



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 9

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 Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior School (Grade 7-9) will subsequently follow as from 2023-2025.

The Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, Suggested Key Inquiry Questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

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

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 9 is the final level of the Junior School (JS) in the new education structure.

Grade 9 curriculum furthers implementation of the CBC from Grade 8. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on Nurturing every Learner's potential.

Therefore, the Grade 9 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 9 and prepare them for smooth transition into Senior School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education -MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 9 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary -MoE and the Principal Secretary – State Department of Early Learning and Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 9 curriculum designs. In relation to this, we acknowledge the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 9 and preparation of learners for transition to Senior School.

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LESSON ALLOCATION

S/ No.	Learning Area	Lesson
1.	English for Learners with Visual Impairment	5
2.	Kiswahili for Learners with Visual Impairment	4
3.	Mathematics for Learners with Visual Impairment	5
4.	Religious Education	4
5.	Integrated Science for Learners with Visual Impairment	5
6.	Agriculture & Nutrition for Learners with Visual Impairment	4
7.	Social Studies for Learners with Visual Impairment	4
8.	Creative Arts and sports for Learners with Visual Impairment	5
9	Pre- technical Studies for learners with Visual Impairment	4
10.	Pastoral/ Religious Instruction Programme	1
	Total	41

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. 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.

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

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

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. 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 recognises 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.

3. **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.

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

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

5. **Promote social equity 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.

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

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

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

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

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

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy, and logical thinking skills appropriately in self-expression.
2. Communicate effectively, verbally and non-verbally, 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 good 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, and spiritual and moral values for peaceful co-existence.
8. Appreciate of the country's rich and diverse cultural heritage for harmonious coexistence.
9. Manage Pertinent and Contemporary Issues in society effectively.

ESSENCE STATEMENT

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

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

GENERAL LEARNING OUTCOMES FOR ENGLISH

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

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

GRADE 9 ENGLISH CURRICULUM DESIGN STRANDS

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

THEME 1.0: CITIZENSHIP

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</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) outline words and phrases used to express euphemism,</p> <p>b) use euphemism to show politeness in communication,</p> <p>c) conduct a debate while adhering to conventions of polite language,</p> <p>d) appreciate the importance of politeness in communication.</p>	<ul style="list-style-type: none"> ● Learners be guided to identify examples of polite words and expressions used in a poem or story. ● Learners to listen to an audio interview and identify euphemism. ● Learners be guided to simulate an interview from a text and identify euphemism. ● Learners to use euphemism in a conversation. ● Learners to make rules for a debating session. ● In groups, guide the learners to conduct a debate related to the theme. ● Learners with low vision are guided to watch while learners with blindness listen to a recorded clip of a debating session in parliament. ● Learners with low vision are guided to create posters with euphemistic words and phrases as learners with blindness create braille posters with euphemistic words and phrases sticking them on Manila paper. 	<ol style="list-style-type: none"> 1. Why should we use polite language? 2. Why is it embarrassing to say some words in public?

			<ul style="list-style-type: none"> • Learners are guided to share the posters through social media or the school notice board. 	
Core competencies to be developed <ul style="list-style-type: none"> • Communication and collaboration as a learner participates in debates in their respective groups. • Citizenship is nurtured as a learner practises the use of polite language. 				
Pertinent and Contemporary Issues (PCIs): Social cohesion as a learner practises the use of euphemism in various contexts.				
Values Respect is inculcated as the learner adheres to debating conventions and uses polite language.				
Link to other subjects Social Studies, French, German, Kiswahili and indigenous languages emphasise the use of polite words and expressions.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Posters • Manila paper, scissors, glue • Print texts • Braille texts • Electronic reading materials, • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Independent Reading - Grade Appropriate Text	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) select reading materials from digital or non-digital sources, b) read grade appropriate materials for lifelong learning, c) create a reading log for monitoring reading activities, d) appreciate independent reading of a range of texts. 	<ul style="list-style-type: none"> ● Learners identify reading materials in a variety of subjects. ● Learners search for online fiction and non-fiction using digital with assistive technology. ● Learners to skim through a text to obtain the gist (main idea). ● Learners are guided to scan a text to obtain specific details. ● Learners are guided the learner to read the text. ● Learners are guided to maintain a reading log showing their reading activities and thoughts about what they read. The items to include in the log are: <ul style="list-style-type: none"> - the title and author of the text - the dates you read - the amount of time you spend reading each day - the key themes in the text - the major characters - the plot development 	<ol style="list-style-type: none"> 1. Why is it important to read different types of materials? 2. How do we obtain specific details in a text?

			<ul style="list-style-type: none"> - the questions you have as you read ● Learners engage in follow up activities such as: <ul style="list-style-type: none"> - creating chain stories - forming a book club - keeping vocabulary journals - preparing a reading log for the titles of the fiction and non-fiction texts. 	
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> ● Learning to learn as a learner selects reading materials individually and in pairs, ● Critical thinking and problem solving as a learner develops a good reading culture, ● Self-efficacy as a learner creates and maintains a reading log showing the reading activities and thoughts about what they read. 				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is developed as learners share their reading activities, materials and experiences.</p>				
<p>Values Responsibility is inculcated as the learner searches for reading materials, reads, and keeps a reading log</p>				
<p>Link to other subjects All subjects require intensive and extensive reading</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Posters ● Manila paper, scissors, glue ● Print texts ● Braille texts ● Electronic reading materials, ● Digital devices with assistive technology 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.3 Grammar in Use	1.3.1 Gender Neutral Language	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify gender biased words and phrases in oral and written texts,</p> <p>b) use gender neutral words and phrases in sentences,</p> <p>c) appreciate the importance of gender sensitivity in communication.</p>	<ul style="list-style-type: none"> ● Learners are guided to listen to common English songs and pick out gender biased words and phrases. ● Learners are guided to read sections of a poem or story and pick out words with gender bias in pairs. ● Learners with low vision to watch and learners with blindness to listen to an audio-visual and identify gender biased and gender neutral terms used by the speakers. ● Learners are guided to replace the words with gender bias in the poem or story with gender neutral words and phrases. ● Learners are guided to use the gender neutral words and phrases to make sentences. ● Learners are guided to rewrite/paraphrase short texts to eliminate gender bias. 	<ol style="list-style-type: none"> 1. How can one avoid gender bias in communication? 2. Why should gender bias be avoided in communication.

			<ul style="list-style-type: none"> • Learners are guided to create posters showing gender neutral words and phrases and share them on the school notice board or through social media. • Learners are guided to fill in a crossword puzzle featuring gender neutral words/phrases. 	
Core competencies to be developed				
Self-efficacy as a learner forms different types of sentences using gender sensitive words				
Pertinent and Contemporary Issues (PCIs)				
Social cohesion as a learner practises the use of gender neutral language				
Values				
Unity is enhanced as the learner participates in group tasks				
Link to other subjects				
All subjects encourage the learner to use gender sensitive language				
Suggested Learning Resources:				
<ul style="list-style-type: none"> • Audio-visual clips • Braille texts • Electronic reading materials • Digital devices with assistive technology 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.4 Intensive Reading: Play	1.4.1 Play: Structure and Setting	By the end of the sub strand, the learner should be able to: a) describe the structure and setting of a play, b) analyse the acts and scenes of a play for literary appreciation, c) appreciate the role of literary appreciation in critical thinking.	<ul style="list-style-type: none"> ● Learners are guided to outline the order of events in a play. ● Learners analyse the acts and scenes in a play. ● Learners are guided to discuss the action in a play. ● Learners are guided to discuss where the events in a play take place. ● Learners are guided to write a summary of a scene in a play. ● Learners are guided to role play some of the actions and characters in a play. ● Learners are guided to paraphrase sections of a play. 	<ol style="list-style-type: none"> 1. Why is it necessary to know when and where the action in a play took place? 2. How can we paraphrase sections a play?
Core competencies to be developed <ul style="list-style-type: none"> ● Self-efficacy as a learner talks about the actions in a play ● Communication and collaboration as learners work in groups ● Creativity and imagination as a learner role-plays actions and characters in a play 				
Pertinent and Contemporary Issues (PCIs) Critical thinking is developed as the learner analyses the setting, structure and action in a play				
Values Unity and responsibility are enhanced as the learners work in groups				
Link to other subjects:				

Performing arts promotes creativity through drama

Suggested Learning Resources:

- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.5 Writing	1.5.1 Legibility and Neatness (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify sections of a piece of writing that require breaking of words and indentation, b) indent paragraphs when writing a composition, c) create a neat and legible text, d) appreciate the importance of legibility and neatness in written communication. 	<ul style="list-style-type: none"> • Learners are guided to distinguish between tidy and untidy pieces of writing. • Learners with low vision are guided to indent paragraphs appropriately. Learners with blindness are guided on how to indent (slate users to write on the fourth cell whereas braille machine user to tap the space bar three times). • Learners with low vision are guided to find out the advantages of a neat and legible handwriting while learners with blindness braille writing from the internet or non-digital sources using digital devices with assistive technology. • Learners are guided to break words correctly at the end of a line. • Learners with low vision are guided to assess their own handwriting while learners with blindness braille writing. • in groups, guide the learner to review a text written by a peer, 	<ol style="list-style-type: none"> 1. Why is it important to write legibly? 2. How do we indent paragraphs?

			<ul style="list-style-type: none"> • Learners are guided to take notes during an oral presentation. • Learner with low vision are guided to watch while learner with blindness to take notes while listening to an audio and a video recording. • Learners are guided to rewrite portions of a dictated text. • Learners are guided to discuss techniques of improving legibility in writing. 	
<ul style="list-style-type: none"> • Core competencies to be developed • Digital literacy as a learner researches on the advantages of a neat and legible handwriting from the internet. • Learning to learn takes place as the learner takes notes while listening to a text. 				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication as a learner acquires techniques of improving their handwriting, indenting paragraphs and note taking.</p>				
<p>Values Responsibility is inculcated as a learner works at improving their handwriting and engages in self and peer assessment.</p>				
<p>Link to other subjects All subjects require neat and legible handwriting.</p>				
<p>Suggested Learning Resources:</p>				

- Audio-visual recording
- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

THEME 2.0: SCIENCE: FICTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.1 Listening and Speaking</p>	<p>2.1.1 Oral Literature: Short Forms (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the characteristics of riddles, tongue twisters and proverbs,</p> <p>b) explain the functions of riddles, tongue twisters and proverbs,</p> <p>c) perform riddles, tongue twisters and proverbs,</p> <p>d) appreciate the importance of short forms in fostering fluency in communication.</p>	<ul style="list-style-type: none"> ● Learners are guided to collect riddles, proverbs and tongue twisters from books, the internet, and the community using digital devices with assistive technology. ● Learners are guided to play riddling games in small groups, ● Learners are guided to discuss the functions of proverbs, riddles and tongue twisters. ● Learners are guided to respond to riddles correctly. ● Learners are guided to fill in crossword puzzles using riddles and proverbs, pair learners with blindness with those with sight. ● Learners are guided to suggest alternative responses to given riddles. ● Learners are guided to create a collection of riddles, proverbs and 	<ol style="list-style-type: none"> 1. Why are riddles, proverbs and tongue twisters important? 2. How do we perform riddles, proverbs and tongue twisters?

