the text.</li> </ul>	
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**Core competencies to be developed:**

- Critical thinking is developed as the learner analyses characters in the short story.
- Problem solving is developed as the learner relates characters in the story to those in real life.

**Values:**

Unity is promoted as the learner displays team spirit while role playing the different characters in the short story.

**Pertinent and Contemporary Issues (PCIs)**

Peace education is promoted as the learner appreciates the fact that different people have different traits.

**Link to other subjects:**

Characterisation is a relevant concept in learning of literary skills in Kiswahili and Religious Education

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>12.5 Writing</b>	<b>12.5.1 The writing process (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) explain the process of writing a dialogue, b) write a dialogue on a given topic correctly, c) acknowledge the importance of the writing process.	<ul style="list-style-type: none"><li>• Work with peers to search online and offline for the stages of <i>the writing process</i> (i.e. pre-writing, drafting, editing, revising, publishing) and present them on a manila paper, Control light intensity for learners who are sensitive to light while using the digital devices</li></ul>	<ol style="list-style-type: none"><li>1. How can a good dialogue be written?</li><li>2. Why should one write a dialogue?</li></ol>

			<ul style="list-style-type: none"> <li>• Work with peers to brainstorm on possible topics for a dialogue writing on modern fashion, Learners with speech difficulties could use alternative communication modes as they share their views. Learners with manipulation difficulties could use any functional part of the body or use appropriate assistive devices during presentations</li> <li>• Undertake the stages of the writing process in creating a dialogue,</li> <li>• Display the dialogues for peer review and revision,</li> <li>• Edit the dialogues to make corrections for clarity, grammar, spelling and punctuation in pairs,</li> <li>• Work with the teacher to evaluate the individual dialogues.</li> </ul>	
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**Core competencies to be developed:**

- Collaboration and collaboration is enhanced as the learner works in a team to brainstorm aspects of modern fashion.
- Critical thinking is developed as the learner solve simple problems when creating a dialogue on modern fashion.

**Values:**

Unity is promoted as the learner generates topics for dialogues in their groups.

**Pertinent and Contemporary Issues (PCIs)**

Effective communication is developed as the learner expresses themselves through well written dialogues

**Link to other subjects:**

Dialogue writing is relevant to the skills of scripting in Creative Arts.

### THEME 13: CONSUMER PROTECTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>13.1 Listening and Speaking</b>	<b>13.1.1 Extensive Listening: Poems</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify messages in poems, b) perform poems using appropriate techniques, c) acknowledge the role of poems in society.	<ul style="list-style-type: none"> <li>• Watch recordings or performances of poems on the need for consumer protection and patriotism for enjoyment, Learners with postural limitation could be preferentially positioned for enhanced viewing</li> <li>• With peers, discuss the different <i>messages</i> in the poems, Learners with speech difficulties could use alternative communication modes as they share their views</li> <li>• Discuss in groups the performance techniques that make the presentations appealing,</li> <li>• Identify poems on the need for consumer protection and <i>perform</i> them while recording themselves, in groups,</li> <li>• Discuss, in pairs, what stands out in each group presentation.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you improve the presentation of a poem?</li> <li>2. What messages are conveyed in poem?</li> </ol>

**Core competencies to be developed:**

- Collaboration is enhanced as the learner respects the opinion of others while discussing the different *messages* in the poems.
- Self-efficacy is enhanced as the learner discusses what stands out in each group presentation thus enhancing performance.

**Values:**

Patriotism is fostered as the learner interacts with poems on consumer protection,

**Pertinent and Contemporary Issues (PCIs)**

Consumer literacy skills are enhanced as the learner interacts with poems on the need for consumer protection.

**Links to other subjects:**

Reading poems on consumer protection and patriotism is related to concepts on business which are handled in Pre-Technical Studies.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>13.2 Reading</b>	<b>13.2.1 Intensive Reading: Comprehension strategies (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the key points in a passage, b) create mental images of the characters, places and events in the text, c) summarise the key points in the text,	<ul style="list-style-type: none"><li>• Read a text on the need for consumer protection and <i>identify the key points</i>, Learners who may not turn pages to use page turners or be supported by peers.</li><li>• In pairs, underline sentences that help <i>create mental images (visualising)</i> about the characters, places and events, Safety precautions should be observed Learners with manipulation</li></ul>	<ol style="list-style-type: none"><li>1. How do you identify the key points while reading a text?</li><li>2. Which words can bring out the five senses in a text?</li></ol>

		<p>d) appreciate the role of reading in lifelong learning.</p>	<p>difficulties could use adapted writing materials or type on appropriate adapted digital devices to underline.</p> <ul style="list-style-type: none"> <li>• Role-play events and characters in the passage in groups, Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play.</li> <li>• Answer questions based on the read text, Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views</li> <li>• Fill out the summary maps/charts with the key ideas on characters, problems or solutions,</li> <li>• Write a paragraph that <i>summarises</i> the key points in the story in own words,</li> <li>• Use information from the maps to write out correct sentences.</li> </ul>	
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**Core competencies to be developed:**

- Critical thinking is enhanced as the learner visualizes events, characters and places in a text thereby engaging the learner's thoughts.
- Problem solving is enhanced as the learner cultivates the skill of reasoning while summarising the information from texts.

**Values:**

Love is fostered as the learner shows care for others while role-playing events and characters in the passage.

**Pertinent and Contemporary Issues (PCIs)**

Consumer protection is promoted as the learner reads passages on the need for consumer protection.

