



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 8

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2023

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the 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 the 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. The PWPER made far reaching recommendations for basic education that necessitated the curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to the rationalisation and review of the basic education curriculum.

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

The curriculum designs present the National Goals of Education, the essence statements, general and specific expected learning outcomes for the subjects as well as the strands and the 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.

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PREFACE

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

Therefore, the Grade eight 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 eight and prepare them for smooth transition to Grade nine. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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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 (*SNE adapt*) 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, the East African Community Protocol, the 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 eight 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 eight 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 eight and preparation of learners with visual impairment for transition to Grade nine.



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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
	Pastoral Religious and Instructional Programme	1
Total		40 +1

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **Foster nationalism and patriotism and promote national unity.**

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

iii) **Promote individual development and self-fulfilment**

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

- iv) **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- v) **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- vi) **Promote respect for and development of Kenya's rich and varied cultures.**
Education should 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 in order to build a stable and modern society.
- vii) **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- viii. **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

ESSENCE STATEMENT

The Constitution of Kenya 2010 accords English the status of one of the official languages. According to the Language in Education Policy of 1976, English is the language of instruction from Grade Four onwards, including in colleges and universities. In addition, English is a language of communication at both local and international levels. Mastery of English enhances access to academic, social, and professional opportunities. The English subject at the Junior 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 level, learners will be expected to be proficient in the English language for further learning and training, and their day-to-day interactions. Learners will be provided with appropriate varied experiences in listening, speaking, reading, writing, and Grammar in Use to develop linguistic and communicative competence. They will also be expected to interact with print and non-print language and literary material both in and outside the classroom.

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

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy skills, and logical thinking appropriately in self-expression,
2. Communicate effectively in diverse contexts,
3. Apply Digital Literacy skills appropriately for communication and learning in day-to-day life,
4. Practise hygiene, appropriate sanitation, and nutrition to promote health,
5. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
7. Demonstrate social skills, spiritual and moral values for peaceful co-existence,

8. Demonstrate an appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
9. Manage pertinent and contemporary issues in society effectively.

GENERAL LEARNING OUTCOMES FOR ENGLISH

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

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

STRANDS

1. Listening and Speaking
2. Reading
3. Grammar in Use
4. Writing

THEMES

In the Grade Eight English Curriculum, the following themes will facilitate the learning of English in context:

1. Human Rights
2. Scientific Innovations
3. Pollution
4. Consumer Roles and Responsibilities
5. Relationships: Peers
6. Rehabilitation
7. Natural Resources: Wildlife
8. Tourism: Domestic
9. Heroes and Heroines: Africa
10. Art
11. Choosing a Career
12. Modern Fashion
13. Consumer Protection
14. Sports: Olympics
15. Tourist Attraction Sites – Africa

THEME 1: HUMAN RIGHTS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.1 Listening and Speaking</p>	<p>1.1.1 Polite Language: Telephone Etiquette</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify polite words and phrases in telephone conversations,</p> <p>b) conduct a telephone conversation using polite words and expressions,</p> <p>c) acknowledge the significance of etiquette in telephone conversations.</p>	<ul style="list-style-type: none"> ● Learners are guided to listen and identify words and phrases that indicate polite language in a <i>telephone conversation</i> from a digital device, learners with blindness to use it with assistive technology. ● Guide the learners to role-play a telephone dialogue on human rights using polite language, learners with blindness could be paired with sighted guides for orientation. ● Guide the learner to match polite telephone conversation expressions with appropriate responses from the cards provided. Provide learners with blindness braille cards to match polite telephone conversation 	<ol style="list-style-type: none"> 1. Why should one be polite when speaking over the telephone? 2. How do you conduct a telephone conversation using polite words and expressions?

			<p>expressions with responses.</p> <ul style="list-style-type: none"> ● Learners to practise leaving and taking telephone messages over the phone using polite language on a caller card, learners with blindness to record the messages on a message digital device with assistive technologies. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication as the learner speaks with clarity while carrying out telephone conversations. ● Digital literacy as the learner uses the telephone to make calls under the guidance of the teacher. 				
<p>Pertinent and Contemporary Issues (PCIs) Social change as the learner uses polite language when communicating over the phone during telephone conversations role-play</p>				
<p>Values: Respect is enhanced as learners take turns during telephone conversations role-play</p>				
<p>Link to other subjects: Using polite words to communicate over the phone is linked to communication in all subjects.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology 				

- Message recorder
- Braille cards
- Flash Cards

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
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<p>1.2 Reading</p>	<p>1.2.1 Extensive Reading: Independent Reading (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 print or braille and non-print texts that are interesting to read, b) read a range of texts for information, c) enjoy reading a range of texts. 	<ul style="list-style-type: none"> ● Guide learners to skim through grade-appropriate print and electronic reading materials, learners with blindness to skim through grade-appropriate braille reading materials. ● Guide the learners to scan grade-appropriate print and electronic reading materials, (for learners with low vision) braille and electronic reading materials (for learners with blindness, to use digital devices with assistive technology). ● In groups, learners read materials on human rights at their pace within a specified period. ● Guide the learners to discuss what they have read. ● guide learners practise writing down the main ideas in the texts they have read, ● Guide the learners to use a dictionary to look up the meaning of vocabulary acquired from <i>independent reading</i>. Provide a <i>braille dictionary</i> to learners with <i>blindness</i>. ● Guide learners to infer the meaning of words as used in the texts. 	<ol style="list-style-type: none"> 1. Why should one read widely? 2. How does one identify print and non-print texts that are interesting to read?
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Core competencies to be developed:

- Self-efficacy as the learner chooses grade appropriate reading materials and reads independently.
- Learning to learn as the learner gains self-discipline as they work collaboratively to search for extra information online and from other sources.

Pertinent and Contemporary Issues (PCIs)

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

Values:

Responsibility: A learner engages and helps each other in groups when selecting the reading materials.

Link to other subjects:

Social Studies handles human rights as a pertinent issue.

Suggested Learning Resources:

- Print texts
- Braille texts
- Dictionary both print and braille
- Electronic reading materials,
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.3 Grammar in Use</p>	<p>1.3.1 Word classes: Compound Nouns</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify compound nouns in a text,</p> <p>b) use compound nouns in their singular and plural forms,</p> <p>c) desire using compound nouns in communication.</p>	<ul style="list-style-type: none"> ● Guide the learners to listen to an audio recording on human rights. ● Learners work in groups to identify the <i>compound nouns</i> used in the text. ● Guide the learners to categorise compound nouns into two-word or three-word nouns from a given list. Learners with blindness are provided with lists in braille. ● Learners form separate and hyphenated compound nouns by combining two or more words. ● Guide the learner to form plurals of compound nouns from a completion table. ● In pairs, guide the learners 	<ol style="list-style-type: none"> 1. Why should we use compound nouns when communicating? 2. How do compound nouns form plurals?

			<p>to write sentences using compound nouns in their singular and plural forms.</p> <ul style="list-style-type: none"> ● Learners to search online and offline for more examples of compound nouns. ● Learners practise using compound nouns to form sentences from a substitution table in pairs. ● Learners assess the correctness of sentences with peers and give feedback. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as the learner works with peers to categorise compound nouns. ● Self-efficacy as the learner shows concerted attention to detail when forming separate and hyphenated compound nouns by combining two or more words. ● Learning to learn as the learner engages in self- driven tasks while using compound nouns in sentences. 				
<p>Pertinent and Contemporary Issues (PCIs) Self-esteem as the learner communicates using the newly acquired compound nouns.</p>				

Values:

Respect: the learner works in groups to identify the compound nouns in the text

Link to other subjects:

Using compound nouns is linked to using compound words in Kiswahili, German and French.

Suggested Learning Resources:

- Audio recording
- Lists of Categories of compound words

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.4 Reading	1.4.1 Intensive Reading: Short Stories (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the sequence of events in a short story that they have read, b) use contextual clues to infer the meanings of words, c) answer direct and inferential questions from a short story, d) acknowledge the role of reading in communication.	<ul style="list-style-type: none"> ● In groups, guide learners with low vision, to predict the events by reading the title and observing illustrations. Learners with blindness to predict events after reading the title and the descriptions of the illustrations. ● Learners read the <i>short story</i> silently. ● Guide learners to infer contextual meanings of words based on the events in the story. ● Guide the learners to retell the story while citing issues on human rights. ● Learners to role-play selected events and characters in the story. Pair learners with blindness with their peers with 	<ol style="list-style-type: none"> 1. How can you predict the outcome of a story even before you read it? 2. How do you tell the meaning of unfamiliar words in a story?

			<p>vision.</p> <ul style="list-style-type: none"> ● Learners discuss the relationships between their own lives and those of characters in the text. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking as the learner assesses the relationship between their own lives and those of the characters in the story. ● Citizenship as the learner cites issues on human rights. 				
<p>Pertinent and Contemporary Issues (PCIs) Environmental and social issues as the learner compares their experiences with those of the characters in the story.</p>				
<p>Values: Responsibility as the learner takes different roles to dramatise the events in the story.</p>				
<p>Link to other subjects: Inferring contextual meanings of words based on the events in the story, is linked to critical thinking in Social Studies. (Life Skills Education)</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Braille and print text 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.5 Writing	1.5.1 Writing legibly and neatly (2 lessons)	By the end of the sub strand, the learner should be able to: a) classify letters according to height differentials, (for learners with low vision) b) write a text, legibly and neatly, c) write neat braille work (for learners with blindness), d) advocate the need for legibility and neatness in writing.	<ul style="list-style-type: none"> ● Guide learners with low vision to copy the provided passage and shape upper and lowercase letters appropriately while the learners with blindness copy a braille passage bringing out clear braille dots without erasing, ● Learners with low vision are guided to copy a provided passage and space letters, words and sentences correctly, <i>guide learners with blindness to copy the passage and ensure that the dots that form the letters, words and sentences are spaced appropriately.</i> ● Guide the learner to rewrite a provided text <i>legibly and neatly.</i> ● Guide learners to cancel or erase words or sentences neatly when composing a text. ● Guide the learners to split words that are joined appropriately, ● Learners practise writing dictated sentences legibly and neatly. ● Guide learners to write a narrative composition on human rights legibly and neatly, 	<ol style="list-style-type: none"> 1. Why should one write legibly and neatly? 2. How do we ensure a text is written legibly and neatly?

			<ul style="list-style-type: none"> ● Learners cancel or erase neatly upon making mistakes as they listen to the excerpt that is dictated. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn as the learner completes tasks on time as he writes texts legibly and neatly. ● Self-efficacy as the learner’s confidence in written communication is boosted. 				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication is improved as the learner practises writing legibly and neatly.</p>				
<p>Values: Responsibility: This is promoted as the learner writes words and sentences related to human rights. legibly and neatly</p>				
<p>Link to other subjects: Writing neatly and legibly is linked to all learning areas. .</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Braille and print copy of a passage ● Braille writing equipment and materials 				

THEME 2: SCIENTIFIC INNOVATIONS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.1 Listening and Speaking	2.1.1 Oral Presentations: Songs (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify features of songs, b) use performance techniques when singing, c) write songs on a scientific innovation in print music (Learners with Low vision), d) use braille music notations to write songs on a scientific innovation (Learners with blindness) e) enjoy using	<ul style="list-style-type: none"> ● Guide learners with low vision to watch recordings of <i>songs</i> from the Kenya drama and music festivals, learners with blindness to listen to the songs and the descriptions of the performances. ● In groups, guide the learners to discuss the performance techniques that make the presentations appealing and make notes. Learners with blindness are given one on one body demonstrations on the performances. ● In groups, guide the learners to identify songs of their choice and present them to the rest of the class. Learners with blindness to be given one on one guidance on 	<ol style="list-style-type: none"> 1. Why should we use performance techniques when singing? 2. How can one improve the presentation of a song?

		<p>performance techniques when singing</p>	<p>presentation,</p> <ul style="list-style-type: none"> ● In pairs, guide the learners with low vision to write songs on scientific innovations. Learners with blindness to write songs using braille notations. ● In groups, guide the learners to recite and record the songs or poems. ● In pairs, guide learners with low vision to watch video recordings as learners with blindness listen to the recordings and discuss the non- verbal aspects of the performance. Learners with blindness to discuss the tonal variation of the performance. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination as learners demonstrate the skills of creativity as he/she writes songs on scientific innovations. ● Digital literacy as learners’ record and watch recorded performances on digital devices with assistive technology. 				

Pertinent and Contemporary Issues (PCIs)

Citizenship is nurtured as learners watch Drama Festival performances from different communities fostering social cohesion and patriotism.

Values:

Patriotism is enhanced as they sing different uniting songs

Link to other subjects:

Singing patriotic songs is linked to singing songs from different communities in Creative Arts and Sports.

Suggested Learning Resources:

- Audio-visual recording
- Braille paper
- Braille machine
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.2 Reading	2.2.1 Intensive Reading: Simple poems (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the persona in a given poem, b) identify instances of repetition in a given poem, c) explain what the poem is about, d) describe explaining what poems are about to peers.	<ul style="list-style-type: none"> ● Guide learners to read a given <i>poem</i> for enjoyment. ● Guide the learners to recite or rap and dramatise the given poem. Learners with blindness are given one on one body demonstration as they dramatise poems, ● Guide the learners to discuss the voice that speaks in the poem (<i>the persona</i>). ● Guide the learners to brainstorm instances of repetition in the given poem. ● Guide the learners to explain the words, phrases and sentences that help them to decipher the surface and deeper meaning of a poem. ● In groups, guide the learners to relate the message in the poem with real life experiences. ● In pairs, guide the learners to compose, type and share poems 	<ol style="list-style-type: none"> 1. Why is a poem different from a passage? 2. How can you identify the persona in a given poem?

			<p>related to scientific innovations,</p> <ul style="list-style-type: none"> ● Guide the learners display their poems on a chart, a poster in class or on the school notice board. Learners with blindness to write their poems in braille and share with peers for feedback. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem-solving as learners relates the message in the poem to real life and explores different ways of dealing with the issues mentioned. ● Self–efficacy as the learner composes a poem and displays for feedback. 				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is enhanced as the learner works together with others to compose poems on scientific innovations.</p>				
<p>Values: Responsibility: A learner enhances this value as they engage in writing poems in groups</p>				
<p>Link to other subjects: Composing poems on scientific innovations is linked to composing poems in Kiswahili, French and German.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Posters, charts ● Scissors, manilla paper 				

- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.3 Grammar in Use	2.3.1 Word classes: Collective Nouns. (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify collective nouns from a text, b) use singular and plural forms of collective nouns correctly in sentences, c) enjoy using collective nouns in communication.	<ul style="list-style-type: none"> • Guide the learners to list <i>collective nouns</i> as they listen to an audio text. • Guide the learners to identify collective nouns in a print or braille text. • In pairs, guide the learners to classify collective nouns according to people, animals or things. • In groups, guide the learners to discuss the plural forms of these nouns. • Guide the learners to write correct sentences using collective nouns from substitution tables. Learners with blindness use a braille substitution table with embossed outlines. 	<ol style="list-style-type: none"> 1. Why are there different types of nouns? 2. How do collective nouns form their plurals?

			<ul style="list-style-type: none"> ● Learners fill or complete blank spaces using the correct collective nouns. ● Guide the learners to fill in crossword puzzles using collective nouns. Learners with blindness pick braille letter cards from a pool and arrange them to form collective nouns. ● Guide the learners to search for more examples of collective nouns from print or braille or non-print text. ● Learners practise constructing sentences using the collective nouns they have identified. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn as the learner participates in discussions with others on plural forms of collective nouns. ● Communication as the learner develops effective communication through verbal expression, written communication and in collaborative activities. ● Collaboration as the learner works in collaboration with others in pairs and groups to construct sentences. 				
<p>Pertinent and Contemporary Issues (PCIs):</p>				

Life Skills Education is developed as learners use collective nouns correctly enhancing effective communication.

Values:

Unity: A learner enhances this value as they work in pairs and groups with others contributing ideas to fill in crossword puzzles using collective nouns

Link to other subjects:

Using collective nouns is linked to names of physical features in Social Studies and Religious Education.