			tongue twisters and display them on charts or school notice board.	
<ul style="list-style-type: none"> ● Core competencies to be developed ● Communication and collaboration as a learner uses riddles, tongue twisters and proverbs. ● Critical thinking and problem solving as a learner connects ideas to solve riddles. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Ethnic and racial relationships as a learner familiarises themselves with riddles and proverbs from different communities. ● Effective communication as a learner learns to articulate words correctly. 				
Values Unity is encouraged as the learners participate in riddling games.				
Link to other subjects French, German, Kiswahili and indigenous languages teach riddles, proverbs and tongue twisters.				
Suggested Learning Resources: <ul style="list-style-type: none"> ● Braille texts ● Electronic reading materials ● 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	By the end of the sub strand, the learner should be able to: a) identify basic aspects of style such as repetition and rhyme in a poem, b) describe the functions of rhyme and repetition in a poem, c) appreciate the role of repetition and rhyme in a poem.	<ul style="list-style-type: none"> ● Learners are guided to read provided simple poems individually and in groups. ● Learners are guided to respond to questions based on a poem. ● Learners recite simple poems. ● Learners are guided to identify the parts of a poem in which repetition and rhyme are used. ● Learners to search the internet or other sources for more examples of poems that use repetition and rhyme using digital devices with assistive technology. ● Learners relate the ideas in a poem to real life. ● Learners are guided to compose a simple poem with rhyme and repetition and present in groups. 	Why do we repeat some sounds, words and lines in a poem?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Self-efficacy as a learner recites poems. ● Learning to learn as a learner studies on their own. ● Communication and collaboration as a learner reads and recites poems. 				

Pertinent and Contemporary Issues (PCIs)

Effective communication is enhanced as the learner learns to articulate words correctly as they read and recite poems.

Values

- Unity is cultivated as the learner works together with others to recite poems.
- Respect is fostered as the learners take turns to read and respond to different lines in a poem.

Link to other subjects

Kiswahili, French, German and indigenous languages expose learners to poetry.

Suggested Learning Resources:

- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
Grammar in Use	2.3.1 Nouns and Quantifiers	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) use quantifiers in sentence, b) categorise count and non-count nouns in oral and written texts, c) appreciate the importance of quantifiers in oral and written communication. 	<ul style="list-style-type: none"> • Learners are guided to read a short passage in which quantifiers are used to describe count and non-count nouns. • Learners are guided to listen to a text that uses quantifiers with count and non-count nouns. • Learners are guided to identify quantifiers that are used with count, non-count or both categories. • Learners are guided to identify count, non-count nouns and quantifiers from a passage. • Learners are guided to match count and non-count nouns with the correct quantifiers. • Learners are guided to search for more examples of quantifiers from books, newspapers, magazines with appropriate print and the internet. Learners with blindness to use digital devices with assistive technology. 	<ol style="list-style-type: none"> 1. How do count nouns differ from the non-count nouns? 2. Why is it important to express the quantity of something correctly?

			<ul style="list-style-type: none"> Learners are guided to form sentences using different quantifiers with count and non-count nouns and read them aloud. 	
<p>Core competencies to be developed Learning to learn as a learner searches for more examples of quantifiers from books, newspapers, magazines, and the internet.</p>				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication as a learner uses quantifiers correctly in sentences.</p>				
<p>Values</p> <ul style="list-style-type: none"> Unity is fostered as learners identify count and non-count nouns in small groups. Responsibility is nurtured as the learners help each other in identifying and using quantifiers correctly. 				
<p>Link to other subjects Kiswahili, French, German and indigenous languages expose the learner to quantifiers and count and non-count nouns.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> Newspapers, magazines Braille texts Electronic reading materials 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: Plot	By the end of the sub strand, the learner should be able to: a) describe the sequence of events in a play, b) relate the events in a play to real life experiences, c) acknowledge the importance of a plot in a literary work.	<ul style="list-style-type: none"> ● Learners are guided to read a play. ● Learners are guided to identify the key events in a play. ● Learners are guided to role-play a section of a play. ● Learners analyse the events in a play. ● Learners answer questions based on the plot. ● Learners create a summary of the key events. ● Learners assess the summary. ● Learners make connections between events in a play and real life. 	How do we know the key events in a play?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Learning to learn as a learner analyses and writes a summary of the events in a play. ● Communication and collaboration as a learner interacts with others in groups. 				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion as a learner analyses events in a play and relates the events with real life experiences.</p>				
<p>Values Unity is enhanced as the learner collaborates with peers to complete a task.</p>				
<p>Link to other subjects Drama and plays are studied in Kiswahili, German and French.</p>				

Suggested Learning Resources:

- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.5 Writing	2.5.1 Mechanics of Writing: Punctuation	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the double quotation marks and the bracket in a text,</p> <p>b) use the double quotation marks and the bracket in written texts,</p> <p>c) use the double quotation marks and the bracket in braille,</p> <p>d) appreciate the role of the double quotation marks and the bracket in written texts.</p>	<ul style="list-style-type: none"> ● Learners identify the double quotation marks and the bracket in digital texts, newspapers, books or magazines using digital devices with assistive technology. ● Learners to make sentences using the double quotation marks and the bracket. Learners with blindness be guided on how to write double quotation marks and brackets in braille. ● Learners assess the work of peers. ● Learners make posters displaying the correct use of the double quotation marks and the bracket. 	<ol style="list-style-type: none"> 1. Why is it important to use punctuation marks correctly? 2. How do we use the double quotation marks and the bracket in writing?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Self-efficacy as a learner uses punctuation marks correctly in writing. ● Creativity and imagination as a learner constructs sentences. ● Learning to learn as a learners assess peers' work. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication is promoted as the learner uses punctuation marks in writing. ● Creative thinking as a learner creates sentences. 				

Values

- Love is promoted as a learner assesses the work of peers for correctness.
- Unity is strengthened as a learners work in groups to complete tasks.

Link to other subjects

Kiswahili, French, indigenous languages and German emphasise the need for correct punctuation in writing

Suggested Learning Resources

- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

THEME 3.0: ENVIRONMENTAL CONSERVATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>3.1 Listening and Speaking</p>	<p>3.1.1 Listening Comprehension (Grade Appropriate Texts)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the main idea and specific details from an argumentative text,</p> <p>b) listen for the main idea and specific information (details) in an argumentative text,</p> <p>c) appreciate the need for comprehension in communication.</p>	<ul style="list-style-type: none"> ● Learners listen to a passage read out by the teacher based on the theme. ● Learners pick out specific details such as time, places, events and people from a listening comprehension. ● Learners identify the main idea from a listening comprehension. ● Learners listen to a news bulletin and pick out the main idea and specific details. ● Learners with low vision watch while learners with blindness listen to a debate or interview and pick out required information. ● Learners with low vision to watch while learners with blindness listen to an audio-visual clip of a presentation of a poem, song or story and identify specific details. 	<ol style="list-style-type: none"> 1. Why is it important to listen attentively? 2. How do the specific details in a text enhance comprehension ?

			<ul style="list-style-type: none"> • Learners infer the meaning of unfamiliar words. • Learners answer questions based on the passage. 	
Core competencies to be developed <ul style="list-style-type: none"> • Learning to learn as a learner listens for the main idea and specific details. • Digital literacy as a learner interacts with audio and video texts. • Critical thinking and problem solving as a learner identifies the main idea and specific details from a text. 				
Pertinent and Contemporary Issues (PCIs) Social cohesion as the learner works with peers.				
Values <ul style="list-style-type: none"> • Patriotism is promoted as the learner acquires knowledge on how to preserve their environment from the thematic texts. • Responsibility is inculcated as the learner is sensitised on ways of conserving the environment. 				
Links to other subjects Kiswahili, indigenous languages, German and French teach learners the importance of good listening skills.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Audio-visual clips • Braille texts • Electronic reading materials • Digital devices with assistive technology 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.2 Reading	3.2.1 Reading for Information and Meaning	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) infer the meaning of words, phrases and sentences from the context,</p> <p>b) make connections between events in a text and real life situations,</p> <p>c) appreciate the need to comprehend the information in written texts.</p>	<ul style="list-style-type: none"> ● Learners read a grade appropriate text. ● Learners make predictions about a reading text. ● Learners infer the meaning of new words, phrases and sentences from the context. ● Learners look up the meaning of new words and phrases from the dictionary. ● Learners relate the characters, events and places in a text to real life. ● Learners answer questions from a text. ● Learners make notes as they read a text. ● Learners summarise the events in a text. ● Learners form sentences using the new words and phrases. 	<ol style="list-style-type: none"> 1. Why is it important to find the meaning of new words and phrases? 2. How do we derive information from a given text?

			<ul style="list-style-type: none"> Learners fill in a crossword puzzle in using the new words. 	
Core competencies to be developed Communication as a learner answers questions from a text.				
Pertinent and Contemporary Issues (PCIs) Environmental education as a learner interacts with content on environmental conservation.				
Values Respect is enhanced as a learner works with peers to complete tasks.				
Link to other subjects Kiswahili, French, German and indigenous languages expose learners to comprehension skills.				
Suggested Learning Resources <ul style="list-style-type: none"> Braille texts Electronic reading materials 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 Modal Auxiliaries	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify modal auxiliaries in a passage,</p> <p>b) use modal auxiliaries to express different moods,</p> <p>c) appreciate the importance of using modal auxiliaries in communication.</p>	<ul style="list-style-type: none"> ● Learners identify the modal auxiliaries – may, might, will, shall, would, should, can and could – in a print or digital text. ● Learners form sentences using the modal auxiliaries. ● Learners read a dialogue featuring modal auxiliaries. ● Learners create a dialogue featuring modal auxiliaries, record the dialogue and share it with peers. ● Learners listen to a song or read a poem and identify the modal auxiliaries used. ● Learners with blindness touch the tactile materials while learners with low vision view pictures and diagrams and ask questions using modal auxiliaries. ● Learners use modal auxiliaries correctly to express permission, requests, ability and obligation. ● Learners discuss the functions of modal auxiliaries. 	<p>How do we express different moods such as requests, permission, ability and obligation?</p>
Core competencies to be developed				

Self-efficacy as a learner identifies and uses modal auxiliaries correctly.

Pertinent and Contemporary Issues (PCIs)

Effective communication as a learner reads a dialogue featuring modal auxiliaries.

Values

Respect is inculcated as learners participate in group activities to complete tasks.

Link to other subjects

Kiswahili, French, German and Arabic teach modal auxiliaries.