**Links to other subjects:**

Pre- Technical Studies addresses consumer literacy skills.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.3 Grammar in Use</b>	<b>13.3.1 Word Classes: Compound Sentences</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify compound sentences from texts, b) construct compound sentences using different coordinating conjunctions, c) appreciate the usage of compound sentences in communication.	<ul style="list-style-type: none"> <li>• Read a text on the need for consumer protection and identify the <i>compound sentences</i>, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Search online and offline for coordinating conjunctions to be used in constructing compound sentences, for example, <i>but, or, and, so</i>, Adjust light intensity when</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we join sentences?</li> <li>2. How do we join sentences?</li> </ol>

			<p>using the digital device for learners with visual difficulties.</p> <ul style="list-style-type: none"> <li>• Construct compound sentences on a variety of issues including consumer protection using different conjunctions, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to construct the sentences.</li> <li>• Join different independent clauses using a drag and drop application or a completion table, in groups,</li> <li>• Display their sentences in class for peer review.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication is enhanced as the learner communicates ideas clearly when using compound sentences.</li> <li>• Digital literacy is fostered as the learner manipulates the drag and drop application.</li> </ul>				
<p><b>Values:</b> Social justice is fostered as the learner provides support to peers through peer review.</p>				

**Pertinent and Contemporary Issues (PCIs)**

- Consumer protection is enhanced as the learner reads texts and constructs sentences on the theme.
- Effective Communication is exhibited as the learner uses compound sentence to combine ideas.

**Links to other subjects:**

The concept of constructing compound sentences is related to what learners learn in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>13.4. Reading</b>	<b>13.4.1 Short Story: Style (Class Reader) (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify personification and flashback in a short story, b) read and dramatise selected parts of a short story featuring personification and flashback, c) appreciate the creative use of language in short stories.	<ul style="list-style-type: none"><li>• Read in turns the selected short story, Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li><li>• In pairs, narrate the sequence of events in the selected short story,</li><li>• Identify personification and flashback in the selected short story,</li></ul>	<ol style="list-style-type: none"><li>1. How does a writer make a story interesting?</li><li>2. Which qualities of a person can animals be given?</li></ol>

			<ul style="list-style-type: none"> <li>• Dramatise in groups the selected parts of the story containing personification and flashback, Ensure barrier-free access for learners with mobility difficulties. Safety for all learners should be observed</li> <li>• Make short notes on personification and flashback with examples from the short story. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make notes.</li> </ul>	
<b>Core competencies to be developed:</b>				
Learning to learn is enhanced as the learner works collaboratively to dramatise selected parts of the story.				
<b>Values:</b>				
Responsibility is promoted as the learner takes up tasks assigned to them as they dramatise the story.				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Decision Making is enhanced as the learner identifies instances of personification and flashback.				
<b>Links to other subjects:</b>				
Stylistic devices such as personification and flashback are relevant in the creation scripts in Creative Arts.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.5 Writing	<b>13.5.1 Creative Narrative Composition: Idioms</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) explain the meaning of the specified idioms in context, b) compose a narrative composition using the specified idioms, c) appreciate the value of idioms in spoken and written communication.	<ul style="list-style-type: none"> <li>• In pairs, search online and offline for the meaning of the following idioms:               <ul style="list-style-type: none"> <li>- <i>have the guts</i></li> <li>- <i>burn the midnight oil</i></li> <li>- <i>apple of one's eye</i></li> <li>- <i>come in handy</i></li> <li>- <i>time is ripe</i></li> <li>- <i>hit the nail on the head</i></li> </ul> </li> </ul> <p><i>cry over spilt milk</i> Control light intensity for learners who are sensitive to light while using the digital devices.</p> <ul style="list-style-type: none"> <li>• Engage in a language game <i>such as use of task cards</i>, on sentence construction featuring the given idioms such, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make sentences.</li> </ul>	<ol style="list-style-type: none"> <li>1. What makes a story outstanding?</li> <li>2. How can we improve our writing skills?</li> </ol>

			<ul style="list-style-type: none"> <li>• Write a narrative composition using the specified idioms,</li> <li>• Share the compositions in groups for peer review.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Collaboration is enhanced as the learner reflects on progress made as they share their compositions.</li> <li>• Digital Literacy is achieved as learner interacts with technology when confirming online the meaning of the specified idioms.</li> </ul>				
<b>Values:</b> Respect is fostered as the learner listens to peers' opinions and views about their compositions.				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective Communication is achieved as the learner expresses their ideas creatively in narrative composition.				
<b>Links to other Subjects:</b> The learner is able to apply the skills of narrative composition writing to their learning of creative writing in Creative Arts.				

## THEME 14: SPORTS: OLYMPICS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>14.1 Listening and Speaking</b>	<b>14.1.1 Pronunciation and Intonation</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify silent consonant letters in words,</li> <li>pronounce words with silent consonant letters in sentences,</li> <li>use the correct intonation in declarative and exclamatory sentences,</li> <li>acknowledge the importance of correct pronunciation and intonation in communication.</li> </ol>	<ul style="list-style-type: none"> <li>Search online and offline for words with the following silent consonant letters /r//h//k//g//p//t/and /b/ and practise the pronunciation of the given words, Control light intensity for learners who are sensitive to light while using the digital devices</li> <li>Listen from the online dictionaries and tutorials for the correct articulation of the specified sounds,</li> <li>Listen to the teacher or a recording of some sentences on sports and indicate whether a falling or rising intonation has been used,</li> <li>Use correct intonation when reading <i>declarative and exclamatory</i> sentences,</li> </ul>	<ol style="list-style-type: none"> <li>Why should we use the right intonation when speaking?</li> <li>What are some of the words with silent letters?</li> </ol>

