



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**JUNIOR SCHOOL CURRICULUM DESIGN
ENGLISH**

GRADE 9

FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

First published in 2024

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the 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 nine curriculum designs for learners with visual impairment build on competencies attained by learners at Grade eight. 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 9 is the final grade of the level in the reformed education structure.

The reviewed Grade nine curriculum furthers implementation of the CBC from Grade eight. 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 nine curriculum designs for learners with visual 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 nine and prepare them for smooth transition to Senior school. 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 21st 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 nine curriculum designs for learners with visual 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 nine curriculum designs for learners with visual 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 nine and preparation of learners with visual impairment for transition to Senior school.

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

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.	Patoral/Religious Programme	1
Total		40 +1

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 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 School level, learners will be expected to gain proficiency in the English language for further learning and training, and their day-to-day interactions. They will be provided with varied and appropriate 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 level. In addition, it will be a stepping stone for further study of English language, 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 for life-long learning.
- 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 9 is the play. 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 -Euphemism 2.1.1 Oral presentations-Short forms 3.1.1 Listening comprehension –grade appropriate texts(main idea and specific details) 4.1.1 Selective listening 5.1.1 Pronunciation 6.1.1 Conversational Skills-Negotiation Skills 7.1.1 Listening for details 8.1.1 Oral Poetry 9.1.1 Diphthongs and sentence stress 10.1.1 Impromptu Speeches 11.1.1 Conversation skills- Job Interviews 12.1.1 Listening to respond-Expressing feelings 13.1.1 Extensive listening- Speeches 14.1.1 Intonation in sentences-question tags 15.1.1 Oral reports- News/role play	30 Lessons
Reading 1 and 2	Reading 1 1.2.1 Independent reading-Grade appropriate texts 2.2.1 Intensive reading-Simple poems 3.2.1 Reading for information and meaning 4.2.1 Intensive reading-Key events 5.2.1 Reference materials	60 Lessons

	<p>6.2.1 Reading fluency</p> <p>7.2.1 Intensive reading-Interpretation and evaluation</p> <p>8.2.1 Reading for interpretation</p> <p>9.2.1 Extensive reading- Grade appropriate fiction</p> <p>10.2.1 Study skills –note making</p> <p>11.2.1 Extensive Reading Fiction</p> <p>12.2.1 Intensive Reading-Comprehension Strategies</p> <p>13.2.1 Intensive Reading –Visualising and Summarising</p> <p>14.2.1 Summarising argumentative texts</p> <p>15.2.1 Reading Fluency</p> <p>Reading 2</p> <p>1.4.1 Class reader – Structure and setting</p> <p>2.4.1 Class reader- Plot</p> <p>3.4.1 Poems -Structure</p> <p>4.4.1 Class reader -characters</p> <p>5.4.1 Class reader –Style</p> <p>6.4.1 Class reader- Themes</p> <p>7.4.1 Class Reader- (Intensive reading) characters</p> <p>8.4.1 Poetry-Characters</p> <p>9.4.1 Class reader -style</p> <p>10.4.1 Class reader- Play (project)</p> <p>11.4.1 Class reader- Lessons learnt</p> <p>12.4.1 Class re4ader-Characterisation</p> <p>13.4.1 Class reader –Style</p> <p>14.4.1 Class reader- Relating character and themes to real life</p> <p>15.4.1 Intensive reading-Poems</p>	
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Grammar	1.3.1 Gender neutral language 2.3.1 Nouns and quantifiers 3.3.1 Modal Auxiliaries 4.3.1 Present and Past Perfect Aspect 5.3.1 Order of Adjectives 6.3.1 Comparison of Adverbs 7.3.1 Relative Pronouns, Interrogative Pronouns 8.3.1 Complex Prepositions 9.3.1 Conjunctions-Correlative conjunctions 10.3.1 Determiners –Numerals and Ordinals 11.3.1 Nouns 12.3.1 Phrasal verbs 13.3.1 Complex Sentences 14.3.1 Direct and Indirect Speech 15.3.1 Imperatives, commands, requests, exclamatory	30 Lessons
Writing	1.5.1 Legibility and neatness 2.5.1 Punctuation marks 3.5.1 Structure of a poem 4.5.1 Descriptive Paragraph 5.5.1 Letter of application 6.5.1 Spelling 7.5.1 The writing process -steps 8.5.1 Assessing writing 9.5.1 Narrative Composition 10.5.1 Filling forms-application forms 11.5.1 Mechanics of writing-Spelling	30 Lessons

	12.5.1 Writing process 13.5.1 Creative writing 14.5.1 Descriptive writing 15.5.1 Emails	
TOTAL		150 Lessons

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

THEME 1.0: CITIZENSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.1 Listening and Speaking	1.1.1 Polite Language (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline words and phrases used to express euphemism, b) use euphemism to show politeness in communication, c) conduct a debate while adhering to conventions of polite language, d) acknowledge the importance of politeness in communication.	<ul style="list-style-type: none"> • Define the term euphemis. Learners with speech difficulties could use alternative communication modes as they share their views and allow them more time to express themselves • Identify examples of polite words and expressions used in a poem or story. • Listen to an audio interview and identify euphemism. Learners with postural limitation could be preferentially positioned for enhanced listening. • Simulate an interview from a text and identify euphemism. • Use euphemism in a conversation. • Make rules for a debating session in groups. • Conduct a debate related to the theme, in small groups. Consider 	<ol style="list-style-type: none"> 1. Why should we use polite language? 2. Why is it embarrassing to say some words in public?

			<p>purposive and balanced grouping for all learners.</p> <ul style="list-style-type: none"> • Watch or listen to a recorded clip of a debating session in parliament. • Create posters with euphemistic words and phrases. • Share the posters through social media or the school notice board. Adjust light intensity where digital devices are used for learners with visual difficulties. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration are enhanced as the learner speaks engagingly and listens critically to compare perspectives when participating in debates • Citizenship is nurtured as the learner engages in constructive dialogue when practising the use of polite language 				
<p>Values</p> <p>Respect is inculcated as the learner displays patience with others when adhering to debating conventions and using polite language</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Social cohesion is enhanced as the learner practises the use of euphemisms in various contexts</p>				
<p>Link to other subjects</p> <p>The learner is able to relate the concept of polite words and expressions to their learning of living with others in Religious Studies.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Independent Reading - Grade Appropriate Text (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) select reading materials from digital or non-digital sources, b) read grade-appropriate materials for lifelong learning, c) create a reading log for monitoring reading activities, d) recommend to peers suitable fiction and non-fiction materials to read. 	<ul style="list-style-type: none"> • Identify reading materials in a variety of subjects. • Search for online fiction and non-fiction texts. Adjust light intensity when using the digital device for learners with visual difficulties. • Skim through a text to obtain the gist (main idea). Learners who may not turn pages to use page-turners or be supported by peers. • Scan a text to obtain specific details • Read the text. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers. • Maintain a reading log showing their reading activities and thoughts about what they read. The items to include in the log are: <ul style="list-style-type: none"> - The title and author of the text - The dates you read - The amount of time you 	<p>Why is it important to read different types of materials?</p>

			<p>spend reading each day</p> <ul style="list-style-type: none"> - The key themes in the text - The major characters - The plot development - The questions you have as you read. <p>Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to maintain the log.</p> <ul style="list-style-type: none"> • Engage in follow-up activities such as: <ul style="list-style-type: none"> - Creating chain stories - Forming a book club - Keeping vocabulary journals - Preparing a reading log for the titles of the fiction and non-fiction texts. 	
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Core Competencies to be Developed

- Learning to learn takes place as the learner builds on their own learning experience when selecting reading materials
- Critical thinking and problem-solving are promoted as the learner follows simple instructions to develop a good reading culture
- Self-efficacy is nurtured as the learner shows concerted attention when creating a reading log

Values

- Responsibility is inculcated as the learner engages in assigned roles when searching for reading materials, reads, and keeps a reading log
- Integrity is enhanced as the learner displays transparency in using the internet when searching for online fiction and non-fiction texts

Pertinent and Contemporary Issues (PCIs)

Social cohesion is developed as the learner shares reading materials and experiences

Link to other subjects

The learner is able to relate the concept of intensive and extensive reading to their learning of similar concepts in Kiswahili

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Grammar in Use	1.3.1 Gender Neutral Language (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify gender-biased words and phrases in oral and written texts, b) use gender-neutral words and phrases in sentences, c) acknowledge the importance of gender sensitivity in communication.	<ul style="list-style-type: none"> • Listen to common English songs and pick out gender-biased words and phrases. • Read sections of a poem or story and pick out words with gender bias • Watch a video and identify gender-biased and gender-neutral terms used by the speakers. Learners with postural limitations could be preferentially positioned 	<ol style="list-style-type: none"> 1. How can one avoid gender bias in communication? 2. Which words demonstrate gender sensitivity in communication?

			<p>for enhanced viewing.</p> <ul style="list-style-type: none">• Replace the words with gender bias in the poem or story with gender-neutral words and phrases. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to replace words from poems in soft copy.• Use the gender-neutral words and phrases to make sentences• Rewrite/paraphrase short texts to eliminate gender bias• Collaborate with peers to create posters showing gender-neutral words and phrases and share them on the school notice board or through social media.• Fill in a crossword puzzle featuring gender-neutral words/phrases.	
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<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy is enhanced as the learner shows concerted attention when forming different types of sentences using gender-sensitive words • Critical thinking and problem-solving is enhanced as the learner analyses concepts by logical reasoning to fill in a crossword puzzle featuring gender-neutral words/phrases
<p>Values</p> <ul style="list-style-type: none"> • Unity is enhanced as the learner cooperates with peers when participating in group tasks • Respect is enhanced as the learner accommodates diverse opinions when reading sections of a poem or story and picking out words with gender bias
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is developed as the learner cooperates with peers to practise the use of gender-neutral language</p>
<p>Link to other subjects The learner can relate the concept of gender-sensitive language to their learning of equality and fairness in Social studies</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.4 Intensive Reading: Play	1.4.1 Play: Structure and Setting (Class Reader) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the structure and setting of a play, b) analyse the acts and scenes of a play for literary appreciation,	<ul style="list-style-type: none"> • Outline the order of events in a play. 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. 	<ol style="list-style-type: none"> 1. What are the features of a play? 2. Why is it necessary to know when and where the action in a play took

		<p>c) recognise the role of literary appreciation in critical thinking.</p>	<ul style="list-style-type: none"> • Analyse the acts and scenes in a play, • Discuss the action in a play in groups, • Describe the time the actions in a play occur, • Work jointly with peers to discuss where the events in a play take place, • Write a summary of a scene in a play. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write the summary. • Collaborate with peers to role-play some of the actions and characters in a play, • Paraphrase sections of a play. 	<p>place?</p>
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy is enhanced as the learner shows defining personal skills when talking about the actions in a play • Communication and collaboration are promoted as learner contributes to group decision-making when working in groups • Creativity and imagination is nurtured as the learner exchanges ne ideas that inspire creative thinking when role-playing actions and characters in a play 				
<p>Values</p> <ul style="list-style-type: none"> • Unity is promoted as the learner collaborates with peers to role play some of the actions and characters in a play 				

- Responsibility are enhanced as the learners cooperate with peers when working in groups

Pertinent and Contemporary Issues (PCIs)

Nationalism is promoted as the learner analyses and comes up with a play related to the theme on Citizenship.

Link to other subjects:

The learner is able to relate the concept of playwriting to their learning of drama and performance in Creative Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.5 Writing	1.5.1 Legibility and Neatness (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify sections of a piece of writing that require breaking of words and indentation, b) indent paragraphs when writing a composition, c) create a neat and legible text, d) appreciate the importance of legibility and neatness in written communication.	<ul style="list-style-type: none"> • Distinguish between tidy and untidy pieces of writing. Learners with speech difficulties could use alternative communication modes as they share their views. • Indent paragraphs appropriately. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this activity. • Find out the advantages of neat and legible handwriting from the internet or non-digital sources, 	<ol style="list-style-type: none"> 1. Why is it important to write legibly? 2. Why do we indent paragraphs?

			<ul style="list-style-type: none"> • Break words correctly at the end of a line. • Assess their own handwriting, • Work jointly to review a text written by a peer. • Take notes during an oral presentation. • Take notes while listening to an audio or watching a video recording. Learners with postural limitation could be preferentially positioned for enhanced viewing. • Rewrite portions of a dictated text. • Work in partnership with peers to discuss techniques of improving legibility in writing. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as the learner interacts with digital content to research on the advantages of a neat and legible handwriting from the internet • Learning to learn takes place as the learner is motivated to learn continually by taking notes while listening to a text 				
<p>Values</p> <ul style="list-style-type: none"> • Responsibility is cultivated as the learner exhibits self-driven attitude when working at improving their handwriting and engaging in self and peer assessment. • Respect is enhanced as the learner ensures positive regard for others when reviewing a text written by a peer 				

Pertinent and Contemporary Issues (PCIs)

Effective communication is enhanced as the learner acquires techniques of improving their handwriting, indenting paragraphs and note taking.

Link to other subjects

The learner is able to relate the concept of neat and legible handwriting to their written work and apply it in all other learning areas

THEME 2.0: SCIENCE: FICTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.1 Listening and Speaking</p>	<p>2.1.1 Oral Literature: Short Forms (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the characteristics of riddles, tongue twisters and proverbs, b) explain the functions of riddles, tongue twisters and proverbs, c) perform riddles, tongue twisters and proverbs, d) appreciate the importance of short forms in fostering fluency in communication. 	<ul style="list-style-type: none"> • Collect riddles, proverbs and tongue twisters from books, the internet, and the community. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings. Control light intensity for learners who are sensitive to light while using digital devices. Play riddling games in small groups. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers. Allow more time for learners with 	<ol style="list-style-type: none"> 1. Why are riddles, proverbs and tongue twisters important? 2. How do we perform riddles, proverbs and tongue twisters?

			<p>speech difficulties to express their views.</p> <ul style="list-style-type: none"> • Discuss the functions of proverbs, riddles and tongue twisters, • Respond to riddles correctly, • Fill in crossword puzzles using riddles and proverbs, • Suggest alternative responses to given riddles, • Create a collection of riddles, proverbs and tongue twisters and display them on charts or school notice board. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is developed as the learner uses riddles, tongue twisters and proverbs • Critical thinking and problem solving is enhanced as the learner connects ideas to solve riddles 				
<p>Values</p> <p>Unity is encouraged as the learner appreciates the effort of peers when participating in riddling games</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Ethnic and racial relationships is fostered as the learner familiarises themselves with riddles and proverbs from different communities • Effective communication is developed as the learner learns to articulate words correctly 				
<p>Link to other subjects</p> <p>, Kiswahili teaches riddles, proverbs and tongue twisters</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.2 Reading	2.2.1 Intensive Reading: Simple Poems	By the end of the sub strand, the learner should be able to: a) identify basic aspects of style such as repetition and rhyme in a poem, b) describe the functions of rhyme and repetition in a poem, c) appreciate the role of repetition and rhyme in a poem.	<ul style="list-style-type: none"> • Read provided simple poems individually and in groups. Learners who may not turn pages to use page-turners or be supported by peers. • Respond to questions based on a 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 to express their views. • Recite simple poems, • Identify the parts of a poem in which repetition and rhyme are used, • Search the internet or other sources for more examples of poems that use repetition and rhyme. Control light intensity for learners who are sensitive to light while using digital devices. 	Why do we repeat some sounds, words and lines in a poem?