Suggested Learning Resources:

- Audio recording
- Braille letter cards
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.4 Reading	2.4.1 Intensive Reading: Short story (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the setting - <i>time and place</i> -of a short story, b) highlight the episodes in the short story chronologically, c) desire to highlight episodes in short stories chronologically.	<ul style="list-style-type: none"> ● In pairs, guide the learners with low vision to watch online while learners with blindness to listen to audio visual clip of short stories of different places and times of the day and night using digital devices with assistive technologies or written text. ● Guide the learners to read a <i>short story</i> and retell what they have read. ● Guide the learners to tease out the geographical setting, the historical period and the culture from which the story is based by identifying the words and elements used in the story. ● Guide the learners to compare the setting and places in the short story to their own real life setting. ● Learners use their surroundings to describe the setting and place of a short story. Learners with blindness are oriented to the surrounding environment and guided to describe the setting and place in the short story. 	<ol style="list-style-type: none"> 1. How can you identify the setting -<i>time and place</i>-of a short story? 2. Why should one identify the different settings from which a story is based on?

Core competencies to be developed:

- Digital literacy as learners manipulate digital devices with assistive technology to interact with different places at different times.
- Imagination and creativity as learners apply creativity and imagination when teasing out the geographical setting, the historical period and the culture from the short story.

Pertinent and Contemporary Issues (PCIs):

- Peace education is nurtured as the learner appreciates how different people live in different places and compare the setting and places in the short story to their own real life setting.

Values:

- Unity: A learner enhances this value while working in groups and in pairs where the learners contribute to compare the setting and places in the short story to their own real life setting,
- Respect: A learner enhances this as they value each other's' contributions during group work as they compare the setting and places in the short story to their own real life setting,

Link to other subjects:

Comparing the setting and places in the short story is linked to reading short stories about settings in Kiswahili, Indigenous languages and Creative Arts

Suggested Learning Resources:

- Audio-visual recording
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>2.5 Writing</p>	<p>2.5.1 Mechanics of Writing: Punctuation</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) punctuate a given text using commas, apostrophes, and capital letters in print or in braille correctly,</p> <p>b) use the apostrophe, comma and capital letters appropriately in composition writing in print or in braille,</p> <p>c) advocate the use of correct punctuation in writing.</p>	<ul style="list-style-type: none"> ● Guide the learners to search online and offline on uses of the <i>comma, apostrophe</i> and <i>capital letter</i>. Learners with blindness to use digital devices with assistive technology to do search. ● Guide the learners to read a given text and take note of the commas, apostrophes and capital letters used. Learners with blindness to take note of the braille equivalents of the punctuation marks used. ● Guide the learners to explain how the commas and the apostrophes are used in the text. ● Learners discuss the role of capital letters as used in various words or sentences in the passage. ● Learners practise punctuating a passage correctly in print or in 	<ol style="list-style-type: none"> 1. Why should a text be well punctuated? 2. How does wrong punctuation affect writing?

			<p>braille using commas, apostrophes, or capital letters where necessary.</p> <ul style="list-style-type: none"> ● Guide the learner to write a short composition on scientific innovations using capital letters, commas and apostrophes correctly. ● In pairs, guide the learners to assess each other’s composition and discuss how the punctuation marks and capital letters have been used. ● In groups, guide the learners to search for more uses of the apostrophe and brackets from books or the internet. Learners with blindness to use digital devices with assistive technology. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as learners gains the confidence to use punctuation marks correctly in speech and in writing. ● Critical thinking as learners figures out when to use the comma, apostrophe and capital letter in a text. 				
<p>Pertinent and Contemporary Issues (PCIs)</p>				

<p>Decision making skill is enhanced as learners decide on what and where to punctuate correctly in writing.</p>	
<p>Values: Respect: A learner enhances this as they value each other's' contributions during group work to punctuate a given text using commas, apostrophes, and capital letters.</p>	
<p>Link to other subjects: Using commas, apostrophes, and capital letters is linked to using commas, apostrophes, and capital letters in Kiswahili, German, French</p>	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Audio-visual recording • Digital devices with assistive technology 	

THEME 3: POLLUTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.1 Listening and Speaking	3.1.1 Listening Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main idea from a cause and effect text, b) pinpoint specific information from a cause and effect text, c) infer the meanings of unfamiliar words using context clues, d) Enjoy pinpointing specific cause and effect in sentences	<ul style="list-style-type: none"> ● Guide the learners to listen to a <i>cause and effect</i> text on pollution being read by the teacher or from a digital device with assistive technology. ● Guide the learners to pick out the <i>main idea</i> from a cause and effect text. ● Let learners respond to oral questions based on the text correctly. ● Guide the learners to identify and write down the ideas presented in the text. ● Guide learners to orally answer questions based on the text. ● Guide the learners to make a list of unfamiliar words and practise pronouncing them in pairs. ● Guide the learners to give the 	<ol style="list-style-type: none"> 1. Why is it important to listen keenly? 2. How can one infer the meanings of unfamiliar words using context clues?

			<p>meaning of specific words using context clues.</p> <ul style="list-style-type: none"> ● Guide the learner to look up the meanings of unfamiliar words from an online or offline dictionary. Learners with blindness to use digital devices with assistive technology or talking dictionaries. ● Learners practise using given words to construct sentences. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy as learner listen to texts and search for meanings of words using digital devices with assistive technology from online dictionaries ● Self- efficacy as learners practise pronouncing unfamiliar words and use them correctly in sentences. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Environmental Education is enriched as the learner listens to a <i>cause and effect</i> text on pollution being read by the teacher or from a digital device, ● Health Education is nurtured as the learner learns about the health risks caused by pollution as they listen to a text on pollution. 				
<p>Values: Responsibility: A learner acquires knowledge on how to take care of the environment from the cause and effect texts on</p>				

pollution read by the teacher.

Link to other subjects:

Giving the meaning of specific words using context clues is linked to vocabularies in Kiswahili, and indigenous languages.

Suggested Learning Resources:

- Online or offline dictionary,
- Digital devices with assistive technology
- Talking dictionaries.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>3.2 Reading</p>	<p>3.2.1 Intensive Reading (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) answer questions based on a given text correctly,</p> <p>b) infer meanings of words in a given text correctly,</p> <p>c) desire to infer meanings of words in a given text correctly.</p>	<ul style="list-style-type: none"> • Guide the learners to predict events by focusing on the title and illustrations in a text. Learners with blindness to read the title and picture description. • Individually, silently let the learner read a passage on pollution so as to internalise the information. • Guide the learner to read the passage aloud in turns as they answer the oral questions that are 	<ol style="list-style-type: none"> 1. How can one improve the way they read? 2. Why do you infer meanings of words in a given text

			<p>asked.</p> <ul style="list-style-type: none"> ● In pairs, guide the learners to infer the <i>meaning</i> of given words using synonyms, contexts among others. ● In groups, guide the learners to recapture events in the text as they role play in small groups. Learners with blindness are given one on one guidance during role play ● Learners practise writing answers to the questions given after the passage correctly. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners uses the skill of interpretation and inference to get the meaning of words used in the passage and predicts events in the text. ● Communication and collaboration as learners collaborates with others in pairs or groups to accomplish given tasks. During role-play good communication skills are seen as they are acting in the play. 				
<p>Pertinent and Contemporary Issues (PCIs): Environmental Education is developed as learners read passages on pollution.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism is fostered as the learner reads on pollution and how to improve the environment. ● Responsibility is developed as learners read passages on pollution which will enable the learner to take care of the environment. 				

Link to other subjects:

Reading passages on pollution is linked to soil pollution in Agriculture and Nutrition and Integrated Science

Suggested Learning Resources:

- Audio-visual recording
- Refreshable Braille display - Braille me
- Orbit reader,
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.3 Grammar in Use	3.3.1 Word Classes: Primary Auxiliaries (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify primary auxiliary verbs in a text, b) use primary auxiliary verbs in sentences correctly, c) Enjoy using primary auxiliary verbs in communication.	<ul style="list-style-type: none"> ● Guide the learners to identify <i>primary auxiliary verbs</i> from a text. ● In groups, guide the learners to search for the functions about primary auxiliary verbs from the internet or text books. Learners with blindness use digital devices with assistive technology to search for information. ● Learners write down sentences using each of the primary auxiliary verbs identified. ● Learners are guided to write a short paragraph on environmental conservation using primary auxiliary verbs. ● Learners read out the paragraphs to the rest of the class. 	Why are verbs important in sentences?

			<ul style="list-style-type: none"> ● Guide the learners to complete blank spaces in sentences given using the correct form of the primary auxiliary verbs. ● In pairs, guide the learners to engage in a question and answer session using primary auxiliary verbs. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy as learners searches for information on the functions of the primary auxiliary verb from the internet using digital devices and assistive technology. ● Self- efficacy as learners use correct tenses in speech and writes individually, a short paragraph on environmental conservation. 				
<p>Pertinent and Contemporary Issues (PCIs) Environmental Issues is enhanced learners write a paragraph on environmental conservation.</p>				
<p>Values: Respect is nurtured as learners work in groups and in pairs where they support each other in constructing sentences correctly.</p>				
<p>Links to other subjects: Constructing using primary auxiliary verbs is linked to writing sentences using auxiliary verbs in German and French.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio-visual recording ● Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.4 Reading	3.4.1 Intensive reading: poetry (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the aspects of structure in a given poem, b) recognize the main ideas in a given poem, c) recognize the role of poems in communicating values.	<ul style="list-style-type: none"> ● Learners are guided to search online and offline for the components of the structure of a poem; poet, number of stanzas, number of lines in a stanza. Learners with blindness use digital devices with assistive technology to search for the information. ● Learners are guided to read a given poem and identify the structure. ● Learners are guided to recite and dramatise the given poem in pairs. Learners with blindness are given one on one body demonstration on actions during dramatisation. ● Learners are guided to explain the words, phrases and sentences in a poem that help them to decipher the surface and deeper meaning. ● Let learners relate the message of the poem to real life. ● In groups, let learners identify topics of poems such as pollution, list the topics 	<ol style="list-style-type: none"> 1. Why is a poem different from a passage? 2. How can one identify the main idea in a poem?

			<p>down and display them in charts. Learners with blindness to mount their braille poems on a manilla paper and display them.</p> <ul style="list-style-type: none"> • Learners are guided to compose, type and share a poem related to pollution. Learners with blindness compose and braille poems. • Learners display their poems in a portfolio/chart or class noticeboard for feedback. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as learners discuss the messages in the poems, they decipher both the surface and deeper meaning of the poem and how they relate to real life. • Communication as learners show mastery of communication skills as they recite and dramatise poems. • Citizenship as the learner explores human rights issues affecting their community 				
<p>Pertinent and Contemporary Issues (PCIs) Citizen education is enhanced as learners identify online, topics of poems on pollution, lists them down and displays them in charts,</p>				
<p>Values: Respect is acquired as learners participate in group discussions and write a poem on pollution incorporating diverse opinions and ideas of the group members.</p>				
<p>Link to other subjects: Writing a poem on pollution is linked to writing poems in Kiswahili, German and French.</p>				

Suggested Learning Resources:

- Poems
- Charts
- Manila paper
- Scissors
- Glue
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.5 Writing	3.5.1 Paragraphing: Sequencing of Ideas (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify conjunctions used in a well-formed paragraph, b) use conjunctions to sequence and connect ideas correctly in a paragraph, c) appreciate using conjunctions to sequence and connect ideas.	<ul style="list-style-type: none"> ● Learners are guided to look for <i>conjunctions</i> and their functions in their immediate context from print and non-print text or braille text. ● Learners are guided to read paragraphs that use conjunctions to sequence ideas from a book or online source using digital devices with assistive technology. ● Learners are guided to combine sentences to form paragraphs using appropriate conjunctions. ● In pairs learners rearrange jumbled sentences to form a cohesive paragraph using conjunctions. ● Learners practise using different conjunctions in a composition to 	<ol style="list-style-type: none"> 1. Why is it important to use conjunctions in writing? 2. How does one use words to join ideas and sentences?

			show a sequence of ideas.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination as learners creatively use different conjunctions to write a composition to show sequence of ideas. • Critical thinking and problem solving as learner rearrange jumbled sentences to form a cohesive paragraph using conjunctions, 				
<p>Pertinent and Contemporary Issues (PCIs) Critical and creative thinking is developed as learners practise connecting ideas logically in writing.</p>				
<p>Values: Unity is enriched as the learners work together to identify conjunctions in paragraphs.</p>				
<p>Links to other subjects: Practising connecting ideas logically in writing is linked to writing conjunctions in Kiswahili, German and French</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Audio-visual recording • Digital devices with assistive technology 				

THEME 4: CONSUMER ROLES AND RESPONSIBILITIES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.1: Listening and Speaking	4.1.1 Listening Comprehension: Selective Listening (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between specific and general information from a listening text, b) select specific information from a text, c) listen and respond to texts appropriately, d) emphasise the value of listening skills in communication.	<ul style="list-style-type: none"> ● Learners are guided to listen to a recorded audio text on consumer roles and responsibilities and decide whether the information presented is specific or general. ● In pairs, guide the learners to search online for audio recordings and attentively listen for specific information using digital devices with assistive technology. ● Learners are guided to role play a scene on roles and responsibilities of consumers in groups to emphasise listening skills during communication. ● Learners are guided to listen to a passage on consumer roles and responsibilities and answer questions posed by the speaker. 	<ol style="list-style-type: none"> 1. Why is it important to get the main points from an oral text? 2. How can you ensure you capture the relevant information from a speaker?

Core competencies to be developed:

Communication: The learner listens critically to an audio text on consumer roles and responsibilities and selects the specific or general information presented.

Pertinent and Contemporary Issues (PCIs)

- Consumer literacy skills: The learner listens to texts on consumer roles and responsibilities and selects the specific and general information presented.
- Effective communication: The learner listens to and responds to audio texts.

Values:

Responsibility: The learner listens to texts on consumer roles and responsibilities and answers questions posed by the speaker.

Links to other subjects:

Kiswahili, German, French

Suggested Learning Resources:

- Audio-visual recording
- Digital devices with assistive technology

	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.2. Reading	4.2.1 Intensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify reading strategies for use on given texts, b) select main ideas and details from written texts, c) acknowledge reading for main ideas and details as a comprehension skill.	<ul style="list-style-type: none"> ● In pairs, guide the learners to search online and watch appropriate audio-visual clips on the selected reading strategies: reading for main ideas and reading for details, learners with blindness to use digital devices with assistive technology. ● Learners are guided to read and highlight the main ideas and details in texts on consumer roles and responsibilities and review each other's work. ● Learners are guided to share ideas on how one can practically use the selected reading strategies. ● In pairs, guide the learners with low vision to complete the substitution tables with specific details from texts. Learners with blindness use a braille substitution table with embossed outlines. ● Let the learner with low vision complete a mind map and learners with blindness read the description of the mind map with focus on the main idea and details. 	<ol style="list-style-type: none"> 1. Why should one read for main ideas? 2. How can you improve your reading?

Core competencies to be developed:

- Learning to learn: The learner shares what they have learnt while completing the mind map prompting desire to learn more. .
- Digital literacy: The learner manipulates digital devices when searching online and watching appropriate video clips on the selected reading strategies.

Pertinent and Contemporary Issues (PCIs)

Consumer literacy skills: The learner reads and underlines the main ideas and details in texts on consumer roles and responsibilities which enhances consumer literacy skills.

Values:

Unity: A learner enhances this value as they work together in groups and pairs to complete the mind map.

Links to other subjects:

Kiswahili, German, French

Suggested Learning Resources:

- Audio-visual recording
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.3 Grammar In Use	4.3.1 Word Classes: Verbs and Tense (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify verbs in the simple present and simple past tense in a text, b) write sentences using the simple present tense, c) write sentences using the simple past tense, d) advocate appropriate use of tense in communication.	<ul style="list-style-type: none"> ● In pairs, guide the learners to highlight verbs in <i>simple present</i> and <i>simple past tense</i> in a text on consumer rights and responsibilities. ● Let the learner reflect on the formation of <i>simple present</i> and <i>simple past tense</i> forms of verbs. ● Guide the learners to construct and share sentences on a variety of issues including consumer rights and responsibilities. ● Let the learners with low vision type the constructed sentences or write them down in their exercise books, learners with blindness use a digital device with assistive technologies to type the constructed sentences or write them on braille paper. ● In pairs, guide the learners to search online or offline for verbs used in simple present and simple past tense 	<ol style="list-style-type: none"> 1. How would you use words to describe something that you did yesterday? 2. Why is correct use of tense important?