Suggested Learning Resources:

- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.4 Readin	3.4.1 Poems: Structure	By the end of the sub strand, the learner should be able to: a) describe the structure of a poem, b) analyse the use of personification in a poem, c) create a poem based on a topic of interest, d) appreciate the reading of poetry for enjoyment.	<ul style="list-style-type: none"> ● Learners recite a poem. ● Learners identify the number of lines in a poem. ● Learners pick out the short and long lines in a poem. ● Learners discuss how personification has been used in the poem. ● Learners infer the meaning of new words from the context of a poem. ● Learners come up with a class project in which they: <ul style="list-style-type: none"> ○ identify a topic of interest ○ carry out research about the topic ○ compose a poem based on the selected topic ○ ask a peer to review the poem ○ make corrections on the poem ○ share the poem on the school noticeboard or through social media. 	<ol style="list-style-type: none"> 1. Why do we read or recite poems? 2. Why are non-living things or animals made to behave like human beings in poems or stories?
<p>Core competencies to be developed Communication and collaboration as a learners review their peers' poems.</p>				

Pertinent and Contemporary Issues (PCIs)

Effective communication as learner recites poem and composition.

Values

Respect is developed as learners work in groups to accomplish tasks.

Link to other subjects

Kiswahili, German, French and indigenous languages use poems to teach communication skills.

Suggested Learning Resources:

- Braille texts
- Electronic reading materials
- 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 Structure of a paragraph	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) outline the four characteristics of a well formed paragraph,</p> <p>b) create a paragraph that is well developed, coherent and unified,</p> <p>c) appreciate the need for concise paragraphs in written communication.</p>	<ul style="list-style-type: none"> • Learners read excerpts from newspaper articles, magazines, textbooks or online articles. • Learners identify the: <ul style="list-style-type: none"> - topic sentence - supporting sentences - clincher sentence • Learners discuss the steps for paragraph writing, namely: <ul style="list-style-type: none"> - Step 1 —write an outline of the paragraph that includes the topic and supporting information - Step 2 — write the topic sentence - Step 3 – write a supporting sentence for each point. Use facts or examples to support your points - Step 4 — write a concluding sentence to sum up - Step 5 — write the final paragraph • Learners write a paragraph on a topic of interest that is: <ul style="list-style-type: none"> - coherent 	<ol style="list-style-type: none"> 1. Why is it important to organise the ideas in your paragraphs coherently? 2. How can you ensure that your paragraphs are well formed?

			<ul style="list-style-type: none"> - unified - contains well-developed thoughts • Learners assess the paragraphs in groups. 	
Core competencies to be developed Digital literacy as a learner reads excerpts from digital sources.				
Pertinent and Contemporary Issues (PCIs) Effective communication as a learner writes well-formed paragraphs.				
Values Unity is enhanced as the learners assess their peers' work.				
Link to other subjects The importance of well-formed paragraphs is learnt in Kiswahili, French and German.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Braille texts • Electronic reading materials • Digital devices with assistive technology 				

THEME 4.0: CONSUMER PROTECTION: CONSUMER LAWS AND POLICIES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.1 Listening and Speaking	4.1.1 Selective Listening	By the end of the sub strand, the learner should be able to: a) select required information from a listening text, b) make judgement on the message in the listening text, c) appreciate the need for selective listening in various contexts.	<ul style="list-style-type: none"> ● Learners listen to a news bulletin and select the required information while disregarding irrelevant information. ● Learners answer specific questions on dates, time and facts based on the news bulletin. ● Learners list the order of events mentioned in the bulletin. ● Learners discuss how to become a better listener. ● Learners give an opinion on what they like or do not like about the text. ● Learners with low vision watch while learners with blindness listen to an audio-visual clip of a presentation and pick out required information. 	<ol style="list-style-type: none"> 1. Why should we listen attentively? 2. How can we ensure we pick out relevant details from a text?
<p>Core competencies to be developed</p>				
<p>Critical thinking and problem solving as learners selectively pick out relevant information while leaving out irrelevant details.</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p>				
<p>Social cohesion as learners work in groups.</p>				

Values

Decision making is nurtured as the learner picks out the required details and leaves out the rest.

Link to other subjects

French, German, Kiswahili, Arabic and indigenous languages expose learners to selective listening skills.

Suggested Learning Resources:

- Braille texts
- Audio-visual clips
- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.2 Reading	4.2.1 Intensive Reading	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) predict events in a reading text, b) outline the key events in a text, c) answer direct and inferential questions for comprehension, d) infer the meaning of new words and phrases using contextual clues, e) relate the characters, events and places in the text to real life, f) appreciate the importance of comprehension in lifelong learning. 	<ul style="list-style-type: none"> • Learners with low vision make predictions about the outcome of the story from the title and illustrations while learners with blindness to use described illustrations. • Learners deduce the meaning of words using contextual clues. • Learners make connections between events in the story and real life. • Learners answer direct and inferential questions from a comprehension passage on consumer laws and policies. • Learners make notes from a passage on consumer laws and policies. • Learners write a summary using the notes. 	<ol style="list-style-type: none"> 1. How are characters and events in a text related to real life? 2. Why is summary writing an important reading skill?
Core competencies to be developed				

Critical thinking and problem solving as the learner makes inferences and summarises information from the text.
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Social cohesion as a learner participates in group activities. ● Consumer protection as a learner makes notes from a passage on consumer laws and policies.
Values Unity is enhanced as learners work in groups to complete tasks.
Link to other subjects <ul style="list-style-type: none"> ● Comprehension strategies such as drawing conclusions and making inferences are learnt in Kiswahili, indigenous languages and foreign languages. ● Integrated Science, Home Science and Agriculture expose learners to experiments which require the skill of drawing conclusions.
Suggested Learning Resources: <ul style="list-style-type: none"> ● Braille texts ● Electronic reading materials ● 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 Present and Past Perfect Aspect	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) distinguish the present and past perfect aspect in sentences,</p> <p>b) use present and past perfect aspect in sentences,</p> <p>c) appreciate the importance of using tense in sentences.</p>	<ul style="list-style-type: none"> ● Learners recognise present and past perfect aspects. ● Learners engage in a sentence completion guessing game to practise present and past perfect aspect. ● Learners compare present and past perfect aspect forms in sentences. ● Learners use has/have + -ed participle form of the verb to form the present perfect tense. ● Learners use had + past participle form of the verb to form the past perfect tense. ● Learners construct sentences on a variety of issues such as consumer laws and policies using the present and past perfect aspect. ● Learners pick out sentences in present and past perfect tense from newspaper articles, magazines and books. 	<ol style="list-style-type: none"> 1. How do we show that an action is complete? 2. Why should we use tense correctly in sentences?

			<ul style="list-style-type: none"> • Learners search for examples of sentences in the present and past perfect forms from the internet. 	
Core competencies to be developed Self-efficacy as a learner uses present and past perfect aspect in sentences.				
Pertinent and Contemporary Issues (PCIs) Consumer protection as a learner interacts with content related to consumer laws and policies.				
Values Social justice is fostered as the learner forms sentences related to the theme of consumer protection.				
Link to other subjects Business Studies and Home Science address issues on consumer protection.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Braille texts • Electronic reading materials • Digital devices with assistive technology 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.4 Intensive Reading	4.4.1 Play: Identification of Characters	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the characters in a play</p> <p>b) use appropriate adjectives to describe the characters</p> <p>c) describe the actions of the characters using appropriate adverbs</p> <p>d) appreciate the need to describe people and situations appropriately.</p>	<ul style="list-style-type: none"> ● Learners list the characters and their roles in a play. ● Learners assume (hot seat) the personality of a certain character and say why ‘they say and do certain things’. ● Learners role play various characters. ● Learners participate in a reader’s theatre as they read sections of a play. ● Learners with low vision use appropriate adjectives to describe the characters with illustrations while learners with blindness use appropriate adjectives to describe the characters with descriptions. ● Learners describe the actions of the characters using various adverbs. ● Learners relate the characters in a play to people in real life. ● Learners discuss the behaviour of the characters. 	<ol style="list-style-type: none"> 1. How can one tell the qualities of a character in a play? 2. How does describing actions of characters aid our understanding of a play?

			<ul style="list-style-type: none"> Learners write an essay on their favourite characters. 	
Core competencies to be developed <ul style="list-style-type: none"> Critical thinking as learners identify the characters and their traits. Problem solving as learners brainstorm on the characters' behavior. 				
Pertinent and Contemporary Issues (PCIs) Critical thinking learner role-plays or assumes the role of certain characters in a hot seating activity.				
Values Unity is enhanced by engaging the learner in group tasks.				
Link to other subjects Characterisation is a concept learnt in Kiswahili, indigenous languages and Performing Arts.				
Suggested Learning Resources: <ul style="list-style-type: none"> Braille texts Electronic reading materials 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 Narrative and Descriptive Paragraphs	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) highlight the qualities of a well formed paragraph</p> <p>b) write narrative and descriptive paragraphs</p> <p>c) use the first person and second person in narrative and descriptive paragraphs</p> <p>d) appreciate the need for well formed paragraphs in written communication.</p>	<ul style="list-style-type: none"> ● Learners distinguish between narrative and descriptive paragraphs. ● Learners search for examples of narrative and descriptive paragraphs from the internet or appropriate print sources using digital devices with assistive technology. ● Learners discuss the qualities of a well-formed paragraph. ● Learners outline the characteristics of a narrative paragraph. ● Learners discuss the features of a descriptive paragraph. ● Learners create a descriptive paragraph that appeals to the sense of sight, smell, hearing, taste and touch. ● Learners create a narrative paragraph. ● Learners recognise the first and second person in various paragraphs. ● Learners review a paragraph written by peers. 	<ol style="list-style-type: none"> 1. How can we make a narrative composition interesting? 2. How can we ensure unity in a paragraph?

			<ul style="list-style-type: none"> • Learners make corrections to the paragraph as per comments given by peers. 	
Core competencies to be developed Creative thinking and problem solving as learners review a paragraph written by peers.				
Pertinent and Contemporary Issues (PCIs) Consumer Protection as a learner interacts with materials related to the theme.				
Values Unity and responsibility as learners discuss the qualities of a well-formed paragraph in groups.				
Link to other subjects The importance of well-formed paragraphs is emphasised in Kiswahili, indigenous languages and foreign languages.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Braille texts • Electronic reading materials • Digital devices with assistive technology 				

THEME 5.0 RELATIONSHIPS: COMMUNITY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.1 Listening and Speaking	5.1.1 Pronunciation	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) pronounce the semi vowels /j/ /w/ and the diphthongs /aɪ/ and /eɪ/ words with clarity,</p> <p>b) apply stress on content and function words appropriately for speech clarity,</p> <p>c) appreciate the importance of correct pronunciation in communication.</p>	<ul style="list-style-type: none"> ● Learners identify the semi-vowels /j/ and /w/ as in the words you, yes; woo and way. ● Learners pick out the diphthongs /aɪ/ as in buy; and /eɪ/ as in pain from an audio or oral text. ● Learners listen to a passage or sentences from an audio-recording or from the teacher. ● Learners write down and read out words with the specified semi-vowels /j/ and /w/ (as in you, yes; woo, way). ● Learners pronounce words with the diphthongs /aɪ/ and /eɪ/ (as in buy, file, pain, gate) accurately. ● Learners practise correct pronunciation of the learnt words. 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds accurately? 2. How can the same word express different meanings?