			<ul style="list-style-type: none"> • Relate the ideas in a poem to real life, • Compose a simple poem with rhyme and repetition and present in groups. 	
Core competencies to be developed				
<ul style="list-style-type: none"> • Self-efficacy is nurtured as the learner recites poems • Learning to learn is encouraged as the learner studies on their own • Communication and collaboration is enhanced as the learner reads and recites poems 				
Values				
<ul style="list-style-type: none"> • Unity is cultivated as the learner collaborates with others to recite poems • Respect is fostered as the learner displays patience when taking turns to read and respond to different lines in a poem 				
Pertinent and Contemporary Issues (PCIs)				
Effective communication is enhanced as the learner learns to articulate words correctly as they read and recite poems				
Link to other subjects				
Kiswahili and creative arts expose learners to poetry				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.3 Grammar in Use	2.3.1 Nouns and Quantifiers (2 Lessons)	By the end of the sub strand, the learner should be able to: a) use quantifiers in sentence, b) categorise count and non-count nouns in oral and written texts,	<ul style="list-style-type: none"> • Read a short passage in which quantifiers are used to describe count and non-count nouns. Learners who may not turn pages to use page-turners or be supported by peers. 	<ol style="list-style-type: none"> 1. How do count nouns differ from the non-count nouns? 2. Why is it important to

		<p>c) acknowledge the importance of quantifiers in oral and written communication.</p>	<ul style="list-style-type: none"> • Listen to a text that uses quantifiers with count and non-count nouns. Learners with postural limitation could be preferentially positioned for enhanced viewing. • Identify quantifiers that are used with count, non-count or both categories, • Work in small groups to identify count, non-count nouns and quantifiers from a passage, • Match count and non-count nouns with the correct quantifiers, • Search for more examples of quantifiers from books, newspapers, magazines, and the internet. Control light intensity for learners who are sensitive to light while using digital devices. • Form sentences using different quantifiers with count and non-count nouns and read them aloud in groups. 	<p>express the quantity of something correctly?</p>
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			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.	
Core competencies to be developed				
<ul style="list-style-type: none"> Learning to learn is enhanced as the learner searches for more examples of quantifiers from books, newspapers, magazines, and the internet 				
Values				
<ul style="list-style-type: none"> Unity is fostered as the learner collaborates with others to identify count and non-count nouns in small groups Responsibility is nurtured as the learner offers guidance to others when helping each other in identifying and using quantifiers correctly 				
Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> Effective communication is enhanced as the learner uses quantifiers correctly in sentences 				
Link to other subjects				
<ul style="list-style-type: none"> Kiswahili exposes the learner to quantifiers and count and non-count nouns 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Reading	2.4.1 Intensive Reading: Plot (Class Reader)	By the end of the sub strand, the learner should be able to: a) describe the sequence of events in a play,	<ul style="list-style-type: none"> Read a play individually and in small groups. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers. 	How do we know the key events in a play?

	(2 Lessons)	<p>b) relate the events in a play to real life experiences,</p> <p>c) acknowledge the importance of a plot in a literary work.</p>	<ul style="list-style-type: none"> • Identify the key events in a play • Role-play a section of a play in groups. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play and assign roles according to each learner’s abilities. • Analyse the events in a play. • Answer questions based on the plot • Create a summary of the key events • Assess the summary in pairs or small groups. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to create summaries. • Make connections between events in a play and real life. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Learning to learn is enhanced as the learner analyses and writes a summary of the events in a play • Communication and collaboration is developed as the learner interacts with others in groups 				

Values

Unity is enhanced as the learner collaborates with peers to complete a task.

Pertinent and Contemporary Issues (PCIs)

Social cohesion is enhanced as the learner analyses events in a play and relates the events with real life experiences

Link to other subjects

Drama and plays are studied in Kiswahili and Creative Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.5 Writing	2.5.1 Mechanics of Writing: Punctuation (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the double quotation marks and the bracket in a text b) use the double quotation marks and the bracket in written texts c) appreciate the role of the double quotation marks and the bracket in written texts.	<ul style="list-style-type: none"> Identify the double quotation marks and the bracket in digital texts, newspapers, books or magazines. Adjust light intensity when using the digital device for learners with visual difficulties. Learners who may not turn pages to use page-turners or be supported by peers. Make sentences using the double quotation marks and the bracket. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital 	<ol style="list-style-type: none"> Why is it important to use punctuation marks correctly? How do we use the double quotation marks and the bracket in writing?

			devices to make sentences. <ul style="list-style-type: none"> • Assess the work of peers. Consider purposive grouping for this activity. • Make posters displaying the correct use of the double quotation marks and the bracket. 	
Core competencies to be developed <ul style="list-style-type: none"> • Self-efficacy is enriched as the learner uses punctuation marks correctly in writing • Creativity and imagination is enhanced as the learner constructs sentences • Learning to learn is achieved as the learners assess peers' work 				
Values <ul style="list-style-type: none"> • Love is promoted as the learner portrays a caring attitude when assessing the work of peers for correctness • Unity is strengthened as the learner shares available resources when working in groups to complete tasks 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> • Effective communication is promoted as the learner uses punctuation marks in writing • Creative thinking is enhanced as the learner creates sentences 				
Link to other subjects Kiswahili, emphasise the need for correct punctuation in writing				

THEME 3.0: ENVIRONMENTAL CONSERVATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.1 Listening and Speaking	3.1.1 Listening Comprehension (Grade Appropriate Texts) (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the main idea and specific details from an argumentative text b) listen for the main idea and specific information (details) in an argumentative text c) acknowledge the need for comprehension in communication. 	<ul style="list-style-type: none"> • Listen to a passage read out by the teacher based on the theme. Learners with postural limitations could be preferentially positioned for enhanced listening. • Pick out specific details such as time, places, events and people from a listening passage. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task. • Identify the main idea from a listening text in small groups. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers. • Listen to a news bulletin and pick out the main idea and specific details. 	<ol style="list-style-type: none"> 1. Why is it important to listen attentively? 2. How do the specific details in a text enhance comprehension?

			<ul style="list-style-type: none"> • Watch a debate or interview and pick out required information. • Watch a video of a presentation of a poem, song or story and identify specific details. Adjust light intensity when using the digital device for learners with visual difficulties. • Infer the meaning of unfamiliar words in groups. • Answer questions based on the passage. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Learning to learn is stimulated as the learner listens for the main idea and specific details • Digital literacy is advanced as the learner interacts with audio and video texts • Critical thinking and problem solving is broadened as the learner identifies the main idea and specific details from a text 				
<p>Values</p> <ul style="list-style-type: none"> • Patriotism is promoted as the learner exhibits consciousness of their social duties when acquiring knowledge on how to preserve their environment from the thematic texts • Responsibility is inculcated as the learner acknowledges their roles and responsibilities when being sensitised on ways of conserving the environment 				

Pertinent and Contemporary Issues (PCIs)

Social cohesion is enhanced as the learner works with peers

Links to other subjects

Kiswahili teach learners the importance of good listening skills

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.2 Reading	3.2.1 Reading for Information and Meaning (2 Lessons)	By the end of the sub strand, the learner should be able to: a) infer the meaning of words, phrases and sentences from the context, b) make connections between events in a text and real life situations, c) value the need to comprehend the information in written texts.	<ul style="list-style-type: none"> • Read a grade-appropriate text. Learners who may not turn pages to use page-turners or be supported by peers. • Make predictions about a reading text • Infer the meaning of new words, phrases and sentences from the context. 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. • Look up the meaning of new 	<ol style="list-style-type: none"> 1. Why is it important find the meaning of new words and phrases? 2. How do we derive information from a given text?

			<p>words and phrases from the dictionary</p> <ul style="list-style-type: none"> • Relate the characters, events and places in a text to real-life • Answer questions from a text • Make notes as they read a text. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make notes. • Summarise the events in a text • Form sentences using the new words and phrases • Fill in a crossword puzzle in pairs or small groups using the new words. 	
<p>Core competencies to be developed Communication is enhanced as the learner answers questions from a text</p>				
<p>Values Respect is developed as the learner understands and appreciates others when working with peers to complete tasks</p>				
<p>Pertinent and Contemporary Issues (PCIs) Environmental education is enhanced as the learner interacts with content on environmental conservation</p>				
<p>Link to other subjects Kiswahili exposes learners to comprehension skills</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.3 Grammar in Use	3.3.1 Modal Auxiliaries (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify modal auxiliaries in a passage b) use modal auxiliaries to express different moods c) value the importance of using modal auxiliaries in communication.	<ul style="list-style-type: none"> • Identify the modal auxiliaries – may, might, will, shall, would, should, can and could – in a print or digital text. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings. Control light intensity for learners who are sensitive to light while using digital devices. • Form sentences using the modal auxiliaries • Read a dialogue featuring modal auxiliaries in pairs • Create a dialogue featuring modal auxiliaries in pairs, record the dialogue and share it with peers • Listen to a song or read a poem and identify the modal auxiliaries used • View pictures and diagrams and 	Which words do we use to express different moods such as requests, permission, ability and obligation?

			<p>ask questions using modal auxiliaries</p> <ul style="list-style-type: none"> • Use modal auxiliaries correctly to express permission, requests, ability and obligation • In groups, discuss the functions of modal auxiliaries. 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. 	
<p>Core competencies to be developed Self efficacy is enhanced as the learner identifies and uses modal auxiliaries correctly</p>				
<p>Values Respect is inculcated as learners appreciate diverse opinions when participating in group activities to complete tasks</p>				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication is developed as the learner reads a dialogue featuring modal auxiliaries</p>				
<p>Link to other subjects Kiswahili teaches modal auxiliaries</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.4 Reading	3.4.1 Poems: Structure (2 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the structure of a poem b) analyse the use of personification in a poem c) create a poem based on a topic of interest d) appreciate the reading of poetry for enjoyment.	<ul style="list-style-type: none"> ● Recite a poem. 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. ● Identify the number of lines in a poem ● Pick out the short and long lines in a poem ● In small groups, discuss how personification has been used in the poem ● Infer the meaning of new words from the context of a poem ● Come up with a class project in which they: <ul style="list-style-type: none"> - Identify a topic of interest - Carry out research about the topic - Compose a poem based on the selected topic - Ask a peer to review the 	<ol style="list-style-type: none"> 1. Why do we read or recite poems? 2. Why are non-living things or animals made to behave like human beings in poems or stories?

			poem - Make corrections on the poem - Share the poem on the school noticeboard or through social media. Consider purposive grouping for this activity.	
Core competencies to be developed				
Communication and collaboration is promoted as the learners review their peers' poems				
Values				
Respect is developed as learner embraces open-mindedness when working in groups to accomplish tasks				
Pertinent and Contemporary Issues (PCIs)				
Effective communication is enhanced through recitation of poems and composition of new ones				
Link to other subjects				
Kiswahili and creative arts use poems to teach communication skills				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.5 Writing	3.5.1 Structure of a paragraph (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline the four characteristics of a well formed paragraph b) create a paragraph that is	<ul style="list-style-type: none"> • Read excerpts from newspaper articles, magazines, textbooks or online articles. Learners who may not turn pages to use page-turners or be supported by peers. • Identify the: 	1. Why is it important to organise the ideas in your paragraphs coherently?

		<p>well developed, coherent and unified</p> <p>c) acknowledge the need for concise paragraphs in written communication.</p>	<ul style="list-style-type: none"> - Topic sentence - Supporting sentences - Clincher sentence • Discuss the steps for paragraph writing, namely: <ul style="list-style-type: none"> - Step 1 —write an outline of the paragraph that includes the topic and supporting information - Step 2 — write the topic sentence - Step 3 – write a supporting sentence for each point. Use facts or examples to support your points - Step 4 — write a concluding sentence to sum up - Step 5 — write the final paragraph <p>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.</p>	<p>2. How can you ensure that your paragraphs are well formed?</p>
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			<ul style="list-style-type: none"> • Write a paragraph on a topic of interest that is: <ul style="list-style-type: none"> - Coherent - Unified - Contains well-developed thoughts <p>Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task.</p> <ul style="list-style-type: none"> • Assess the paragraphs in groups. 	
Core competencies to be developed				
Digital literacy is advanced as the learner reads excerpts from digital sources				
Values				
Unity is enhanced as the learner appreciates the efforts of others when assessing their peers' work				
Pertinent and Contemporary Issues (PCIs)				
Effective communication is developed as the learner writes well-formed paragraphs				
Link to other subjects				
The importance of well formed paragraphs is learnt in Kiswahili.				

THEME 4.0: CONSUMER PROTECTION: CONSUMER LAWS AND POLICIES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.1 Listening and Speaking</p>	<p>4.1.1 Selective Listening</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) select required information from a listening text</p> <p>b) make judgement on the message in the listening text</p> <p>c) advocate the need for selective listening in various contexts.</p>	<ul style="list-style-type: none"> • Listen to a news bulletin and select the required information while disregarding irrelevant information. Learners with postural limitation could be preferentially positioned for enhanced listening. • Answer specific questions on dates, time and facts based on the news bulletin. 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. • List the order of events mentioned in the bulletin. Learners with manipulation difficulties could use adapted writing materials or type on 	<ol style="list-style-type: none"> 1. Why should we listen attentively? 2. How can we ensure we pick out relevant details from a text?

			<p>appropriate adapted digital devices to make the list.</p> <ul style="list-style-type: none"> • Discuss in groups how to become a better listener • Give an opinion on what they like or do not like about the text • Watch a video of a presentation and pick out required information. 	
<p>Core competencies to be developed Critical thinking and problem solving is enhanced as learners selectively pick out relevant information while leaving out irrelevant details</p>				
<p>Values Social justice is promoted as the learner accords equal opportunities for peers to contribute when discussing in groups how to become a better listener.</p>				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is enhanced through group tasks</p>				
<p>Link to other subjects Kiswahili exposes learners to selective listening skills</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) predict events in a reading text b) outline the key events in a text c) answer direct and inferential questions for comprehension d) infer the meaning of new words and phrases using contextual clues e) relate the characters, events and places in the text to real life f) appreciate the importance of comprehension in lifelong learning.	<ul style="list-style-type: none"> • Make predictions about the outcome of the story from the title and illustrations. • Deduce the meaning of words using contextual clues. 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. • Make connections between events in the story and real life • Answer direct and inferential questions from a comprehension passage on consumer laws and policies • Make notes from a passage on consumer laws and policies. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make notes • Write a summary using the 	<ol style="list-style-type: none"> 1. How are characters and events in a text related to real life? 2. Why is summary writing an important reading skill?

			notes.	
Core competencies to be developed				
Critical thinking and problem solving is fostered as the learner makes inferences and summarises information from the text				
Values				
Unity is enhanced as the learner collaborates with peers to work in groups to complete tasks				
Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> • Social cohesion is enhanced as the learner participates in group activities • Consumer protection is addressed as the learner makes notes from a passage on consumer laws and policies 				
Link to other subjects				
<ul style="list-style-type: none"> • Comprehension strategies such as drawing conclusions and making inferences are learnt in Kiswahili. • Integrated Science and Agriculture and Nutrition expose learners to experiments which require the skill of drawing conclusions 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.3 Grammar in Use	4.3.1 Present and Past Perfect Aspect (2 Lessons)	By the end of the sub strand, the learner should be able to: a) distinguish the present and past perfect aspect in sentences b) use present and past perfect aspect in sentences c) appreciate the importance of using tense in sentences.	<ul style="list-style-type: none"> • Recognise present and past perfect aspects • Engage in a sentence completion guessing game to practise present and past perfect aspect. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for 	<ol style="list-style-type: none"> 1. How do we show that an action is complete? 2. Why should we use tense correctly in sentences?

			<p>learners with speech difficulties to express their views.</p> <ul style="list-style-type: none"> • Compare present and past perfect aspect forms in sentences. • Use has/have + -ed participle form of the verb to form the present perfect tense • Use had + past participle form of the verb to form the past perfect tense • Construct sentences on a variety of issues such as consumer laws and policies using the present and past perfect aspect. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to construct the sentences. • Pick out sentences in present and past perfect tense from newspaper articles, magazines and books. Learners who may 	
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			<p>not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</p> <ul style="list-style-type: none"> • Search for examples of sentences in the present and past perfect forms from the internet. Control light intensity for learners who are sensitive to light while using digital devices. 	
<p>Core competencies to be developed Self-efficacy is achieved as the learner uses present and past perfect aspect in sentences</p>				
<p>Values Social justice is fostered as the learner appreciates the need for fairness to consumers when forming sentences related to the theme of consumer protection</p>				
<p>Pertinent and Contemporary Issues (PCIs) Consumer protection is enhanced as the learner interacts with content related to consumer laws and policies</p>				
<p>Link to other subjects Pre-Technical has issues on consumer protection</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.4 Intensive Reading	4.4.1 Play: Identification of Characters (Class Reader) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in a play b) use appropriate adjectives to describe the characters c) describe the actions of the characters using appropriate adverbs d) value the need to describe people and situations appropriately.	<ul style="list-style-type: none"> • List the characters and their roles in a play. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make the list. • Assume (hot seat) the personality of a certain character and say why ‘they say and do certain things’ • Role-play various characters. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play and assign roles as per each learner’s abilities. • Participate in a reader’s theatre as they read sections of a play. Learners with speech difficulties could use alternative communication modes as they share their 	<ol style="list-style-type: none"> 1. How can one tell the qualities of a character in a play? 2. How does describing actions of characters aid our understanding of a play?