			<ul style="list-style-type: none"> <li>practise reading words with silent letters in pairs and give feedback,</li> <li>underline silent letters in words.</li> </ul>	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>Self-efficacy is fostered as the learners identify what they find difficult as they endeavour to use correct intonation when reading declarative and exclamatory sentences, and addressing the issue.</li> <li>Digital literacy is enhanced as the learners interact with recording of words on digital devices.</li> </ul>				
<b>Values:</b>				
<b>Social justice</b> is promoted as learner practises reading words with silent letters in pairs and giving constructive feedback				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Effective communication is enriched as learners learn the correct pronunciation.				
<b>Links to other subjects:</b>				
The learner is able to relate correct pronunciation of words and intonation in sentences in all subjects.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>14.2 Reading</b>	<b>14.2.1 Study Skills</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main ideas in a descriptive text, b) make notes from a descriptive text,	<ul style="list-style-type: none"> <li>Discuss steps to follow when making notes and writing summaries, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers</li> </ul>	<ol style="list-style-type: none"> <li>Why is it important to summarise information?</li> <li>How can key points be identified in a text?</li> </ol>



		<p>c) summarise a descriptive text in a paragraph of stated number of words,</p> <p>d) acknowledge the role of note making and summarise texts.</p>	<ul style="list-style-type: none"> <li>• Search for and read samples of well written summaries and notes,</li> <li>• Share ideas on qualities of well written notes and summaries,</li> <li>• Read a descriptive text on safety in sports and identify the key points,</li> <li>• In pairs, make notes from a descriptive text, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make notes.</li> <li>• In groups, combine the points into a coherent paragraph using connectors to make a summary in a specified number of words,</li> <li>• Display the paragraphs in class for peer review.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn is achieved as the learner engages in self-driven tasks by displaying their paragraphs for peer review.</li> <li>• Self-efficacy is enhanced as the learner identifies what they find confusing while making notes and writing summaries.</li> </ul>				
<p><b>Values:</b> Unity is fostered as learners collaborates with peers to identify main ideas brought out in texts.</p>				

**Pertinent and Contemporary Issues (PCIs)**

Safety is promoted as the learner reads a text on safety in sports and identifies key points.

**Links to other subjects:**

Note making and summary writing skills are important in all subjects such as Religious Education and Integrated Science.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>14.3 Grammar in Use</b>	<b>14.3.1 Sentences: Active and Passive Voice</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify sentences in the active and passive voice b) transform sentences from active to passive voice and vice versa c) construct sentences in the active and passive voice d) appreciate the use of active and passive voice in effective communication.	<ul style="list-style-type: none"> <li>• Read print or non-print texts on the Olympics and underline active and passive sentences Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to underline.</li> <li>• Change simple sentences from active to passive voice and vice versa</li> <li>• Work with peers to create sentences in active and passive voice and display them in a gallery for peer review</li> <li>• Search online and offline for more active and passive sentences. Control light</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should one use a variety of sentences?</li> <li>2. How can one tell the doer and the receiver of an action in a sentence?</li> </ol>

			intensity for learners who are sensitive to light while using the digital devices.	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and Collaboration is boosted as the learner works with peers to create sentences thereby improving their ability to express themselves in a variety of situations.</li> <li>• Self-efficacy is enhanced as learners gain confidence by using passive and active voice in communication.</li> </ul>				
<b>Values:</b>				
Respect is fostered as learners give their opinions during peer review of sentences.				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Career opportunities in sports is explored as learners read texts on the Olympics and underline active and passive sentences.				
<b>Links to other subjects:</b>				
The concept of active and passive voice is related to learning of sentence construction in Kiswahili.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>14.4 Reading</b>	<b>14.4.1 Extensive reading: Short story (Class Reader)  (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the ideas in the short story, b) relate the ideas from the short story to real life experiences,	<ul style="list-style-type: none"> <li>• Read a short story and identify the ideas it conveys, Learners who may not turn pages to use page turners or be supported by peers.</li> <li>• Discuss the events and characters in a short story and the issues the writer brings out</li> </ul>	<ol style="list-style-type: none"> <li>1. Where does a writer get what to write about?</li> <li>2. How are stories related to what happens in real life?</li> </ol>

		<p>c) appreciate the value of short stories in reflecting social issues.</p>	<p>through them, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers</p> <ul style="list-style-type: none"> <li>• Work with peers to make connections between the ideas in the short story and their own experiences and those of the people they know,</li> <li>• Dramatise and record sections of the short story that reflect real life experiences. Assign roles to each learner as per their abilities.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Problem solving is inculcated as the learners make connections between the short stories and their own experiences.</li> <li>• Communication and collaboration is achieved as the learner works in pairs or groups to undertake different tasks.</li> </ul>				
<p><b>Values:</b> Social justice is enhanced as all learners with varied abilities dramatise and record sections of the short story that reflect real life experiences.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is promoted as learners relate the text to real life experiences and make informed decisions in their lives.</p>				
<p><b>Links to other subjects:</b> The examination of the short story as a genre is related to analysis of texts in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
14.5 Writing	<b>14.5.1 Creative Writing: Descriptive Writing</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) Identify words and expressions for describing people, places and events, b) Write a descriptive composition on people, places and events, c) Value the place of description in written and spoken communication.	<ul style="list-style-type: none"> <li>• Search online and offline for words and expressions that can be used to appeal to the five senses (of touch, smell, sight, taste and hearing) and classify them in a table, Control light intensity for learners who are sensitive to light while using the digital devices</li> <li>• In pairs, read a passage on various issues in Olympics such as avoiding and responding to sporting accidents and underline descriptive words and sentences, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to underline.</li> <li>• Watch a video or a visual on one of the sports their country participates in at the Olympics and draft a descriptive</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words or expressions do we use to describe things, events or people?</li> <li>2. How can description make our writing better?</li> </ol>