			<p>from texts on consumer rights and responsibilities, learners with blindness to use digital devices with assistive technologies.</p> <ul style="list-style-type: none"> ● Let learners complete sentences using the correct tense of the given verbs. ● In groups, guide the learners to create and display charts showing words in their simple present and past tense forms, learners with blindness to mount their braille words on a manilla paper and display. ● In pairs, guide the learners to play language games using verbs in the present and past tense. 	
<p>Core competencies to be developed: Self-efficacy: The learner builds on their learning experiences to construct grammatically correct sentences.</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective Communication: The learner uses appropriate tense in constructing sentences on consumer roles and responsibilities ● Consumer literacy skills: The learner interacts with texts on consumer literacy gaining the skills to construct sentences on consumer rights and responsibilities. 				
<p>Values:</p>				

Integrity: A learner enhances this value while searching online for verbs used in simple present and simple past tense from texts on consumer rights and responsibilities as required,

Links to other subjects:

Kiswahili, German, French and Arabic languages

Suggested Learning Resources:

- Refreshable Braille display - Braille me,
- Orbit reader,
- Manilla paper, scissors. glue
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.4 Reading	4.4.1 Intensive Reading: Short story (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in a short story, b) use contextual clues to infer character traits of the characters in a short story, c) acknowledge the role of characters in a short story.	<ul style="list-style-type: none"> ● Guide the learners to read the <i>short story</i> and retell what they have read. ● Guide the learners to describe the traits of the characters in the short story using different adjectives. ● Guide the learners to compare and contrast the traits of the characters that appear in the short story. ● In groups, guide the learners to role play the different characters and discuss their importance in the short story. ● Let the learner make connections between their own lives and those of characters in the text. 	<ol style="list-style-type: none"> 1. How would you use contextual clues to infer character traits of the characters in a short story? 2. Why is it important to retell a story one has read?

Core competencies to be developed:

- Communication: The learner discusses the character traits in the short story, thereby practising the skills of effective

communication in speaking.

- Collaboration: the learner collaborates with other learners in groups and recognises their importance during the role play.

Pertinent and Contemporary Issues (PCIs)

Peace education: The learner appreciates the fact that different people have different traits but we can still coexist peacefully. .

Values:

Unity: The learners help each other and also appreciate their diversity during the group discussion.

Links to other subjects:

Creative Arts, and Sports, Kiswahili, German, French and Arabic languages

Suggested Learning Resources:

- Audio-visual recording
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.5 Writing	4.5.1 Paragraphing: connectors of sequence (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify connectors of sequence from a given text, b) Sequence ideas in a given paragraph, c) appreciate the use of idea connectors for clarity in communication.	<ul style="list-style-type: none"> ● Guide the learners to read a given text on consumer rights and responsibilities and identify the <i>connectors of sequence</i> used. ● In pairs, guide the learners to search online and offline and list other connectors of sequence, learners with blindness to use digital devices with assistive technologies. ● Guide the learners to construct sentences using the listed connectors of sequence. ● Guide the learners to write paragraphs on consumer rights and responsibilities using connectors of sequence. ● Let the learners read the paragraphs to their peers and discuss the use of the connectors. 	<ol style="list-style-type: none"> 1. Why is it important to have a well-developed paragraph? 2. How can a good paragraph be developed?

			<ul style="list-style-type: none"> ● In pairs, guide the learners to collaborate to edit the paragraphs and peer review each other's work. 	
<p>Core Competencies: Creativity and Imagination: The learner writes creatively and mastery, paragraphs on consumer rights and responsibilities using connectors of sequence. Self-efficacy: Learners acquire the skills of self-efficacy as they collaborate to edit the paragraphs and peer review each other's work.</p>				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication: The learner constructs sentences and writes paragraphs using connectors of sequence.</p>				
<p>Values: Patriotism: The learner collaborates to develop paragraphs on consumer rights and good consumer practices.</p>				
<p>Links to other Subjects: Kiswahili, German, French and Arabic languages</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Refreshable Braille display - Braille me, ● Orbit reader ● Digital devices with assistive technology 				

THEME 5: RELATIONSHIPS: PEERS

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: a) identify words with sounds / v /, / ɔ: /, / θ / and / ð / in a given text, b) pronounce words that have target sounds correctly, c) apply emphatic stress correctly in varied contexts, d) acknowledge the role of correct pronunciation in communication.	<ul style="list-style-type: none"> ● In groups, guide the learners to interact with an audio-visual recording featuring vowel sounds/<i>v</i>/ /<i>ɔ:</i>/ and consonant sounds/<i>θ</i>/ /<i>ð</i>/ using digital devices with assistive technologies. ● Guide the learners to list words that contain the mentioned sounds from print or braille text or from digital texts. ● Guide the learners to pronounce the identified words correctly. ● In pairs, guide the learners to play word games involving the target sounds. ● In pairs, guide the learners to search online and offline for the meaning of <i>emphatic stress</i>. ● Guide the learners to listen to a series of sentences and identify the stressed words. 	<ol style="list-style-type: none"> 1. Why are some words in a sentence pronounced with greater force than others? 2. How can one improve their pronunciation?

			<ul style="list-style-type: none"> ● Let the learners recite a poem in pairs and emphasis given words to bring out various meanings. ● Guide the learners to read sentences and stress given words appropriately. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: The learner listens keenly and actively participates in the pronunciation of the indicated sounds and stressed words. ● Collaboration: The learner collaborates in groups and word games to practise sounds and stress in sentences. 				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication: The learner becomes more proficient in pronunciation after practising and playing word games to practise sounds and stress in sentence.</p>				
<p>Values: Responsibility: The learner participates in word games and group recitation of poems taking turns appropriately..</p>				
<p>Link to other subjects: Kiswahili, German, French and Arabic languages.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Appropriate print/braille or digital texts, ● Poem ● Audio-visual recording 				

• Digital devices with assistive technology				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.2 Reading	5.2.1 Study Skills- Reference materials (2 lessons)	By the end of the sub strand, the learner should be able to: a) select relevant reference materials for varied tasks, b) use reference materials to obtain information on varied subjects, c) acknowledge the role of reference materials in lifelong learning.	<ul style="list-style-type: none"> ● Learners to pick out various words from print for learners with low vision and braille, for learners with blindness and digital texts. ● Guide the learners to check the meanings and spellings of the words in a dictionary. ● Guide the learners to look for the synonyms of various words from a thesaurus. ● Guide the learners to construct sentences using the given words. ● Guide the learners to give the antonyms of those words. ● Guide the learners to use an <i>encyclopaedia</i> to search for information on various topics, learners with blindness to use digital devices with assistive technologies. ● Guide the learners to create 	<ol style="list-style-type: none"> 1. Why is it important to use reference materials? 2. How can one use reference materials appropriately?

			<p>crossword puzzles using the antonyms and synonyms learnt. Read the clues or questions for learners with blindness to help them count the number of letters and also spell the word to go in the blank.</p>	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self- efficacy: The learner gathers information from different reference materials to accomplish assigned tasks like creating crossword puzzles using the antonyms and synonyms learnt. ● Responsibility: The learner uses the reference materials in groups responsibly. ● Communication and collaboration: The learner works together with others in groups to look for antonyms and synonyms. 				
<p>Pertinent and Contemporary Issues (PCIs) Peace and conflict resolution: The learner participates in pairs or groups work and employs peace and conflict resolution where there may be conflict.</p>				
<p>Values: Respect: The learner works with others in groups valuing each other's ideas and contributions to demonstrate respect and create a positive and respectful environment to accomplish the intended tasks.</p>				
<p>Link to other subjects: Kiswahili, German, French and Arabic languages</p>				
<p>Suggested Learning Resources:</p>				

- Appropriate print/braille and digital texts,
- Dictionary
- Encyclopaedia
- Audio-visual recording
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Grammar in Use	5.3.1 Word Classes: adjectives (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify gradable and non-gradable adjectives from a text, b) use gradable and the non- gradable adjectives in sentences, c) value the need for correct use of adjectives in communication. 	<ul style="list-style-type: none"> ● In pairs, guide the learners to search for and identify gradable and non- gradable adjectives from digital and print texts, learners with blindness to use digital devices with assistive technologies. ● Guide the learners with low vision to complete sentences on adjectives from a substitution table. Learners with blindness to complete sentences written in braille. ● In groups, guide the learners to recite a poem featuring gradable and non-gradable adjectives. ● Guide the learners to construct sentences using gradable and non-gradable adjectives. ● Guide the learners to fill crossword puzzles featuring gradable and non-gradable adjectives, learners with blindness to complete simple crossword puzzles using screen readers or voice over. 	<ol style="list-style-type: none"> 1. How do you describe nouns? 2. Why is it important to use correct adjectives in communication?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: The learner acquired knowledge on gradable and non- gradable adjectives from digital and print texts 				

which the learner uses in turn, to construct sentences correctly.

Pertinent and Contemporary Issues (PCIs)

Effective communication: The learner constructs sentences using gradable and non-gradable adjectives.

Values:

Respect: The learner works with others in groups valuing each other's ideas and contributions to accomplish the intended tasks of constructing sentences and filling crossword puzzles featuring gradable and non-gradable adjectives.

Links to other subjects:

Kiswahili, German, French and Arabic languages

Suggested Learning Resources:

- Audio-visual recording
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.4 Reading	5.4.1 Intensive Reading: Short story (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify dialogue and repetition in a short story, b) explain the importance of repetition and dialogue in a short story, c) acknowledge the role of dialogue and repetition in fiction writing.	<ul style="list-style-type: none"> ● Guide the learners with low vision to watch and learners with blindness listen to plays that have characters talking to one another and repeating certain lines or sentences from a digital device with assistive technologies. ● Guide the learners to read a short story and retell what they have read. ● In pairs, guide the learners to search online and offline for the importance of repetition and dialogue in a short story using digital devices with assistive technologies. ● In groups, guide the learners to discuss the message in the <i>dialogue</i> in a short story. ● In groups, guide the learners to role play a dialogue in the short story read. ● Guide the learners to describe how the dialogues bring out the traits of the 	<ol style="list-style-type: none"> 1. Why are some stories more interesting to read than others? 2. How can you make a story interesting?

			<p>different speakers.</p> <ul style="list-style-type: none"> ● Let the learner make connections between their own lives and those of the characters in the short story. ● Let the learner write a short paragraph on the theme of ‘peers’ using repetition and dialogue appropriately. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship; social and civic skills: The learner role plays parts of a short story to bring out specific messages and traits of the different speakers. ● Critical thinking and problem solving: The learner critically discusses the relationship between characters in a short story and real life and derives moral lessons from the story. 				
<p>Pertinent and Contemporary Issues (PCIs) Peace education: The learner appreciates the opinion of their peers as they engage in dialogue with one another.</p>				
<p>Values: Unity: During group discussions and role play, the learners collaborate with each other and appreciate their diversity.</p>				
<p>Link to other subjects: Creative Arts and Sports, Kiswahili, German, French and Arabic languages.</p>				

Suggested Learning Resources:

- Audio-visual recording
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.5 Writing	5.5.1 Functional Writing: Apology Letters (2 lessons)	By the end of the sub strand, the learner should be able to: a) list the parts of a letter of apology, b) write a letter of apology based on a given context, c) acknowledge the role of letter writing in communication.	<ul style="list-style-type: none">• In pairs, guide the learners to search online and offline for parts of <i>a letter of apology</i> using digital devices with assistive technologies.• Let the learner listen to two conversations: one that constitutes an apology and another that doesn't, from a digital device with assistive technology.• In pairs, guide the learners to discuss what makes the two conversations different.	<ol style="list-style-type: none">1. Why do people write letters?2. How are the different types of letters written?

			<ul style="list-style-type: none"> ● Guide the learners to read through a letter of apology and identify the different parts. ● In pairs, guide the learners to discuss the language and content of a letter of apology. ● Guide the learner to search for sample letters of apology from the internet, newspapers, magazines or books using digital devices with assistive technologies. ● In pairs, guide the learners to use the elements and layout of a formal letter plan and individually write a letter of apology. ● In groups, guide the learners to assess the correctness of the letters written by each learner. 	
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Core competencies to be developed:

- Learning to learn. Through research online and group discussions, the learner learns how to write letters of apology correctly.
- Digital Literacy: The learner interacts with digital devices to search for sample letters of apology from the internet.

Pertinent and Contemporary Issues (PCIs)

Peace and conflict resolution: Through the skills acquired during the task of apology letter writing, the learner practises apologising to peers and seniors.

Values:

Unity: The learner practises writing letters of apology in pairs or small groups which promotes harmony and fosters a peaceful environment.

Link to other subjects:

Kiswahili, German, French and Arabic languages, Life skills

Suggested Learning Resources:

- Newspapers, magazines or books,
- Audio-visual recording
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

THEME 6: REHABILITATION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.1 Listening and Speaking	6.1.1 Conversational Skills: Disagreeing Politely (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> list ways of disagreeing politely, use conversational strategies to disagree appropriately, apply non-verbal cues to express varied moods and feelings, advocate for the need to speak politely during communication. 	<ul style="list-style-type: none"> Guide the learners with low vision to watch and learners with blindness listen to a short audio-visual or read an excerpt in which speakers <i>disagree appropriately</i> and identify polite expressions used. In pairs, guide the learners to role play the events depicted in the audio-visual or excerpt. In pairs, guide the learners to practise disagreeing politely while incorporating non-verbal cues. Guide the learners to listen to a dialogue where characters agree or disagree politely. In small groups, guide the learners to write a short dialogue 	<ol style="list-style-type: none"> Why should people disagree appropriately? How do you use non-verbal cues to express different moods and feelings?

			depicting disagreeing politely and present it to the rest of the class.	
<p>Core competencies to be developed: Communication and collaboration: The learners role play events in a video or excerpt where there is clear and effective use of appropriate language and tone to disagree politely.</p>				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication: The learner learns to disagree politely during conversations.</p>				
<p>Values: Respect: The learner learns to disagree politely.</p>				
<p>Link to other subjects: Religious Education, Life Skills, Kiswahili, German, French and Arabic languages.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Audio-visual recording • Refreshable Braille display - Braille me • Orbit reader • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.2 Reading	6.2.1 Reading Fluency: Poem (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify techniques of reading fast, b) read a text <i>accurately, with expression and at the right speed,</i> c) apply fluency strategies when reading a text, d) appreciate the value of fluency in reading to enhance understanding. 	<ul style="list-style-type: none"> ● In pairs, guide the learners to preview a text before reading. ● In pairs, let the learner skim a text to obtain the main idea. ● Guide the learners to scan a text to obtain specific details. Allow learners with blindness extra time to scan the braille text. ● Let the learners ignore unknown words when reading a text. ● In groups, guide the learners to practise reading a text at the <i>right speed</i> while displaying the <i>right feelings</i>. ● Guide the learners to pronounce the words and sounds <i>accurately</i>. ● In small groups, guide the learners to engage in a reader’s theatre. ● Let the learners recite the poems aloud in class. ● In pairs, guide the learners to 	<ol style="list-style-type: none"> 1. Why should we display appropriate expressions when reading a text? 2. How can we ensure that we read at the right speed?

			download sample texts from the internet and read them using digital devices with assistive technologies.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: The learner works collaboratively with others while engaging in the reader’s theatre. ● Self- efficacy: The learner fluently reads given poems. 				
<p>Pertinent and Contemporary Issues (PCI) Effective communication: The learner perfects their reading skills.</p>				
<p>Values: Social justice: The learner reads poems focusing on social issues.</p>				
<p>Link to other subjects: Creative Arts and Sports, Kiswahili, German, French and Arabic languages</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Poems ● Audio-visual recording ● Refreshable Braille display - Braille me ● Orbit reader ● digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.3 Grammar in Use	6.3.1 Word Classes: Adverbs (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify adverbs of frequency and degree correctly from a text, b) use adverbs of frequency and degree correctly in sentences, c) appreciate the importance of using adverbs correctly in communication. 	<ul style="list-style-type: none"> ● In pairs, guide the learner to watch/listen to a short audio-visual clip and pick out the <i>adverbs of frequency and degree</i> used by the speakers, ● Guide the learner to identify the adverbs of frequency and degree from a text, ● Guide the learner to construct sentences using adverbs of frequency and degree. ● In pairs, guide the learners to hold conversations using the adverbs of frequency and degree. ● Guide the learners to fill in crossword puzzles. Learners with blindness to use screen readers or voice over to navigate crossword puzzles or form words using selected braille letters cards. ● In pairs, guide the learners to search 	<ol style="list-style-type: none"> 1. Why should one use adverbs correctly? 2. Why should we use adverbs of frequency and degree correctly in communication?