			<ul style="list-style-type: none"> • Learners find out and listen to the correct pronunciation of sounds from the internet using digital devices with assistive technology. • Learners stress content words. • Learners stress function words when necessary. • Learners bring out varied meanings of words through stress. 	
Core competencies to be developed <ul style="list-style-type: none"> • Digital literacy as a learner listens to a passage or sentences from an audio-recording. • Communication and collaboration as a learner practises correct pronunciation in groups. • Learning to learn as a learner listens to the correct pronunciation of sounds from the internet on their own. 				
Pertinent and Contemporary Issues (PCIs) Effective communication as a learner improves their articulation of sounds and words.				
Values Unity is promoted as learners work in pairs to practice.				
Link to other subjects <ul style="list-style-type: none"> • Social Studies and Religious Education address topics on relationships. • All languages teach correct pronunciation. 				
Suggested Learning Resources: <ul style="list-style-type: none"> • Audio-visual recordings • Braille texts • Electronic reading materials 				

- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.2 Readi	5.2.1 Reference Materials: Dictionary, Thesaurus, Encyclopaedia	By the end of the sub strand, the learner should be able to: a) outline various types of reference materials and their uses, b) use the dictionary, thesaurus and subject specific encyclopaedia to check the meaning and usage of words, c) conduct research on a topic of interest using the dictionary, thesaurus and encyclopaedia, d) appreciate the value of reference materials in research.	<ul style="list-style-type: none"> ● Learners search the internet for more information about the dictionary, thesaurus, encyclopaedia and the purpose for each using digital devices with assistive technology. ● Learners compare print with appropriate print and digital dictionary, thesaurus, encyclopaedia. ● Learners with low vision read a passage from a textbook, newspaper, or magazine with appropriate font size and colour contrast while learners with blindness to read in brail or online using digital devices with assistive technology. ● Learners identify unfamiliar words in the passage. ● Learners look up the meaning of the words in a dictionary. 	Why do we use reference materials?

			<ul style="list-style-type: none"> • Learners conduct research on a given topic using subject specific encyclopaedia. • Learners look up the synonyms of various words using a thesaurus. • Learners to make sentences using the synonyms of given words. • Learners utilise the dictionary, thesaurus and the encyclopaedia for reference purposes. • In groups, learners to spell words correctly. • Learners to classify words into various classes. • Learners use digital devices with assistive technology to conduct research on contemporary issues from a subject specific encyclopaedia. 	
Core competencies to be developed <ul style="list-style-type: none"> • Digital literacy as a learner searches for information using the digital dictionary, thesaurus, encyclopaedia. • Learning to learn as a learner uses the dictionary, thesaurus and encyclopaedia for research. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> • Effective communication as a learner pronounces and spells words correctly with the help of reference materials. • Critical thinking as a learner makes own sentences using newly acquired words. 				

Values

Integrity is inculcated as the learner conducts research on various topics using the dictionary, thesaurus and subject specific Encyc

Link to other subjects

- Languages such as French, Kiswahili and German teach use of reference material.
- Subject specific encyclopaedias are used in all learning areas.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.3 Grammar in Use	5.3.1 Order of Adjectives	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify various types of adjectives in texts, use the correct order of adjectives in oral and written texts, appreciate the role of ordered adjectives in communication for clarity. 	<ul style="list-style-type: none"> Learners identify opinion, shape, size, age, colour, origin, material, purpose adjectives in texts. Learners search for examples of various types of adjectives from the internet using digital devices with assistive technology. Learners use mind maps to generate different adjectives. Learners form sentences using adjectives of opinion, shape, size, age, colour, origin, material and purpose. Learners with blindness to listen to an audio text and learners with low vision watch a video and pick out different adjectives. Learners with low vision construct sentences orally from posters, pictures and other visuals while learners with blindness picture descriptions. Learners to fill in crossword puzzles featuring different types of adjectives. 	<ol style="list-style-type: none"> How can we use words to create vivid pictures of a person or place? Why is it important to order adjectives correctly?

			<ul style="list-style-type: none"> Learners participate in a chain story telling game where they describe a character or place using adjectives. 	
Core competencies to be developed <ul style="list-style-type: none"> Learning to learn as a learner interacts with the order of different types of adjectives in various texts. Digital literacy as a learner searches for examples of various adjectives from the internet. 				
Pertinent and Contemporary Issues (PCIs) Critical thinking as a learner practices how to order adjectives correctly in own sentences.				
Values Unity and responsibility are enhanced as the learner participates in group tasks.				
Link to other subjects Adjectives are learnt in the language learning areas such as indigenous languages, French, Kiswahili and German.				
Suggested Learning Resources: <ul style="list-style-type: none"> Audio-visual recordings Braille texts Electronic reading materials 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 Play: Style	By the end of the sub strand, the learner should be able to: a) identify the features of style used in a play with examples, b) relate the stylistic features to the message in a play, c) appreciate the role of varied style in reinforcing the message in a play.	<ul style="list-style-type: none"> • Learners in groups, guide the learners to identify the oral literature features (narration, riddles, songs, proverbs, local words and tongue twisters) used in a play. • Learners pick out the similes and metaphors used in a play. • Learners read about the meaning of the features of style used in a play from digital and non- digital resources using digital devices with assistive technology. • Learners read excerpts of a play and pick out the stylistic features used. • Learners participate in a readers’ theatre as they read sections of a play. • Learners relate the features of style to the message in a play. • Learners role-play the actions of the characters in a play. • Learners use hot seating to bring to life aspects of a play. • Learners write a summary of the features of style used in a play. 	<ul style="list-style-type: none"> • How do stylistic features enhance the message in a play?

<p>Core competencies to be developed Critical thinking and problem solving as a learner relates the aspects of style to the message in a play.</p>
<p>Pertinent and Contemporary Issues (PCIs) Peace education as a learner takes part in collaborative group tasks such as the readers’ theatre, role plays and hot seating.</p>
<p>Values Unity is promoted as the learner participates in group tasks.</p>
<p>Link to other subjects Stylistic features are studied in Kiswahili and other language learning areas.</p>
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio-visual recordings ● Braille texts ● Electronic reading materials ● 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 Letter of Application	By the end of the sub strand, the learner should be able to: a) identify the components of a letter of application,	<ul style="list-style-type: none"> ● In groups, guide the learners to identify the components of a letter of application from a sample letter. 	<ul style="list-style-type: none"> ● Why do we write letters of application? ● How can one ensure a letter

		<p>b) write a letter of application for placement at Senior Secondary School using all the components,</p> <p>c) appreciate the need to adhere to the format of formal letter writing.</p>	<ul style="list-style-type: none"> ● In groups, guide the learners to brainstorm on the purpose of writing a letter of application. ● In pairs, guide the learners to look for more samples of letters of application from books, magazines, newspapers and the internet. Learners with blindness to use digital devices with assistive technology. ● In pairs, guide the learners to give an outline of a letter of application. ● In pairs, guide the learners to write a letter of application for placement at Senior School using the taught components. ● In pairs, guide the learners to exchange the letter with other learners for peer assessment. ● Learners to edit the letters of application for correctness, ● Learners to revise the letter and input corrections suggested by peers. ● Learners to share the letters of application on the class noticeboard, school noticeboard or online. 	<p>of application meets the expected standards?</p>
<p>Core competencies to be developed</p>				

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

Pertinent and Contemporary Issues (PCIs)

Creative thinking as a learner participates in group tasks.

Values

- Unity is promoted as the learner exchanges the letter of application with others for peer assessment.
- Responsibility is fostered as groups of learners participate in collaborative letter writing and editing.

Link to other subjects

Letter writing is learnt in learning areas such as Kiswahili, French and German.

Suggested Learning Resources:

- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

THEME 6.0: LEISURE TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>6.1 Listening and Speaking</p>	<p>6.1.1 Conversational skills: Negotiation skills</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify words and phrases used during negotiations, b) use verbal and non-verbal cues during negotiations, c) acknowledge the importance of negotiation skills in communication. 	<ul style="list-style-type: none"> ● Learners with low vision watch a video clip in which people are engaged in a negotiation while learners with blindness listen using digital devices with assistive technology. ● Learners to listen to a conversation related to the theme. ● Learners to pick out words and phrases that facilitate a negotiation. ● Learners to work and search for more examples of words and phrases used during negotiations. ● Learners to use verbal and non-verbal cues in conversations. ● In groups, guide the learners to role play a negotiation scene. 	<p>How can one enhance their negotiation skills?</p>

			<ul style="list-style-type: none"> ● In groups, guide the learners to simulate a negotiation scene. ● In groups, guide the learners to engage in a hot seat negotiation for the freedom of a prisoner or a favour. ● In groups, guide the learners to perform a conversational poem in which people are negotiating or bargaining for money, dowry or price of land. 	
Core competencies to be developed <ul style="list-style-type: none"> ● Problem solving as a learner negotiates or requests for a favour during a hot seating activity. ● Collaboration as a learner discusses the use of verbal and non-verbal cues in conversations. 				
Pertinent and Contemporary Issues (PCIs) Effective communication is enhanced as the learner is equipped with negotiation skills.				
Values <ul style="list-style-type: none"> ● Responsibility is enhanced as the learner uses language appropriately to hold negotiations. ● Unity is developed as the learner works with peers to hold mock negotiations. 				
Link to other subjects Negotiation skills are also learnt in Social studies and Kiswahili.				
Suggested Learning Resources: <ul style="list-style-type: none"> ● Braille texts ● Electronic reading materials ● Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Specific Learning Outcomes	Suggested Key Inquiry questions
6.2 Reading	6.2.1 Reading Fluency	<p>By the end of sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) outline ways of enhancing fluency in reading, b) read a text at the right speed, accurately and with expression for effective communication, c) appreciate the role of reading fluently in extensive reading. 	<ul style="list-style-type: none"> ● In groups, guide the learners to preview a text. ● In groups, guide the learners to ignore unknown words. ● In pairs, learners to scan through a text to find a word, a pair of words or a phrase in pairs or groups. ● In pairs, learners to skim through articles or chapters in a book. ● In groups, learners to read portions of a narrative in turns. ● In groups, guide the learners to engage in a timed, repeated reading of a portion of a text. ● In pairs, guide the learners to pronounce sounds and words accurately. ● In groups, guide the learners to read with expression, give learners with blindness description of the relevant expressions. 	<ol style="list-style-type: none"> 1. Why is reading a text fluently important? 2. How can one read a text fluently?