			<p>views. Allow more time for learners with speech difficulties to express their views.</p> <ul style="list-style-type: none"> • Use appropriate adjectives to describe the characters, with illustrations • Describe the actions of the characters using various adverbs • Relate the characters in a play to people in real life • Discuss the behaviour of the characters in small groups • Write an essay on their favourite characters. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Critical thinking is achieved as learners identify the characters and their traits • Problem solving is fostered as learners brainstorm on the characters' behaviour 				
<p>Values</p> <p>Unity is enhanced as the learner strives to achieve a common goal by engaging others in group tasks</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Critical thinking is developed as the learner role-plays or assumes the role of certain characters in a hot seating activity</p>				
<p>Link to other subjects</p> <p>Characterisation is a concept learnt in Kiswahili and Creative Arts</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.5 Writing	4.5.1 Narrative and Descriptive Paragraphs (2 Lessons)	By the end of the sub strand, the learner should be able to: a) highlight the qualities of a well formed paragraph b) write narrative and descriptive paragraphs c) use the first person and second person in narrative and descriptive paragraphs d) value the need for well formed paragraphs in written communication.	<ul style="list-style-type: none"> • Distinguish between narrative and descriptive paragraphs. 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. • Search for examples of narrative and descriptive paragraphs from the internet or print sources. Adjust light intensity when using the digital device for learners with visual difficulties. • Discuss the qualities of a well formed paragraph in groups • Outline the characteristics of a narrative paragraph • Discuss the features of a descriptive paragraph in groups. • Create a descriptive paragraph that appeals to the sense of sight, smell, hearing, taste and touch 	<ol style="list-style-type: none"> 1. How can we make a narrative composition interesting? 2. How can we ensure unity in a paragraph?

			<ul style="list-style-type: none"> • Create a narrative paragraph • Recognise the first and second person in various paragraphs. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings. • Review a paragraph written by peers • Make corrections to the paragraph as per comments given by peers. 	
Core competencies to be developed Creative thinking and problem solving is developed as learners review a paragraph written by peers				
Values Unity and responsibility are developed as the learner respects other's opinions when discussing the qualities of a well formed paragraph in groups				
Pertinent and Contemporary Issues (PCIs) Consumer Protection is enhanced as the learner interacts with materials related to the theme				
Link to other subjects The importance of well formed paragraphs is emphasised in Kiswahili				

THEME 5.0 RELATIONSHIPS: COMMUNITY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.1 Listening and Speaking	5.1.1 Pronunciation (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce the semi vowels /j/ /w/ and the diphthongs /ai/ and /ei/ words with clarity, b) apply stress on content and function words appropriately for speech clarity, c) appreciate the importance of correct pronunciation in communication. 	<ul style="list-style-type: none"> • Identify the semi-vowels /j/ and /w/ as in the words you, yes; woo and way, • Pick out the diphthongs /ai/ as in buy ; and /ei/ as in pain from an audio or oral 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. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings. • Listen to a passage or sentences from an audio-recording or from the teacher, 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds accurately? 2. How can the same word express different meanings?

			<ul style="list-style-type: none"> • Write down and read out words with the specified semi-vowels /j/ and /w/ (as in you, yes; woo, way), • Pronounce words with the diphthongs /aɪ/ and /eɪ/ (as in buy, file; pain, gate) accurately, • Practise correct pronunciation of the learnt words in pairs, • Find out and listen to the correct pronunciation of sounds from the internet. Control light intensity for learners who are sensitive to light while using digital devices. • Stress content words, • Stress function words when necessary, • Bring out varied meanings of words through stress. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as the learner listens to a passage or sentences from an audio-recording • Communication and collaboration is developed as learner practises correct pronunciation in groups • Learning to learn is developed as the learner listens to the correct pronunciation of sounds from the internet on their own 				

<p>Values Unity is promoted as the learner collaborates with others to work in pairs to practice correct pronunciation.</p>
<p>Pertinent and Contemporary Issues (PCIs) Effective communication is enhanced as the learner improves their articulation of sounds and words</p>
<p>Link to other subjects</p> <ul style="list-style-type: none"> • Social Studies and Religious Education address topics on relationships • All languages teach correct pronunciation

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.2 Reading	<p>5.2.1 Reference Materials: Dictionary, Thesaurus, Encyclopaedia</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"> outline various types of reference materials and their uses use the dictionary, thesaurus and subject specific encyclopaedia to check the meaning and usage of words conduct research on a topic of interest using the dictionary, thesaurus and encyclopaedia 	<ul style="list-style-type: none"> • Search the internet for more information about the dictionary, thesaurus, encyclopaedia and the purpose for each. Control light intensity for learners who are sensitive to light while using digital devices. • Compare print and digital dictionary, thesaurus, encyclopaedia, • Read a passage from a textbook, newspaper, or magazine. Learners who may not turn pages to use page-turners or be supported by peers. 	<p>Why do we use reference materials?</p>

		<p>d) acknowledge the value of reference materials in research.</p>	<ul style="list-style-type: none"> • Identify unfamiliar words in the passage. • Look up the meaning of the words in a dictionary, • Conduct research on a given topic using subject specific encyclopaedia, • Look up the synonyms of various words using a thesaurus, • make sentences using the synonyms of given words, • Utilise the dictionary, thesaurus and the encyclopaedia for reference purposes, • Spell words correctly. 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. • Classify words into various classes, • Conduct research on contemporary issues from a 	
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			subject specific encyclopaedia.	
Core competencies to be developed				
<ul style="list-style-type: none"> Digital literacy is promoted as the learner searches for information using the digital dictionary, thesaurus, encyclopaedia Learning to learn is enhanced as the learner uses the dictionary, thesaurus and encyclopaedia for research 				
Values				
Integrity is inculcated as the learner applies laid down procedures when conducting research on various topics using the dictionary thesaurus and subject specific Encyclopaedia				
Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> Effective communication is developed as the learner pronounces and spells words correctly with the help of reference material Critical thinking is improved as the learner makes own sentences using newly acquired words 				
Link to other subjects				
<ul style="list-style-type: none"> Language such as Kiswahili teaches use of reference material Subject specific encyclopaedias are used in all learning areas 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.3 Grammar in Use	5.3.1 Order of Adjectives (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify various types of adjectives in texts, b) use the correct order of adjectives in oral and written texts, c) appreciate the role of	<ul style="list-style-type: none"> Identify opinion, shape, size, age, colour, origin, material, purpose adjectives in texts. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on 	<ol style="list-style-type: none"> How can we use words to create vivid pictures of a person or place? Why is it important to order adjectives correctly?

		<p>ordered adjectives in communication for clarity.</p>	<p>appropriate adapted digital devices to record findings.</p> <ul style="list-style-type: none"> • Search for examples of various types of adjectives from the internet. Control light intensity for learners who are sensitive to light while using digital devices. • Use mind maps to generate different adjectives • Form sentences using adjectives of opinion, shape, size, age, colour, origin, material and purpose, • Listen to an audio text or watch a video and pick out different adjectives. Learners with postural limitations could be preferentially positioned for enhanced listening or viewing. • Construct sentences orally in pairs from posters, pictures and other visuals. Consider purposive grouping during this activity. 	
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			<ul style="list-style-type: none"> • Work in small groups to fill in crossword puzzles featuring different types of adjectives, • Participate in a chain story telling game where they describe a character or place using adjectives. 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. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Learning to learn is promoted as the learner interacts with the order of different types of adjectives in various texts • Digital literacy is enhanced as the learner searches for examples of various adjectives from the internet 				
<p>Values</p> <p>Unity and responsibility are enhanced as the learner advocates for fairness when participating in group tasks</p>				

Pertinent and Contemporary Issues (PCIs)

Critical thinking is developed as the learner practices how to order adjectives correctly in own sentences

Link to other subjects

Adjectives are learnt in the language learning areas such as Kiswahili

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.4 Reading	5.4.1 Play: Style (Class Reader) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the features of style used in a play with examples, b) relate the stylistic features to the message in a play, c) value the role of varied style in reinforcing the message in a play.	<ul style="list-style-type: none"> • Identify the oral literature features (narration, riddles, songs, proverbs, local words and tongue twisters) used in a play, • Pick out the similes and metaphors used in a play, Read about the meaning of the features of style used in a play from digital and non- digital resources, Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital 	<ol style="list-style-type: none"> 1. What makes a play interesting to read? 2. How do stylistic features enhance the message in a play?

			<p>devices to record findings. Control light intensity for learners who are sensitive to light where digital devices are used.</p> <ul style="list-style-type: none"> • Read excerpts of a play and pick out the stylistic features used, • Participate in a readers' theatre as they read sections of a play. Learners with speech difficulties could use alternative communication modes as they share their views and allow them more time to express themselves. • Relate the features of style to the message in a play, • Role-play the actions of the characters in a play. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity. 	
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			<ul style="list-style-type: none"> • Use hot seating to bring to life aspects of a play, • Write a summary of the features of style used in a play. 	
Core competencies to be developed				
Critical thinking and problem solving is fostered as the learner relates the aspects of style to the message in a play				
Values				
Unity is promoted as the learner collaborates with peers when participating in group tasks				
Pertinent and Contemporary Issues (PCIs)				
Peace education enhanced as the learner takes part in collaborative group tasks such as the readers' theatre, role plays and hot seating				
Link to other subjects				
Stylistic features are studied in Kiswahili				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.5 Writing	5.5.1 Letter of Application (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the components of a letter of application, b) write a letter of application for placement at Senior Secondary School using all the components,	<ul style="list-style-type: none"> • Identify the components of a letter of application from a sample letter. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings. 	<ol style="list-style-type: none"> 1. Why do we write letters of application? 2. How can one ensure a letter of application meets the expected standards?

		<p>c) advocate the need to adhere to the format of formal letter writing.</p>	<ul style="list-style-type: none"> • Work in groups to brainstorm on the purpose of writing a letter of application, • Look for more samples of letters of application from books, magazines, newspapers and the internet, • Outline a letter of application, • Write a letter of application for placement at Senior School using the taught components, • Exchange the letter with other learners for peer assessment, • Edit the letters of application in small groups for correctness, • Revise the letter and input corrections suggested by peers, • Share the letters of application on the class noticeboard, school noticeboard or online. 	
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Core competencies to be developed

- Collaboration is enhanced as the learner participates in collaborative letter writing tasks
- Digital literacy is promoted as the learner searches for samples of letters of application from the internet
- Creativity and imagination is nurtured as the learner composes a letter of application for placement at Senior Secondary School which boosts their level of innovativeness

Values

- Unity is promoted as the learner embraces other's contributions when exchanging the letter of application for peer assessment
- Responsibility is fostered as the learner takes up tasks and duties when participating in collaborative letter writing and editing

Pertinent and Contemporary Issues (PCIs)

Creative thinking is developed as the learner participates in group tasks

Link to other subjects

Letter writing is learnt in learning areas such as Kiswahili

THEME 6.0: LEISURE TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.1 Listening and Speaking	6.1.1. Conversational skills: Negotiation skills (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words and phrases used during negotiations, b) use verbal and non-verbal cues during negotiations, c) acknowledge the importance of negotiation skills in communication.	<ul style="list-style-type: none"> • Watch a video clip in which people are engaged in a <i>negotiation</i>. Learners with postural limitations could be preferentially positioned for enhanced viewing. • Listen to a conversation related to the theme, • Pick out words and phrases that facilitate a negotiation, • Work in pairs and search for more examples of words and phrases used during negotiations. 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. 	<ol style="list-style-type: none"> 1. Which words or expressions would one use when negotiating? 2. How can one enhance their negotiation skills?

			<ul style="list-style-type: none"> • Use verbal and non-verbal cues in conversations, • Role-play a negotiation scene. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play. • Simulate a negotiation scene, • Engage in a hot seat negotiation for the freedom of a prisoner or a favour, • Perform a conversational poem in which people are negotiating or bargaining for money, dowry or price of land. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Problem solving is developed as the learner negotiates or requests for a favour during a hot seating activity • Collaboration is enhanced as the learner discusses the use of verbal and non-verbal cues in conversations 				
<p>Values</p> <ul style="list-style-type: none"> • Responsibility is enhanced as the learner diligently uses language appropriately to hold negotiations • Unity is developed as the learner appreciates diverse opinions when working with peers to hold mock negotiations 				

Pertinent and Contemporary Issues (PCIs)

Effective communication is enhanced as the learner is equipped with negotiation skills

Link to other subjects

Negotiation skills are also learnt in Social studies and Kiswahili

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.2 Reading	6.2.1 Reading Fluency (2 Lessons)	By the end of sub strand the learner should be able to: a) outline ways of enhancing fluency in reading, b) read a text at the right speed, accurately and with expression for effective communication, c) acknowledge the role of reading fluently in extensive reading.	<ul style="list-style-type: none">• Preview a text. Learners who may not turn pages to use page-turners or be supported by peers.• Ignore unknown words,• Scan through a text to find a word, a pair of words or a phrase in pairs or groups,• Skim through articles or chapters in a book,• Read portions of a narrative in turns,• Engage in a timed, repeated reading of a portion of a text,• Pronounce sounds and words accurately. Learners with speech difficulties could use	<ol style="list-style-type: none">1. Why is reading a text fluently important?2. How can one read a text fluently?

			<p>alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</p> <ul style="list-style-type: none"> • Read with expression, • Find a text, set a reading rate goal, for example, one hundred words per minute, time themselves and read and reread the text until they attain the desired number of words per minute. Consider purposive pairing for this activity. • Read a portion of a text in groups and correct each other, • Perform a conversational poem in a reader's theatre, • Read a text within a specified time, • Read out texts from flash cards. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy is enhanced as the learner accurately reads a text at the right speed and with expression • Learning to learn is achieved as the learner learns how to read fluently 				

Values

Love is instilled as the learner nurtures peer's confidence when taking part in group tasks like timing each other's reading

Pertinent and Contemporary Issues (PCIs)

Effective communication is enhanced as the learner effectively communicates ideas by fluently reading texts

Link to other subjects

Kiswahili emphasises the acquisition of effective reading skills

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.3 Grammar in Use	6.3.1 Comparison of Adverbs (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the degrees of comparison in adverbs, b) use positive, comparative and superlative degrees of adverbs in sentences, c) appreciate the importance of the correct usage of adverbs.	<ul style="list-style-type: none"> • Identify the positive, comparative and superlative degrees of adverbs, • Practise using different degrees of adverbs in sentences. 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. • Listen to an audio clip or read a passage featuring the <i>comparison of adverbs</i>. 	<ol style="list-style-type: none"> 1. How do we compare things? 2. Which words are used to make comparison?