			online using digital devices with assistive technology for more examples of adverbs of frequency and degree.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication as learners use adverbs to speak effectively during conversations. ● Imagination and creativity as learners construct correct sentences using adverbs. 				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication: The learner uses adverbs of frequency and degree in the spoken and written context to communicate effectively.</p>				
<p>Values: Respect: The learners help each other in constructing sentences correctly</p>				
<p>Links to other subjects: Kiswahili, German, French and Arabic languages</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio-visual recording ● Refreshable Braille display - Braille me ● Orbit reader, ● Digital devices with assistive technology 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.4 Reading	6.4.1 Intensive Reading: short story (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main ideas in the short story, b) summarise the key events in the short story, c) relate the main ideas in the short story to real life situations, d) appreciate the relevance of the short story in addressing real life issues.	<ul style="list-style-type: none"> ● In pairs, guide the learner to read a prescribed section of the <i>short story</i>. ● In groups, guide the learner to discuss the storyline, ● Let the learners' present findings in a talking tree. ● Let the learner summarise the main idea in the short story. ● In groups, guide the learner to act out a section of the short story in groups. 	<ol style="list-style-type: none"> 1. How can short stories be used to address real life issues? 2. Why do people read short stories?
<p>Core competencies to be developed: Learning to learn: The learner shares what they have learnt through presentations.</p>				
<p>Pertinent and Contemporary Issues (PCIs) Gender roles: learners underscore gender roles as they are highlighted in the short story and learners relate them to real life.</p>				
<p>Values: Unity: The learner engages in discussion groups.</p>				

Links to other subjects:

Creative Arts and sports, German, French and Arabic languages

Suggested Learning Resources:

- Audio-visual recording
- Refreshable Braille display - Braille me ,
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.5 Writing	6.5.1 Mechanics of Writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) spell commonly misspelt words correctly, b) use prefixes and suffixes correctly in writing, c) write words with silent vowels (-ie and -ei) correctly, d) make connections between spelling and meaning in suffixed and prefixed words, e) acknowledge the importance of correct spellings in writing.	<ul style="list-style-type: none"> ● In groups, guide the learner to read passages and pick out the <i>misspelt words</i>. ● In pairs, guide the learner to make a list of words with prefixes and suffixes used in a passage. ● Let the learner write the correct spellings of words with prefixes and suffixes from a dictation. ● In pairs, guide the learner to pick out words with silent vowels from a list. ● In pairs, guide the learner to rewrite correctly a piece of writing in which words with prefixes, suffixes, or silent letters are misspelt. ● In pairs, guide the learner to construct sentences using words with silent vowels. ● In small groups, let the learner search for more examples of words with prefixes, suffixes and silent vowels 	<ol style="list-style-type: none"> 1. How are words formed? 2. Why should we spell words correctly?

			<p>from the internet, newspapers, or magazines, learners with blindness to use digital devices with assistive technologies.</p> <ul style="list-style-type: none"> ● Guide the learner to select the correct form of prefix or suffix for given words from a table. ● Guide the learner to create and display charts showing different words with prefixes and suffixes, learners with blindness to mount their braille words with prefixes and suffixes on a manilla paper. ● Let the learner write short compositions based on the theme using words with prefixes, suffixes, and silent (-ie -ei) vowels. ● Guide the learner to assess each other's writing for correct spelling of prefixed and suffixed words as well as words with silent vowels. 	
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Core competencies to be developed:

- Communication: The learner practises writing clearly and spelling correctly for effective communication.
- Self-efficacy: The learner identifies and states what they find difficult to spell and why.

Pertinent and Contemporary Issues (PCIs)

Health Education: The learner interacts with print/braille and non-print material on rehabilitation from drug abuse.

Values:

Unity: The learners help each other in pairs or groups.

Links to other subjects:

All subjects require learners to have good spelling skills for communication.

Suggested Learning Resources:

- Audio-visual recording
- Refreshable braille display - Braille me ,
- Orbit reader
- Charts
- Manila paper, scissors, glue
- Digital devices with assistive technology

THEME 7: NATURAL RESOURCES: WILDLIFE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.1 Listening and Speaking	7.1.1: Listening for Detail (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify main ideas in a listening text, b) respond appropriately to questions based on the listening text, c) acknowledge the importance of listening for details in life.	<ul style="list-style-type: none"> ● In groups, guide the learner to listen to a recorded text on wildlife and answer questions from the text in pairs. ● In groups, guide the learner to discuss the main ideas. ● Let the learner <i>listen</i> to a passage read by peers or the teacher and <i>outline the main ideas</i> from the text individually. ● In groups, guide the learner to discuss answers based on a given text. 	<ol style="list-style-type: none"> 1. Why should you listen attentively? 2. How would you ensure you pick out information from a listening text?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: The learner listens keenly and actively and responds to questions. ● Digital literacy: The learner interacts with digital devices when listening to a recorded text. 				

Pertinent and Contemporary Issues (PCIs)

Wildlife Conservation: awareness on conservation of wildlife is enhanced as the learner interacts with information about wildlife.

Values

- Patriotism: The learner interacts with texts on Kenya's rich wildlife heritage.
- Responsibility: The learner is sensitised on the importance of wildlife.

Link to other subjects:

Integrated Science and Social Studies also cover aspects of wildlife

Suggested Learning Resources:

- Audio-visual recording
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.2 Reading	7.2.1 Intensive Reading: Visuals/descriptions/tactile representations (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different visuals/descriptions/tactile representations in given contexts correctly, b) make a connection between visuals/tactile/descriptions and the written text, c) interpret visuals/tactile/descriptions correctly for meaning, d) appreciate the role of visuals/tactile/descriptions in simplifying representation.	<ul style="list-style-type: none"> ● In pairs, guide the learners to study information presented in optical illusions in print/tactile/descriptions or electronic devices and discuss findings. ● In pairs, guide the learners to make inference of implied meaning from <i>the visuals/tactiles/descriptions</i>. ● In groups, make connections of the visuals/tactiles such as graphs, illustrations, charts, described pictures, and audio-visuals provided with written texts. ● In pairs, guide the learner to write a summary of what has been observed in the visuals/tactiles/descriptions which may depict human-wildlife conflict. ● In pairs, guide the learners to present a piece of written information on wildlife in the form of a visual/description and 	How can one interpret a visual/tactile representation correctly?

			share it in class.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: The learner interacts with information from various visual/described materials on human wildlife conflict. ● Learning to learn: The learner makes visuals in line with the theme of wildlife. 				
<p>Pertinent and Contemporary Issues (PCIs) Environmental and social issues: The learner learns the importance of co-existing with wildlife.</p>				
<p>Values: Patriotism: The learner engages on the importance of wildlife.</p>				
<p>Link to other subjects: Visuals are also learnt in agriculture, social studies and visual arts.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio-visual recording ● Refreshable Braille display - Braille me ● Orbit reader ● Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.3 Grammar in Use	7.3.1 Word Classes: Pronouns (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify indefinite and reflexive pronouns in sentences, b) use indefinite and reflexive pronouns in sentences correctly, c) appreciate the role of indefinite and reflexive pronouns in communication.	<ul style="list-style-type: none"> ● In pairs, guide the learners to study a chart/tactile chart displaying the <i>indefinite and reflexive pronouns</i> to distinguish between them. ● In groups, guide the learners to listen to an audio clip on wildlife from a digital device with assistive technologies and write down the indefinite and reflexive pronouns from the audio text. ● In groups, guide the learners to construct sentences using indefinite and reflexive pronouns. ● Let the learners choose an appropriate indefinite and reflexive pronoun to fill in gaps in given sentences. ● Guide the learners to construct correct sentences using reflexive and indefinite pronouns from a substitution table. 	<ol style="list-style-type: none"> 1. How do we use indefinite and reflexive pronouns in communication? 2. Why do we use indefinite pronouns?

Core competencies to be developed:

- Citizenship: The learner listens to an audio clip on wildlife from a digital device hence empowering the learner to care for natural resources and the environment.
- Collaboration: The learner participates actively in groups to enhance their knowledge on indefinite and reflexive pronouns.

Pertinent and Contemporary Issues (PCIs)

Environmental and social issues on animal welfare: The learner reads and listens to texts on animal protection and care

Values:

Respect: The learners work in groups and respect each other's opinions

Link to other subjects:

Kiswahili, German, French, Arabic and Chinese -Indefinite and reflexive pronouns are taught in all these languages

Suggested Learning Resources:

- Audio clip
- Charts, tactile charts
- Refreshable braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.4 Reading	7.4.1 Intensive Reading: Short story (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in a given short story, b) explain the relationship between the characters in the short story, c) appreciate the role of the characters in the short story in depicting real-life experiences.	<ul style="list-style-type: none"> ● In groups, guide the learners to read a <i>short story</i> and pick out the <i>characters</i>. ● In groups, guide the learners to discuss in small groups, the things done by the characters in the short story. ● In groups, guide the learners to dramatise different characters in a short story in order to bring out their traits. ● In pairs, guide the learners to distinguish between the main characters and the minor characters. ● In groups, guide the learners with low vision to use relationship trees, diagrams, character maps or any other diagrammatic tool to show how the characters relate to each other. Learners with 	<ol style="list-style-type: none"> 1. How do characters make a story come alive? 2. Why are some characters identified as main and others minor in a story?

			blindness to write down descriptions that show how characters relate to each other. <ul style="list-style-type: none"> • Let the learners display the tree diagram via powerpoint or manila paper in class. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Critical thinking: The learner discusses the actions of the characters. • Creativity and imagination: The learner shows the relationships between characters in the story. 				
Pertinent and Contemporary Issues (PCIs) Social cohesion: The learners dramatise in groups different characters in a Short story.				
Values: Responsibility: The learner engages and helps others in group discussions.				
Link to other subjects: Kiswahili and other languages also teach short stories.				
Suggested Learning Resources: <ul style="list-style-type: none"> • manila paper • Audio clip • Chart - tactile chart • Refreshable Braille display - Braille me • Orbit reader 				

- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.5 Writing	7.5.1 Composition Writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the steps in the writing process, b) write a dialogue on a given topic, c) appreciate the importance of the writing process in enhancing clear communication.	<ul style="list-style-type: none"> • In groups, guide the learners to discuss the steps in the writing <i>process</i>. • In pairs, guide the learners to use a digital device with assistive technology to search for information and ideas on the topic-wildlife, from the internet. • In groups, guide the learners to brainstorm with peers and outline the ideas to include in a dialogue. • In pairs, guide the learners to write a rough draft of the dialogue on a topic based on the theme- wildlife. • In pairs, guide the learners to revise the dialogue by adding, rearranging, 	<ol style="list-style-type: none"> 1. Why is it important to plan before writing? 2. How would you ensure that you make your composition clear and interesting?

			<p>removing and replacing ideas, words, phrases and sentences.</p> <ul style="list-style-type: none"> ● Let the learners edit the dialogue to check for repetition, clarity, grammar, spelling and punctuation. ● Guide the learners to evaluate each other's dialogue in small groups. ● Let the learners share the final dialogues with others by posting them on the talking walls. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learners in groups go through the writing process to end up with a well written piece. ● Digital literacy: The learner searches for information from the internet using digital devices and assistive technologies. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication: The learner connects ideas logically in writing. ● Critical thinking; the learner evaluates his or her own and others' compositions. 				
<p>Values: Unity: The learner brainstorms about ideas for writing compositions with peers.</p>				
<p>Link to other subjects: Kiswahili and other language subjects also tackle the writing process.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio clip ● Chart, tactile chart 				

- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

THEME 8: TOURISM: DOMESTIC

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.1 Listening and Speaking	8.1.1 Listening and Responding: Oral Narratives - Myths (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in a given myth, b) narrate the key events in a given myth, c) explain the moral lesson in a set myth, d) relate the characters in a myth to real life, e) acknowledge the role/importance of oral	<ul style="list-style-type: none"> • In groups, guide the learners to predict events in a <i>myth</i> from the title or pictures/picture descriptions in the story. • In groups, guide the learners to listen to a narration of a myth then retell the myth to their peers. • In pairs, guide the learners to watch/listen to audio-visual recording of a myth. 	<ol style="list-style-type: none"> 1. How can you tell what is going to happen in a story? 2. How are the characters or events in the story related to the people or happenings around us?

		literature in lifelong learning.	<ul style="list-style-type: none"> ● In pairs, guide the learners to identify the characters in the myth. ● In pairs, let the learners answer questions from the story. ● In groups, guide the learners to discuss the lessons learnt from a myth. ● In groups, guide the learners to discuss the relevance of the story to real life. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: The learners interact with technology through video recordings ● Communication and Collaboration: The learner discusses the moral lesson of a story in groups. 				
<p>Pertinent and Contemporary Issues (PCIs) Cohesion: The learner interacts with stories from various communities.</p>				
<p>Values: Respect: The learner works together with others respecting each other's opinion.</p>				
<p>Links to other Subjects: Myths and other types of narratives are learnt in Social Studies, Religious Education and Performing Arts</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio clip 				

- Chart, tactile chart
- Refreshable braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.2 Reading	8.2.1 Intensive Reading: Poem (2 lessons)	By the end of the sub strand, the learner should be able to: a) select required information from a text, b) use nonverbal cues to bring out the message in a poem, c) make judgement on the information in a text, d) infer the meaning of unfamiliar words using contextual clues, e) acknowledge the importance of comprehension in life.	<ul style="list-style-type: none"> • In groups, guide the learners to identify the characters, themes and aspects of style such as repetition from a poem. • In groups, guide the learners to infer the meaning of words from the context. • Use visuals/descriptions, synonyms, antonyms among others to infer the meaning of words. • Guide the learners to rap/recite the poem in turns using relevant non-verbal cues. 	<ol style="list-style-type: none"> 1. How can one tell the meaning of unfamiliar words used in a text? 2. Why should one support an opinion about a story or person with evidence?

			<ul style="list-style-type: none"> ● In groups, guide the learners to answer direct and inferential questions based on the poem. ● In pairs, guide the learners to retell events depicted in the poem in their own words. ● In groups, guide the learners to make evidence supported judgements about the events and the message in a poem. ● In groups, guide the learners to conduct debates based on the poem elaborating on what you like or do not like about the poem. ● Let the learners use prior experience and previous knowledge when giving an opinion. 	
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Core competencies to be developed:

- Citizenship: The learner interacts with poems related to the theme: Domestic tourism.
- Learning to learn is promoted by practising saying what they like or do not like about a poem.

Pertinent and Contemporary Issues (PCIs)

Effective communication: The learner conducts debates based on the poem during club meetings

Values:

Respect: The learner participates in discussions in pairs or groups respecting each other's' opinion and views

Links to other subjects:

Poetry is studied in both Kiswahili and French.

Suggested Learning Resources:

- Poem
- Audio clip
- Chart, tactile chart
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.3 Grammar in Use	8.3.1 Word Classes: Simple prepositions (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify prepositions of position, time and place correctly,</p> <p>b) use prepositions of position, time and place in sentences correctly,</p> <p>c) appreciate the role of prepositions of position, place and time in communication.</p>	<ul style="list-style-type: none"> ● In groups, guide the learners to identify the prepositions of position, place and time from print/braille or digital texts. ● In groups, guide the learners to construct sentences using prepositions of position, place and time and display on charts or braille cards. ● In pairs, guide the learners to fill in gaps in given sentences using prepositions of position, time and place. ● In pairs, guide the learners to search for sentences featuring simple prepositions from newspapers, magazines and the internet. ● In groups, guide the learners to create crossword puzzles using simple prepositions. 	<ol style="list-style-type: none"> 1. How do we show where a person or thing is? 2. How do you show the position of a thing or the time something happens?

Core competencies to be developed:

- Learning to learn: The learner builds on their knowledge of simple prepositions to express themselves clearly.
- Creativity and imagination: The learner creates a crossword puzzle using simple prepositions.

Pertinent and Contemporary Issues (PCIs)

Citizenship Education- Ethnic relations: The learner participates in group activities.

Values:

Respect: The learner engages in group work taking in consideration all members' opinions and views.