			<ul style="list-style-type: none"> ● In groups, guide the learners to find a text, set a reading rate goal, for example, one hundred words per minute, time themselves and read and reread the text until they attain the desired number of words per minute. ● In groups, guide the learners to read a portion of a text and correct each other. ● In groups, guide the learners to perform a conversational poem in a reader's theatre. ● In groups, guide the learners to read a text within a specified time. ● In pairs, guide the learners to read out texts from flash cards. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Self-efficacy as a learner accurately reads a text at the right speed and with expression. ● Learning to learn as a learner learns how to read fluently. 				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication is enhanced as the learner effectively communicates ideas by fluently reading texts.</p>				
<p>Values Love is instilled as the learners take part in group tasks like timing each other's reading.</p>				

Link to other subjects

Kiswahili, German, French and indigenous languages emphasise the acquisition of effective reading skills.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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 Comparison of Adverbs	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the degrees of comparison in adverbs,</p> <p>b) use positive, comparative and superlative degrees of adverbs in sentences,</p> <p>c) appreciate the importance of the correct usage of adverbs.</p>	<ul style="list-style-type: none"> ● In groups, guide the learners to identify the positive, comparative and superlative degrees of adverbs. ● In pairs, guide the learners to practise using different degrees of adverbs in sentences. ● In groups, guide the learners to listen to an audio clip or read a passage featuring the <i>comparison of adverbs</i>. ● In groups, guide the learners to discuss the rules for comparison of adverbs. ● In groups, guide the learners to correct mistakes in sentences that have comparison of adverbs. ● In pairs, guide the learners to use substitution tables to categorise adverbs. 	How do we compare things? ?

			<ul style="list-style-type: none"> • In groups, guide the learners to use various degrees of adverbs during a role play. • In pairs, guide the learners to use adverbs of various degrees in a dialogue, record a video or audio clip and share it through the internet. 	
Core competencies to be developed <ul style="list-style-type: none"> • Digital literacy as a learner listens to an audio clip on the comparison of adverbs. • Communication and collaboration as a learner participates in a dialogue featuring degrees of adverbs. 				
Pertinent and Contemporary Issues (PCIs) Creative thinking as a learner appropriately identifies which degrees of adverbs to use.				
Values Integrity is inculcated as the learner uses their leisure time to read a passage on comparison of adverbs.				
Link to other subjects Comparison of adverbs is a concept learnt in Kiswahili, French, German and indigenous languages.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Audio-visual clips • Braille texts • Electronic reading materials • 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 – Play	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the themes in a play or a section of a play, b) analyse the themes in a play, c) relate the themes in a play to real life, d) appreciate the role of literary appreciation in the development of critical thinking skills. 	<ul style="list-style-type: none"> ● In groups, guide the learners to read excerpts of a play. ● In groups, guide the learners to outline and illustrate the themes in a play. ● In groups, guide the learners to discuss the themes in a play. ● In groups, guide the learners to engage in a hot seating activity featuring some of the themes. ● Let the learners relate the themes to real life experiences. ● In groups, guide the learners to role play some of the scenes in a play. ● In groups, guide the learners to perform readers’ theatre involving sections of a play. ● In groups, guide the learners to record audio-visual clips as they dramatise 	<p>How are literary texts different from factual ones?</p>

			sections of a play, share the share the audio-visual clips through the internet using digital devices with assistive technology.	
Core competencies to be developed <ul style="list-style-type: none"> ● Creativity and imagination as a learner participates in hot seats and relates themes to real life experiences. ● Digital literacy as a learner makes video recordings and shares them on the internet. 				
Pertinent and Contemporary Issues (PCIs) Critical thinking as learners respond to questions during a hot seating session.				
Values Responsibility is enhanced as the learner discusses with peers the best suited illustrations for different themes.				
Links to other subject The concept of themes in plays is studied in Kiswahili and Performing Arts.				
Suggested Learning Resources: <ul style="list-style-type: none"> ● Audio-visual clips ● Braille texts ● Electronic reading materials ● 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: Spelling	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise homonyms, homophones, double consonants and double vowels in print texts/ braille</p> <p>b) spell commonly misspelt</p> <p>c) words for writing fluency,</p> <p>d) appreciate the importance of correct spelling in written communication.</p>	<ul style="list-style-type: none"> ● In groups, guide the learners to identify words with double consonants and those with double vowels. ● In pairs, guide the learners to search for the commonly misspelt words such as homonyms and homophones from the internet or print sources. ● In pairs, guide the learners to practise spelling homonyms and homophones. ● In pairs, guide the learners to listen to a dictation of words with double consonants and those with double vowels and write them. ● In pairs, guide the learners to engage in spelling games such as spelling bee, scramble, crosswords and word search. ● In pairs, guide the learners to use the target words in sentences of their own. ● In pairs, guide the learners to fill in crossword puzzles and other word games and share them through the internet, magazines or the school 	<ol style="list-style-type: none"> 1. Why are some words commonly misspelt? 2. Why is it important to spell words correctly?

			noticeboard. 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 a learner appropriately uses the target words in sentences of their own. ● Digital literacy as a learner interacts with technology creating crossword puzzles and other word games and sharing them through social media. ● Learning to learn as a learner searches for the commonly misspelt words from the internet thus acquiring information on their own. 				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication as a learner practises spelling words correctly.</p>				
<p>Values Peace and unity are promoted as the learner takes part in group tasks.</p>				
<p>Link to other subjects Correct spelling is emphasised in subjects such as Integrated Science, Kiswahili, French and German.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio-visual recordings ● Braille texts ● Electronic reading materials ● Digital devices with assistive technology 				

THEME 7.0: NATURAL RESOURCES: MARINE LIFE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.1 Listening and Speaking	7.1.1 Listening Comprehension: Listening for Detail	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) select the main idea from a listening passage, b) respond to questions based on the listening passage, c) appreciate the importance of attentive listening. 	<ul style="list-style-type: none"> • In groups, learners to pick out details from a listening comprehension. • In pairs, guide the learners to rewrite the passage in their own words. • In pairs, guide the learners to discuss any new information that they have learnt from the passage. • In pairs, learners to answer questions based on the passage. • In pairs, guide the learners to use a digital device with assistive technology to search for more information. • In pairs, learners with low vision to watch as learners with blindness listen to an audio-visual and pick out specific details. • In groups, guide the learners to recall specific details from a listening passage. 	<ol style="list-style-type: none"> 1. Why should we distinguish between relevant and irrelevant information during a presentation? 2. Why is it important to listen keenly?
Core competencies to be developed				

- Digital literacy as a learner uses a digital device with assistive technology to search for more information on marine life.
- Learning to learn as a learner practises picking out details from a listening text.

Pertinent and Contemporary Issues (PCIs)

- Environmental Conservation as a learner listens to passages based on the theme.
- Critical thinking as a learner rewrites or paraphrases the listening passage.

Values

Responsibility is nurtured as the learner interacts with texts on how to take care of natural resources.

Link to other subjects:

- Social Studies covers aspects of natural resources.
- Kiswahili, German, French and indigenous languages teach good listening and speaking skills.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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: Interpretation and Evaluation	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) distinguish between reading for interpretation and reading for evaluation for information, b) interpret a reading text for lifelong learning, c) summarise information in a reading text, d) appreciate the role of correct interpretation and evaluation of a text in learning. 	<ul style="list-style-type: none"> ● In group, learners with low vision to watch and learners with blindness listen to audio-visual clips on a text and interpret the text. ● In groups, guide the learners to outline the key issues discussed in the audio-visual clip. ● Guide the learners with low vision to summarise the content of the video as learners with blindness summarise the content of the audio. ● Learners with low vision are guided to study and identify visuals from texts related to the theme as learners with blindness identify them from mental cues. ● Learners to brainstorm, differences between reading for interpretation and evaluation. 	<ol style="list-style-type: none"> 1. Why should you give the correct interpretation of a text? 2. How can you interpret a text correctly?

			<ul style="list-style-type: none"> • Learners to read a short text related to the theme and interpret it. • Learners are guided to paraphrase portions of the text. • Learners use digital devices with assistive technology to read and summarise digital texts related to the theme. • Learners make detailed notes of digital and print texts they have read. 	
<p>Core competencies to be developed Digital literacy as a learner reads and summarises digital texts related to the theme.</p>				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication as a learner makes notes of digital and print texts they have read.</p>				
<p>Values Respect is fostered as the learner forms own judgments on texts read.</p>				
<p>Link to other subjects The languages, Mathematics and Integrated Science all emphasise the need for good skills in interpretation and evaluation.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Audio-visual clip • Braille texts 				

- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Objectives	Specific Learning Experiences	Suggested Key Inquiry questions
7.3 Grammar in Use	7.3.1 Relative Pronouns Interrogative Pronouns	By the end of the sub strand the learner should be able to: a) recognise relative and interrogative pronouns in a text, b) use relative and interrogative pronouns in sentences, c) appreciate the value of relative and interrogative pronouns in communication.	<ul style="list-style-type: none"> ● Learners to identify relative such as; who, whom, whose, which and interrogative pronouns such as; whose? Which? Who? ● Learners to differentiate between relative and interrogative pronouns. ● Learners to construct sentences using interrogative and relative pronouns. ● Learners to use relative and interrogative pronouns, record the activity on an audio-visual media and share it with others. ● Learners role play a dialogue featuring interrogative and relative pronouns. 	How do you obtain information from people?

			<ul style="list-style-type: none"> ● Learners to use relative and interrogative pronouns as they participate in a hot seating activity on the conservation of marine life/natural resources, ● Learners with low vision to create a crossword puzzle featuring relative and interrogative pronouns while learners with blindness identify relative and interrogative pronouns from the puzzle provided. ● Learners to use interrogative pronouns to ask questions based on visuals, for learners with low vision, and learners with blindness to use mental cues. 	
<ul style="list-style-type: none"> ● Core competencies to be developed ● Communication as learner engages in an activity out of class in small groups where they use relative and interrogative pronouns. ● Collaboration as a learner looks for examples of interrogative and relative pronouns from the internet in pairs. ● Digital Literacy as a learner searches for examples of interrogative and relative pronouns from the internet in pairs enables the learner to interact with technology. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Critical and creative thinking as a learner works with peers to distinguish between interrogative and relative pronouns. ● Learner support programmes as a learner participates the activities of the wildlife and the environmental clubs in school. 				