			<p>paragraph from it, Learners with postural limitation could be preferentially positioned for enhanced viewing</p> <ul style="list-style-type: none"> <li>• Create a descriptive composition based on one of the sports featured in the Olympics,</li> <li>• Share the compositions in class for feedback from peers, revise and publish their writing through different means such as posters, school website or class blogs.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination is sharpened as the learners craft descriptive essays in composition writing.</li> <li>• Communication and Collaboration is enhanced as learners assist each other to correct and revise their compositions.</li> </ul>				
<p><b>Values:</b> Patriotism is enhanced as learners read texts about their country's participation in various sports in the Olympics.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Safety and security is enhanced as learners read passages on Olympics to acquire knowledge on how to avoid or respond to sporting accidents.</p>				
<p><b>Links to other subjects:</b> Writing of descriptive essays is relevant in the writing of factual essays in Social Studies and religious Education</p>				

**THEME 15: TOURIST ATTRACTION SITES: AFRICA**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p><b>15.1</b> <b>Listening and Speaking</b></p>	<p><b>15.1.1</b> <b>Oral Reports: Events</b></p> <p><b>(2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recount events that take place outside the classroom,</p> <p>b) present a report on occurrences taking place out of the classroom using verbal and non-verbal cues,</p> <p>c) acknowledge the role of oral reports in communication.</p>	<ul style="list-style-type: none"> <li>• Scan through pictures taken in a tourist attraction site and discuss the activities involved, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers</li> <li>• In pairs, search online or offline for oral reports and note the steps taken during the presentations, Control light intensity for learners who are sensitive to light while using the digital devices</li> <li>• In groups, review an out of class activity and order the sequence of events of the activity,</li> <li>• Rehearse an oral report paying attention to verbal and non-verbal cues,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you make your presentation convincing?</li> <li>2. Why do we give oral reports?</li> </ol>

			<ul style="list-style-type: none"> <li>• Present oral reports on the activities as they took place using verbal and non-verbal cues, Learners with manipulation difficulties could use any functional part of the body or use appropriate assistive devices during presentations.</li> <li>• Provide feedback on reports presented by peers and suggest improvements.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and imagination is enhanced as the learner reviews and orders activities taking place outside the classroom.</li> <li>• Digital literacy enhanced is achieved as the learner interacts with technology while generating ideas from pictures and oral presentations online.</li> </ul>				
<p><b>Values:</b> Patriotism is fostered the learner is exposed to activities involved in a tourist attraction site.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Environmental Education is promoted as learners scan through pictures taken in a tourist attraction site.</p>				
<p><b>Links to other subjects:</b> The skills acquired through making of oral reports are relevant in the learning of subjects such as Religious Education which require learners to give reports.</p>				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>15.2 Reading</b>	<b>15.2.1 Reading Fluency  (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) Outline reading fluency aspects and strategies observed while reading aloud, b) Read texts accurately, with expressions and at the right speed, c) Apply fluency strategies when reading a text, d) Appreciate the significance of poems in communication.	<ul style="list-style-type: none"> <li>• Brainstorm on the reading fluency aspects such as accuracy, speed and reading with expression, and display them in a chart, Learners with speech difficulties could use alternative communication modes as they share their views</li> <li>• Work with peers to find online or offline sample stories and choral verses on different subjects such as tourist attraction in Africa and read them read aloud in turns, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Practice the following fluency strategies as they read: <ul style="list-style-type: none"> <li>- preview a text before reading</li> <li>- skim a text to obtain</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. What emotions or feelings can we display when reading a text?</li> <li>2. Why should we read a text at the right speed?</li> </ol>

			<p>the main idea</p> <ul style="list-style-type: none"> <li>- scan a text to obtain specific details</li> <li>- ignore unknown words when reading a text</li> </ul> <ul style="list-style-type: none"> <li>• Engage in a reader's theatre in small groups, Assign roles to each learner as per their abilities.</li> <li>• recite the choral poem in small groups. Allow more time for learners with speech difficulties to express their views.</li> </ul>	
<b>Core competencies to be developed:</b>				
Citizenship is fostered as learners explore texts on tourist attraction in Africa and this in turn enhances their global awareness.				
<b>Values:</b>				
Peace is promoted the learner avoids hurting others as they collaborate to recite the choral verses.				
<b>Pertinent and Contemporary Issues (PCI)</b>				
Effective Communication is sharpened as learners perfect their reading skills.				
<b>Links to other subjects:</b>				
The concept of reading fluency is applicable in the learning of Creative Arts.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.3 Grammar in Use</b>	<b>15.3.1 Types of Sentences: Interrogative sentences (2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Identify interrogative sentences and question tags from a text,</p> <p>b) Use interrogative sentences and question tags in varied contexts,</p> <p>c) Appreciate the role of correctly framed questions in communication.</p>	<ul style="list-style-type: none"> <li>• Read a text online or offline on varied topics including tourist attraction sites in Africa Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Identify interrogative sentences such as WH- questions, Yes/ No questions and alternative questions.</li> <li>• Identify question tags from a given text and practise asking and answering them</li> <li>• Form interrogatives and tag questions and display them on a graphic organiser, with peers,</li> <li>• Use interrogatives in a role play relevant to the theme of tourism in Africa</li> <li>• Read a dialogue featuring interrogatives and tag questions, with peers,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we ask questions?</li> <li>2. How do we answer questions?</li> </ol>