Links to other subjects:

Arabic, Chinese, French and Germany focus on prepositions

Suggested Learning Resources:

- Audio clip
- Chart, tactile chart
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.4 Reading	8.4.1 Intensive Reading: Poetry (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify inanimate characters in a given poem, b) describe traits of inanimate characters present in a given poem, c) appreciate the role of inanimate characters in poetry.	<ul style="list-style-type: none"> ● In pairs, guide the learners to find out the meaning of <i>inanimate characters from print/braille and digital texts</i>. ● In groups, guide the learners to identify inanimate characters in a poem. ● In groups, guide the learners to discuss the likely inanimate characters in a poem and their traits. ● In pairs, guide the learners to recite a poem related to the theme using appropriate non-verbal cues. ● In groups, guide the learners to role play an inanimate character in a given poem. ● Let the learners relate inanimate characters with individuals in real life. 	<ol style="list-style-type: none"> 1. How do you describe the characters in a poem? 2. Why are the characters in a poem important?
Core competencies to be developed:				

- Critical thinking: The learner relates inanimate characters with individuals in real life.
- Creativity and imagination as a learner role plays inanimate characters' roles.

Pertinent and Contemporary Issues (PCIs)

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

Values:

Respect: The learner engages in collaborative group tasks respecting each other's' input.

Links to other subjects:

Poetry is also studied in English and Kiswahili.

Suggested Learning Resources:

- Audio clip
- Chart, tactile chart
- Refreshable braille display - Braille me ,
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.5 Writing	8.5.1 Assessment of writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify errors in an essay written by self or peers, b) assess a composition written by self or peers and suggest corrections for errors, c) appreciate the importance of feedback to improve a composition.	<ul style="list-style-type: none"> ● In groups, guide the learners to read sample compositions in print or in braille. ● In pairs, guide the learners to identify the errors in the compositions and list them down. ● Guide the learners to write a composition related to the theme and peer review to correct errors. ● In groups, guide the learners to create a narrative composition in print or in braille. ● Guide the learners to exchange the composition with another group for peer review. ● Let the learners suggest corrections to be made to the composition. ● Let the learners display the edited work on the class notice board. ● Take part in a gallery walk and view or talk about what the other groups have done. 	<ol style="list-style-type: none"> 1. How does a text with errors make you feel? 2. Why is feedback important in writing?

Core competencies to be developed:

- Communication and collaboration: The learners collaborate to suggest corrections in their classmates' compositions.
- Learning to Learn: The learner assesses the correctness and suggests corrections to be made to their classmates' composition.

Pertinent and Contemporary Issues (PCIs)

Peer Education: The learners work together to improve each other's composition.

Values:

Patriotism: The learner interacts with materials related to the theme: Domestic tourism.

Links to other subjects:

Self and peer assessment also features in composition writing in Kiswahili, French and other languages.

Suggested Learning Resources:

- Audio clip
- Chart, tactile chart
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

THEME 9: HEROES AND HEROINES: AFRICA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>9.1 Listening and Speaking</p>	<p>9.1.1 Pronunciation: 9.1.1.1 Sounds: vowels /ɑ:/ /ɜ:/ and consonants /tʃ/ and /dʒ/ 9.1.1.2: Stressed and unstressed words (content and function words) (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with vowels /ɑ:/; /ɜ:/ and the consonant /tʃ/; /dʒ/ from a sample text, b) pronounce the vowels /ɑ:/; /ɜ:/ and the consonants /tʃ/; /dʒ/ correctly, c) apply stress on content words while leaving the function words unstressed, d) acknowledge the importance of emphatic stress in communication.</p>	<ul style="list-style-type: none"> ● In groups, guide the learners to listen to a recording of sounds and identify the sounds /ɑ:/ /ɜ:/ /tʃ/ and /dʒ/. ● In pairs, guide the learners to practise saying the sounds /ɑ:/ /ɜ:/ /tʃ/ and /dʒ/. ● In pairs, guide the learners to identify the stressed and unstressed words in a sample text. ● Let the learner practise saying words with the sounds /ɑ:/ /ɜ:/ /tʃ/ and /dʒ/ in small groups and make a recording in pairs. ● In groups, guide the learners to listen to sentences as they are read out. ● Let them pick out words that are either stressed or 	<ol style="list-style-type: none"> 1. How do you say stressed words? 2. Why do we pronounce some words differently from others in a sentence?

			<p>unstressed.</p> <ul style="list-style-type: none"> • In groups, guide the learners to recite a poem and identify the stressed words. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self -efficacy- effective communication skills are acquired as the learner pronounces words correctly. • Communication and collaboration as the learner works with others to pronounce words correctly. 				
<p>Pertinent and Contemporary Issues (PCIs) Citizenship: The learners learn sounds so that they can communicate effectively globally.</p>				
<p>Values: Unity: The learner practices to say the sounds together as a group to foster unity among learners.</p>				
<p>Link to other subjects: Pronunciation and sentence stress is used in all subjects</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Audio clip • Chart, tactile chart • Refreshable Braille display - Braille me • Orbit reader • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.2 Reading	9.2.1 Extensive Reading: Grade appropriate fiction Materials - Characters (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in a given fiction text, b) describe the traits of a given character in a fictional text, c) appreciate the role of characters in fiction.	<ul style="list-style-type: none"> ● In pairs, guide the learners to search online using assistive technology and offline for words that can be used to describe <i>character traits</i>. ● In groups, guide the learners to read a given fiction material on African heroes/heroines and list the characters in the text. ● In groups, guide the learners to role play the different characters identified. ● In groups, guide the learners to dramatise the text and video record the performance. ● In pairs, choose a character and discuss what the character does or says. ● In pairs, guide the learners with low vision to use flash cards and learners with blindness to use braille cards to describe the traits 	<ol style="list-style-type: none"> 1. How can the characters in a story be described? 2. Why are some stories more enjoyable to read than others?

			<p>of the given character.</p> <ul style="list-style-type: none"> ● In pairs, guide the learners to relate the characters in the fiction text to real life. ● Let the learners identify the character that they like most and explain why. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: The learner role plays different characters. ● Digital literacy: The learners search online and video record their performances. 				
<p>Pertinent and Contemporary Issues Citizenship Education- Ethnic and racial relations- Reading on African Heroes/ Heroines makes learners appreciate Africa's ethnic diversity.</p>				
<p>Values: Social justice- Reading on African heroes/ heroines makes learners understand issues that Africa as a continent is exposed to.</p>				
<p>Link to other subjects: Social studies- African heroes/ heroines are discussed here</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio clip ● Flash cards, braille cards ● Chart, tactile chart 				

- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.3 Grammar in use	9.3.1 Word Classes: Conjunctions – <i>because, that, when, if, unless, and since</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the listed conjunctions from a group of words, use the listed conjunctions correctly in sentences, appreciate the correct use of conjunctions in communication. 	<ul style="list-style-type: none"> • In groups, guide the learners to read a text with conjunctions. • In pairs, guide the learners to identify conjunctions such as <i>because, that, when, if, unless, and since</i> from the text. • Individually, let the learner fill in blanks in sentences using the listed conjunctions. • In pairs, guide the learners to make sentences using the listed conjunctions. • In groups, guide the learners to create dialogues using the listed conjunctions. 	<ol style="list-style-type: none"> 1. Why do we use conjunctions? 2. How can one join two or more sentences correctly?

			<ul style="list-style-type: none"> ● In pairs, guide the learners with low vision to search online and offline for examples of the listed conjunctions, learners with blindness be guided to use digital devices with assistive technology. ● In groups, guide the learners to create simple crossword puzzles and code words featuring conjunctions, learners with blindness be paired with peers with some sight. ● In pairs, guide the learners to create posters or braille cards on heroes/heroines using sentences with conjunctions and display them on the walls. ● In pairs, guide the learners to recite poems featuring conjunctions/ listen to songs and identify the conjunctions used. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration and teamwork: The learners work in groups and recite poems. ● Creativity and imagination: The learners make connections and create crossword puzzles, posters on heroes or heroines and code words featuring conjunctions. 				

Pertinent and Contemporary Issues (PCIs)

Citizenship – good governance is promoted as some African heroes and heroines’ stories address issues of governance.

Values:

Patriotism is promoted as learners create posters of African heroes and heroines and this makes learners proud of their nation.

Link to other subjects:

Visual Arts- Creation of posters is an aspect of visual arts

Suggested Learning Resources:

- Audio clip
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.4 Reading	9.4.1 Intensive Reading: Similes and metaphors (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) list the similes and metaphors in a given short story, b) use similes and metaphors in their own sentences, c) explain the similes and metaphors used in the short story, d) acknowledge the importance of similes and metaphors in communication. 	<ul style="list-style-type: none"> ● In pairs, guide the learners to search online and offline for meanings of <i>simile and metaphor</i> using digital devices with assistive technology. ● In groups, guide the learners to read a given short story and identify the similes and metaphors present. ● In groups, discuss the meanings of the similes and metaphors identified. ● In pairs, let the learners discuss the relevance of the 	<ol style="list-style-type: none"> 1. Why should we use similes and metaphors in communication? 2. How can one write a short story?

			<p>similes and metaphors in the short story.</p> <ul style="list-style-type: none"> ● In pairs, guide the learners to list the similes and metaphors they know. ● Individually, guide the learner to construct sentences using the similes and metaphors in the context of African heroes and heroines. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship–national and cultural identity: The learner uses metaphors and similes in the context of African heroes. ● Collaboration – teamwork: The learner contributes to group discussions on similes and metaphors. 				
<p>Pertinent and Contemporary Issues (PCIs) Citizenship Education-Patriotism- Constructing sentences in the context of African heroes and heroines makes learners identify with Africa.</p>				
<p>Values: Respect- discussion on heroes inculcates respect for the citizens of the different countries.</p>				
<p>Link to other subjects:</p>				

Kiswahili- Metaphors and similes are covered in Kiswahili

Suggested Learning Resources:

- Audio clip
- Chart, tactile chart
- Refreshable braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.5 Writing	9.5.1 Creative Writing: Narrative Compositions (240-280 words) (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recall a specific event, emotion or experience that affected them greatly. b) plan a narrative composition using prewriting techniques c) create a narrative composition using revealing details d) acknowledge the value of quality narrative compositions 	<ul style="list-style-type: none"> ● In groups, guide the learners to identify the parts of a <i>narrative composition</i>. ● In groups, guide the learners to narrate events, feelings or experiences that impacted them. ● In pairs, guide the learners to plan a narrative composition. ● Guide the learners to write a narrative composition individually. ● Let the learners collaborate with peers to check each other's work for: <ul style="list-style-type: none"> ○ Correctness of language ○ Relevance to the topic ○ Punctuation ○ Spelling ● Guide the learners to review their work individually and make corrections where necessary. ● Let the learners publish their work by either: 	<ol style="list-style-type: none"> 1. Why do we enjoy reading stories? 2. How can you make your composition interesting?

			<ul style="list-style-type: none"> ○ Sharing it through email ○ Sharing it through social media ○ Pasting the work on posters/braille cards ○ Posting the work in class and conducting a gallery walk. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Creativity and Imagination –making observations enhances the learner’s creativity as they create narrative compositions on a variety of topics ● Digital literacy – interacting with digital technology is enhanced as the learner shares their work via email and on social media 				
<p>Pertinent and Contemporary Issues (PCIs) Citizenship Education- social cohesion: Working in groups makes learners learn to live harmoniously</p>				
<p>Values: Unity is promoted as the learner cooperates with peers to revise and make their work better</p>				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Kiswahili, French, German, Arabic and Chinese: Narrative composition writing is learnt and practised in all these languages. ● Performing Arts also promote creativity 				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio clip 				

- Posters
- Chart, tactile chart
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

THEME 10: ART

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.1 Listening and Speaking	10.1.1 Oral Presentations (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the items in the format of a speech, b) present a written speech using effective speaking skills, c) prepare a short speech on a given topic, d) acknowledge the importance of good speaking skills for effective communication. 	<ul style="list-style-type: none"> ● In pairs, guide the learners to search online and offline for a format of a <i>speech</i>, learners with blindness to use digital devices with assistive technology. ● In pairs, learners are guided to identify the introduction, body and conclusion of the speech they have listened to or watched. ● In groups, guide the learners to write down points on how they can appreciate their heritage through art. ● In pairs, learners prepare a speech using the points generated above and present it in their small groups. ● Let them present the speech 	<ol style="list-style-type: none"> 1. How can you make a speech presentation interesting? 2. Why are good speaking skills important for effective communication?

			<p>to the whole class as learners with low vision provide feedback on the non-verbal cues used and learners with blindness give feedback on the verbal cues used (tonal variation).</p> <ul style="list-style-type: none"> ● In groups, guide the learners to identify the speaking strategies that made each speech interesting. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: The learners work in groups to discuss the format of a speech. ● Learning to learn: learners organise their own learning and acquire speech presentation skills. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Social cohesion is improved when learners are presenting a speech on art thus making learners appreciate their heritage</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: The learners listen to each other's speeches and respect each other's opinions. ● Unity as learners engage in conversations in groups making learners become united. 				
<p>Link to other subjects:</p> <p>Performing Arts and Visual Arts are both learning areas that expose learners to art.</p>				

Suggested Learning Resources:

- Audio clips
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.2 Reading	10.2.1 Study Skills: Note Making (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify key points in a text, b) make notes from a written text, c) appreciate the importance of note making in learning.	<ul style="list-style-type: none"> ● In groups, guide the learners with low vision to search online and offline on how to <i>make notes</i>, learners with blindness to search using digital devices with assistive technology. ● In groups, guide the learners to read a given text on art and identify the key points. ● In pairs, guide the learners to identify verbal signposts and share with peers. ● Guide the learners to make notes on the margin and peer review. ● Let the learners paraphrase the writer’s words. ● In groups, guide the learners to create their own abbreviations and display on a chart or braille card. ● Let the learners jot down any ideas that a writer repeats. ● In groups, guide the learner to discuss 	<ol style="list-style-type: none"> 1. How do we determine what to include in our notes during note making? 2. Why do people make notes?

			<p>some of the words that are used to introduce key points in a piece of writing.</p> <ul style="list-style-type: none"> ● Guide the learners to rewrite or re-read their notes; reorganise into categories. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: The learners are interacting with technology as they use electronic devices to get information. ● Creativity and imagination: The learners create their own abbreviations and display on a chart, ● Communication and collaboration: The learners work in groups to discuss words used in writing. 				
<p>Pertinent and Contemporary Issues (PCIs) Mentorship is promoted as reading a text on Art helps learners identify some careers related to art</p>				
<p>Values: Respect is promoted as the learners work together to accomplish tasks</p>				
<p>Link to other subjects: Note making skills are invaluable in all subjects as it is part of the array of study skills necessary across the board</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio clip ● Chart, tactile chart ● Refreshable Braille display - Braille me ● Orbit reader 				

- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.3 Grammar in Use	10.3.1 Word Classes: Determiners and Quantifiers (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify demonstratives and quantifiers in a given text, use demonstratives in sentences for clarity of communication, appreciate the importance of demonstratives and quantifiers communication. 	<ul style="list-style-type: none"> • In groups, guide the learners to identify <i>quantifiers</i> (few and many) and <i>demonstratives</i> (this, these and that and those). • In pairs, guide the learners with low vision to point out various items that are at different distances, learners with blindness be guided to mention various items at different distances. • In groups, guide the learners to determine the correct demonstratives to use in different circumstances. • In pairs, guide the learners to generate the plural forms of the demonstrative pronouns. • Learners demonstrate practically the differences in meaning in quantifiers such as <i>little</i> and <i>a little amount of</i> 	<ol style="list-style-type: none"> 1. Why do we use demonstratives and quantifiers? 2. How can we use demonstratives and quantifiers in a text?