			<p>Learners with postural limitations could be preferentially positioned for enhanced viewing.</p> <ul style="list-style-type: none"> • Discuss the rules for comparison of adverbs, • In small groups, correct mistakes in sentences that have comparison of adverbs, • Use substitution tables to categorise adverbs in pairs, • Use various degrees of adverbs during a role-play. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play. • Use adverbs of various degrees in a dialogue, record a video or audio clip and share it through the internet. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Digital literacy is promoted as the learner listens to an audio clip on the comparison of adverbs • Communication and collaboration is enhanced as the learner participates in a dialogue featuring degrees of adverbs 				

Values

Integrity is inculcated as the learner commits to using their leisure time to read a passage on comparison of adverbs

Pertinent and Contemporary Issues (PCIs)

Creative thinking is enhanced as the learner appropriately identifies which degrees of adverbs to use

Link to other subjects

Comparison of adverbs is a concept learnt in Kiswahili

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.4 Reading	6.4.1 Intensive Reading – Play (Class Reader) (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify the themes in a play or a section of a play, b) analyse the themes in a play, c) relate the themes in a play to real life, d) appreciate the role of literary appreciation in the development of critical thinking skills.	<ul style="list-style-type: none"> • Read excerpts of a play, • Outline and illustrate the themes in a play. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings. • In groups discuss the themes in a play. Learners with speech difficulties could use alternative communication modes as they share their 	<ol style="list-style-type: none"> 1. What are some of the issues authors write about? 2. How are literary texts different from factual ones?

			<p>views. Allow more time for learners with speech</p> <p>difficulties to express their views.</p> <ul style="list-style-type: none"> • Engage in a hot seating activity featuring some of the themes, • Relate the themes to real life experiences, • Role-play some of the scenes in a play. 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 learner's abilities. • Perform readers' theatre in small groups involving sections of a play. Consider purposive grouping for this activity. • Record video clips as they dramatise, sections of a play, share the video clips through the internet. 	
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<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Creativity and imagination is enhanced as the learner participates in hot seats and relates themes to real life experiences • Digital literacy is developed as the learner makes video recordings and shares them on the internet
<p>Values</p> <p>Responsibility is enhanced as the learner offers guidance to others when discussing with peers the best suited illustrations for different themes</p>
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Critical thinking is developed as learners respond to questions during a hot seating session</p>
<p>Links to other subject</p> <p>The concept of themes in plays is studied in Kiswahili and Creative Arts</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.5 Writing	<p>6.5.1 Mechanics of Writing: Spelling</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise homonyms, homophones, double consonants and double vowels in written texts,</p> <p>b) spell commonly misspelt words for writing fluency,</p> <p>c) value the importance of correct spelling in written communication.</p>	<ul style="list-style-type: none"> • Identify words with double consonants and those with double vowels, • Search for the commonly misspelt words such as homonyms and homophones from the internet or print sources. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing 	<ol style="list-style-type: none"> 1. Why some words are commonly misspelt? 2. Why is it important to spell words correctly?

			<p>materials or type on appropriate adapted digital devices to record findings. Control light intensity for learners who are sensitive to light while using digital devices.</p> <ul style="list-style-type: none"> • Practise spelling homonyms and homophones in pairs or small groups. 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. • Listen to a dictation of words with double consonants and those with double vowels and write them, • Engage in spelling games such as spelling bee, scramble, crosswords and word search, • Use the target words in sentences of their own, 	
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			<ul style="list-style-type: none"> • Fill in crossword puzzles and other word games and share them through the internet, magazines or the school noticeboard. Consider provision of crosswords in soft copy for learners with manipulaton difficulties. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy is developed as the learner appropriately uses the target words in sentences of their own • Digital literacy is boosted as the learner interacts with technology creating crossword puzzles and other word games and sharing them through social media • Learning to learn is enhanced as the learner searches for the commonly misspelt words from the internet thus acquiring information on their own 				
<p>Values Peace is promoted as the learner displays tolerance when taking part in group tasks</p>				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication is developed as the learner practises spelling words correctly</p>				
<p>Link to other subjects Correct spelling is emphasised in subjects such as Integrated Science and Kiswahili</p>				

THEME 7.0: NATURAL RESOURCES: MARINE LIFE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>7.1 Listening and Speaking</p>	<p>7.1.1 Listening Comprehension: Listening for Detail</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) select the main idea from a listening passage,</p> <p>b) respond to questions based on the listening passage,</p> <p>c) acknowledge the importance of attentive listening.</p>	<ul style="list-style-type: none"> • Pick out details from a listening 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. • Rewrite the passage in their own words. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task. • Work in pairs to discuss any new information that they have learnt from the passage, • Answer questions based on the passage 	<ol style="list-style-type: none"> 1. Why should we distinguish between relevant and irrelevant information during a presentation? 2. Why is it important to listen keenly?

			<ul style="list-style-type: none"> • Use a digital device to search for more information. Control light intensity for learners who are sensitive to light while using digital devices. • Watch a video and pick out specific details in groups. Learners with postural limitations could be preferentially positioned for enhanced viewing. • Recall specific details from a listening passage. 	
Core competencies to be developed <ul style="list-style-type: none"> • Digital literacy is enhanced as the learner uses a digital device to search for more information on marine life • Learning to learn is fostered as the learner practises picking out details from a listening text 				
Values Responsibility is nurtured as the learner exhibits self drive when interacting with texts on how to take care of natural resources				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> • Environmental Conservation is enhanced as the learner listens to passages based on the theme • Critical thinking is developed as the learner rewrites or paraphrases the listening passage 				
Link to other subjects: <ul style="list-style-type: none"> • Social Studies covers aspects of natural resources • Kiswahili and creative arts teach good listening and speaking skills 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.2 Reading	7.2.1 Intensive Reading: Interpretation and Evaluation (2 Lessons)	By the end of the sub strand the learner should be able to: a) distinguish between reading for interpretation and reading for evaluation for information, b) interpret a reading text for lifelong learning, c) summarise information in a reading text, d) appreciate the role of correct interpretation and evaluation of a text in learning.	<ul style="list-style-type: none"> • Watch video clips on a text and interpret the text. Learners with postural limitations could be preferentially positioned for enhanced viewing. 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. • Outline the key issues discussed in the video clip, • Summarise the content of the video • Study and identify visuals from texts related to the theme, • Brainstorm, in groups differences between reading for interpretation and evaluation, • Read a short text related to the theme and interpret it in pairs, • Paraphrase portions of the text, 	<ol style="list-style-type: none"> 1. Why should you give the correct interpretation of a text? 2. How can you interpret a text correctly?

			<ul style="list-style-type: none"> • Read and summarise digital texts related to the theme, • Make detailed notes of digital and print texts they have read. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make notes. 	
<p>Core competencies to be developed Digital literacy is advanced as the learner reads and summarises digital texts related to the theme</p>				
<p>Values Respect is fostered as the learner is open minded when forming own judgments on texts read</p>				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication is enhanced as the learner makes notes of digital and print texts they have read</p>				
<p>Link to other subjects The languages, Mathematics and Integrated Science all emphasise the need for good skills in interpretation and evaluation</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.3 Grammar in Use	7.3.1 Relative Pronouns Interrogative Pronouns	By the end of the sub strand the learner should be able to: a) recognise relative and interrogative pronouns in a text, b) use relative and interrogative pronouns in sentences, c) acknowledge the value of relative and interrogative pronouns in communication.	<ul style="list-style-type: none"> • Identify relative and interrogative pronouns from a passage. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings. • Differentiate between relative and interrogative pronouns, • Construct sentences using interrogative and relative pronouns, • Work in small groups and use relative and interrogative pronouns, record the activity on video and share the video with others, • Role-play a dialogue featuring interrogative and relative pronouns. 	<ol style="list-style-type: none"> 1. How do you obtain information from people? 2. Which words do you use to ask questions and to join simple sentences?

			<p>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 learner's abilities.</p> <ul style="list-style-type: none"> • Use relative and interrogative pronouns as they participate in a hot seating activity on the conservation of marine life/natural resources, • Create a crossword puzzle featuring relative and interrogative pronouns, • Use interrogative pronouns to ask questions based on visuals. 	
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Core competencies to be developed

- Communication is enhanced as learners engage in an activity out of class in small groups where they use relative and interrogative pronouns
- Collaboration is reinforced as the learners look for examples of interrogative and relative pronouns from the internet in pairs
- Digital Literacy is enhanced as the learner searching for examples of interrogative and relative pronouns from the internet in pairs enables the learner to interact with technology

Pertinent and Contemporary Issues (PCIs)

- Critical and creative thinking are developed as the learner works with peers to distinguish between interrogative and relative pronouns
- Learner support programmes are promoted as the learner participates the activities of the wildlife and the environmental clubs in school

Values

Social Justice is promoted as the learner constructs and reads sentences related the preservation and conservation of marine life

Link to other subjects

Subjects such as Kiswahili expose the learner to grammar concepts related to interrogative and relative pronouns

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.4 Reading	7.4.1 Intensive Reading: Play (Class Reader) (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify the characters in a play for deeper understanding, b) analyse the characters in a play and their relationship, c) value the role of literary appreciation in developing critical thinking.	<ul style="list-style-type: none"> • Watch muted video clips based on a play and discuss what they think the characters are saying to each other. Learners with postural limitations could be preferentially positioned for enhanced viewing. Learners with speech difficulties could use alternative communication modes as they share their 	<ol style="list-style-type: none"> 1. Why should we establish the relationship between the characters in a play? 2. How does understanding the relationship between

			<p>views. Allow more time for learners with speech difficulties to express their views.</p> <ul style="list-style-type: none"> • Read excerpts of a play, • Answer questions based on a play, • Identify the conflicts between characters in a play, • Relate the characters in a play to real life, • Role-play the characters in a play. 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 learner's abilities. • Simulate the action in sections of the play, • Dramatise sections of a play, • Make video recordings of the role-play and share them with peers. 	<p>characters help our understanding of the play?</p>
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Core competencies to be developed

Creativity and imagination is sharpened as the learners dramatise sections of a play

Values

Unity is enhanced as the learner collaborates with others in groups to create and share videos

Pertinent and Contemporary Issues (PCIs)

Creative thinking is developed as the learner participates in role play

Link to other subjects

CreativeArts and Kiswahili also develop critical thinking in learners through exposure to characterisation

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.5 Writing	7.5.1 The Writing Process (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline the stages of the writing process, b) create a composition, story or poem following the steps of the writing process, c) advocate the need for creativity in life.	<ul style="list-style-type: none"> • In pairs, outline the steps of the writing process. 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. • Brainstorm, in groups, on different topics such as natural resources- marine life, respect and life skills for writing a factual 	How does the writing help us improve the quality of our writing?

			<p>composition,</p> <ul style="list-style-type: none"> • Select one topic, in each group, and write a factual composition by following the writing process. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices during this activity. • Share factual composition pieces among the groups for peer assessment and correction. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Collaboration is fostered as the learners work in pairs or groups • Critical thinking and problem solving is fostered as the learners share factual composition pieces among groups 				
<p>Values</p> <p>Respect is fostered as the learner appreciates varied opinions as they brainstorm on topics related to respect and develop factual compositions on the same</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Decision making is developed as learners negotiate all the steps of the writing process</p>				
<p>Link to other subjects</p> <ul style="list-style-type: none"> • The writing process is a concept learnt in Kiswahili • The scripting of plays, songs and poems which require the writing process skills is taught in Creative Arts 				

THEME 8.0: TOURISM: INTERNATIONAL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.1 Listening and Speaking	8.1.1 Oral Poetry (2 Lessons)	By the end of the sub strand, the learner should be able to: a) interpret oral poems on varied issues, b) perform an oral poem using of techniques, c) acknowledge the role of oral poetry in the preservation of our cultural heritage.	<ul style="list-style-type: none"> • Listen and respond to audio recordings of oral poetry. Learners with postural limitations could be preferentially positioned for enhanced listening. 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. • Listen and respond to an oral poem recited by the teacher, • Retell a poem using own words, • Infer the meaning of words and phrases in a given oral poem, • Listen to different renditions of the same oral poem, • Use appropriate performance techniques to perform oral 	<ol style="list-style-type: none"> 1. Why should you interpret an oral poem correctly? 2. How can you make the performance of an oral poem interesting?

			<p>poems. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity.</p> <ul style="list-style-type: none"> • Relate the ideas in an oral poem to real life, • Recite oral poems in groups, • Participate in a readers' theatre, • Compose oral poems in pairs and share with the class. <p>Learners with manipulation difficulties could use an appropriate functional part of the body or use appropriate assistive devices during presentations.</p>	
<p>Core competencies to be developed Critical thinking is enhanced as the learner relates the ideas in an oral poem to real life</p>				
<p>Values Patriotism is instilled as the learner develops awareness of own cultures when interacting with poems that raise awareness on tourism in the country</p>				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is fostered as learners perform and compose oral poems in groups</p>				

Link to other subjects

Oral poetry is learnt in Kiswahili and Creative Arts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.2 Reading	8.2.1 Reading for Interpretation (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the point of view in a poem, b) analyse the point of view in a poem, c) acknowledge the importance of the point of view in the understanding of a poem.	<ul style="list-style-type: none">• Read a given poem and identify the point of view. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.• Search for poems with different points of view from the internet and non-digital sources. Control light intensity for learners who are sensitive to light while using digital devices.• Listen to poems read by the teacher,• Relate the subjects of different	Why is it important to understand the point of view in a poem?

			<p>poems to real life,</p> <ul style="list-style-type: none"> • Compose a short poem individually. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to compose the poems. • Discuss the various points of view in the poems in small groups. 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. 	
<p>Core competencies to be developed Critical thinking is nurtured as the learner interprets poems</p>				
<p>Values Love is inculcated as learners patiently listen to each other as they read poems</p>				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication is enhanced as learners work together in groups to interpret poems</p>				

Link to other subjects

Reading for interpretation and evaluation is a concept learnt in Creative Arts and Kiswahili

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.3 Grammar in Use	8.3.1 Complex Prepositions (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise complex prepositions in texts, b) use complex prepositions in sentences, c) appreciate the role of prepositions in oral and written communication.	<ul style="list-style-type: none">• Read a passage from a book, magazine or newspaper article in which complex prepositions are used. Learners who may not turn pages to use page-turners or be supported by peers.• Identify complex prepositions from the passage,• Listen to a text read by the teacher and note the complex prepositions used. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to take notes. • In pairs, read and underline complex prepositions used in	<ol style="list-style-type: none">1. Which words let you know where someone is going?2. How do you describe where something is located?

			<p>various texts. Consider purposive grouping for this activity.</p> <ul style="list-style-type: none"> • Form sentences using complex prepositions, • In small groups, correct mistakes in sentences formed by peers, • Search for more examples of complex prepositions from the internet and other sources. Control light intensity for learners who are sensitive to light while using digital devices. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication is enhanced as the learner uses complex prepositions correctly • Digital literacy is promoted as the learner searches for examples of complex prepositions from the internet 				
<p>Values</p> <p>Responsibility is fostered as learners accomplish tasks in groups</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Effective communication is enriched as the learner uses complex prepositions correctly in sentences</p>				
<p>Link to other subjects</p> <p>Complex prepositions are learnt in Kiswahili</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.4 Reading	8.4.1 Poetry: Characters (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the persona and other participants in a poem, b) analyse the character of the speaker (persona) and the other participants in a poem, c) acknowledge the importance of characters in literary appreciation.	<ul style="list-style-type: none"> • Read a grade appropriate poem. Learners who may not turn pages to use page-turners or be supported by peers. • Use appropriate adjectives to describe the behaviour of characters in poem, • Illustrate character traits in varied poems. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to illustrate. • Relate actions of the persona to real life, • Role-play different characters in a poem in small groups. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play and assign roles as per 	<ol style="list-style-type: none"> 1. How do we tell the behaviour of the characters in a poem? 2. What are some of the words we use to describe the behaviour of characters?

			<p>each learner's abilities.</p> <ul style="list-style-type: none"> • Infer information from the poem. 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. • Fill and share in groups a table showing character/character's behaviour/character trait. Prepare a soft copy of the table for learners with manipulation difficulties to filled while using digital devices. Control light intensity when using digital devices. • Create a poem, recite it, make a recording, • Upload the recording on social media paltforms or share it on the school notice board. 	
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Core competencies to be developed

Creativity and Imagination are developed as the learner creates, recites, records and uploads a poem on social media platforms

Values

Unity is enhanced as the learner works in pairs or groups to describe character traits

Pertinent and Contemporary Issues (PCIs):

Critical thinking is enhanced as the learner writes poems and also identifies the character traits of the persona and other participants in a poem

Link to other subjects

Kiswahili teaches use of adjectives

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.5 Writing	8.5.1 Assessing Writing (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the qualities of a well written composition, b) write a composition related to the theme, c) assess a composition against a predesigned criteria, d) value the need for for clarity and cohesion in writing communication.	<ul style="list-style-type: none"> • Read a passage about the qualities of a good composition. Learners who may not turn pages to use page-turners or be supported by peers. • Write down a criterion or checklist for assessing compositions. The criterion should have parameters such as : variety of sentences, relevance and creativity, cohesion, grammar and editorials. Learners with 	<ol style="list-style-type: none"> 1. What are the qualities of a good composition? 2. How can one make a composition interesting?