			<ul style="list-style-type: none"> <li>• Search the internet for more examples of question tags and interrogatives.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration is developed as the learner accomplishes different tasks while dramatising and recording sections of the short story that reflect real life experiences.</li> <li>• Self- efficacy is sharpened as the learner documents successes achieved while constructing different types of interrogatives.</li> </ul>				
<p><b>Values:</b> Respect is emphasised as learners appreciate others while engaging in a dialogue featuring interrogative sentences and question tags.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Problem Solving is promoted as learners ask and answer questions on tourism in Africa.</p>				
<p><b>Link to other subjects:</b> Social Studies, Religious Education and Mathematics involve asking and answering questions.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>15.4 Reading</b>	<b>15.4.1 Poems</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the ideas in the Poems, b) derive the lessons learnt in the poem, c) recognise the role of poems in addressing societal issues.	<ul style="list-style-type: none"> <li>• Recite and dramatize the given poems for enjoyment in groups, Learners with speech difficulties could use alternative communication modes as they share their views. Learners with manipulation difficulties could use any functional part of the</li> </ul>	<ol style="list-style-type: none"> <li>1. Which lessons have you learnt from poems before?</li> <li>2. How can you say what is in the poem in your own words?</li> </ol>

			<p>body or use appropriate assistive devices during presentations. Allocate roles according to each learner's ability and allow more time for learners with speech difficulties to express their views</p> <ul style="list-style-type: none"> <li>• Outline the subject matter and share with peers,</li> <li>• Identify the messages conveyed in the poems and make notes, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to take notes.</li> <li>• Highlight lessons learnt from the poems and discuss the lessons brought out through the relationship between characters in the poem,</li> <li>• Present them in posters to be displayed in the notice boards for peer review.</li> </ul>	
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**Core competencies to be developed:**

- Problem solving is enhanced as learners get ideas from poems on how to solve problems of self and others.
- Self-efficacy is enhanced as the learner focuses on achieving set tasks while reciting and dramatising poems.

**Values:**

Respect is enriched as the learners provide feedback on lessons identified by peers with dignity.

**Pertinent and Contemporary Issues (PCIs)**

Social cohesion is nurtured as learners appreciate the role of their peers as they recite and dramatise the poems.

**Links to other subjects:**

The skills acquired by learners as they dramatise poems and other genres are related to performance techniques in Creative Arts.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>15.5 Writing</b>	<b>15.5.1 Functional Writing: Personal Journals  (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) Outline the components of a personal journal, b) Create a personal journal on varied experiences, c) Evaluate a journal for correctness and relevance.	<ul style="list-style-type: none"><li>• Explain the purpose of keeping a diary or journal, Learners with speech difficulties could use residual speech as they are lip read by the teacher or peers.</li><li>• View sample journals and identify the components,</li></ul>	<ol style="list-style-type: none"><li>1. Why do we write journals?</li><li>2. What would you like to remember about an experience?</li></ol>

			<ul style="list-style-type: none"> <li>• In groups, brainstorm and choose ideas to write about using prompts like: <ul style="list-style-type: none"> <li>- what was your experience during the visit to the national park?</li> </ul> </li> <li>• Allow more time for learners with speech difficulties to express their views</li> <li>• Bring to school a physical journal or sign-up for an online journal or improvise one and make entries. Control light intensity for learners who are sensitive to light while using the digital devices</li> <li>• Reflect on an experience, and record thoughts and feelings about it and enter them in the journal, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make entries in the journal.</li> <li>• Re-read the entries and add additional thoughts,</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Publish the journals they have created through posters and social media.</li> </ul>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Self Efficacy is promoted as the learner engaging in self-driven tasks as they practise writing journals.</li> <li>• Communication and Collaboration is enhanced as the learner make suggestions on improvements to be made while brainstorming on journal entries in groups.</li> </ul>				
<p><b>Values:</b> Love is inculcated as learners jointly review journals written by peers with compassion.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Creative Thinking is enhanced as learners generate experiences to record in the journals</li> <li>• Citizenship Education is brought out as learners talk about a visit to a national park</li> </ul>				
<p><b>Links to other Subjects:</b> Journaling is a skill that relates to formative assessment in all subjects including Agriculture and Nutrition.</p>				



**Suggested Assessment Rubric Strand: Listening And Speaking**

	<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectation</b>
<b>Presentation skills</b>	Ability to write, perform songs and poems using relevant features of performance	Writes, perform songs and poems using relevant features from different cultural and historical contexts	Writes, performs songs and poems using relevant features	Writes, performs songs and poems using relevant features which are only known to them	Writes, performs song and poems which are only known to them and only uses selected features which they know.
	Ability to deliver speeches and oral reports	Fluently delivers speeches, oral reports and confidently and with ease	Fluently delivers speeches, oral reports and confidently	Delivers speeches, oral reports with some inconsistencies	Delivers speeches, oral reports with many inconsistencies
<b>Listening for information</b>	Ability to distinguish between specific and general information from written texts	Distinguishes between general and specific information from a wide array of written texts	Distinguishes specific and general information from written texts	Distinguishes between general and specific information from written texts that they are familiar with	Distinguishes only specific information from texts they are familiar with, with help
	Ability to infer meanings of words and phrases	Infers meanings of words and phrases from universal texts from different geographical and historical contexts	Infers meanings of words and phrases from texts	Infers meanings of words and phrases from texts with the assistance of teachers and peers	Infers meanings of words and phrases from texts inaccurately even with the aid of peers and teachers