			<p><i>water.</i></p> <ul style="list-style-type: none"> ● Guide the learners to generate sentences using various demonstratives and quantifiers. ● In pairs, guide the learners to construct sentences using demonstrative and quantifiers from a substitution table or from a list. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learners work in pairs and show teamwork. ● Self-efficacy through effective communication is developed as the learner practises the correct use of demonstratives and quantifiers 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Critical thinking: The learner selects the correct demonstratives and quantifiers to use in different contexts ● Creative thinking: The learners apply the knowledge of demonstratives and quantifiers in different contexts 				
<p>Values:</p> <p>Love is exhibited through care and compassion as the learners assist each other in group work.</p>				
<p>Link to other subjects:</p> <p>Kiswahili, French, Germany and Arabic all have demonstratives and quantifiers being taught therein</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio clip ● Chart, tactile chart 				

- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.4 Reading	10.4.1 Intensive Reading: Short story (2 lessons)	By the end of the sub strand, the learner should be able to: a) highlight the main events in the story, b) relate the events in the short story to real life, c) identify the setting in the short story, d) appreciate the importance of literature in life.	<ul style="list-style-type: none"> ● In pairs, guide the learners to read a given short story. ● In groups, guide the learners to discuss the main events. ● In groups, guide the learners with low vision to use a graphic organiser to highlight the events in the story <i>while learners with blindness use their mental memory to write a step by step vivid description of the events.</i> ● In pairs, guide the learners to research the meaning of setting from online and offline sources and make notes. ● In groups, guide the learners to discuss the setting of the short story they have read. ● In groups, guide the learners to 	<ol style="list-style-type: none"> 1. How do events flow logically in a story? 2. Why is the setting of a story important to the reader?

			discuss how the events in the short story relate to real life in groups.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner works in pairs and groups to discuss the main events and how they relate to real life. • Creativity and imagination: The learner uses a graphic organiser to highlight the events in the story. 				
<p>Pertinent and Contemporary Issues (PCIs) Creative thinking: The learner relates events in the short story to real life.</p>				
<p>Values: Unity: The learner works together to accomplish tasks.</p>				
<p>Link to other subjects: Short stories are learnt in Kiswahili, German and French</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Refreshable braille display - Braille me • Orbit reader • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.5 Writing	10.5.1 Functional Writing: Thank you notes and Congratulatory notes (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise the key elements and layout of a thank you note and a congratulatory note, b) use the correct format to write a thank you note, c) write a congratulatory note correctly, d) appreciate the use of correct format to write a thank you note correctly. 	<ul style="list-style-type: none"> ● In pairs, guide the learners to list some of the occasions when we write a <i>thank you note and a congratulatory note</i>. ● In pairs, guide the learners to write a thank you note and a congratulatory note. ● In pairs, guide the learners to search for samples of a thank you note and a congratulatory note from the internet, newspapers, magazines and textbooks and read through them in pairs. Learners with blindness are guided to use digital devices with assistive technology. ● In pairs, guide the learners to download a thank you note and a congratulatory note from the internet and read through them. Learners with blindness use digital devices with assistive technology to listen. ● In groups, guide the learners to 	<ol style="list-style-type: none"> 1. How are strong emotions expressed in writing? 2. Why should one write how they feel about something?

			<p>identify the key aspects (components) of a thank you note and a congratulatory note in small groups.</p> <ul style="list-style-type: none"> ● Guide the learner to write a thank you note and a congratulatory note individually. ● Learners paste the completed work on the wall. ● In groups, guide the learners to conduct a gallery walk and give feedback for each other's work. ● Guide the learner to share a thank you note and a congratulatory note online, through email, or posters. 	
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Core competencies to be developed

- Self-Efficacy: The learner successfully creates congratulatory and thank you notes individually or in small groups
- Learning to Learn: The learners take charge of their own learning and search for sample congratulatory and thank you notes from newspapers, magazines and textbooks and read through them in pairs.

Pertinent and Contemporary Issues (PCIs)

- Life Skills Education -The learner uses effective communication to create congratulatory notes and thank you notes and look for artistic ways to make them presentable.
- Financial literacy: The learner shares ideas on how art can be a source of income.

Values:

Love and responsibility: The learner cooperates to create congratulatory and thank you notes in pairs or small groups.

Link to other subjects:

Congratulatory notes and thank you notes are forms of functional writing is linked to congratulatory notes in Kiswahili, French, German, Arabic and Chinese

Suggested Learning Resources:

- Audio clip
- Chart, tactile chart
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

THEME 11: CHOOSING A CAREER

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.1 Listening and Speaking	11.1.1 Conversational Skills: interviews (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify polite words and expressions in a radio or television interview, b) use polite words and expressions when conducting an interview, c) appreciate the role of interviews in presenting reality. 	<ul style="list-style-type: none"> ● Guide the learners to listen to a recorded or a role played interview and identify polite expressions used. For example, <i>“I am sorry but...”</i>; <i>“your point is valid, but...”</i> ● Guide the learners with low vision to watch as learners with blindness listen to an audio-visual in which the speakers are engaged in a <i>radio or television interview</i>. ● Guide the learners to make a list of the verbal and non-verbal cues used by the speakers to express politeness. ● In pairs, guide the learners to conduct an interview on 	<ol style="list-style-type: none"> 1. Why is it important to use polite language during an interview? 2. How do we show respect for other people’s opinions?

			<p>choosing a career using polite expressions.</p> <ul style="list-style-type: none"> ● Guide the learners to search online and offline for typical questions and answers in a radio or television interview using digital devices with assistive technology. ● In groups, guide the learners to conduct a hot seating episode that relates to experiences people go through in their various careers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration as learners plays different roles with others, as interviewee or interviewer. ● Digital literacy as learners uses both the radio and television as sources of information. 				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication: The learner acquires skills in effective communication for expressing opinions.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: The learners conduct a hot seating episode, taking turns respectively. ● Unity: The learner organises and engages in interviews with peers. 				
<p>Link to other subjects: All subjects engage in discussions on various topics that guide in choosing careers.</p>				

Suggested Learning Resources:

- Audio clip
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.2 Reading	11.2.1 Extensive Reading: Non-fiction (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify print/braille and non-print non-fiction materials that are interesting to read, b) Read a range of non-fiction materials for general information, c) Enjoy reading a range of non-fiction materials for general information.	<ul style="list-style-type: none"> ● In pair, learners with low vision learners to skim through print with appropriate font size and colour contrast while learners with blindness skim through braille and electronic reading materials on careers, learners with blindness use digital devices with assistive technologies. ● In pairs, guide the learners to discuss the general ideas with peers. ● Let the learners scan through print with appropriate font size and colour contrast, for learners with low vision, and braille, for learners with blindness, and electronic reading materials and identify key words and phrases. 	<ol style="list-style-type: none"> 1. Why is it important to read widely? 2. How do you choose reading material?

			<ul style="list-style-type: none"> ● Guide the learners to use a dictionary to look up the meaning of vocabulary acquired during independent reading, learners with blindness be guided to look up the meaning online using digital devices with assistive technology. ● Guide the learners to read various texts on careers and note the key points. ● Let the learner share with peers what he or she has read about. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self -efficacy: The learner selects reading materials to enhance their ability to make decisions. ● Learning to learn: The learner scans through print with appropriate font size and colour contrast/braille and electronic reading materials on careers and shares with peers. 				
<p>Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner chooses materials to read extensively.</p>				
<p>Values: Responsibility: The learner engages in the selection of reading material individually.</p>				

Link to other subjects:

All subjects require extensive reading as the learner interacts with reference materials.

Suggested Learning Resources:

- Audio clip
- Print/braille, non-print fiction books
- Dictionary
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.3 Grammar in Use	11.3.1 Word Classes: Adverbs (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Identify adverbs formed from adjectives in sentences or a group of words,</p> <p>b) Form adverbs from adjectives,</p> <p>c) Use adverbs formed from adjectives in sentences,</p> <p>d) appreciate the value of adverbs in communication.</p>	<ul style="list-style-type: none"> ● In pairs, guide the learners to select <i>adverbs formed from adjectives</i> from a print or braille text and other non-print text. ● Guide the learners to read a text on careers and identify the adverbs used. ● In pairs, guide the learners to construct sentences on different careers using adverbs formed from adjectives. ● Guide the learners to select the correct forms of adverbs from a substitution table. ● Guide the learners to search for online newspapers or magazines and look for examples of adverbs formed from adjectives, learners with blindness to use digital devices with assistive technologies. 	<ol style="list-style-type: none"> 1. How do we form words from other words? 2. Why are adverbs important in communication?

			<ul style="list-style-type: none"> ● Guide the learners to complete the blanks using adverbs formed from adjectives. ● In pairs, let the learners compile a list of instructions using adverbs formed from adjectives. ● Learners to make a list of adverbs formed from adjectives and display them on a chart for learners with low vision and braille charts for learners with blindness. ● Guide the learners to compose short poems using adverbs formed from adjectives. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: The learner composes short poems using adverbs formed from adjectives. ● Critical thinking: The learner searches the internet, newspapers or magazine for examples of adverbs formed from adjectives. 				
<p>Pertinent and Contemporary Issues (PCIs) Decision making: The learner makes decisions on adverbs to use in speech and writing.</p>				
<p>Values: Responsibility: The learner works in groups to select adverbs from digital devices responsibly.</p>				

Link to other subjects:

Kiswahili, French and German teach formation of words.

Suggested Learning Resources:

- Audio clip
- newspapers or magazine
- Chart, tactile chart
- Braille chart
- Refreshable Braille display - Braille me
- Orbit reader,
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.5 Writing	11.5.1 Mechanics of Writing: Prefixes and Suffixes (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with prefixes and suffixes from a text,</p> <p>b) use prefixes and suffixes correctly in sentences,</p> <p>c) acknowledge the influence of prefixes and suffixes on meaning and formation of words.</p>	<ul style="list-style-type: none"> ● Guide the learners to read a text on careers which features words with prefixes and suffixes from print or braille and other non-print sources. ● In pairs, guide the learners to write down words with suffixes and prefixes from the text. ● In pairs, guide learners with low vision to formulate a table separating words with similar prefixes, roots and suffixes while learners with blindness read a tactile table separating words with similar prefixes, roots and suffixes. ● Guide the learner to infer the meaning of a word from prefixes. ● In pairs, guide the learners to break down words into prefixes and suffixes. ● Guide the learners to listen to an audio-clip of dictated list of words 	<ol style="list-style-type: none"> 1. How can you tell the meaning of a word using a prefix? 2. Why are some words with suffixes and prefixes confusing?

			<p>with prefixes and suffixes and write them down.</p> <ul style="list-style-type: none"> ● In pairs, guide learners to formulate sentences using words with prefixes and suffixes. ● Guide the learners to fill in, for learners with low vision and learners with blindness to complete blanks in a writing with the correct form of words with prefixes and suffixes. ● Learners search for more examples of words with prefixes and suffixes from books, newspapers, internet among others, using digital devices with assistive technology. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: The learner generates lists of words with prefixes and suffixes in groups or pairs. ● Creativity and imagination: The learner performs different tasks on prefixes and suffixes. 				
<p>Pertinent and Contemporary Issues (PCIs) Creative thinking: The learner formulates sentences using different forms of words.</p>				
<p>Values: Unity is promoted: The learner searches for more examples of words using prefixes and suffixes in groups.</p>				

Link to other subjects:

All languages empower the learners to form words correctly.

Suggested Learning Resources:

- Audio clip
- newspapers, books
- Chart, tactile chart
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

THEME 12: MODERN FASHION

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: Attitude (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the message in a given song, b) use appropriate words and expressions to express their attitude towards a given song, c) appreciate how choice of words affects the reader.	<ul style="list-style-type: none"> ● Guide the learners to listen to different songs from a digital device with assistive technology or non-electronic sources and explain the messages in them. ● In groups, guide learners to perform the songs and bring out relevant emotions. ● Guide learners to discuss issues highlighted in the songs with their peers. ● Learners use words and expressions to describe their feelings about various issues in the songs and about the theme of modern fashion. 	<ol style="list-style-type: none"> 1. How are messages conveyed in songs? 2. How does the choice of words in songs affect the reader? 3. Why are some songs more popular than others?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: The learner engages in fruitful discussions ● Digital literacy: The learner interacts with digital devices with assistive technology to listen to different songs. 				

Pertinent and Contemporary Issues (PCIs)

Self-esteem: The learner expresses his or her opinion on songs.

Values:

Respect: The learner endeavours to accommodate the opinions of their peers on songs.

Link to other subjects:

Life skills and Performance Arts require learners to express their opinions on different issues.

Suggested Learning Resources:

- Audio clip
- Non-electronic sources
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.2 Reading	12.2.1 Intensive Reading: Comprehension Strategies (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify mental images in a text correctly, b) use contextual clues to infer information and meanings of words correctly in a text, c) acknowledge the role of comprehension in effective communication.	<ul style="list-style-type: none"> ● In groups, guide learners to read the passage on modern fashion and highlight sentences that create mental images. ● Guide learners to read the passage on modern fashion in turns as they answer direct and inferential questions. ● Guide learners to infer the meaning of words and expressions using contextual clues. ● In pairs, guide the learners to present mental pictures from the text on charts for learners with low vision or in a written prose for learners with blindness and display them. 	<ol style="list-style-type: none"> 1. Why are contextual clues important to infer information and meanings of words in a text? 2. How do we get information from a text?

Core competencies to be developed:

- Critical thinking: The learner identifies sentences that create mental images, and infers meanings of words and expressions using contextual clues.
- Communication and collaboration: The learner works in pairs or groups to accomplish the task of presenting mental pictures from the text on charts or *in a written prose and displaying them*.

Pertinent and Contemporary Issues (PCIs)

Lifestyle diseases: The learner reads passages on fashion which can directly or indirectly contribute to lifestyle-related stress, potentially affecting health.

Values:

Responsibility: The learner participates in group work and accomplishes the task of presenting mental pictures from the text on charts or *in a written prose and displaying them*.

Link to other subjects:

Health Education and Home Science address the theme of modern fashion.

Suggested Learning Resources:

- Audio clip
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

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 correctly in a text, b) use the phrasal verbs correctly in sentences, c) Acknowledge the role of phrasal verbs in making conversations interesting.	<ul style="list-style-type: none"> ● Guide the learners to read a text and isolate the phrasal verbs formed from <i>make</i>, <i>pass</i> and <i>look</i>. ● In pairs, guide the learners to search the internet for more examples of the given phrasal verbs, using digital devices with assistive technology and list them on different flashcards for learners with low vision and learners with blindness to list them on braille cards. ● In pairs, guide the learners to construct sentences on the theme of modern fashion using the given phrasal verbs. ● Learners use print and digital 	<ol style="list-style-type: none"> 1. How are phrasal verbs formed? 2. How can one make conversations interesting?

			dictionaries of phrasal verbs to check the meaning of the given phrasal verbs.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner forms phrasal verbs with peers in pairs. • Digital literacy is developed as the learner checks the meanings of phrasal verbs from digital dictionaries. 				
<p>Pertinent and Contemporary Issues (PCIs) Cultural awareness is promoted as the learner constructs sentences on modern fashion</p>				
<p>Values: Unity is promoted as the learner makes contributions in group activities.</p>				
<p>Link to other subjects: French and German languages handle phrasal verbs.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Braille cards, flash cards • Chart, tactile chart • Refreshable Braille display - Braille me • Orbit reader • Print and digital dictionaries • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.4 Reading	12.4.1: Short Story: Characters (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in the short story, b) write a paragraph on the characters in the short story, c) appreciate the role of characters in stories.	<ul style="list-style-type: none"> ● Guide the learners to read a story in print/braille or non-print form ● In groups, guide the learners to identify the characters in the story they have read. ● Guide the learners to categorise the characters as good or bad based on their actions and words. ● Guide the learners to read a short story and discuss the actions and words of the characters in the story. ● In pairs, guide the learners to write paragraphs describing <i>the traits of the characters</i> in the short story using different words and expressions. ● Guide the learners to compare and contrast the traits of the characters in the short story. ● Guide the learners to describe how some characters in the short story are similar to the people they know. 	<ol style="list-style-type: none"> 1. Why do you admire some characters in short stories? 2. How can character traits be described?

			<ul style="list-style-type: none"> ● In groups, guide the learners to role play the different characters in the short story bringing out their traits. Learners with blindness to be given one on one support during role playing. ● Learners make connections between their own lives and those of characters in the text. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking is developed as the learner analyses characters in the short story. ● Problem solving is developed as the learner relates characters in the story to those in real life. 				
<p>Pertinent and Contemporary Issues (PCIs) Peace education is promoted as the learner appreciates the fact that different people have different traits.</p>				
<p>Values: Unity is promoted as the learner interacts with others in discussion groups or in pairs.</p>				
<p>Link to other subjects: Kiswahili, Indigenous Languages and Performing Arts all have elements of characterisation.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Refreshable Braille display - Braille me ● Orbit reader ● Digital devices with assistive technology 				

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) explain the process of writing a dialogue, b) write a dialogue on a given topic correctly, c) acknowledge the importance of the writing process.	<ul style="list-style-type: none"> ● In pairs, guide the learners to search online and offline using digital devices with assistive technology for the stages of <i>the writing process</i> (i.e. pre-writing, drafting, editing, revising and publishing) and present them on a manila paper. ● In pairs, guide the learners to brainstorm on possible topics for a dialogue writing about modern fashion. ● Guide the learners to undertake the stages of the writing process in creating a dialogue. ● Let the learners display the dialogues for peer review and revision. ● Guide the learners to edit the dialogues to make corrections for clarity, grammar, spelling and punctuation. ● Learners work with the teacher to evaluate the individual dialogues. 	<ol style="list-style-type: none"> 1. How can a good dialogue be written? 2. Why should one write a dialogue?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as the learner works in pairs to brainstorm on modern fashion. ● Critical thinking as the learner creates a dialogue on modern fashion. 				