Values

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

Link to other subjects

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

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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: Play	By the end of the sub strand the learner should be able to: a) identify the characters in a play for deeper understanding, b) analyse the characters in a play and their relationship,	<ul style="list-style-type: none"> ● Learners with low vision to watch a muted visual clip while learners with blindness listen to a description in an audio clip based on a play and discuss imagine of the non-verbal cues used by the characters. ● Learners to read excerpts of a play. ● Learners to answer questions based on the play. 	<ol style="list-style-type: none"> 1. Why should we establish the relationship between the characters in a play? 2. How does understanding the relationship between characters help our

		<p>c) appreciate the role of literary appreciation in developing critical thinking.</p>	<ul style="list-style-type: none"> ● Learners to identify the conflicts between characters in a play. ● Learners to relate the characters in a play to real life. ● Learners to role play the characters in a play. ● Learners to simulate the action in sections of the play. ● Learners to dramatise sections of a play. ● Learners to make video recordings of the role play and share them with peers. 	<p>understanding of the play?</p>
<p>Core competencies to be developed Creativity and imagination as a learners dramatises sections of a play.</p>				
<p>Pertinent and Contemporary Issues (PCIs) Creative thinking as a learner participates in role play.</p>				
<p>Values Unity is enhanced as learners work in groups to create and share videos</p>				
<p>Link to other subjects Performing Arts and Kiswahili also develop critical thinking in learners through exposure to characterization.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.5 Writing	7.5.1 The Writing Process	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> outline the stages of the writing process, create a composition, story or poem following the steps of the writing process, appreciate the need for creativity in life. 	<ul style="list-style-type: none"> Learners to outline the steps of the writing process. Learners brainstorm on different topics such as natural resources-marine life, respect and life skills for writing a factual composition. Learners to select one topic and write a factual composition by following the writing process. Learners to share factual composition pieces among themselves for peer assessment and correction. 	How does following the stages of writing process help us improve the quality of our writing?
Core competencies to be developed <ul style="list-style-type: none"> Collaboration as a learner works in pairs or groups. Critical thinking and problem solving as a learner shares factual composition pieces among groups. 				
Pertinent and Contemporary Issues (PCIs) Decision making as learner negotiates all the steps of the writing process.				
Values Respect is fostered as learners brainstorm on topics related to respect and develop factual compositions on the same.				

Link to other subjects

- The writing process is a concept learnt in German, French, Arabic and Indigenous Languages.
- The scripting of plays, songs and poems which require the writing process skills is taught in Performing Arts.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

THEME 8.0: TOURISM: INTERNATIONAL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.1 Listening and Speaking	8.1.1 Oral Poetry	By the end of the sub strand, the learner should be able to: a) interpret oral poems on varied issues, b) perform an oral poem using of techniques, c) appreciate the role of oral poetry in the preservation of our cultural heritage.	<ul style="list-style-type: none"> ● Learners to listen and respond to audio recordings of oral poetry. ● Learners to listen and respond to an oral poem recited by the teacher. ● Learners to retell a poem using one’s own words. ● Learners to infer the meaning of words and phrases in a given oral poem. ● Learners to listen to different renditions of the same oral poem. ● Learners to use appropriate performance techniques to perform oral poems. ● Learners to relate the ideas in an oral poem to real life. ● Learners to recite oral poems. ● Learners to participate in a readers’ theatre. ● Learners compose oral poems in pairs and share with the class. 	1. Why should you interpret an oral poem correctly? 2. How can you make the performance of an oral poem interesting?
<p>Core competencies to be developed Critical thinking as the learner relates the ideas in an oral poem to real life.</p>				

Pertinent and Contemporary Issues (PCIs)

Social cohesion as a learner performs and composes oral poems in groups.

Values

Patriotism is instilled as the learner interacts with poems that raise awareness on tourism in the country.

Link to other subjects

Oral poetry is learnt in Kiswahili and Performing Arts.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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 Reading for Interpretation	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the point of view in a poem, b) analyse the point of view in a poem, c) appreciate the importance of the point of view in the understanding of a poem. 	<ul style="list-style-type: none"> • Learners read a given poem and identify the point of view. • Learners to search for poems with different points of view from the internet and non-digital sources, learners with blindness to use digital devices with assistive technology. • Learners to listen to poems read by the teacher. • Learners to relate the subjects of different poems to real life. • Learner to compose a short poem. • Learners to discuss the various points of view in the poems. 	Why is it important to understand the point of view in a poem?
Core competencies to be developed Critical thinking as a learner interprets poems.				
Pertinent and Contemporary Issues (PCIs) Effective communication as learner works together in groups to interpret poems.				
Values Love is inculcated as a learner patiently listen to each other as they read poems.				

Link to other subjects

Reading for interpretation and evaluation is a concept learnt in Performing Arts, Kiswahili, German and French.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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 Complex Prepositions	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise complex prepositions in texts, b) use complex prepositions in sentences, c) appreciate the role of prepositions in oral and written communication. 	<ul style="list-style-type: none"> • Learners with low vision read a passage from a book, magazine or newspaper article with appropriate font size and colour contrast. Learners with blindness to read braille and non-text materials, in which complex prepositions are used such as ;according to, along with, apart from, as well as, away from, as for, ahead of. • Learners identify complex prepositions from the passage. • Learners listen to a text read by the teacher and note the complex prepositions used. • Learners with low vision read and underline complex prepositions used in various texts while learners with blindness to read and write them down complex prepositions used in various texts. • Learners to form sentences using complex prepositions. 	<ol style="list-style-type: none"> 1. Why are complex prepositions used in sentences? 2. How do you describe where something is located?

			<ul style="list-style-type: none"> • Learners to correct mistakes in sentences formed by peers. • Learners search for more examples of complex prepositions from the internet and other sources. 	
Core competencies to be developed <ul style="list-style-type: none"> • Communication as a learner uses complex prepositions correctly. • Digital literacy as a learner searches for examples of complex prepositions from the internet. 				
Pertinent and Contemporary Issues (PCIs) Effective communication as a learner uses complex prepositions correctly in sentences.				
Values Responsibility is fostered as learners accomplish tasks in groups.				
Link to other subjects Complex prepositions are learnt in the following subjects: Kiswahili, German and French.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Print books, magazine or newspaper article • Braille texts • Electronic reading materials • 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 Poetry: Characters	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the persona and other participants in a poem,</p> <p>b) analyse the character of the speaker (persona) and the other participants in a poem,</p> <p>c) appreciate the importance of characters in literary appreciation.</p>	<ul style="list-style-type: none"> ● Learners to read a grade appropriate poem. ● Learners to use appropriate adjectives to describe the behaviour of characters in the poem. ● Learners illustrate character traits of various characters in the poems. ● Learners relate actions of the persona to real life. ● Learners to role play different characters in a poem in small groups. ● Learners infer information from the poem. ● Learners with low vision to fill and share a table showing character/character's behaviour/character trait while learners with blindness list the character/character's behaviour/character trait. ● Learners create a poem, recite it and make a recording. 	How do we tell the behaviour of the characters in a poem?

			<ul style="list-style-type: none"> Learners use digital devices with assistive technology to upload the recording on social media platforms or share it on the school notice board. 	
<p>Core competencies to be developed Creativity and Imagination as a learner creates, recites, records and uploads a poem on social media platforms.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Critical thinking as a learner writes poems and also identifies the character traits of the persona and other participants in a poem.</p>				
<p>Values Unity is enhanced as the learner works in pairs or groups to describe character traits.</p>				
<p>Link to other subjects Languages such as Kiswahili, German and French use adjectives when highlighting character traits.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> Audio-visual recordings Braille texts Electronic reading materials 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 Assessing Writing (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the qualities of a well written composition, b) write a composition related to the theme, c) assess a composition against a predesigned criteria, d) appreciate the need for clarity and cohesion in writing communication.	<ul style="list-style-type: none"> ● Learners to read a passage about the qualities of a good composition. ● Learners to write down a criterion or checklist for assessing compositions. The criterion should have parameters such as: variety of sentences, relevance and creativity, cohesion, grammar and editorials. ● Learners with low vision read samples of well written compositions with appropriate font and colour contrast while learners with blindness braille materials from the course book. ● Learner to write a composition related to the theme. ● Learners to assess a peer's composition and give comments as guided by the checklist. ● Learners make corrections to the composition. ● Learners to display the compositions on the school noticeboard. 	How can one make a composition interesting?

Core competencies to be developed

- Communication and collaboration as learners assess peers' compositions.
- Critical thinking and problem solving as a learner writes good compositions.

Pertinent and Contemporary Issues (PCIs)

Effective communication as a learner is equipped with good composition writing skills.

Values

- Patriotism is imparted as the learner interacts with materials on the theme.
- Unity is cultivated as learners work together in group tasks.

Link to other subjects

Languages such as German, Kiswahili and French emphasise the need for good writing skills for effective communication.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

THEME 9.0: HEROES AND HEROINES: WORLD

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 Diphthongs and sentence stress</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the diphthongs /aʊ/ and /ʊə/ in a text,</p> <p>b) identify dots showing diphthongs and emphatic stress in braille</p> <p>c) use emphatic stress in words to convey meanings,</p> <p>d) appreciate the need for accurate pronunciation in oral communication.</p>	<ul style="list-style-type: none"> ● Learners to identify the diphthongs /aʊ/ as in out, house /ʊə/ as in sure, cure. ● Learners with low vision to identify the stressed and unstressed words in a sentence while learners with blindness identify braille dots showing diphthongs and emphatic stress in braille. ● Learners to read a passage featuring the diphthongs/aʊ/ and /ʊə/. ● Learners to recite poems featuring the diphthongs/aʊ/ and /ʊə/. ● Learners to highlight words with the diphthongs from texts. ● Learners to apply stress appropriately when reading a poem. ● Learners read the same sentence while placing stress on different words. ● Learners with low vision to read aloud words with the diphthongs /aʊ/ and /ʊə/ from flashcards while learners with blindness from braille cards. 	<ol style="list-style-type: none"> 1. Why is it important to pronounce words correctly? 2. How does stress help us to convey different meanings?

			<ul style="list-style-type: none"> • Learners with low vision to use the dictionary with appropriate print to find more examples of words with the diphthongs while learners with blindness to use digital devices with assistive technology to find more examples of words with the diphthongs. • Learners use digital devices with assistive technology to recite a poem while distinguishing the stressed and unstressed words, make a recording and upload the video on You Tube, social media platforms or share it through the mobile phone. 	
<p>Core competencies to be developed Effective communication as a learner acquires proper pronunciation skills.</p>				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion and patriotism as a learner interacts with material on the theme.</p>				
<p>Values Respect and love are inculcated during the pronunciation drills as learners give each other feedback.</p>				
<p>Link to other subjects Kiswahili and other languages such as French emphasise correct pronunciation of words.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Audio-visual recordings • Braille texts • Electronic reading materials 				

- 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)	By the end of the sub strand, the learner should be able to: a) select a reading text from a collection of books or the library, b) read a text for information and enjoyment, c) appreciate the role of extensive reading in lifelong learning.	<ul style="list-style-type: none"> • Learners with low vision to watch while learners with blindness listen to an audio-visual clip on how to select a reading text. • Learners to read a passage based on how to select a text. • Learners to select a reading from a collection. • Learners to preview a text to determine its suitability. • Learners to skim through a text to obtain the gist. • Learners to scan through a text to obtain specific information. • Learner be guided to read silently. • Learners interpret what they read. 	How does reading widely help us learn better?