	Ability to identify features of myths, narrate key events, explain the moral lesson and relate characters to real life	Easily identifies all the features of myths from a variety of sources, eloquently narrates all the key events, explains varied moral lessons and relates characters to real life	Identifies all the features of myths from a given narrative, narrates all the key events, explains the moral lesson, and relates characters to real life	Identifies most features of myths from a given narrative, narrates most events, scantily explains the moral lesson and barely relates characters to real life	Identifies a few features of myths from a given narrative, narrates a few events, is unable to explain the moral lesson and relate the characters to real life
<b>Pronunciation skills</b>	Ability to articulate vowel and consonant sounds and use stress correctly	Articulates all vowel and consonant sounds eloquently and uses word and emphatic stress correctly and with ease	Articulates all vowel and consonant sounds and uses stress correctly	Articulates some vowel and consonant sounds correctly but experiences challenges with correct use of stress	Articulates few vowel and consonant sounds and falters on correct use of stress
<b>Conversational skills</b>	Ability to express politeness in speech	Always expresses politeness in speech in varied contexts	Expresses politeness in speech	Expresses politeness in speech only when reminded	Expresses politeness in speech when reminded and with difficulty

<b>STRAND: READING</b>					
	<b>Level</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching expectations</b>	<b>Below Expectations</b>
	<b>Indicator</b>				
<b>Reading for information and comprehension</b>	Ability to distinguish between reading for meaning, information and infer meanings of words and phrases and use contextual clues.	Effortlessly distinguishes between reading for meaning, information and infers meanings of all the words and phrases and use contextual clues with ease.	Distinguishes between reading for meaning, information and infers meanings of all words and phrases and uses most contextual clues.	Partially distinguishes between reading for meaning, information and infer meanings of some words and phrases and uses some contextual clues.	Rarely distinguishes between reading for meaning, information and infer meanings of few words and phrases and struggles to use some contextual clues.
	Ability to distinguish between main ideas from supporting ideas	Distinguishes between main ideas from supporting ideas with ease and provides illustrations	Distinguishes between main ideas from supporting ideas with ease	Distinguishes between main ideas from supporting ideas with ease with prompts	Has difficulty distinguishing between main ideas from supporting ideas even with prompts
	Ability to make connection between texts and real life, summarise events and answer direct and inferential	Effortlessly makes all connections between texts and real life and provides examples, summarises events	Makes most connections between texts and real life, summarises events and answers all direct and inferential questions from poems	Make some connections between texts and real life, summarises events and answers some direct and inferential questions from poems	Makes few connections between texts and real life, struggles to summarise events and answers few direct and inferential questions from poems

	questions from poems	and answers all direct and inferential questions from poems			
	Ability to create mental images from texts	Creates a variety of mental images from texts with ease	Creates mental images from texts with ease	Creates mental images from texts	Creates mental images from texts
<b>Oral literature</b>	Ability to analyse characters, derive moral lessons and relate different narratives to real life.	Analyses all characters, aptly derives moral lessons and relates different narratives to real life with ease	Analyses all characters, derives moral lessons and relates different narratives to real life.	Analyses most characters, derives moral lessons and has difficulty relating different narratives to real life.	Analyses a few characters, struggles to derive moral lessons and has difficulty relating different narratives to real life.
	Ability to pick specific messages from songs and use appropriate performance techniques.	Articulately picks all specific messages from songs and creatively uses appropriate performance techniques with ease	Picks all specific messages from songs and creatively uses appropriate performance techniques	Picks most specific messages from songs and uses appropriate performance techniques.	Picks some specific messages from songs and lacks creativity when using performance techniques

<b>Poetry</b>	Ability to recite, analyse the structure, characters and subject matter of poems	Eloquently recites poems and exhaustively analyses the structure, characters and subject matter of poems with ease	Recites poems and analyses the structure, characters and subject matter of poems with ease	Recites poems and scantily analyses the structure, characters and subject matter of poems	Incoherently recites poems and barely analyses the structure, characters and subject matter of poems
<b>Class reader</b>	Ability to preview, analyse characters and their traits, explain the sequence of events, discuss subject matter and style in a class reader	Conclusively previews the class reader, analyses all the characters and their traits with ease, explains the sequence of events with ease and exhaustively discusses subject matter and style	Satisfactorily previews the class reader, analyses all the characters and their traits, explains the sequence of events and discusses subject matter and style	Scantily previews the class reader, analyses some characters and their traits, explains the sequence of events with difficulty and struggles to discuss subject matter and style	Barely previews the class reader, analyses few characters and their traits, has difficulty explaining the sequence of events and discussing subject matter and style
<b>Extensive reading</b>	Ability to identify and read fictional and non-fictional texts for independent reading and information	Excellent identifies and reads a variety of non-fictional texts independent reading and records experiences from the reading sessions for tracking progress.	Identifies and reads a variety of fictional and non-fictional texts for independent reading and information	Identifies some texts for independent reading with assistance	Makes an attempt to identify some texts for independent reading even with assistance