Pertinent and Contemporary Issues (PCIs)

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

Values:

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

Link to other subjects:

Creative and Performing Arts involve dialogue writing as an important skill for effective play writing.

Suggested Learning Resources:

- Audio clip
- Chart, tactile chart
- Manila paper
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

THEME 13: CONSUMER PROTECTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.1 Listening and Speaking	13.1.1 Extensive Listening: Poems (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify messages in poems, b) perform poems using appropriate techniques, c) acknowledge the role of poems in society.	<ul style="list-style-type: none"> ● Guide the learners to watch/listen to audio-visual recordings or performances of poems on the need for consumer protection and patriotism for enjoyment. ● In groups, guide the learners to discuss the different <i>messages</i> in the poems. ● In groups, guide the learners to discuss the performance techniques that make presentations appealing. ● Guide the learners to identify poems on the need for consumer protection and <i>perform</i> them while recording themselves. Learners with blindness to be given one on one support when performing. ● Guide the learners to discuss what stands out in each group presentation. 	<ol style="list-style-type: none"> 1. How can you improve the presentation of a poem? 2. Why should we present poems through performance?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration is enhanced as the learner practices and presents poems in groups. ● Self-efficacy is enhanced as the learner discusses what stands out in each group presentation thus enhancing performance. 				

Pertinent and Contemporary Issues (PCIs)

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

Values:

Patriotism is fostered as the learner interacts with poems on patriotism.

Links to other subjects:

Business Studies and Social Studies.

Suggested Learning Resources:

- Audio-visual clip
- Refreshable braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.2 Reading	13.2.1 Intensive Reading: Comprehension strategies (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the key points in a passage, b) create mental images of the characters, places and events in the text, c) summarise the key points in the text, d) appreciate the role of reading in lifelong learning.	<ul style="list-style-type: none"> ● Guide the learners to read a text on the need for consumer protection and <i>identify the key points</i>. ● In pairs, guide the learners to highlight sentences that help <i>create mental images (visualising)</i> about the characters, places and events. ● In groups, guide the learners to role play events and characters in the passage and answer questions based on the read text. ● Guide the learners with low vision to fill out the summary maps/charts, while learners with blindness manipulate tactile maps/charts, with the key ideas on characters, problems or solutions. ● Guide the learners to write a paragraph that <i>summarises</i> the key points in the story in their own words. ● Guide the learner to use information from the maps to write out correct 	<ol style="list-style-type: none"> 1. How do you identify the key points while reading a text? 2. Why should one create mental images of characters, places and events in a text?

			sentences.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking is enhanced as the learner visualises events, characters and places in a text thereby engaging the learner’s thoughts. • Problem solving is enhanced as the learner reads passages on the need for consumer protection and summarises the information. 				
<p>Pertinent and Contemporary Issues (PCIs) Consumer protection is promoted as the learner reads passages on the need for consumer protection.</p>				
<p>Values: Love is fostered as the learner role-plays events and characters in the passage in groups.</p>				
<p>Links to other subjects: Business Studies addresses consumer literacy skills.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Charts • Tactile chart and maps • Refreshable Braille display - Braille me • Orbit reader • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.3 Grammar in Use	13.3.1 Word Classes: Compound Sentences (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify compound sentences from texts, b) construct compound sentences using different coordinating conjunctions, c) appreciate the usage of compound sentences in communication.	<ul style="list-style-type: none"> ● Guide the learners to read a text on the need for consumer protection and identify the <i>compound sentences</i>. ● In pairs, guide the learners to search online and offline for coordinating conjunctions to be used in constructing compound sentences, for example, <i>but, or, and, so</i>, learners with blindness use digital devices with assistive technology. ● Guide the learners to construct compound sentences on a variety of issues including consumer protection using different conjunctions. ● In groups, guide the learners to join different independent clauses through matching with the correct clause. ● Guide the learners to display their sentences in class for peer review. 	<ol style="list-style-type: none"> 1. Why do we join sentences? 2. How do we join sentences?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication is enhanced as the learner communicates ideas clearly when using compound sentences. 				

- Digital literacy is fostered as the learner manipulates the drag and drop application.

Pertinent and Contemporary Issues (PCIs)

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

Values:

Social justice is fostered as the learner provides support to peers through peer review.

Links to other subjects:

Constructing compound sentences is linked to compound sentences in Kiswahili.

Suggested Learning Resources

- Refreshable Braille display - Braille me
 - orbit reader
- digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.4. Reading	13.4.1 Short Story: Style (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify personification and flashback in a short story, b) read and dramatise selected parts of a short story featuring personification and flashback, c) appreciate the creative use of language in short stories.	<ul style="list-style-type: none"> ● In pairs, guide the learners to identify personification and flashback in the selected short story. ● Guide the learners to read in turns the selected short story. ● Guide the learners to narrate the sequence of events in the selected short story. ● In groups, guide the learners to dramatise the selected parts of the story containing personification and flashback. ● Guide the learner to make short notes on personification and flashback with examples from the short story. 	<ol style="list-style-type: none"> 1. How does a writer make a story interesting? 2. Which qualities of a person can animals be given?
<p>Core competencies to be developed: Learning to learn is enhanced as the learner works collaboratively to dramatise selected parts of the story.</p>				
<p>Pertinent and Contemporary Issues (PCIs) Decision Making is enhanced as the learner identifies instances of personification and flashback.</p>				

Values:

Responsibility is promoted as the learner takes up tasks assigned to them as they dramatise the story.

Links to other subjects:

Reading texts featuring personification and flashback is linked to reading texts in Indigenous Languages and Kiswahili as the learner.

Suggested Learning Resources:

- Audio clip
- Chart, tactile chart
- Refreshable Braille display - Braille me
- Orbit reader

Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.5 Writing	13.5.1 Creative Narrative Composition: Idioms (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of the specified idioms in context, b) compose a narrative composition using the specified idioms, c) appreciate the value of idioms in spoken and written communication.	<ul style="list-style-type: none"> ● In groups, guide the learners to search online using digital devices with assistive technologies and offline for the meaning of the following idioms: <ul style="list-style-type: none"> - <i>have the guts</i> - <i>burn the midnight oil</i> - <i>apple of one's eye</i> - <i>come in handy</i> - <i>time is ripe</i> - <i>hit the nail on the head</i> - <i>cry over spilt milk</i> ● Guide the learners to engage in a language game <i>such as use of task cards</i>, (for learners with low vision) and braille cards (for learners with blindness) on sentence construction featuring the given idioms. ● Guide the learners to write a narrative composition using the 	<ol style="list-style-type: none"> 1. Why are some stories more outstanding than others? 2. How can we improve our writing skills?

			specified idioms. <ul style="list-style-type: none"> • Learners share the compositions in groups for peer review. 	
Core competencies to be developed <ul style="list-style-type: none"> • Communication is enhanced as the learner writes a narrative composition effectively using the specified idioms. • Collaboration is enhanced as the learner reflects on progress made as they share their compositions. • Digital Literacy is achieved as learners interact with technology when confirming online the meaning of the specified idioms. 				
Pertinent and Contemporary Issues (PCIs) Effective Communication is achieved as the learner expresses their ideas creatively in narrative composition.				
Values: Respect is fostered as the learner listens to peers' opinions and views about their compositions.				
Links to other Subjects: Writing of narrative compositions is linked to writing composition in Arabic and French languages.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Refreshable Braille display - Braille me • Orbit reader • Digital devices with assistive technology Braille cards				

THEME 14: SPORTS: OLYMPICS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
14.1 Listening and Speaking	14.1.1 Pronunciation and Intonation (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify silent consonant letters in words, b) pronounce words with silent consonant letters in sentences, c) use the correct intonation in declarative and exclamatory sentences, d) acknowledge the importance of correct pronunciation and intonation in communication.	<ul style="list-style-type: none"> ● Guide the learners to search online using digital devices with assistive technologies and offline for words with the following silent consonant letters /r//h//k//g//p//t/and /b/ and practise the pronunciation of the given words. ● Guide the learners to listen from the online dictionaries and tutorials for the correct articulation of the specified sounds. ● Guide the learners to listen to the teacher play a recording of some sentences on sports and indicate whether a falling or rising intonation has been used. ● Guide the learners to use correct intonation when reading <i>declarative and exclamatory</i> sentences. ● Guide the learners to practise reading 	<ol style="list-style-type: none"> 1. Why should we use the right intonation when speaking? 2. How does one pronounce words with silent letters?

			<p>words with silent letters and give each other feedback.</p> <ul style="list-style-type: none"> ● Guide the learners to highlight silent letters in words. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy is fostered as the learners identify what they find difficult as they endeavour to use correct intonation when reading declarative and exclamatory sentences, and addressing the issue. ● Digital literacy is enhanced as the learners interact with recording of words on digital devices with assistive technology. 				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication is enriched as learners learn the correct pronunciation.</p>				
<p>Values: Social justice is promoted as learners practise reading words with silent letters in pairs and give feedback.</p>				
<p>Links to other subjects: Pronouncing words with silent consonant letters is linked to pronouncing words in Kiswahili, French, German and Indigenous languages</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio recording ● Online dictionary ● Refreshable Braille display - Braille me ● Orbit reader ● Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
14.2 Reading	14.2.1 Study Skills (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main ideas in a descriptive text, b) make notes from a descriptive text, c) summarise a descriptive text in a paragraph of stated number of words, d) acknowledge the role of note making and summarise texts.	<ul style="list-style-type: none"> ● Guide the learners to read a descriptive text on safety in sports and identify the key points. ● Guide the learners to discuss in groups steps to follow when making notes and writing summaries. ● Guide the learners to search for and read samples of well written summaries and notes in print or in braille. ● Learners share ideas on qualities of well written notes and summaries. ● Guide the learner to make notes from a descriptive text. ● Learners combine the points into a coherent paragraph using connectors to make a summary in a specified number of words. ● Guide the learners to display the paragraphs in class for peer review. 	<ol style="list-style-type: none"> 1. Why is it important to summarise information? 2. How can key points be identified in a text?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn is achieved as learners display their paragraphs for peer review. ● Self-efficacy is enhanced as learners make notes and summarise to improve their study skills. 				

Pertinent and Contemporary Issues (PCIs)

Safety is promoted as learners read a text on safety in sports and identify key points.

Values:

Unity is fostered as learners work together to identify main ideas brought out in texts

Links to other subjects:

Making and summary writing as essential study skills is linked to making summary Kiswahili German, French and Indigenous Languages.

Suggested Learning Resources:

- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
14.3 Grammar in Use	14.3.1 Sentences: Active and Passive Voice (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify sentences in the active and passive voice b) transform sentences from active to passive voice and vice versa c) construct sentences in the active and passive voice d) appreciate the use of active and passive voice in effective communication.	<ul style="list-style-type: none"> ● Guide the learners to read print/braille or non-print texts on the Olympics and underline active and passive sentences. ● Guide the learners to change simple sentences from active to passive voice and vice versa. ● Learners are guided to create sentences in active and passive voice and display them in a gallery for peer review. ● Guide the learner to search online with digital devices and assistive technologies and offline for more active and passive sentences. 	<ol style="list-style-type: none"> 1. Why should one use a variety of sentences? 2. How can one tell the doer and the receiver of an action in a sentence?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration is boosted as learners create sentences in groups for it improves the learner’s ability to 				

express themselves in a variety of situations.

- Self-efficacy is enhanced as learners use passive and active voice in communication.

Pertinent and Contemporary Issues (PCIs)

Life Skills Education is promoted as learners change active sentences into passive ones.

Values:

Respect is fostered as learners give their opinions during peer review of sentences.

Links to other subjects:

Kiswahili, French, German and Indigenous Languages feature active and passive voice.

Suggested Learning Resources:

- Refreshable braille display - Braille me
- Orbit reader
- Digital devices with assistive technology

Print with appropriate font size and colour contrast/braille or non-print texts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
14.4 Reading	14.4.1 Extensive reading: Short story (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the ideas in the short story, b) relate the ideas from the short story to real life experiences, c) appreciate the value of short stories in reflecting social issues.	<ul style="list-style-type: none"> ● Guide the learners to read a short story and identify the ideas it conveys. ● Guide the learners to discuss in groups the events and characters in a short story and the issues the writer brings out through them. ● Learners make connections between the ideas in the short story and their own experiences and those of the people they know. ● Learners are guided to dramatise and record sections of the short story that reflect real life experiences. 	<ol style="list-style-type: none"> 1. Why are stories related to what happens in real life? 2. How can one identify the ideas in a story?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Problem solving is inculcated as the learners make connections between the short stories and their own experiences. ● Communication and collaboration is achieved as the learner works in pairs or groups to undertake different tasks. 				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is promoted as learners relate the text to real life experiences and make informed decisions in their lives.</p>				

Values:

Social justice is formulated as all learners with varied abilities discuss in pairs or groups.

Links to other subjects:

Making connections between the ideas in the short story and their own experiences is linked to relating ideas in Kiswahili

Suggested Learning Resources:

- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology
- Print with appropriate font size and colour contrast/braille or non-print texts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
14.5 Writing	14.5.1 Creative Writing: Descriptive Writing (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words and expressions for describing people, places and events, b) write a descriptive composition on people, places and events, c) value the place of description in written and spoken communication.	<ul style="list-style-type: none"> ● Guide the learners to read a passage on various issues in Olympics such as avoiding and responding to sporting accidents and highlight descriptive words and sentences. ● In groups, guide the learners to search online using assistive technology and offline for words and expressions that can be used to appeal to the five senses (of touch, smell, sight, taste and hearing) and classify them in a table. ● Guide the learners to watch or listen to an audio- visual on one of the sports their country participates in at the Olympics and draft a descriptive paragraph from it. ● Guide the learners to create a descriptive composition based on one of the sports featured in the Olympics. ● Let the learners share the compositions in class for feedback from peers, revise and publish their 	<ol style="list-style-type: none"> 1. Why do we use description in written and spoken communication? 2. How can description make one's writing better?

			writing through different means such as posters, school websites or class blogs.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination is sharpened as the learners craft descriptive essays in composition writing. • Communication and Collaboration is enhanced as learners assist each other to correct and revise their compositions. 				
<p>Pertinent and Contemporary Issues (PCIs) Safety and security is enhanced as learners read passages on Olympics to acquire knowledge on how to avoid or respond to sporting accidents.</p>				
<p>Values: Patriotism is enhanced as learners read texts about their country’s participation in various sports in the Olympics.</p>				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Kiswahili, French, German and Indigenous languages have descriptive essays as one of the components of writing. Physical Education and Sports has Olympics as one of the major sporting events. 				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Refreshable Braille display - Braille me • Orbit reader • Digital devices with assistive technology <p>Print with appropriate font size and colour contrast/braille or non-print texts</p>				

THEME 15: TOURIST ATTRACTION SITES: AFRICA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>15.1 Listening and Speaking</p>	<p>15.1.1 Oral Reports: Events</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recount events that take place outside the classroom,</p> <p>b) present a report on occurrences taking place out of the classroom using verbal and non-verbal cues,</p> <p>c) acknowledge the role of oral reports in communication.</p>	<ul style="list-style-type: none"> ● Guide learners with low vision to scan through pictures taken in a tourist attraction site and discuss the activities involved. Learners with blindness to read picture descriptions then discuss the activities involved. ● In pairs, guide learners to search online using digital with assistive technology or offline for oral reports and note the steps taken during the presentations. ● In groups, guide learners to, review an out of class activity and order the sequence of events of the activity. ● Guide learners to rehearse an oral report paying attention to verbal and non-verbal cues. ● Let the learner be guided to present oral reports on the activities as they 	<ol style="list-style-type: none"> 1. How can you make your presentation convincing? 2. Why do we give oral reports?