			<ul style="list-style-type: none"> • Learners to infer meanings of unfamiliar vocabulary from the context. • Learners with low vision to look up the meaning of unfamiliar words in the dictionary while learners with blindness use digital devices with assistive technology to look up the meaning of unfamiliar words. • Learners to outline the subjects addressed in the text. • Learner to make notes on what has been read. • Learners discuss the topics of the texts with peers. • Learners to explain why they find a particular text interesting. • Learners to write a book review of their favourite fictional text. 	
Core competencies to be developed Learning to learn as a learner reads fictional texts of their choice.				
Pertinent and Contemporary Issues (PCIs) Social cohesion as learners interact with texts about heroes.				
Values Social justice and unity are promoted as learners take part in group activities.				
Link to other subjects Social Studies exposes learners to materials about heroic individuals.				

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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 Conjunctions: Correlative Conjunctions	By the end of the sub strand, the learner should be able to: a) identify correlative conjunctions in texts, b) use correlative conjunctions in sentences, c) appreciate use of correlative conjunctions for effective communication.	<ul style="list-style-type: none"> ● Learners identify correlative conjunctions such as <ul style="list-style-type: none"> - either... or - neither...nor - both ... and - not only... but ...also. ● Learners read passages in which correlative conjunctions are used. ● Learners to search for sentences with correlative conjunctions from the internet, newspapers, books or magazines with appropriate font size and colour contrast while learners with blindness use digital devices with assistive technology to read online magazines, braille books and non-print materials. ● Learners form sentences using correlative conjunctions. ● Learners to ask and answer questions using correlative conjunctions. 	How do we join sentences?

			<ul style="list-style-type: none"> • Learners to role play an event and use correlative conjunctions. • Learners with low vision to match correlative conjunctions in charts while learners with blindness match correlative conjunctions provided. • Learners to rewrite sentences using correlative conjunctions. 	
Core competencies to be developed <ul style="list-style-type: none"> • Self-efficacy as a learner practises using conjunctions through role playing. • Effective communication as a learner uses conjunctions correctly in oral and written communication. 				
Pertinent and Contemporary Issues (PCIs) Critical thinking as a learner forms sentences using correlative conjunctions.				
Values Respect is inculcated as the learner participates in group tasks.				
Link to other subjects Kiswahili, French and German teach the correct use of conjunctions.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Braille texts • Newspapers, books or magazines, • Electronic reading materials • 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 Play: Style	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify features of style used in a play,</p> <p>b) relate features of style to the meaning of a play,</p> <p>c) acknowledge the importance of stylistic features in literary appreciation.</p>	<ul style="list-style-type: none"> ● Learners be guided to read aloud excerpts of a play. ● Learners to answer questions based on the excerpt. ● Learners to highlight aspects of style such as flashback, flash-forwards and personification in a play. ● Learners discuss the role of memories, dreams and a story within the story in a flashback. ● Learners be guided to analyse the features of style in relation to the meaning of a play. ● Learners be guided to role play some events in which the flashback, flash forward and personification feature in the play. ● Learners dramatise some of the events in a play and make video recordings. 	<p>Why do authors use flashback, flash forward and personification in plays?</p>

			<ul style="list-style-type: none"> Learners to engage in hot seating activities mirroring events and people in the play. 	
Core competencies to be developed <ul style="list-style-type: none"> Digital literacy as a learner makes video recordings of peers dramatising some of the events in a play. Creativity and imagination as a learner interacts with stylistic features in plays. 				
Pertinent and Contemporary Issues (PCIs) Critical thinking as a learner engages in hot seating activities.				
Values Responsibility and unity are fostered as learners engage in role play and hot seating activities.				
Link to other subjects Kiswahili introduces the learner to the study of style in plays.				
Suggested Learning Resources: <ul style="list-style-type: none"> Braille texts Electronic reading materials Digital devices with assistive technology 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.5 Writing	9.5.1 Narrative compositions	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the elements of a narrative composition,</p> <p>b) Uses the elements of a narrative composition in a story,</p> <p>c) appreciate the role of background information in the creation of credible stories.</p>	<ul style="list-style-type: none"> ● Learners with low vision to read samples of narrative compositions from text books with appropriate print while learners with blindness from braille reference material. ● Learners be guided to identify the introduction, body and conclusion of a sample composition. ● Learners brainstorm possible topics for narrative compositions. ● Learners to tell a story from their own experiences. ● Learners to plan a narrative composition. ● Let the learners write a narrative composition. ● Learners to edit each other's' composition. ● Learners revise the narrative composition. ● Learners to read one another's composition and obtain feedback from peers. 	How should we organise our compositions?

			<ul style="list-style-type: none"> • Learners to make corrections to the narrative. • Learners to display the compositions in a gallery walk, class noticeboard or through social media. 	
Core competencies to be developed Creativity and imagination as a learner writes a narrative composition.				
Pertinent and Contemporary Issues (PCIs) Creative thinking as a learner plans and writes a narrative composition.				
Values Love is inculcated as learners share their compositions and give each other feedback.				
Link to other subjects Performing Arts requires good quality narrative composition skills in order to create compelling scripts.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Audio-visual recordings • Braille texts • Electronic reading materials • Digital devices with assistive technology 				

THEME 10.0: SOCIAL AND MASS MEDIA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>10.1 Listening and Speaking</p>	<p>10.1.1 Impromptu Speeches</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) outline the procedure for preparing for an impromptu speech,</p> <p>b) make an impromptu speech on a selected topic,</p> <p>c) appreciate the importance of excellent presentation skills in speech delivery.</p>	<ul style="list-style-type: none"> ● Learners to search for the meaning of the term <i>impromptu speech</i> from the dictionary with appropriate print or the internet while learners with blindness to use digital devices with assistive technology. ● Learner to listen to an impromptu speech made by the teacher. ● Learners brainstorm on the procedure for preparing for an impromptu speech. ● Learners to make an impromptu speech on a topic related to social and mass media. ● Learners to record the speech, discuss its strengths and weaknesses in a plenary and suggest ways of improvement. 	<p>Why is it important to prepare for an impromptu speech?</p>
<p>Core competencies to be developed</p>				

- Digital literacy as a learner makes a recording of the speech.
- Self-efficacy as a learner prepares and delivers impromptu speeches at short notice.
- Collaboration as a learner uses the plenary discussions to sharpen their communication skills.

Pertinent and Contemporary Issues (PCIs)

Self-esteem as the learner listens to and makes impromptu speeches.

Values

Responsibility is enhanced as the learner makes speeches on an issue like responsible use of social and mass media.

Link to other subjects

- Social Studies addresses proper use of social and mass media.
- Performing Arts tackles impromptu speech making.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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 Note Making	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify main points or ideas in an argumentative passage, b) make notes from an argumentative passage, c) appreciate the importance of note making while reading for pleasure or academic purposes. 	<ul style="list-style-type: none"> • Learners to practise the <i>note-making</i> procedures such as <i>sq4r</i>. • Learners to read argumentative passages based on the theme of social and mass media as well as health education. • Learners make notes on different health and media issues presented in any of the passages. • Learners with low vision to graphically prepare charts while learners with blindness prepare sequence of events of the text using their notes. • Learners to exchange the charts for peer review and correction. • Learners to use the notes to compose a poem or a song and present it in class. 	Why is it important to make notes?
Core competencies to be developed <ul style="list-style-type: none"> • Learning to learn as a learner reads and makes notes on argumentative passages. • Communication and collaboration as a learner works with peers to make notes and prepare charts. 				
Pertinent and Contemporary Issues (PCIs) Effective communication as a learner interacts with material related to argumentative essays.				

Values

Peace is enhanced as the learners engage in harmonious group and class tasks.

Link to other subjects

Kiswahili, indigenous languages and foreign languages expose learners to argumentative essays and note-making.

Suggested Learning Resources:

- Charts
- Braille texts
- Electronic reading materials
- 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 Determiners: Numerals and Ordinals	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify numerals and ordinals used as determiners in a text,</p> <p>b) use numerals and ordinals as determiners in sentences,</p> <p>c) appreciate the need for well -formed sentences in communication.</p>	<ul style="list-style-type: none"> ● Learners use digital devices with assistive technology to search for ordinals such as first, second, third and numerals such as one, two and three from digital or non-digital sources. ● Learners recite poems with numerals and ordinals as others listen and pick out the target determiners. ● Learners read short passages and underline numerals and ordinals used as determiners. ● Learners be guided to mention objects in the school that could be modified using numerals and ordinals. ● Learners be guided to construct sentences using numerals and ordinals. 	<ol style="list-style-type: none"> 1. How are quantities of nouns expressed? 2. Why is it important to quantify nouns?

			<ul style="list-style-type: none"> • Learners be guided to rewrite sentences replacing numerals with ordinals and vice versa. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy as a learner correctly uses numerals and ordinals as determiners in communication. • Communication and collaboration as a learner constructs sentences using numerals and ordinals as determiners with peers. 				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is inculcated as the learner works with peers on numerals and ordinals.</p>				
<p>Values Unity is enhanced as the learner works with peers to construct sentences with numerals and ordinals as determiners.</p>				
<p>Link to other subjects</p> <ul style="list-style-type: none"> • Numerals and ordinals are the main components of mathematics. • Computer Science, Business Studies, Integrated Science and Agriculture use numerals and ordinals in different concepts. 				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Braille texts • Electronic reading materials • 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 Play: Project	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify simple props and costumes that create mood and atmosphere,</p> <p>b) present dramatised parts of a play to an audience,</p> <p>c) appreciate the effectiveness of the performance in delivering the play’s message.</p>	<ul style="list-style-type: none"> ● Learners with low vision to watch while learners with blindness listen to an audio-visual clips on how to dramatised and record a section of a play. ● Learners select simple props and costumes that enhance performance. ● Learners be guided to write the story charts and scripts to follow in the performance. ● Learners be guided to rehearse with props and costumes, ● Learners be guided to dramatised simple scenes for classmates while focusing on voice, gestures and movements. Learners with blindness be given one on one demonstration. ● Learners discuss how to use role play and mime in the performance. ● Learners be guided to give and receive feedback on the performance. ● Learners be guided to record the performance on a video or audio device. 	How does an acted play differ from a written one?

Core competencies to be developed

- Self-efficacy as a learner performs in front of an audience.
- Digital literacy as a learner interacts with digital devices to record performances.

Pertinent and Contemporary Issues (PCIs)

Critical thinking as learners relate their performance to real life situations.

Values

Respect is inculcated as learners collaboratively select simple props and costumes for the performance.

Link to other subjects

Kiswahili emphasises the role of drama as a vehicle for promoting language proficiency.