			<p>manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform the task.</p> <ul style="list-style-type: none"> • Read samples of well written compositions from the coursebook, • Write a composition related to the theme, • Assess a peer’s composition and give comments as guided by the checklist, • Make corrections to the composition, • Display the compositions on the school noticeboard. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Collaboration is strengthened as learners assess peers’ compositions • Critical thinking and problem solving is promoted as the learner writes good compositions 				
<p>Values</p> <ul style="list-style-type: none"> • Patriotism is imparted as the learner interacts with materials on the theme • Unity is cultivated as learners work together in group tasks 				

Pertinent and Contemporary Issues (PCIs)

Effective communication is enhanced as the learner is equipped with good composition writing skills

Link to other subjects

Kiswahili and Creative Arts emphasizes the need for good writing skills for effective communication

THEME 9.0: HEROES AND HEROINES: WORLD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.1 Listening and Speaking	9.1.1 Diphthongs and sentence stress (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the diphthongs /aʊ/ and /ʊə/ in a text, b) use emphatic stress in words to convey meanings, c) advocate the need for accurate pronunciation in oral communication.	<ul style="list-style-type: none"> • Identify the diphthongs /aʊ/ as in out, house /ʊə/ as in sure, cure, • Identify the stressed and unstressed words in a sentence. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings. • Read a passage featuring the diphthongs/aʊ/ and /ʊə/, • Recite poems featuring the diphthongs/aʊ/ and /ʊə/. Learners 	<ol style="list-style-type: none"> 1. Why is it important to pronounce words correctly? 2. How does stress help us to convey different meanings?

			<p>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.</p> <ul style="list-style-type: none"> • Underline words with the diphthongs from texts. Explore the use of soft copies for learners with manipulation difficulties that use digital devices. Control light intensity for learners who are sensitive to light while using digital devices. • Apply stress appropriately when reading a poem, • Read the same sentence while placing stress on different words, • In groups, read aloud words with the diphthongs /aʊ/ and /oʊ/ from flashcards, • Use the dictionary to find more examples of words with the diphthongs, 	
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			<ul style="list-style-type: none"> Recite a poem while distinguishing the stressed and unstressed words, make a recording and upload the video on You Tube, social media platforms or share it through the mobile phone. 	
Core competencies to be developed Effective communication is developed as the learner acquires proper pronunciation skills				
Values Respect and love are inculcated during the pronunciation drills as learners give each other feedback				
Pertinent and Contemporary Issues (PCIs) Social cohesion and patriotism are fostered as the learner interacts with material on the theme				
Link to other subjects Kiswahili emphasises correct pronunciation of words				

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) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) select a reading text from a collection of books or the library, b) read a text for information and enjoyment,	<ul style="list-style-type: none"> Watch a video clip on how to select a reading text. Learners with postural limitations could be preferentially positioned for enhanced viewing. Read a passage based on how to select a text. Learners who may not turn pages to use 	<ol style="list-style-type: none"> How does reading widely help us learn better? What should one consider when choosing a reading text?

		<p>c) appreciate the role of extensive reading in lifelong learning.</p>	<p>page-turners or be supported by peers.</p> <ul style="list-style-type: none"> • Select a reading from a collection, • Preview a text to determine its suitability, • Skim through a text to obtain the gist, • Scan through a text to obtain specific information, • Read independently and silently, • Interpret what they read in their own way, • Infer meanings of unfamiliar vocabulary from the context, • Look up the meaning of unfamiliar words in the dictionary, • Outline the subjects addressed in the text, • Make notes on what has been read. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted 	
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			<p>digital devices to make notes.</p> <ul style="list-style-type: none"> • Discuss the topics of the texts with peers. Learners with speech difficulties could use alternative communication modes as they share their views. <p>Allow more time for learners with speech difficulties to express their views.</p> <ul style="list-style-type: none"> • Explain why they find a particular text interesting, • Write a book review of their favourite fictional text. 	
<p>Core competencies to be developed Learning to learn is developed as the learner reads fictional texts of their choice</p>				
<p>Values Social justice and unity are promoted as learners take part in group activities</p>				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is promoted as learners interact with texts about heroes</p>				
<p>Link to other subjects Social Studies exposes learners to materials about heroic individuals</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.3 Grammar In Use	9.3.1 Conjunctions: Correlative Conjunctions (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify correlative conjunctions in texts, b) use correlative conjunctions in sentences, c) appreciate use of correlative conjunctions for effective communication.	<ul style="list-style-type: none"> • Identify correlative conjunctions such as <ul style="list-style-type: none"> - Either... or - Neither...nor - Both ... and - Not only... but ...also • Read passages in which correlative conjunctions are used. Learners who may not turn pages to use page-turners or be supported by peers. • In pairs, search for sentences with correlative conjunctions from the internet, newspapers, books or magazines. Adjust light intensity when using the digital device for learners with visual difficulties. 	How do we join sentences?

			<ul style="list-style-type: none">• Form sentences using correlative conjunctions. 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.• Ask and answer questions using correlative conjunctions,• In groups, role-play an event and use correlative conjunctions. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity.• Match correlative conjunctions in charts.	
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			<p>Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to draw the charts.</p> <ul style="list-style-type: none"> • Rewrite sentences using correlative conjunctions. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self efficacy is enhanced as the learner practises using conjunctions through role playing • Effective communication is fostered as the learner uses conjunctions correctly in oral and written communication 				
<p>Values Respect is inculcated as the learner participates in group tasks</p>				
<p>Pertinent and Contemporary Issues (PCIs) Critical thinking is promoted as the learner forms sentences using correlative conjunctions</p>				
<p>Link to other subjects Kiswahili emphasises the correct use of conjunctions</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.4 Reading	9.4.1 Play: Style (Class Reader)	By the end of the sub strand, the learner should be able to: a) identify features of style used in a play, b) relate features of style to	<ul style="list-style-type: none"> • Read aloud excerpts of a play. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with 	Why do authors use flashback, flashforward and personification in

	(2 Lessons)	<p>the meaning of a play,</p> <p>c) acknowledge the importance of stylistic features in literary appreciation.</p>	<p>speech difficulties to express their views.</p> <ul style="list-style-type: none"> • Answer questions based on the excerpt, • Highlight aspects of style such as flashback, flash-forwards and personification in a play, • Discuss, in groups, the role of memories, dreams and a story within the story in a flashback. • Analyse the features of style in relation to the meaning of a play, • In groups, role-play some events in which the flashback, flash forward and personification feature in the play. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play and assign roles as per each learner's abilities. • Dramatise some of the events in a play and make video recordings, • Engage in hot seating activities mirroring events and people in the play. 	plays?
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Core competencies to be developed				
<ul style="list-style-type: none"> • Digital literacy is promoted as the learner makes video recordings of peers dramatising some of the events in a play • Creativity and imagination is stimulated as the learner interacts with stylistic features in plays 				
Values				
Responsibility and unity are fostered as learners engage in role play and hot seating activities				
Pertinent and Contemporary Issues (PCIs)				
Critical thinking is enhanced as the learner engages in hot seating activities				
Link to other subjects				
The learner is also introduced to style in plays in Kiswahili.				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.5 Writing	9.5.1 Narrative compositions (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the elements of a narrative composition, b) Uses the elements of a narrative composition in a story, c) appreciate the role of background information in the creation of credible stories.	<ul style="list-style-type: none"> • Read samples of narrative compositions from text books. Learners who may not turn pages to use page-turners or be supported by peers. • Identify the introduction, body and conclusion of a sample composition, • Brainstorm possible topics for narrative compositions. 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. 	How should we organise our compositions?

			<ul style="list-style-type: none"> • Tell a story from their own experiences, • Plan a narrative composition, • Write a narrative composition. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write the story. • Edit the composition, • Revise the narrative composition, • Read one another’s composition and obtain feedback from peers, • Make corrections to the narrative, • Display the compositions in a gallery walk, class noticeboard or through social media. 	
Core competencies to be developed				
Creativity and imagination are stimulated as the learner writes a narrative composition				
Values				
Love is inculcated as learners share their compositions and give each other feedback				
Pertinent and Contemporary Issues (PCIs)				
Creative thinking is developed as the learner plans and writes a narrative composition				
Link to other subjects				
Creative Arts requires good quality narrative composition skills in order to create compelling scripts				

THEME 10.0: SOCIAL AND MASS MEDIA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>10.1 Listening and Speaking</p>	<p>10.1.1 Impromptu Speeches (2 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) outline the procedure for preparing for an impromptu speech,</p> <p>b) make an impromptu speech on a selected topic,</p> <p>c) acknowledge the importance of excellent presentation skills in speech delivery.</p>	<ul style="list-style-type: none"> • Search for the meaning of the term <i>impromptu speech</i> from the dictionary or the internet. Learners who may not turn pages to use page-turners or be supported by peers. Control light intensity for learners who are sensitive to light when using digital devices. • Listen to an impromptu speech made by the teacher. Learners with postural limitations could be preferentially positioned for enhanced listening. • Brainstorm on the procedure for preparing for an impromptu speech in small groups. Learners with speech difficulties could use alternative communication modes as they share their 	<ol style="list-style-type: none"> 1. In what instances could one be called upon to make a speech without prior notice? 2. What makes an impromptu speech effective?

			<p>views. Allow more time for learners with speech difficulties to express their views.</p> <ul style="list-style-type: none"> • Make an impromptu speech on a topic related to social and mass media, • Record the speech, discuss its strengths and weaknesses in a plenary and suggest ways of improvement. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as the learner makes a recording of the speech • Self-efficacy is achieved as the learner prepares and delivers impromptu speeches at short notice • Collaboration is enhanced as the learner uses the plenary discussions to sharpen their communication skills 				
<p>Values</p> <p>Responsibility is enhanced as the learner makes speeches on an issue like responsible use of social and mass media</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Self-esteem is developed as the learner listens to and makes impromptu speeches</p>				
<p>Link to other subjects</p> <ul style="list-style-type: none"> • Social Studies addresses proper use of social and mass media • Creative Arts tackles impromptu speech making 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.2 Reading	10.2.1 Note Making (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify main points or ideas in an argumentative passage, b) make notes from an argumentative passage, c) value the importance of note making while reading for pleasure or academic purposes.	<ul style="list-style-type: none"> • Practise, in groups, the <i>note-making</i> procedures such as <i>sq4r</i>. • Read argumentative passages based on the theme of social and mass media as well as health education. Learners who may not turn pages to use page-turners or be supported by peers. • In groups, make notes on different health and media issues presented in any of the passages. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make notes. • Graphically prepare charts using their notes, • Exchange the charts for peer review and correction, • Use the notes, in groups, to compose a poem or a song and present it in class. 	<ol style="list-style-type: none"> 1. In what situations could notes be made? 2. Why is it important to make notes?

			Learners with manipulation difficulties could use an appropriate functional part of the body or use appropriate assistive devices during presentations.	
Core competencies to be developed				
<ul style="list-style-type: none"> • Learning to learn occurs as the learner reads and makes notes on argumentative passages • Collaboration is enhanced as the learner works with peers to make notes and prepare charts 				
Pertinent and Contemporary Issues (PCIs)				
Effective communication is enhanced as the learner interacts with material related to argumentative essays				
Values				
Peace is enhanced as the learners engage in harmonious group and class tasks				
Link to other subjects				
Kiswahili exposes learners to argumentative essays and note-making				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.3 Grammar in Use	10.3.1 Determiners: Numerals and Ordinals (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify numerals and ordinals used as determiners in a text, b) use numerals and ordinals as determiners	<ul style="list-style-type: none"> • Search for ordinals such as first, second, third and numerals such as one, two, three from digital or non-digital sources. Adjust light intensity when using the digital device for learners with visual difficulties. 	<ol style="list-style-type: none"> 1. How are quantities of nouns expressed? 2. Why is it important to quantify nouns?

		<p>in sentences, c) appreciate the need for well -formed sentences in communication.</p>	<ul style="list-style-type: none"> • Recite poems with numerals and ordinals as others listen and pick out the target determiners. Learners with speech difficulties could use alternative communication modes as they recite and allow more time for learners with speech difficulties as they recites. • In small groups, read short passages and underline numerals and ordinals used as determiners. Prepare soft copies for learners with manipulation difficulties tha use digital devices. • Mention objects in the school that could be modified using numerals and ordinals, • Construct sentences using numerals and ordinals, 	
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			<ul style="list-style-type: none"> • Rewrite sentences replacing numerals with ordinals and vice versa. 	
Core competencies to be developed <ul style="list-style-type: none"> • Self-efficacy is promoted as the learner correctly uses numerals and ordinals as determiners in communication • Communication is improved as the learner constructs sentences using numerals and ordinals as determiners with peers 				
Values Unity is enhanced as the learner works with peers to construct sentences with numerals and ordinals as determiners				
Pertinent and Contemporary Issues (PCIs) Social cohesion is inculcated as the learner works with peers on numerals and ordinals				
Link to other subjects <ul style="list-style-type: none"> • Numerals and ordinals are the main components of mathematics • Pre-technical Studies, Integrated Science and Agriculture and Nutrition use numerals and ordinals in different concepts 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.4 Reading	10.4.1 Play: Project (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify simple props and costumes that create mood and atmosphere, present dramatised parts of a play to an audience, acknowledge the effectiveness of the 	<ul style="list-style-type: none"> • Watch video clips on how to dramatise and record a section of a play. Learners with postural limitations could be preferentially positioned for enhanced viewing. • In groups select simple props and costumes that enhance performance, 	<ol style="list-style-type: none"> 1. How does an acted play differ from a written one? 2. What makes a performance successful?

		<p>performance in delivering the play's message.</p>	<ul style="list-style-type: none"> • Write the story charts and scripts to follow in the performance. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write the story charts and scripts. • Rehearse with props and costumes. Ensure barrier-free access for learners with mobility difficulties. Safety for all learners should be observed. • Dramatise simple scenes for classmates while focusing on voice, gestures and movements. Create a conducive environment and adequate space for learners with mobility difficulties and assign roles for each learner based on their abilities. Ensure the safety for all learners is during the activity. 	
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			<ul style="list-style-type: none"> • Discuss how to use role play and mime in the performance, • Give and receive feedback on the performance, • Record the performance on a video or audio device. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self efficacy is enhanced as the learner performs in front of an audience • Digital literacy is promoted as the learner interacts with digital devices to record performances 				
<p>Values Respect is inculcated as learners collaboratively select simple props and costumes for the performance</p>				
<p>Pertinent and Contemporary Issues (PCIs) Critical thinking is advanced as learners relate their performance to real life situations</p>				
<p>Link to other subjects Kiswahili emphasises the role of drama as a vehicle for promoting language proficiency</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.5 Writing	10.5.1 Filling Forms: Application Forms (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognize bursary and scholarship application forms from a list of forms,	<ul style="list-style-type: none"> • In groups, collect bursary and scholarship application forms from digital and print sources. Adjust light intensity when using the digital device for learners with visual difficulties. 	Why is it important to fill in all parts of a form?