<b>Study skills</b>	Ability to read a text expressively- at the right speed, accurately and with expression.	Eloquently and fluently reads a text at the right speed, with expression and accurately	Fluently reads a text at the right speed, with expression and accurately	Reads a text at a slow speed, and lacks expression and accuracy.	Struggles to read a text at a slow speed, and lacks expression and has many pronunciation errors.
	Ability to interpret visuals for information	Easily interprets visuals for information with exceptional insight	Easily interprets visuals for information	Interprets some visuals for information	Interprets some visuals for information with support
	Ability to identify main points, make notes and write a summary	Accurately identifies all the main points, makes notes and writes a summary with ease	Identifies all the main points, makes notes and writes a summary	Identifies some main points, makes notes and writes a summary in exhaustively	Identifies few main points, make shoddy notes and write a sketchy summary
	Ability to apply fluency strategies while reading	Aptly and easily applies all fluency strategies while reading	Applies all fluency strategies while reading	Applies some fluency strategies while reading	Applies few fluency strategies while reading
<b>Grammar</b>	Ability to identify, distinguish and use different types of word classes correctly	Easily identifies, distinguishes and uses different types of words classes in different contexts correctly	Identifies, distinguishes and uses different types of words classes correctly	Identifies and distinguishes most word classes which are only known to them but struggles to use them correctly	Identifies and distinguishes some word classes with the help of peers but is unable to use them correctly

	Ability to write different types of sentences, use different types of verbs and tense correctly	Meticulously writes different types of sentences, uses different types of verbs and tense correctly and with ease	Writes different types of sentences, uses different types of verbs and tenses correctly	Writes some types of sentences but makes some errors on types of verbs and tense	Writes only one type of sentence with errors, and makes many errors on types of verbs and tenses
	Ability to select relevant reference materials and use them to obtain information on varied subjects	Aptly selects relevant reference materials and easily uses them to obtain information on varied subjects	Selects relevant reference materials and uses them to obtain information on varied subjects	Selects some relevant reference materials and uses some of them to obtain information on varied subjects	Selects few relevant reference materials and rarely uses them to obtain information on varied subjects

**STRAND: WRITING**

	<del>Level Indicator</del>	<b>Exceeding Expectations</b>	<b>Meeting expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
<b>Paragraph a writing</b>	Ability to write a well-developed paragraph	Writes a well-developed Paragraph effortlessly and consistently	Writes a well-developed Paragraph consistently	Writes a Paragraph but leaves out some details.	Writes a paragraph but it lacks most details.

<b>Functional writing</b>	Ability to write different documents using correct format	Writes different documents using correct format with ease and uses correct tone and vocabulary	Writes different documents using correct format with ease	Writes some documents using correct format but struggles with tone and vocabulary	Barely writes any documents using correct format, and vocabulary
<b>Creative writing</b>	Ability to a write composition using correct punctuation, handwriting and specified idioms.	Writes a composition in neat and legible handwriting, correctly spells words, punctuates it and creatively uses specified idioms with ease	Writes a composition in neat and legible handwriting, correctly spells words, punctuates it and creatively uses specified idioms	Writes a composition in neat and legible handwriting, has some spelling errors, struggles to punctuate it, and uses some specified idioms	Writes a composition illegible handwriting, has little command of punctuation is unable to use specified idioms
	Ability to apply the writing process in writing and assess appropriately.	Aptly and meticulously applies the writing process and accurately assesses own composition	Meticulously applies the writing process and accurately assesses own composition	Applies the writing process with assistance and assesses own composition but leaves some errors	Barely applies the writing process and assesses own composition but leaves many errors



## GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) AT JUNIOR SCHOOL

### Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: <ul style="list-style-type: none"><li>• Environmental degradation</li><li>• Lifestyle diseases, Communicable and non-communicable diseases</li><li>• Poverty</li><li>• Violence and conflicts in the community</li><li>• Food security issues</li></ul>
Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.

Milestone 3	<p><b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution</p>
Milestone 4	<p><b>Implementation</b> The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p>Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

**NOTE:** The milestones will be staggered across the 3 terms of the academic calendar.

**Assessment of CSL integrated Project**

Assessment for the integrated CSL project will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

**APPENDIX: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
<b>LISTENING AND SPEAKING</b>	<ul style="list-style-type: none"> <li>• Oral reading or dictation recitations</li> <li>• Role play</li> <li>• Debates</li> <li>• Oral interviews</li> <li>• Dialogues</li> <li>• Oral discussions</li> <li>• Oral presentations</li> <li>• Public speaking</li> <li>• Peer assessment</li> <li>• Self-assessment and standardized listening assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Manilla papers</li> <li>• Models</li> <li>• Pictures and photographs</li> <li>• Diorama</li> <li>• Flash cards</li> <li>• Charts and realia</li> <li><i>(Digital sources)</i></li> <li>• Games</li> <li>• Songs</li> <li>• Digital story books</li> <li>• Pictures and photographs</li> <li>• Electronic and digital devices</li> <li>• Flash cards</li> <li>• Charts</li> <li>• Video clips</li> <li>• Audio-visual resources</li> <li>• Other web resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in poetry recitations during music and drama festivals</li> <li>• Interclass or club debating contests</li> <li>• Improve vocabulary, speech and values through Christian union, Catholic Action, Muslim, Hindu associations</li> <li>• Come up with speeches and deliver them during prize giving days, school assembly, extravaganzas among others, to enhance fluency.</li> <li>• Participate in music festivals to hone communication and listening skills.</li> </ul>