			<p>took place using verbal and non-verbal cues.</p> <ul style="list-style-type: none"> Let the learners provide feedback on reports presented by peers and suggest improvements. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and imagination is enhanced as the learner reviews and orders activities taking place outside the classroom. Communication and collaboration is enhanced as the learner undertakes activities in pairs or groups. Digital literacy- Interacting with technology is enhanced as the learner generates ideas from pictures and oral presentations online. 				
<p>Pertinent and Contemporary Issues (PCIs) Environmental Education is promoted as learners scan through pictures taken in a tourist attraction site.</p>				
<p>Values: Patriotism is fostered as learners discuss the activities involved in a tourist attraction site.</p>				
<p>Links to other subjects: Tackling basic oral presentations is linked to oral presentations in Kiswahili, French, and German Languages</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> Pictures taken in a tourist attraction site Refreshable Braille display - Braille me Orbit reader 				

- Digital devices with assistive technology
- Print with appropriate font size and colour contrast/braille or non-print texts

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) outline reading fluency aspects and strategies observed while reading aloud, b) read texts accurately, with expressions and at the right speed, c) apply fluency strategies when reading a text, d) appreciate the significance of poems in communication.	<ul style="list-style-type: none"> • In pairs, guide learners to brainstorm on the reading fluency aspects such as accuracy, speed and reading with expression, and display them in a chart or in braille cards. • Guide the learners to find online or offline sample stories and choral verses on different subjects such as tourist attraction in Africa and read them aloud in turns. • Guide the learners to practise the following fluency strategies as they read: <ul style="list-style-type: none"> ○ preview a text before reading ○ skim a text to obtain the main idea ○ scan a text to obtain specific details ○ ignore unknown words when reading a text • Guide learners to engage in a reader’s theatre. • In groups, guide learners to recite the 	<ol style="list-style-type: none"> 1. How can one display emotions or feelings when reading a text? 2. Why should we read a text at the right speed?

			choral poem.	
<p>Core competencies to be developed: Citizenship is fostered as learners explore texts on tourist attraction in Africa and this in turn enhances their global awareness.</p>				
<p>Pertinent and Contemporary Issues (PCI) Effective Communication is sharpened as learners perfect their reading skills.</p>				
<p>Values: Peace is promoted as learners work together in groups to recite the choral verses.</p>				
<p>Links to other subjects: Reading of articles and texts fluently is linked to reading in .Kiswahili, German and French</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Online or offline sample stories and choral verses • Chart • Choral poem • Refreshable Braille display - Braille me • Orbit reader • Digital devices with assistive technology • Print or braille or non-print texts 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
15.3 Grammar in Use	15.3.1 Types of Sentences: Interrogative sentences (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify interrogative sentences and question tags from a text, b) use interrogative sentences and question tags in varied contexts, c) appreciate the role of correctly framed questions in communication.	<ul style="list-style-type: none"> ● Guide learners to read a text online or offline on varied topics including tourist attraction sites in Africa. Learners with blindness to use digital devices with assistive technology. ● Guide learners to identify interrogative sentences such as WH-questions, Yes/ No questions and alternative questions. ● In pairs, guide learners to identify question tags from a given text and practise asking and answering them. ● In groups, guide learners to form interrogatives and tag questions and display them on a print or tactile graphic organiser. ● Guide learners to use interrogatives in a role play relevant to the theme of tourism in Africa. Learners with blindness to be given support when role playing. 	<ol style="list-style-type: none"> 1. How do we ask questions? 2.

			<ul style="list-style-type: none"> ● Let learners read a dialogue featuring interrogatives and tag questions. ● Guide learners to search the internet for more examples of question tags and interrogatives using digital devices with assistive technology. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration is developed as the learner accomplishes different tasks in pairs or groups. ● Self- efficacy is sharpened as learners construct different types of interrogatives. 				
<p>Pertinent and Contemporary Issues (PCIs) Problem Solving is promoted as learners ask and answer questions on tourism in Africa.</p>				
<p>Values: Respect for each other is emphasised as learners engage in a dialogue featuring interrogative sentences and question tags.</p>				
<p>Link to other subjects: Social Studies, Religious Education, Agriculture and Home science involve asking and answering questions.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Refreshable Braille display - Braille me ● Orbit reader ● Digital devices with assistive technology ● Print with appropriate font size and colour contrast or braille or non-print texts 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
15.4 Reading	15.4.1 Poems (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the ideas in the poems, b) derive the lessons learnt in the poem, c) recognise the role of poems in addressing societal issues.	<ul style="list-style-type: none"> ● Guide learners to outline the subject matter and share with peers. ● Guide learners to identify the messages conveyed in the poems and make notes. ● Guide learners to highlight lessons learnt from the poems and discuss the lessons brought out through the relationship between characters in the poem. ● Let the learners present them in posters or in tactile cards to be displayed in the notice boards for peer review. ● In groups, guide learners to recite and dramatise the given poems for enjoyment. Learners with blindness to be given one on one support when dramatising. 	<ol style="list-style-type: none"> 1. Why are poems recited but not read? 2. How can you say what is in the poem in your own words?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Problem solving is enhanced as learners get ideas from poems on how to solve problems of self and others. ● Self-efficacy is enhanced as the learner recites and dramatises poems. 				

Pertinent and Contemporary Issues (PCIs)

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

Values:

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

Links to other subjects:

Deriving the lessons learnt in the poem is linked to lessons learnt from poems in French and German
Dramatising poems and other genres is linked to Performance Arts nurture the skills and talents.

Suggested Learning Resources:

- Poem
- Posters
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology
- Print with appropriate print/braille or non-print texts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
15.5 Writing	15.5.1 Functional Writing: Personal Journals (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the components of a personal journal, b) create a personal journal on varied experiences, c) evaluate a journal for correctness and relevance.	<ul style="list-style-type: none"> ● Learners are guided to view sample journals and identify the components. ● Learners are guided to explain the purpose of keeping a diary or journal. ● In groups, learners brainstorm and choose ideas to write about using prompts like: <ul style="list-style-type: none"> - What was your experience during the visit to the national park? ● Let learners bring to school a physical journal or sign-up for an online journal or improvise one and make entries. ● Learners are guided to reflect on an experience, and record thoughts and feelings about it and enter them in the journal. ● Learners are guided to re-read the entries and add additional thoughts. ● Learners are guided to publish the journals they have created through posters or audio-described videos and social media. 	<ol style="list-style-type: none"> 1. Why do we write journals? 2. How do you ensure you remember an experience?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Self-efficacy is promoted as learners practise writing journals. ● Communication and Collaboration is enhanced as the learner brainstorms on journal entries in groups. 				

Pertinent and Contemporary Issues (PCIs)

- Creative Thinking is enhanced as learners generate experiences to record in the journals
- Citizenship Education is brought out as learners talk about a visit to a national park

Values:

Love is inculcated as learners jointly review journals written by peers with compassion.

Links to other Subjects:

Reflecting on their daily experiences is linked to Life Skills in Social Studies

Suggested Learning Resources:

- Physical journal
- Refreshable Braille display - Braille me
- Orbit reader
- Digital devices with assistive technology
- Print with appropriate font size and colour contrast/braille or non-print texts

COMMUNITY SERVICE LEARNING (CSL) PROJECT

The CSL project is based on the four language skills: listening, speaking, reading and writing as well as grammar. During the CSL project, the learner will write different articles and compile them into a school magazine. These articles should touch on the various thematic concerns highlighted in the design.

Strands relating to CSL Project	Sub-Strands	Project Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Reading 4. Writing 	<p>Oral Narratives (9 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) create a school magazine, b) solicit for articles on relevant issues for a school magazine, c) publish a school magazine. 	<ul style="list-style-type: none"> ● Learners are guided to search online using digital devices with assistive technology and offline for information on the parts of a school magazine in groups of six to ten. ● Learners are guided to discuss with peers and identify the items to be included in the magazine. ● Learners are guided to write articles on any of the thematic concerns. ● Let the learners solicit for articles in print or in braille from members of the school fraternity. ● Learners are guided to assess the correctness of the items they have written with peers. 	<ol style="list-style-type: none"> 1. Why do schools come up with a school magazine? 2. How can one make a good school magazine?

			<ul style="list-style-type: none"> ● In groups, learners are guided to make corrections on the items they have written. ● In groups, learners are guided to collect relevant visuals to be included in the magazine. Learners within blindness listen and write the descriptions of the visuals. ● Let the learners compile the articles of the magazine and upload it on digital platforms. Learners with blindness to use screen readers while using digital platforms. ● Learners are guided to publish the magazine and post it on the school noticeboard. 	
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Key Component of CSL developed:

Learners will come up with a school magazine

- The learners will explain the importance of a school magazine.
- The learners will apply lessons learnt from class work as they come up with a school magazine.
- Learners will assess each other’s articles for correctness.
- Learners will collect relevant articles to form part of the school magazine
- Learners will pass relevant messages concerning issues affecting the community.

Core Competencies to be developed:

- Learning to learn as the learner writes articles for the school magazine
- Self-efficacy as the learner acquires organisational skills as they discuss and assess each other's work for correctness.
- Communication and collaboration as the learner works in groups or pairs to come up with a school magazine
- Citizenship as the learner writes on issues affecting the community and gives advice on the same

Values:

- Responsibility: as the learner takes charge of their own learning and comes up with a school magazine.
- Respect as the learner interacts with others respectfully in the team activities.

Pertinent Contemporary Issues (PCIs):

Citizenship: Learners have improved relationships with peers and community as they address issues affecting their community.

Link to other subjects:

- Performing arts teach poetry and creative writing.
- Kiswahili tackles poetry and different forms of writing.

Suggested Assessment Rubric				
Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to create a school magazine.	Creates a school magazine and includes a variety of articles creatively.	Creates a school magazine.	Creates a school magazine and omits some parts.	Struggles to create a school magazine and omits most parts.
Ability to solicit for articles on relevant issues for a school magazine.	Solicits for a variety of articles on relevant issues for a school magazine and enhances them.	Solicits for articles on relevant issues for a school magazine.	Solicits for a few articles on relevant issues for a school magazine	Struggles to solicit for articles on relevant issues for a school magazine.
Ability to publish a school magazine.	Publishes a school magazine with ease.	Publishes a school magazine.	Publishes a school magazine with some help	Struggles to publish a school magazine even with help.

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

SUGGESTED ASSESSMENT METHODS			
Listening and Speaking	Reading	Grammar in Use	Writing Skills
<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 standardised listening assessments 	<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 standardised reading assessments ● Keeping a record of books read 	<ul style="list-style-type: none"> ● Multiple choice tasks ● Discrimination ● Gap-filling ● Short-answer ● Dialogue-completion, information gap ● Role Play ● Simulation ● Matching tasks ● Substitution tables ● Word games ● Puzzles 	<ul style="list-style-type: none"> ● Learner journals ● Peer assessment ● Self-assessment ● Portfolio ● Dictation ● Standardised writing assessment

SUGGESTED LEARNING RESOURCES

Non-digital	Digital
<ul style="list-style-type: none">● Dictionaries● Posters● Models● Workbooks● Manilla papers● Word trees● Storybooks● Poetry books● Pictures and photographs● Newspapers● Magazines● Junior Encyclopaedia● Journals● Course books● Diorama● Flash cards● Word wheels● Word puzzles● Code words● Charts and realia	<ul style="list-style-type: none">● Digital course books● Games● Songs● Digital story books● Pictures and photographs● Journals● Electronic and digital devices● Electronic or online dictionaries● Flash cards● Charts● Video clips● Audio-visual resources● Other web resources

SUGGESTED NON-FORMAL ACTIVITIES

Listening and Speaking	Reading	Grammar in Use	Writing Skills
<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. 	<ul style="list-style-type: none"> ● Reading functional writing items on Braille books, ● Differentiate the layout of functional writing items in Braille, ● Read a poem written in Braille following line by line style ● 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, 	<ul style="list-style-type: none"> ● Write documents using the right indentation in Braille, ● Essay writing competitions on different topics ● Hot seating sessions to enhance their language competence ● Language symposiums to sharpen their language capacity ● Word based sports or games for example crossword puzzles or scrabble ● Shadowing language users ● Language drills ● Announcement posters 	<ul style="list-style-type: none"> ● Interpreting tactile designs by tracing ● Make tactile graphics using locally available materials ● Write Braille text involving punctuation indicators signs in Braille, ● 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

	<p>conversational poems or choral verses within or out of school</p> <ul style="list-style-type: none"> ● Participating in Journalism Club Activities to improve reading. 	<p>and advertising of school activities as a practice.</p>	<ul style="list-style-type: none"> ● Mentorship in writing ● Report writing based on activities such as school sports and games
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SCORING RUBRIC

LISTENING AND SPEAKING RUBRICS

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Using 3 Communication skills <i>(pronunciation, intonation and audibility)</i>	Uses 3 communication (Speaking) Skills appropriately	Uses any 2 communication (Speaking) Skills appropriately	Uses any 1 communication (Speaking) Skill appropriately	Uses none of the communication (Speaking) Skills

<p>Interpreting Comprehension questions in context.</p> <p><i>(correct responses and appropriate vocabulary)</i></p>	<p>Interprets all questions in context.</p> <p>Responds to all questions appropriately.</p> <p>Uses all targeted vocabularies in response to questions.</p>	<p>Interprets 6 to 9 in questions every 10 questions in context.</p> <p>Responds to 6 to 9 questions in every 10 questions appropriately.</p> <p>Uses 6 to 9 targeted vocabularies appropriately in response to questions.</p>	<p>Interprets 3 to 5 in questions every 10 questions in context.</p> <p>Responds to 3 to 5 questions in every 10 questions appropriately.</p> <p>Uses 3 to 5 targeted vocabularies appropriately in response to questions.</p>	<p>Interprets 2 or less in questions every 10 questions in context.</p> <p>Responds to 2 or less questions in every 10 questions appropriately.</p> <p>Uses 2 or less targeted vocabularies appropriately in response to questions..</p>
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Using Non-Verbal Cues <i>(confidence, facial expressions, body posture, eye contact, gestures)</i>	Uses 5 non verbal cues appropriately	Uses any 3 to 4 non verbal cues appropriately:	Uses any 2 non verbal cues appropriately	uses 1 non verbal cue or none
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READING ALOUD RUBRICS

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Reading Speed <i>(number of words read correctly per minute)</i>	Reads smoothly and naturally more than 90 words within 1 minute.	Reads smoothly and naturally at least 90 words within 1 minute.	Reads smoothly and naturally between 45 to 89 words	Reads smoothly and naturally below 45 words in a minute.

<p>Reading Volume and Accuracy</p> <p><i>(loudness, pronunciation and grouping of words)</i></p>	<p>Reads clearly and loudly. Pronounces correctly more than 90 words in the passage. Groups 8 to 10 words of every 10 words targeted logically throughout when reading.</p>	<p>Reads clearly and loudly enough, correctly pronounces all the 90 words. Groups 4 to 6 words of every 10 words logically when reading.</p>	<p>Reads clearly and loudly some parts of the passage. Pronounces correctly 45 to 89 words. Groups 2 to 3 words of every 10 words logically when reading.</p>	<p>Often mumbles and cannot be understood. Pronounces below 45 words. Groups to 1 word out of every 10 words or none logically when reading.</p>
<p>Reading with Expression</p> <p><i>(intonation, mood and facial expressions)</i></p>	<p>Reads with expressions showing the 3 skills</p>	<p>Reads with expressions showing the 2 skills</p>	<p>Reads with expressions showing 1 skill.</p>	<p>Reads without expressions.</p>

WRITING RUBRICS

Level Indicator	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
Using Grammar and Mechanics of Writing (punctuation marks, spelling and capitalization)	Uses grammar, while observing punctuation marks, spelling and capitalization.	Uses grammar, while observing any 2 of punctuation marks, spelling and capitalization	Uses grammar, while observing any 1 of punctuation marks, spelling and capitalization	Uses grammar, while observing none of punctuation marks, spelling and capitalization
Handwriting or braille writing (neat and easily readable, correctly spaced letters and sized within lines; spaces between words)	Writes while observing 5 skills in writing .	Writes while observing 3 to 4 skills in writing	Writes while observing 2 skills in writing	Writes while observing 1 skill in writing or none.

Vocabulary	Using Vocabulary (subject-verb agreement, choice of words, and wide range of vocabulary and use of varied expressions)	Uses vocabulary while observing the 4 skills	Uses vocabulary while observing the 3 skills	Uses vocabulary while observing the 2 skills
Organising writing (clear sense of unity and order, clear sense of beginning, middle and ending and makes smooth transition between ideas)	Organises writing while showing 6 skills.	Organises writing while showing 4 to 5 skills.	Organises writing while showing 2 to 3 skills.	Organises writing while showing 1 skill or none.