		<p>b) fill in bursary and scholarship application forms while adhering to conventions,</p> <p>c) value the importance of giving accurate and sufficient information in forms.</p>	<ul style="list-style-type: none"> • Note down the common features of each type of the form. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make notes. • Analyse, in groups, the type of data sought by different forms, • Fill in different forms that require data on issues such as social and mass media, • Share different filled in forms for peer observation and feedback, • Discuss as a plenary the importance of providing accurate data in forms. 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. • Create a form in small groups. 	
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Core competencies to be developed

- Self efficacy is promoted as the learner fills forms correctly
- Learning to learn is developed as the learner fills other types of forms

Values

Integrity is instilled as the learner learns to give correct and accurate information about self in the form filling process

Pertinent and Contemporary Issues (PCIs)

Financial literacy is inculcated as the learner gives amounts, estimates, budgets and justification for bursary and scholarship applied for

Link to other subjects

Pre- technical Studies involves formulation and filling of forms for various purposes

THEME 11.0: INCOME GENERATING ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.1 Listening and Speaking	11.1.1 Conversation Skills: Job Interviews (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline preparations undertaken by an interviewer and interviewee before a job interview, b) ask and answer appropriate questions in mock job interviews, c) recognise excellent interview skills as a positive step towards getting a job.	<ul style="list-style-type: none"> • Watch an interview on a relevant topic like income generating activities. Learners with postural limitations could be preferentially positioned for enhanced viewing. • Brainstorm on the preparations undertaken by an interviewer and interviewee before a job interview. 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. • In groups, search online and offline for possible questions that are commonly asked in a job interview and write them 	<ol style="list-style-type: none"> 1. How can you succeed in a job interview? 2. Why is it important to prepare for a job interview?

			<p>down. Control light intensity for learners who are sensitive to light while using digital devices.</p> <ul style="list-style-type: none"> • In pairs, role-play asking and answering questions in a mock job interview, and record the session electronically or as a written dialogue. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play. • Share the recorded interviews for peer review, • Discuss how success in a job interview is a step towards generating income for the individual and the community. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy is enhanced as the learner communicates effectively by asking and answering questions in a mock interview • Collaboration is cultivated as the learners work together to review an interview and role play an interview session 				

Values

Integrity is inculcated as learners appreciate that getting a job depends on preparedness for an interview, excellent interview skills and providing truthful information

Pertinent and Contemporary Issues (PCIs)

Financial literacy is enhanced as the learner links success in a job interview to income generation

Link to other subjects

Pre-Technical Studies addresses issues of job interviews

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.2 Reading	11.2.1 Extensive Reading: Fiction (2 Lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between fiction and non-fiction reading materials, b) select and read grade appropriate fiction materials, c) keep a portfolio of the subject matter, d) appreciate the importance of reading fiction for exposure.	<ul style="list-style-type: none"> • Research on the <i>differences between fiction and non-fiction materials</i> and give examples of each. 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. • Read self-selected fiction materials and use a graphic organizer to write short summaries of the subject. Learners who may not turn 	<ol style="list-style-type: none"> 1. Which story books or plays have you read? 2. What makes a book interesting?

			<p>pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</p> <ul style="list-style-type: none"> • In groups, make a readers' gallery by displaying the material read with a caption indicating its subject matter, • Take photos of their display and keep a soft and hard copy of the photo in their portfolio or, • Write a card with the title and the subject matter of the material read and keep it in their portfolio, • Discuss why reading fiction materials is important. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is cultivated as the learner researches from different sources the difference between fiction and non-fiction materials • Digital Literacy is advanced as learners capture images of the readers galleries and keep them in their digital portfolio 				
<p>Values Respect is upheld as learners recognise the value of each other's contribution in building the readers' gallery</p>				

Pertinent and Contemporary Issues (PCIs)

Critical thinking is nurtured as learners distinguish between fiction and non-fiction materials, and generate points to convince others to read the materials they themselves have read

Link to other subjects

- Kiswahili emphasises the importance of a reading culture and discipline required in reading fiction materials in other languages
- Creative Arts is promoted as learners read plays that could also be performed live on stage

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.3 Grammar in Use	11.3.1 Word Classes: Nouns (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify nouns formed from verbs and other nouns from a text, b) use nouns formed from verbs and other nouns in sentences, c) acknowledge the necessity of forming words from other word classes in the process of communication.	<ul style="list-style-type: none"> • Read a print or non-print text and underline nouns formed from verbs and other nouns. Learners who may not turn pages to use page-turners or be supported by peers. • Separate the root word from the suffixes, for example, employment – employ and ment. Consider prepared soft copies for learners with manipulation difficulties using digital devices. • Search online or offline and compile a list of suffixes for forming nouns from verbs and 	<ol style="list-style-type: none"> 1. Which words can be formed from others? 2. What changes when a word is formed from another?

			<p>other nouns. Control light intensity for learners who are sensitive to light while using digital devices.</p> <ul style="list-style-type: none"> • Play a language game involving one learner showing a flash card with a verb and the other forming a noun from it and vice versa, • In groups, use the suffixes to form nouns from verbs and other nouns and present them in print or digital tables, • Construct sentences about income generating activities and environmental preservation using nouns formed from verbs and from other nouns. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to construct sentences. 	
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			<ul style="list-style-type: none"> • Explain why the knowledge of changing other words into nouns is helpful in communication. 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. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Learning to learn is stimulated as the learner conducts online and offline search and compiles a list of suffixes for forming nouns from verbs and other nouns • Collaboration is fostered as the learner contributes meaningfully in group activities on word formation and sentence construction 				
<p>Values Love is cultivated as learners correct each other's words or sentences as they work in pairs and groups</p>				
<p>Pertinent and Contemporary Issues (PCIs) Environmental education is addressed as learners use nouns formed to create sentences that promote environmental conservation</p>				
<p>Link to other subjects Kiswahili also teaches noun derivations</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.4 Reading	11.4.1 Grade - appropriate Play: Lessons learnt (Class Reader) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify and illustrate the lessons learnt from a play, b) relate the lessons learnt to real life experiences, c) perceive plays as sources of life lessons and entertainment.	<ul style="list-style-type: none"> • Search from online and offline sources for information on how to derive lessons from words and actions of characters. Adjust light intensity when using the digital device for learners with visual difficulties. • Read different excerpts of a play. Learners who may not turn pages to use page-turners or be supported by peers. • Discuss lessons learnt and provide illustrations for each lesson identified.in pairs. 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. • Analyse the lessons elicited by pairs and relate them to real life experiences, 	<ol style="list-style-type: none"> 1. What lessons can one learn from a play? 2. Which issues are addressed in the play?

			<ul style="list-style-type: none"> • Use graphic organisers to summarise the lessons learnt and present them in charts displayed on the wall for peer review, • Discuss the sections of a play that entertain and bring out lessons. 	
Core competencies to be developed <ul style="list-style-type: none"> • Critical thinking is stimulated as learners read different excerpts of a play and elicit lessons learnt • Collaboration is fostered as learners analyse the lessons elicited by pairs and relate them to real life experiences 				
Values Responsibility is inculcated as each learner looks for lessons from a play				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> • Critical thinking is nurtured as learners analyse lessons identified in pairs and compile them • Social Cohesion is enhanced as learners relate lessons learnt to experiences in the society 				
Link to other subjects <ul style="list-style-type: none"> • Kiswahili explores various issues in the play as a genre • Religious Education addresses application of lessons from texts 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.5 Writing	11.5.1 Mechanics of Writing – Spelling (2 Lessons)	By the end of the sub strand, the learner should be able to: a) spell words for effective communication, b) write common abbreviations in full, c) appreciate the importance of abbreviations in writing.	<ul style="list-style-type: none"> • Watch demonstration clips and note the rules of abbreviation especially for the following: <ul style="list-style-type: none"> - Titles, for example, mrs juma - Time references, for example, 7 a.m. - Organisations, technical words and company names, for example, iebc, icu, kbc, Learners with postural limitations could be preferentially positioned for enhanced viewing. • Discuss the rules of abbreviation and present them in charts in groups. 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 	<ol style="list-style-type: none"> 1. What should you consider when splitting words at the end of a line? 2. Which words do we normally abbreviate?

			<p>views.</p> <ul style="list-style-type: none"> • Copy the lists of abbreviations from electronic or print sources respectively in pairs. Those with manipulation difficulties could use an alternative functional part of the body to perform the task. • Write a paragraph on how to make savings from income generating activities containing words to be abbreviated, • Assess the correctness of the paragraph in groups. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Learning to learn is fostered as the learner writes abbreviations correctly • Collaboration is enhanced as the learner interacts with peers to undertake different activities in groups 				
<p>Values</p> <ul style="list-style-type: none"> • Unity is enhanced as the learner collaborates in pairs and groups to present rules on abbreviation and splitting of words • Responsibility is nurtured as learners write passages on how to make savings from income generating activities 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Financial literacy is enhanced as the learner writes paragraphs on savings</p>				
<p>Link to other subjects</p> <p>In Kiswahili abbreviations and spelling also form a key point of learning</p>				

THEME 12.0: PERSONAL GROOMING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.1 Listening and Speaking	12.1.1 Listening to Respond: Expressing Feelings (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words and expressions used to describe their feelings towards a poem, b) express their feelings towards the subject matter of a poem, c) value the importance of poem recitation for effective communication.	<ul style="list-style-type: none"> • Search digital and print sources for words and expressions used to describe feelings towards a poem. Adjust light intensity when using the digital device for learners with visual difficulties. • Recite and record a poem emphasising words and expressions that reveal their feelings towards the poem. 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. • Watch a live or recorded poem on personal grooming and, in small groups, describe their feelings towards the subject matter of the poem. Learners with postural limitations could be preferentially positioned for enhanced viewing. 	<ol style="list-style-type: none"> 1. How can one express their feelings while reciting a poem? 2. Why is it important to recite poems with feeling?

			<ul style="list-style-type: none"> • In groups, recite selected poems and present their varied feelings towards each poem’s subject matter in detail, • Discuss, in plenary, the importance of reciting poems in with feeling. 	
Core competencies to be developed				
<ul style="list-style-type: none"> • Learning to learn occurs as the learner uses different words and expressions learnt to describe own feelings • Digital literacy is promoted as the learner uses technology to search for information and record recitations 				
Values				
Unity is developed as learners recite and record poems emphasizing words and expressions that reveal their feelings towards the poem				
Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> • Personal hygiene is advanced as the learner watches or listens to recitations of poems on personal grooming • Responsibility is developed as the learner recites the poems assigned and expresses their feelings towards them 				
Link to other subjects				
<ul style="list-style-type: none"> • Listening to respond is addressed as a skill in Kiswahil 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.2 Reading	12.2.1 Intensive Reading: Comprehension Strategies	By the end of the sub strand, the learner should be able to: a) identify clues in the passage from which conclusions can be drawn,	<ul style="list-style-type: none"> • Search for and read print and non-print passages on varied subjects like personal grooming. Learners who may not turn pages to use page- 	1. Why is it important to summarise information from a text?

	(2 Lessons)	<p>b) infer information and meaning of words and expressions from a passage,</p> <p>c) summarise ideas in a passage,</p> <p>d) apply the skills of making inferences and drawing conclusions in independent reading.</p>	<p>turners or be supported by peers.</p> <ul style="list-style-type: none"> • Underline words, phrases or sentences that can serve as clues for making inferences or drawing conclusions as they read. Consider prepared soft copies for learners with manipulation difficulties using digital devices. • In groups, use the clues to make inferences for information or meaning of vocabulary, • Read a passage on good grooming and summarise the ideas in the passage, Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings. • Present their summaries on charts and post them on the 	<p>2. How can one draw conclusions from a text?</p>
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			classroom noticeboard, <ul style="list-style-type: none"> Participate in a gallery walk and review peers' summaries. 	
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Core competencies to be developed

- Critical thinking enhanced as the learner draws conclusions, make inferences and writes a summary
- Learning to happens as the learners take part in the gallery walk and review each other's work

Values

Unity is enhanced as learners work in groups to summarise, display and review each other's work

Pertinent and Contemporary Issues (PCIs)

Human sexuality is addressed as learners summarise passages on personal grooming.

Link to other subjects

- Comprehension strategies are learnt in Kiswahili
- Integrated Science, Agriculture and Nutrition handle experiments which require the skills of drawing conclusions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.3 Grammar in Use	12.3.1 Phrasal Verbs (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify phrasal verbs formed from break, hang, run and turn in texts, b) use the given phrasal verbs in sentences of their own,	<ul style="list-style-type: none"> Search from digital and print sources for phrasal verbs formed from break, hang, run and turn and compile them in a word list. Adjust light intensity when using the digital device for learners with visual difficulties. In small groups, search for 	<ol style="list-style-type: none"> How are phrasal verbs different from other verbs? Why is it important to learn meanings of phrasal verbs?

		<p>c) value the importance of using phrasal verbs in spoken and written communication.</p>	<p>the meanings of the phrasal verbs identified from print or non-print dictionaries,</p> <ul style="list-style-type: none"> • Form phrasal verbs from the given verbs and use them to fill in tables and broken passages. Consider prepared soft copies for learners with manipulation difficulties using digital devices. • Using phrasal verbs, construct sentences based on personal grooming and health education and display the sentences in charts, • Post the charts in class and take a gallery walk assessing and reviewing the sentences, • Suggest examples of writing and speaking situations in which the given phrasal verbs could be used, 	
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			<ul style="list-style-type: none"> Sing songs with phrasal verbs on health education. Learners with speech difficulties could use alternative communication modes as they sing. Allow more them time as they perform. 	
Core competencies to be developed Self-efficacy is developed as learners gain competence in using phrasal verbs				
Values Respect is emphasised as learners conduct a gallery walk assessing and correcting peers' sentences				
Pertinent and Contemporary Issues (PCIs) Effective communication is promoted as learners construct sentences on health matters using phrasal verbs				
Link to other subjects Phrasal verbs are also taught in Kiswahili				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.4. Reading	12.4.1 Play: Characterisation (Class Reader) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline the clues for identifying traits of different characters in a play,	<ul style="list-style-type: none"> Search from digital and print sources for clues in a play that one can use to identify a character trait, for example; What the character does or says; or 	<ol style="list-style-type: none"> Which words or expressions can you use to describe one's character? Why is characterisation

		<p>b) use the clues to describe the characters in a play,</p> <p>c) appreciate the role of characterisation in determining virtues and vices in the society.</p>	<p>what is said about a character. Adjust light intensity when using the digital device for learners with visual difficulties.</p> <ul style="list-style-type: none"> • Brainstorm on the words and phrases used to describe characters and make a phrase book. 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. • In groups, watch video clips or read sections of a play and identify the clues used to describe the traits of a character. Learners with postural limitations could be preferentially positioned for enhanced viewing. • In groups, use the clues to assign character traits and 	<p>important?</p>
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			<p>display them in a gallery in form of character maps, webbing tools or clusters for peer review. Consider purposive grouping for this activity.</p> <ul style="list-style-type: none"> • Play characterisation games that help to summarise traits of all characters. Ensure barrier-free access for learners with mobility difficulties. Safety for all learners should be observed. • Dramatise a section of a play to highlight traits of some characters, • Role-play different characters in hot seating. Assign roles as per each learner's abilities. 	
<p>Core competencies to be developed Digital literacy is promoted as the learner manipulates digital tools while watching videos on the sections of a play</p>				
<p>Values Responsibility is enhanced as learners do their part in role playing the characters in a play</p>				

Pertinent and Contemporary Issues (PCIs)

- Critical thinking is advanced as learners use clues to assign traits to different characters
- Problem solving is developed as learners help make improvements as they review peers' descriptions of characters

Link to other subjects

Kiswahili and Creative Arts feature dramatization

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.5 Writing	12.5.1 The Writing Process (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline the different stages of the writing process, b) apply the writing process in creating a dialogue on a relevant theme, c) emphasise the importance of each of the stages in the writing process in crafting flawless dialogues.	<ul style="list-style-type: none">• Read on the following steps of the writing process: pre-writing, drafting, editing, revising and publishing. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.• In groups, discuss the different tasks involved in each stage of the writing process. Learners with speech difficulties could use alternative communication modes as they share their views.	<ol style="list-style-type: none">1. Why should you plan your writing?2. Why is it important to learn dialogue writing?