<p><b>READING</b></p>	<ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Dictation</li> <li>• Oral interviews</li> <li>• Question and answer</li> <li>• Learner summaries of what they read</li> <li>• Learner journals</li> <li>• Learner portfolios</li> <li>• Peer assessment</li> <li>• Self-assessment and standardized reading assessments</li> <li>• Keeping a record of books read</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Manilla papers</li> <li>• Word trees</li> <li>• Posters</li> <li>• Models</li> <li>• Storybooks</li> <li>• Poetry books</li> <li>• Pictures and photographs</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Junior Encyclopaedia</li> <li>• Journals</li> <li>• Course books</li> <li>• Diorama</li> <li>• Flash cards</li> <li>• Charts and realia</li> <li>(<i>Digital sources</i>) <ul style="list-style-type: none"> <li>• Digital storybooks</li> <li>• Journals</li> <li>• Electronic and digital devices</li> <li>• Electronic or online dictionaries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reading news during assemblies and other school functions</li> <li>• Virtual tours using Google maps and establishing the direction of various locations using Google maps</li> <li>• Collecting different forms of oral literature from their community for a school magazine</li> <li>• Showcasing short plays, conversational poems or choral verses within or out of school</li> <li>• Participating in Journalism Club Activities to improve reading.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Charts</li> <li>• Other web resources</li> </ul>	
<b>WRITING</b>	<ul style="list-style-type: none"> <li>• Learner journals</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Portfolio</li> <li>• Dictation</li> <li>• Standardized writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Manilla papers</li> <li>• Word trees</li> <li>• Posters</li> <li>• Course books</li> <li>• Flash cards</li> <li>• Word wheels</li> <li>• Word puzzles</li> <li>• Code words</li> <li>• Charts and realia</li> </ul> <p><i>(Digital sources)</i></p> <ul style="list-style-type: none"> <li>• Digital course books</li> <li>• Journals</li> <li>• Electronic and digital devices</li> <li>• Electronic or online dictionaries</li> <li>• Flashcards</li> <li>• Other web resources</li> </ul>	<ul style="list-style-type: none"> <li>• Essay writing competitions</li> <li>• Writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent</li> <li>• Interclass or school Spelling contests</li> <li>• Letter writing drills</li> <li>• Mentorship in writing</li> <li>• Report writing based on activities such as school sports and games</li> </ul>
<b>GRAMMAR IN USE</b>	<ul style="list-style-type: none"> <li>• Multiple choice tasks</li> <li>• Discrimination</li> <li>• Gap-filling</li> <li>• Short-answer</li> <li>• Dialogue-complétion, information gap</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Workbooks</li> <li>• Word trees</li> <li>• Models</li> <li>• Pictures and photographs</li> <li>• Junior Encyclopaedia</li> </ul>	<ul style="list-style-type: none"> <li>• competitions on different topics</li> <li>• Hot seating sessions to enhance their language competence</li> <li>• Language symposiums to</li> </ul>

	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Simulation</li> <li>• Matching tasks</li> <li>• Substitution tables</li> <li>• Word games</li> <li>• Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Course books</li> <li>• Diorama</li> <li>• Flash cards</li> <li>• Word wheels</li> <li>• Word puzzles</li> <li>• Code words</li> <li>• Charts and realia</li> </ul> <p><i>(Digital sources)</i></p> <ul style="list-style-type: none"> <li>• Digital course books</li> <li>• Pictures and photographs</li> <li>• Electronic and digital devices</li> <li>• Electronic or online dictionaries</li> <li>• Flashcards</li> <li>• Charts</li> <li>• Video clips</li> <li>• Audio-visual resources</li> <li>• Other web resources</li> </ul>	<p>sharpen their language capacity</p> <ul style="list-style-type: none"> <li>• Word based sports or games for example crossword puzzles or scrabble</li> <li>• Shadowing language users</li> <li>• Language drills</li> <li>• Announcement posters and advertising of school activities as a practice.</li> </ul>
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**NOTE:** Assessment methods may be modified to accommodate a learner’s diverse needs so that he/she can participate and achieve the learning outcomes. The table below shows how modes of assessment may be adapted for learners with physical impairment:

<b>S/No Assessment Methods/Modes And Suggested Adaptations</b>		
	<b>Methods</b>	<b>Suggested Adaptations</b>
1.	Written assessment	<ul style="list-style-type: none"> <li>• Typing, stamping or signing</li> <li>• Description of the task as a scribe or learner support assistant writes Audio visual recording of the learner as he/she makes oral responses</li> <li>• Provision of Adapted digital devices and writing/drawing resources</li> <li>• Adjustment of time according to individual needs</li> <li>• Providing illustrations to be interpreted for activities that involve drawing</li> <li>• Use of worksheets</li> </ul>
2.	Oral or Aural assessment	<ul style="list-style-type: none"> <li>• Written responses</li> <li>• Use of AAC (<i>Augmentative and Alternative modes of Communication</i>) <i>e.g. talking books, gestures, body movement, sign language, alphabet cards, facial expressions</i></li> <li>• Adjustment of time according to individual needs</li> </ul>
3.	Portfolio	<ul style="list-style-type: none"> <li>• Use of E-Portfolio</li> <li>• Provision of physical support</li> <li>• Use of assistive technology</li> <li>• Provision of Adapted digital devices and writing/drawing resources</li> <li>• Adjustment of time according to individual needs</li> <li>• Description of how to carry out a practical activity while being audio/video recorded</li> </ul>

4.	Practical assessment/ Experiments	<ul style="list-style-type: none"> <li>• Provision of physical support</li> <li>• Provision of Adapted resources (learner specific)</li> <li>• Description of how to carry out a practical activity while being audio/video recorded</li> <li>• Adjustment of time according to individual needs</li> <li>• Rest intervals according to individual needs</li> <li>• Environmental adaptation</li> </ul>
5.	Project	<ul style="list-style-type: none"> <li>• Provision of physical support</li> <li>• Provision of Adapted resources (learner specific)</li> <li>• Description of how to carry out a practical activity while being audio/video recorded</li> <li>• Adjustment of time according to individual needs</li> <li>• Environmental adaptation</li> </ul>