			<p>Allow more time for learners with speech difficulties to express their views.</p> <ul style="list-style-type: none"> • Brainstorm on different topics related to personal grooming, respect and life skills, • Individually, select one topic and write a dialogue adhering to the writing process, • Share the dialogues and assess and correct each other's work, • In pairs, dramatise selected dialogues as the others watch and record or note the strengths and weaknesses. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity. • Suggest ways of improving dialogues written by peers. 	
<p>Core competencies to be developed Problem solving is enhanced as learners identify and correct weaknesses in their peers' dialogues</p>				
<p>Values Respect is addressed as learners brainstorm on topics related to respect and develop dialogues on the same</p>				

Pertinent and Contemporary Issues (PCIs)

Health education is enhanced as learners generate topics on personal grooming for dialogue writing

Link to other subjects

- Kiswahili also emphasizes the writing process
- The writing process is also addressed in Creative Arts during the scripting of plays, poems and songs

THEME 13.0: SEA TRAVEL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>13.1 Listening and Speaking</p>	<p>13.1.1 Extensive Listening: Speeches</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the issue addressed by the different speeches listened to,</p> <p>b) take notes on the points made by the different speakers on the issue,</p> <p>c) acknowledge the importance of getting information from varied sources.</p>	<ul style="list-style-type: none"> • Search online and offline for varied speeches on an issue of interest and listen to them for enjoyment and general information. Adjust light intensity when using the digital device for learners with visual difficulties. • Listen to selected speeches on a specific issue such as sea travel played out or read out and <i>identify the issue</i> addressed by the different speeches, • In plenary, share the common theme identified to gain consensus. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with 	<p>How can you ensure that you remember what you hear from a speech?</p>

			<p>speech difficulties to express their views.</p> <ul style="list-style-type: none"> • Listen to the speeches again and, in pairs, <i>take notes</i> on the points from each of the speeches. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to take notes. • In groups, compare the notes taken by different pairs and compile the recurrent points, • Use the points noted from the speeches to write and make a speech on the same theme, • Record and share their speeches on the class vlog or other social media, • Discuss the benefits of listening to different speeches on the same subject. 	
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<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Citizenship is promoted as the learner listens to and makes a speech on sea travel • Digital literacy is enhanced as the learner searches for speeches online
<p>Values</p> <p>Respect is inculcated as the learners respectfully assess each other’s points as they compile them</p>
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Citizenship education is fostered as the learner listens to and makes notes on speeches on sea travel</p>
<p>Link to other subjects</p> <p>Listening to different speeches enhances mastery of Kiswahili</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.2 Reading	13.2.1 Intensive Reading: Visualising and Summarising (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify mental images created from a read passage, b) summarise what a paragraph and the passage are about, c) appreciate the role of visualising and summarising in enhancing understanding of a text.	<ul style="list-style-type: none"> • Search from print and electronic sources and list down the sensory words and expressions used to create mental images in a text. Control light intensity for learners who are sensitive to light while using digital devices. • Read a passage on an interesting issue like sea travel and, in pairs, pick out the sensory words or expressions and the mental images they 	<ol style="list-style-type: none"> 1. Which words or expressions appeal to the five senses? 2. Why is it important to make a relevant summary of a text?

			<p>create in a reader. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</p> <ul style="list-style-type: none"> • In groups fill in templates requiring key ideas from the text or parts of the text and display the templates on the wall. Consider prepared soft copies for learners with manipulation difficulties using digital devices. • Read a text on current issues such as responsible sea travel and identify the main ideas in a paragraph or a passage, • Summarise the ideas in own words in charts and share for peer review, • Brainstorm on how visualising and summarising aid in comprehension of a passage. <p>Learners with speech</p>	
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			difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.	
Core Competencies to be developed				
Self-efficacy is achieved as learners write summaries of passages related to sea travel				
Values				
Responsibility is fostered as learners read passages on responsible sea travel				
Pertinent and Contemporary Issues (PCIs)				
Critical thinking is stimulated as learners evaluate the importance of visualising in enhancing comprehension of a passage				
Link to other subjects				
Creative Arts also emphasises visualising as a strategy that enables the learners to generate pictorials from a text				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.3 Grammar in Use	13.3.1 Sentences: Complex Sentences (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify subordinating conjunctions in sentences, b) construct complex sentences using	<ul style="list-style-type: none"> Pick out subordinating conjunctions from a passage. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on 	<ol style="list-style-type: none"> What is the role of conjunctions in sentences? How can one differentiate between a simple sentence and a complex sentence?

		<p>subordinating conjunctions learnt, c) correct disjointed sentences using the rule of subordinating conjunctions.</p>	<p>appropriate adapted digital devices to record findings.</p> <ul style="list-style-type: none"> • In groups, use the subordinating conjunctions to make sentences and display them on a chart. • In pairs, underline and label main and subordinate clauses in the sentences on the chart, • Join pairs of sentences using subordinating conjunctions presented in completion and substitution tables, • Practise punctuating complex sentences on current issues such as global sea travel, • Review each other's sentences by changing them into well-formed complex sentences. 	
<p>Core competencies to be developed Collaboration is enhanced as the learners work in groups make sentences using subordinating conjunctions then display them on a chart</p>				
<p>Values Unity is enhanced as the learners make and label sentences in groups</p>				

Pertinent and Contemporary Issues (PCIs)

Effective communication is enhanced as learners improve sentence construction skills

Link to other subjects

Kiswahili also exposes learners to complex sentences

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.4 Reading	13.4.1 Grade-appropriate Play: Style (Class Reader) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the styles of humour and monologue in a play, b) dramatise instances of humour and monologue in a play, c) acknowledge the role of humour and monologue in enriching a literary work.	<ul style="list-style-type: none"> • Search for examples of humour and monologue from print and non print sources and read them aloud or re-enact them in pairs. Adjust light intensity when using the digital device for learners with visual difficulties. Learners with speech difficulties could use alternative communication modes as they read aloud. Allow more time for learners with speech difficulties as they read. • In groups, <i>identify and illustrate humour and monologue</i> in the grade-appropriate play and display them in a graphic organiser. 	<ol style="list-style-type: none"> 1. What is the role of humour in a play? 2. Which programmes on radio or television do you find amusing?

			<ul style="list-style-type: none"> • Watch or read episodes of the grade-appropriate play containing humour and monologue. Learners who may not turn pages to use page-turners or be supported by peers. • Dramatise the episodes in groups and record themselves. Ensure barrier-free access for learners with mobility difficulties. Safety for all learners should be observed. • Use humour and monologue in created contexts. • Discuss how humour and monologue make a play interesting and pass its message effectively. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as learners use digital tools to record dramatised sections of the text • Creativity and imagination is enhanced as learners identify and illustrate instances of monologue and humour 				
<p>Values</p> <p>Love is fostered as learners work together as they dramatise examples of humour and monologue found from print and non-print sources</p>				

Pertinent and Contemporary Issues (PCIs)

Effective Communication is enhanced as learners discuss how monologue and humour help in delivering messages

Link to other subjects

- Creative Arts also emphasizes humour and monologue which are common stylistic techniques in drama
- Literary texts in Kiswahili use humor and monologue

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.5 Writing	13.5.1 Creative Writing: Idioms (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of given idioms in different contexts, b) use a variety of idioms in writing narrative compositions, c) encourage peers to use idioms appropriately in speech and writing.	<ul style="list-style-type: none"> • Use the print and digital dictionaries to find the meaning of the following <i>idioms</i> and present them in a graphic organizer: <ul style="list-style-type: none"> - <i>peace of mind</i> - <i>bury the hatchet</i> - <i>sit on the fence</i> - <i>with open arms</i> - <i>burning bridges</i> - <i>follow in someone's footsteps, monkey business</i> - <i>Adding insult to injury</i> <p>Adjust light intensity when using the digital device for learners with visual difficulties.</p>	<ol style="list-style-type: none"> 1. What are idioms? 2. Which idioms are you familiar with?

			<ul style="list-style-type: none"> • In groups, fill sentence gaps with the most appropriate idioms. Consider prepared soft copies for learners with manipulation difficulties using digital devices. • Play language games where one shows an idiom on a flash card and the other makes a sentence with it. Allow more time for learners with speech difficulties as they read. • Read short narrative essays on sea travel containing most of the given idioms, • Write a narrative composition using the given idioms. • In groups scan through compositions of each member and create a checklist of idioms used tallying them to find out the most popular. • Discuss the importance of using idioms in written and spoken language. Learners with speech difficulties could 	
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			use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.	
Core competencies to be developed				
<ul style="list-style-type: none"> • Imagination is enhanced as the learners write a narrative composition using the given idioms • Digital literacy is enhanced as the learners use digital tools to check meanings of idioms from digital dictionaries 				
Values				
<ul style="list-style-type: none"> • Respect is cultivated as the learners sensitively scan each other's compositions for idioms • Responsibility is inculcated as learners undertake tasks assigned on searching for idioms and presenting them in sentences 				
Pertinent and Contemporary Issues (PCIs)				
Creativity is cultivated as learners create narratives and use idioms in them				
Link to other subjects				
Kiswahili is rich in idiomatic expressions				

THEME 14.0: SPORTS – WORLD CUP (FOOTBALL)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>14.1 Listening and Speaking</p>	<p>14.1.1 Intonation in sentences- Question tags (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) write the correct form of question tags in sentences b) apply question tags appropriately in communication c) compose sentences using question tags correctly d) appreciate the importance of question tags and correct intonation in communication 	<ul style="list-style-type: none"> • Listen to a recording or watch a video on the world cup in which the speakers use question tags and correct sentence intonation. Learners with postural limitations could be preferentially positioned for enhanced viewing. • In pairs, practice reading out sentences with question tags using the correct intonation. 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. • Match affirmative and negative sentences to question tags provided in a list. 	<ol style="list-style-type: none"> 1. How can we improve our speaking skills? 2. Why do we use question tags in speech?

			<p>Consider prepared soft copies for learners with manipulation difficulties using digital devices.</p> <ul style="list-style-type: none"> • Complete fill-in exercises with the correct question tags. • Work in small groups to compose and write down sentences that end in question tags. • Write the sentences generated on large papers and post them on the class notice board. <p>Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write sentences.</p>	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as learners use digital devices to listen to a recording or watch a video on the world cup on question tags and intonations. • Self-efficacy is promoted as learners gain confidence to use question tags correctly in speech practice • Communication and collaboration is enhanced as learners work in pairs to compose and write down sentences that end in question tags 				

Pertinent and Contemporary Issues (PCIs)

- **Effective communication** is enhanced as learners improve their knowledge of the correct use of question tags
- **Creative thinking** is promoted as learners compose sentences and question tags
- **Safety and security** is promoted as learners interact with materials on safety and security in sporting activities

Values:

- **Unity** is enhanced as learners work together to compose sentences in small groups
- **Peace** is promoted as learners learn about the place of sports in promoting peace in the world

Links to other subjects:

- Kiswahili emphasises on good sentence intonation
- Physical Education and Sports covers topics related to football and the world cup

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
14.2 Reading	14.2.1 Summarising: argumentative texts (grade appropriate text) (2 lessons)	By the end of the sub strand, the learner should be able to: a) pick out the main points discussed in a text b) organise an outline of points into a coherent whole c) summarise a text correctly in their own words	<ul style="list-style-type: none">• Read argumentative texts based on the world cup from a book or using a digital device. Learners who may not turn pages to use page-turners or be supported by peers. Control light intensity for learners who are sensitive to light while using digital devices.• Select the main idea.	<ol style="list-style-type: none">1. How do we write summaries?2. Why should we learn good summary writing skills?

		<p>d) realise the importance of good summary writing skills in writing</p>	<p>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.</p> <ul style="list-style-type: none"> • Outline the supporting points from the text. • Write an initial summary of this information. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write. • Revise the written text for clarity. • In groups, search the internet for more examples of reading passages and practice summarising them. • Search for facts, dates, and important personalities related to football-world cup 	
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			and share the information on the school notice board.	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Digital literacy is promoted as learners use digital devices to search for reading material online • Communication and collaboration is promoted as learners improve their writing skills by writing summaries • Critical thinking and problem solving is enhanced as learners interact with material for good summary writing skills 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Effective communication is enhanced as learners improve summarising skills • Creative thinking is enhanced as learners summarise texts • Safety and security is promoted as learners interact with material on safety and security in sporting activities 				
Values:				
<ul style="list-style-type: none"> • Unity is promoted as learners work together to compose sentences • Peace is enhanced as learners get learn about the ability of sports to promote peace in the world 				
Links to other subjects:				
All subjects require good summary writing skills				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
14.3 Grammar in use	14.3.1 Sentences-Direct and Indirect Speech (2 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate between direct and indirect	<ul style="list-style-type: none"> • Read provided sentences or paragraphs to learn how direct and indirect speech appear in writing. Learners who may not turn pages to use page-turners 	How do we report what others have said?

		<p>speech</p> <p>b) convert direct speech into indirect speech</p> <p>c) use the correct punctuation marks in direct speech</p> <p>d) apply direct and indirect speech correctly in communication</p>	<p>or be supported by peers. Consider prepared soft copies</p> <p>for learners with manipulation difficulties using digital devices.</p> <ul style="list-style-type: none"> • Convert sentences written in direct speech into indirect speech and vice versa. • Insert the correct punctuation marks in sentences to mark direct speech. • Work in pairs to rewrite reported questions. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write. • Work in pairs to compose sentences in direct and indirect speech. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as learners work together to complete exercises • Self-efficacy is enhanced as learners gain confidence to write direct and indirect speech correctly in communication 				

Pertinent and Contemporary Issues (PCIs)

Problem solving is enhanced as learners work together to covert sentences from direct to indirect speech and vice versa

Values:

Responsibility is promoted as learners work in pairs to compose sentences in direct and indirect speech

Links to other subjects:

Kiswahili teach the use of correct punctuation to mark direct or indirect speech

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
14.4 Reading	14.4.1 Intensive Reading: Play-Relating to real life (Class Reader) (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in a play b) discuss the various themes in a play c) relate the characters and themes to real life d) participate in a stage performance of a play e) appreciate the beauty of performance of a literary text	<ul style="list-style-type: none"> • Read a prescribed play. Learners who may not turn pages to use page-turners or be supported by peers. • Identify the characters in a play in pairs. • Share out the roles of the various characters in a play. Assign roles as per each learner's abilities. • Discuss the themes that are evident in the play. Learners with speech difficulties could use alternative communication modes as they share their views. Allow 	<ol style="list-style-type: none"> 1. What makes plays interesting? 2. Why is it important for an actor to pronounce words correctly and speak audibly in a performance?

			<p>more time for learners with speech difficulties to express their views.</p> <ul style="list-style-type: none">• Watch short videos of plays to learn how actors present themselves on stage. Learners with postural limitations could be preferentially positioned for enhanced viewing.• Memorise the words of the assigned characters.• Work in groups to rehearse the words and actions of the characters.• Discuss the appropriate costume for each character.• Use a digital device to search the internet for information on the qualities of a good actor. Control light intensity for learners who are sensitive to light while using digital devices.	
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			<ul style="list-style-type: none"> • Perform a play for the school audience. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity. • Use a digital device to record the performance 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as learners work together to rehearse and stage a play • Self-efficacy is enhanced as learners gain confidence to perform in a play • Learning to learn is enhanced as learners seek knowledge on the qualities of a good performer 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Effective communication is enhanced as learners pronounce words correctly for communication • Problem solving is enhanced as learners work together to share out roles and stage a play 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is promoted as learners work together to stage a play • Responsibility is promoted as learners ensure that they rehearse adequately for their roles in a play 				
<p>Links to other subjects: Creative arts teaches the qualities of a good performance</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
14.5 Writing	14.5.1 Descriptive writing (280 – 320 words) (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) use the correct writing process to write a composition b) spell words correctly in composition writing c) apply the five senses in writing descriptive compositions d) display creativity and imagination in composition writing e) recognise the importance of creativity in writing 	<ul style="list-style-type: none"> • Write sentences that describe things in the classroom using the five senses. 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. • Write a composition on a topic related to the world cup • In small groups, engage in relay writing and share the final product with the rest of the class. Consider purposive grouping for this activity. • Read a short excerpt of writing on the world cup from a selected writer or a writer they admire and try to 	<ol style="list-style-type: none"> 1. What makes a story creative? 2. Which words do we use to describe our different senses?

			<p>write a composition, in their own words, but using the style or words learnt from the writer. Learners who may not turn pages to use page-turners or be supported by peers.</p> <ul style="list-style-type: none">• Look at a set of pictures or items on the world cup provided by the teacher and write a descriptive composition based on these items. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write.• Rewrite a famous story in their own words• In pairs, write short paragraphs describing an item and have the other person guess what the item is.	
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			<ul style="list-style-type: none"> • Share the best creative compositions on the school notice board or the school website 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination is enhanced as learners write creative compositions • Digital literacy is enhanced as learners share their compositions on the school website • Communication and collaboration is achieved as learners engage in relay writing 				
<p>Pertinent and Contemporary Issues (PCIs) Creative thinking is promoted as learners compose descriptive compositions</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is promoted as learners work together to write group compositions • Responsibility is enhanced as learners ensure that their part in the relay composition is well written 				
<p>Links to other subjects: Kiswahili emphasises good composition writing skills</p>				

THEME 15.0: TOURIST ATTRACTION SITES- WORLD

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.1 Listening and speaking	15.1.1 Oral Reports- News (role play) (2 lessons)	By the end of the sub strand, the learner should be able to: a) read a short report within a specified number of minutes b) analyse a recorded grade appropriate oral news report c) apply the features of oral presentations for effective communication d) appreciate the importance of fluency in News report.	<ul style="list-style-type: none"> • Watch a recorded grade appropriate news report on tourist attraction sites in the world. Learners with postural limitations could be preferentially positioned for enhanced viewing. • Brainstorm in groups on importance of body language in reading an oral report. 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. • Dramatize reading news reports on world tourist attraction sites. Ensure barrier-free access for learners with mobility difficulties. Safety for all 	<ol style="list-style-type: none"> 1. Who is your favourite News presenter and why? 2. What is an oral report? 3. When are you required to present an oral report?

			<p>learners should be observed as they dramatize.</p> <ul style="list-style-type: none"> • Practice timed reading in pairs and small groups. Allow more time for learners with speech difficulties to express their views. • Practice reciting famous speeches. • In pairs or small groups prepare and present (role-play) short news reports on tourist attraction sites in the world. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play. • Listen and critic others as they orally present reports. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy is enhanced as they watch and listen to audio visual recordings of News oral reports. • Communication and collaboration is enhanced as they work in pairs and groups. 				

<p>Pertinent and Contemporary Issues (PCIs) Effective communication is promoted as learners orally present news reports</p>
<p>Values:</p> <ul style="list-style-type: none"> • Respect is enhanced as learners listen and critic others as the orally present reports • Love is promoted as learners listen and record others speeches
<p>Links to other subjects: Creative arts and Kiswahili also require oral presentation of reports.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
15.2 Reading	15.2.1 Reading Fluency (2 Lessons)	By the end of the sub strand, the learner should be able to: a) preview a text while ignoring unknown words, b) make predictions about the characters, events and the message in a given text, c) skim a text to get the gist, d) scan a text to obtain specific information e) advocate the role of reading fluency in communication.	<ul style="list-style-type: none"> • Watch videos of a text being read. Learners with postural limitations could be preferentially positioned for enhanced viewing. • Read the title, blurb of a text in pairs. • Read the first line of a paragraph or chapter to establish the subject. • Look for specific details from a text such as tittle, a word, a phrase in pairs. • Practise ignoring unknown words while reading. 	<ol style="list-style-type: none"> 1. How can you tell if a text is appropriate for reading? 2. Why should one read a text fluently?

			<ul style="list-style-type: none">• Practise timed reading in groups with fluency. Consider purposive grouping for this activity and allow more time for learners with speech difficulties.• Read a text on tourist attraction sites in the world at the right speed. Learners who may not turn pages to use page-turners or be supported by peers.• Pronounce words and sounds accurately. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers.• Display the right emotions and feelings when reading a text.• Record a text such as a poem, a story or newspaper article and save the recording in a digital device.	
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<p>Core competencies to be developed: Communication and collaboration is fostered as the learner develops reading fluency</p>
<p>Values Responsibility is nurtured as the learner makes a recording of text being read in pairs or groups.</p>
<p>Pertinent and contemporary issues (PCIs)</p> <ul style="list-style-type: none"> • Effective communication is promoted as the learner develops reading fluency • Citizenship is enhanced as the learner reads texts on various tourist attraction sites around the world
<p>Link to other subjects Social Studies and Kiswahili encourage reading fluency</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
15.3 Grammar in use	<p>15.3.1 Sentences- 15.3.1.1 Imperative – commands, requests 15.3.1.2 Exclamatory</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify instances where the two types of sentences are used correctly in printed handouts or online texts</p> <p>b) punctuate given texts by use of the appropriate</p>	<ul style="list-style-type: none"> • Orally list the kinds of rules that they would want implemented in their school. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers. • Identify and label sentence types in a given text. 	<ol style="list-style-type: none"> 1. When do you use an exclamatory or an imperative sentence in school? 2. How do you decide whether to use an exclamation

		<p>punctuation marks</p> <p>c) appreciate the use of exclamatory and imperative sentences in spoken language.</p>	<p>Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to Label. Consider prepared soft copies for learners with manipulation difficulties using digital devices.</p> <ul style="list-style-type: none"> • Construct imperative sentences as they respond to teacher’s questions. • In pairs, construct exclamatory sentences based on one of the characters in a text. 	<p>mark or a period at the end of a sentence</p>
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is promoted as learners identify target sentences from recorded texts • Learning to learn is enhanced as learners appreciate the comparison captured in different texts 				
<p>Values:</p> <p>Social justice is enhanced as learners compare societal issues through discussing rules in school</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Problem solving as learners work in pairs/groups to construct exclamatory sentences</p>				
<p>Links to other subjects:</p> <p>Kiswahili also requires the use of variety of sentence types in communication</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
15.4 Reading	15.4.1 Intensive reading: Poems (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain why it is important to relate ideas learnt in poems to real life b) relate ideas in poems on tourist attraction sites to real life c) acknowledge the need to relate ideas in poems to real life.	<ul style="list-style-type: none"> • Read given grade appropriate on poems about tourist attraction sites (world) for enjoyment. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings. • Discuss the meaning of the poems in groups. 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. • Pick out the key ideas in the poems. 	<ol style="list-style-type: none"> 1. Why is it important to relate ideas read in works of art to real life? 2. What is the role of poems in the society?

			<ul style="list-style-type: none"> • In groups, relate the ideas in the poem with real life experiences. • Discuss the importance of relating ideas in poems to real life experiences. 	
<p>Core competencies to be developed: Critical thinking and problem solving as learners read poems and relate the ideas in the poem to real life.</p>				
<p>Values: Patriotism is enhanced as learners read poems on tourist attraction sites</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Life Skills (Effective communication) as learners discuss the meaning of the selected poems in groups. • Education for Sustainable Development as learners read given grade appropriate on tourist attraction sites (world) 				
<p>Links to other subjects: Poetry is a genre in Creative arts</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.5 Writing	15.5.1 Emails (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the key elements of an email b) apply the elements in writing an email.	<ul style="list-style-type: none"> • Write emails based on tourist attraction sites to peers. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to 	<ol style="list-style-type: none"> 1. Why do we write emails? 2. What is the difference between emails and letters?

		c) appreciate the importance of writing emails.	<p>Control light intensity for learners who are sensitive to light while using digital devices.</p> <ul style="list-style-type: none"> • In pairs, exchange emails written to their friends. • Identify the parts of an email in their partner's work by underlining the elements. • Learners to rework their emails to include any elements that were missing. • Display some of the emails on the talking walls. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as they share and critique each other's emails. • Digital Literacy is enhanced as learners exchange emails to their friends 				
<p>Pertinent and Contemporary Issues (PCIs) Safety and security is promoted as the learner uses the internet responsibly when composing and sharing emails</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Love is enhanced as the learner reads and critiques others reports. • Unity is enhanced as the learner works in pairs to accomplish tasks 				
<p>Links to other subjects: The learner is able to relate the concept of E-mails to contexts of learning experiences in other subjects like Pre- technical Studies.</p>				

Suggested Assessment Rubric

STRAND: LISTENING AND SPEAKING					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Conversational skills	Ability to use polite language during conversations and use verbal and non-verbal cues during negotiations	Always uses polite language during conversations and easily uses verbal and non-verbal cues during negotiations	Always uses polite language during conversations uses verbal and non-verbal cues during negotiations	Uses polite language during most conversations and uses verbal and non-verbal cues during negotiations	Uses polite language during some conversations and rarely uses verbal and non-verbal cues during negotiations
Presentation skills	Ability to listen to oral poetry and use oral performance techniques appropriately	Listens to oral poetry and uses varied oral performance techniques appropriately	Listens to oral poetry and uses most oral narrative performance techniques appropriately	Listens to oral poetry and uses some oral narrative performance techniques appropriately	Listens to oral poetry but uses few oral narrative performance techniques appropriately
	Ability to deliver speeches, oral reports and express appropriate feelings towards subject	Fluently delivers speeches, oral reports and effortlessly expresses	Fluently delivers speeches, oral reports and expresses appropriate	Delivers speeches, oral reports and with some inconsistencies expresses	Delivers speeches, oral reports with many inconsistencies and rarely

	matter of poems	appropriate feelings towards subject matter of poems	feelings towards subject matter of poems.	appropriate feelings towards subject matter of poems	expresses appropriate feelings towards subject matter of poems
Listening for information	Ability to listen for main idea, general idea, specific details and information from texts and take notes	Listens for main idea, general idea, specific details and information from texts and take notes with ease and precision	Listens for main idea, general idea, specific details and information from texts and take notes with ease	Listens for main idea, general idea, specific details and information from texts and take notes with some inconsistencies	Listens for main idea, general idea, specific details and information from texts and take notes with many inconsistencies
Pronunciation skills	Ability to articulate given sounds, and apply stress and intonation appropriately in given texts	Articulates all the target consonant and vowel sounds correctly and applies stress and intonation with ease	Articulates most the target consonant and vowel sounds correctly and uses stress and intonation	Articulates some of the target consonant and vowel sounds correctly and applies stress and intonation in some contexts	Articulates a few of the target consonant and vowel sounds correctly and finds it difficult to apply stress and intonation.

STRAND: READING					
	Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectation
Reading for information and comprehension	Indicator	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 infers meanings of some words and phrases and uses some contextual clues.	Rarely distinguishes between reading for meaning, information and infers meanings of few words and phrases and struggles to use some contextual clues.
	Ability to read a text, interpret it, make notes and summarise information	Reads and correctly interprets a text, makes notes with precision and summarises information with ease	Reads and correctly interprets a text, makes notes and summarises information with ease	Reads and struggles to interpret a text, makes some notes and summarises information with help	Reads and is unable to interpret a text, barely makes notes and does not summarise information even with help

	Ability to make connection between texts and real life, summarise events and answer direct and inferential questions from poems	Effortlessly makes all connections between texts and real life and provides examples, summarises events and answers all direct and inferential questions from poems	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
	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
Oral literature	Ability to identify features of short forms of oral literature, explain their functions and perform them appropriately	Identifies all features of short forms of oral literature, concisely explains their functions and creatively performs them with ease	Identifies all features of short forms of oral literature, explains their functions and performs them with ease	Identifies most features of short forms of oral literature, explains some their functions and performs them with some difficulty	Identifies some features of short forms of oral literature, explains some their functions and performs them with a lot of difficulties

Poetry	Ability to analyse the structure, characters, subject matter, describe the persona and write poems	Effortlessly analyses the structure, characters, subject matter, describes the persona with ease and writes poems with correct structure and language	Analyses the structure, characters, subject matter, describes the persona with ease and writes poems with correct structure and language	Analyses the structure, characters, subject matter, describes the persona with some difficulties and writes poems with correct structure but misses out on the language	Analyses the structure, characters, subject matter, describes the persona with a lot of difficulty and barely writes poems with correct structure and language
Class reader	Ability to read a play, analyse, characters and their traits, explain the setting, sequence of events, and discuss subject matter and style.	Aptly reads the play, analyses all the characters and their traits with ease, explains the setting, sequence of events with ease and exhaustively discusses subject matter and style	Reads the play, analyses all the characters and their traits, explains the setting, sequence of events and discusses subject matter and style	Reads the play, analyses some characters and their traits, explains the setting, sequence of events with difficulty and struggles to discuss subject matter and style	Barely reads, the play, analyses few characters and their traits, has difficulty explaining the setting, sequence of events and discussing subject matter and style

	Ability to identify simple props and costumes that create the mood and present a dramatized part of a play to the audience	Easily identifies simple props and costumes that create mood, and creatively presents a dramatized part of a play to the audience	Identifies simple props and costumes that create mood, and presents a dramatized part of a play to the audience	Identifies simple props and costumes with assistance, and attempts to dramatize part of a play to the audience but with some difficulty	Unable to identify simple props and costumes and has difficulty dramatizing part of the play to the audience.
Extensive reading	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
	Ability to keep a portfolio of the fiction materials they have read	Keeps a detailed portfolio of a variety of texts	Keeps a portfolio of a variety of texts	Keeps a simple portfolio of a few texts	Keeps a scanty portfolio of one text

Study Skills	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 skim, scan and apply fluency strategies while reading	Aptly and easily skims and scans a text and applies all fluency strategies while reading	Applies skimming and scanning with ease and applies all fluency strategies while reading	Applies skimming and scanning with some struggles and some fluency strategies while reading	Struggles to skim and scan and applies few fluency strategies while reading

STRAND: GRAMMAR					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	Ability to use different parts of speech in sentences	Uses all the different parts of speech accurately and in a variety of sentences	Uses all the different parts of speech and in sentences	Uses most parts of speech and in sentences	Uses few parts of speech and in sentences

	Ability to construct different types of sentences	Creatively constructs all the different types of sentences with ease	Creatively all the constructs different types of sentences	Constructs most of the different types of sentences	Constructs some types of sentences with assistance
	Ability to use gender neutral language, correct order of adjectives, numerals and ordinals in sentences	Always uses gender neutral language, correct order of adjectives, numerals and ordinals with ease in sentences	Always uses gender neutral language, correct order of adjectives, numerals and ordinals in sentences	Most of the times uses gender neutral language, correct order of adjectives, numerals and ordinals in sentences	Rarely uses gender neutral language, correct order of adjectives, numerals and ordinals in sentences

STRAND: WRITING					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Paragraph a writing	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.

Functional writing	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
Creative writing	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 a composition using predestined criteria.	Aptly and meticulously applies the writing process and accurately assesses a composition using predestined criteria.	Applies the writing process and accurately assesses a composition using predestined criteria.	Applies the writing process with assistance and struggles to assess a composition but leaves out some aspects of the predestined criteria.	Barely applies the writing process and assesses composition leaving out many aspects of the predestined criteria.

APPENDIX I: GUIDELINES FOR INTEGRATING9 COMMUNITY SERVICE-LEARNING (CSL) AT JUNIOR SCHOOL

Introduction

In Grade 9, 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 project. 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 a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<p>Problem Identification Learners study their community to understand the challenges faced and their effects on community members.</p> <p>Some of the challenges in the community can be:</p> <ul style="list-style-type: none">● Environmental degradation● Lifestyle diseases, Communicable and non-communicable diseases● Poverty● Violence and conflicts in the community● Food security issues

Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.
Milestone 3	Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	Implementation The learners execute the project and keep evidence of work done.
Milestone 5	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
Milestone 6	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.

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

ASSESSMENT OF COMMUNITY SERVICE-LEARNING INTEGRATED PROJECT

Assessment for the integrated CSL group projects 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 group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

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

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

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

	<ul style="list-style-type: none"> • Role Play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles 	<ul style="list-style-type: none"> • Course books • Diorama • Flash cards • Word wheels • Word puzzles • Code words • Charts and realia <i>(Digital sources)</i> <ul style="list-style-type: none"> • Digital course books • Pictures and photographs • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources 	<p>capacity</p> <ul style="list-style-type: none"> • Word based sports or games for example crossword puzzles or scrabble • Shadowing language users • Language drills • Announcement posters and advertising of school activities as a practice.
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