Suggested Learning Resources

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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 Filling Forms: Application Forms	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize bursary and scholarship application forms from a list of forms,</p> <p>b) fill in bursary and scholarship application forms while adhering to conventions,</p> <p>c) appreciate the importance of giving accurate and sufficient information in forms.</p>	<ul style="list-style-type: none"> ● Learners use digital devices with assistive technology collect bursary and scholarship application forms from digital or print sources with appropriate font size and colour contrast or braille sources. ● Learners be guided to note down the common features of each type of the form. ● Learners be guided to analyse the type of data sought by different forms. ● Learners be guided to fill in different forms that require data on issues such as social and mass media. ● Learners share different filled in forms for peer observation and feedback. ● Learners to discuss as a plenary the importance of providing accurate data in forms. ● Learners be guided to create a form. 	<p>Why is it important to fill in all the relevant parts of a form?</p>

Core competencies to be developed

- Self-efficacy as a learner fills forms correctly.
- Learning to learn as a learner fills other types of forms.

Pertinent and Contemporary Issues (PCIs)

Financial literacy as a learner gives amounts, estimates, budgets and justification for bursary and scholarship applied for.

Values

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

Link to other subjects

Computer Science involves formulation of forms for various purposes.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

THEME 11.0: INCOME GENERATING ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.1 Listening and Speaking	11.1.1 Conversation Skills: Job Interviews	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) outline preparations undertaken by an interviewer and interviewee before a job interview, b) ask and answer appropriate questions in mock job interviews, c) appreciate excellent interview skills as a positive step towards getting a job. 	<ul style="list-style-type: none"> • Learners with low vision to watch while learners with blindness listen to an interview on a relevant topic like income generating activities. • Learners to brainstorm on the preparations undertaken by an interviewer and interviewee before a job interview. • Learners to search online and offline for possible questions that are commonly asked in a job interview and write them down. • Learners to role-play asking and answering questions in a mock job interview and record the session electronically or as a written dialogue. 	<ol style="list-style-type: none"> 1. How can you succeed in a job interview? 2. Why is it important to prepare for a job interview?

			<ul style="list-style-type: none"> • Learners to share the recorded interviews for peer review. • Learners to discuss how success in a job interview is a step towards generating income for the individual and the community. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy as a learner communicates effectively by asking and answering questions in a mock interview. • Collaboration as a learners work together to review an interview and role play an interview session. 				
<p>Pertinent and Contemporary Issues (PCIs) Financial literacy as the learner links success in a job interview to income generation.</p>				
<p>Values Integrity is inculcated as learners appreciate that getting a job depends on preparedness for an interview, excellent interview skills and providing truthful information.</p>				
<p>Link to other subjects Business Studies and Pre-Technical and Pre-Career Education address issues of job interviews.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Audio-visual recordings • Braille texts • Electronic reading materials • 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: Fiction	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) distinguish between fiction and non-fiction reading materials, b) select and read grade appropriate fiction materials, c) keep a portfolio of the subject matter, d) appreciate the importance of reading fiction for exposure. 	<ul style="list-style-type: none"> • Learners use digital devices with assistive technology to research on the <i>differences between fiction and non-fiction materials</i> and give examples of each. • Learners with low vision to read self-selected fiction materials and use a graphic organiser while learners with blindness sequential memory of events to write short summaries of the subject. • Learners to make a readers' gallery by displaying the material read with a caption indicating its subject matter. • Learners to write a card with the title and the subject matter of the material read and keep it in their portfolio. • Learners to discuss why reading fiction materials is important. 	How are fictional texts different from non-fictional texts?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as a learner researches from different sources the difference between fiction and non-fiction materials. 				

- Digital Literacy as a learner captures images of the reader’s galleries and keep them in their digital portfolio.

Pertinent and Contemporary Issues (PCIs)

Critical thinking as a learner distinguish between fiction and non-fiction materials, and generate points to convince others to read the materials they themselves have read.

Values

Respect is upheld as learners recognise the value of each other’s contribution in building the readers’ gallery.

Link to other subjects

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

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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: Nouns	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> ● Learners with low vision to read a print or non-print text and underline nouns formed from verbs and other nouns 	How are nouns formed from verbs and other nouns?

		<p>a) identify nouns formed from verbs and other nouns from a text,</p> <p>b) use nouns formed from verbs and other nouns in sentences,</p> <p>c) acknowledge the necessity of forming words from other word classes in the process of communication.</p>	<p>while learners with blindness read braille or non-print text using digital devices with assistive technology and write down the nouns formed from verbs and other nouns.</p> <ul style="list-style-type: none"> ● Learners to separate the root word from the suffixes for example, employment – employ and ment. ● Learners use digital devices with assistive technology to search online or offline and compile a list of suffixes for forming nouns from verbs and other nouns. ● Learners with low vision to play a language game involving one learner showing a flash card with a verb and the other forming a noun from it and vice versa while learners with blindness to use braille card. ● Learners to use the suffixes to form nouns from verbs and other nouns and present them in print with appropriate font size and colour contrast or digital tables. ● Learners to construct sentences about income generating activities and 	
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			<p>environmental preservation using nouns formed from verbs and from other nouns.</p> <ul style="list-style-type: none"> • Learners to explain why the knowledge of changing other words into nouns is helpful in communication. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Learning to learn as a learner conducts online and offline search and compiles a list of suffixes for forming nouns from verbs and other nouns. • Communication and collaboration is fostered as the learner contributes meaningfully in group activities on word formation and sentence construction. 				
<p>Pertinent and Contemporary Issues (PCIs) Environmental education is addressed as learners use nouns formed to create sentences that promote environmental conservation.</p>				
<p>Values Love is cultivated as learners correct each other’s words or sentences as they work in pairs and groups.</p>				
<p>Link to other subjects Kiswahili and Foreign Languages have noun derivations in their content.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Braille texts • Electronic reading materials/non-print materials • Digital devices with assistive technology 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Reading	11.4.1 Grade - appropriate Play: Lessons learnt	By the end of the sub strand, the learner should be able to: a) identify and illustrate the lessons learnt from a play, b) relate the lessons learnt to real life experiences, c) appreciate plays as sources of life lessons and entertainment.	<ul style="list-style-type: none"> ● Learners use digital devices with assistive technology to search from online and offline sources for information on how to derive lessons from words and actions of characters. ● Learners to read different excerpts of a play. ● Learners discuss lessons learnt and provide illustrations for each lesson identified. ● Learners to analyse the lessons elicited and relate them to real life experiences. ● Learners with low vision to use graphic organisers sequential memory of events while learners with blindness to summarise the lessons learnt and present them in charts displayed on the wall for peer review. ● Learners discuss the sections of a play that entertain and bring out lessons. 	How are lessons derived in a play?
Core competencies to be developed				

- Critical thinking and problem solving as learners read different excerpts of a play and elicit lessons learnt.
- Communication and collaboration as learners analyse the lessons elicited by pairs and relate them to real life experiences.

Pertinent and Contemporary Issues (PCIs)

- Critical thinking as learners analyse lessons identified in pairs and compile them.
- Social Cohesion as learners relate lessons learnt to experiences in the society.

Values

Responsibility is inculcated as each learner looks for lessons from a play.

Link to other subjects

- Kiswahili explores various issues in the play genre.
- Religious Education addresses application of lessons from texts.

Suggested Learning Resources

- Braille texts
- Electronic reading materials
- 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 – Spelling	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) spell words for effective communication, b) write common abbreviations in full, c) appreciate the importance of abbreviations in writing. 	<ul style="list-style-type: none"> ● Learners with low vision to watch while learners with blindness listen to demonstration clips and note the rules of abbreviation especially for the following: <ul style="list-style-type: none"> - titles, for example, Mrs Juma - time references, for example, 7 a.m. - organisations, technical words and company names, for example, IEBC, ICU, KBC. ● Learners discuss the rules of abbreviation and present them in charts. ● Learners use digital devices with assistive technology to copy the lists of abbreviations from electronic or print sources with appropriate font size and colour contrast respectively. ● Learners to write a paragraph on how to make savings from income generating activities containing words to be abbreviated. 	<ol style="list-style-type: none"> 1. Why do we abbreviate words? 2. why is it important to split words correctly at the end of the line?

			<ul style="list-style-type: none"> ● Learners to assess the correctness of the paragraph. 	
Core competencies to be developed <ul style="list-style-type: none"> ● Learning to learn as a learner writes abbreviations correctly. ● Communication and collaboration as a learner interacts with peers to undertake different activities in groups. 				
Pertinent and Contemporary Issues (PCIs) Financial literacy as a learner writes paragraphs on savings.				
Values <ul style="list-style-type: none"> ● Unity is enhanced as the learner collaborates in pairs and groups to present rules on abbreviation and splitting of words. ● Responsibility is nurtured as learners write passages on how to make savings from income generating activities. 				
Link to other subjects <ul style="list-style-type: none"> ● All other languages where abbreviations and spelling form a key point of learning. 				
Suggested Learning Resources: <ul style="list-style-type: none"> ● Audio-visual recordings ● Braille texts ● Electronic reading materials ● Digital devices with assistive technology 				

THEME 12.0: PERSONAL GROOMING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.1 Listening and Speaking	12.1.1 Listening to Respond: Expressing Feelings	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words and expressions used to describe their feelings towards a poem,</p> <p>b) express their feelings towards the subject matter of a poem,</p> <p>c) appreciate the importance of poem recitation for effective communication.</p>	<ul style="list-style-type: none"> ● Learners with low vision to search digital and print sources with appropriate font size and colour contrast for words and expressions used to describe feelings towards a poem while learners with blindness to search from braille and digital sources using assistive technology. ● Learners to recite and record a poem emphasizing words and expressions that reveal their feelings towards the poem. ● Learners with low vision to watch while learners with blindness listen to a live or recorded audio-visual poem on personal grooming, describe their feelings towards the subject matter of the poem. ● Learners recite selected poems and present their varied feelings towards each poem’s subject matter in detail. 	<ol style="list-style-type: none"> 1. How can one express their feelings while reciting a poem? 2. Why is it important to recite poems with feeling?

			<ul style="list-style-type: none"> • Learners to discuss in plenary the importance of reciting poems with feeling. 	
Core competencies to be developed <ul style="list-style-type: none"> • Learning to learn as a learner uses different words and expressions learnt to describe own feelings. • Digital literacy as a learner uses technology to search for information and record recitations. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> • Personal hygiene as a learner watches or listens to recitations of poems on personal grooming. • Responsibility as a learner recites the poems assigned and expresses their feelings towards them. 				
Values <ul style="list-style-type: none"> • Unity is developed as learners recite and record poems emphasizing words and expressions that reveal their feelings towards the poem. 				
Link to other subjects <ul style="list-style-type: none"> • Listening to respond is addressed as a skill in Kiswahili, French, German and indigenous languages • Health Education and Home Science address personal grooming 				
Suggested Learning Resources: <ul style="list-style-type: none"> • Audio-visual recordings • Braille texts • Electronic reading materials • 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	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify clues in the passage from which conclusions can be drawn, b) infer information and meaning of words and expressions from a passage, c) summarise ideas in a passage, d) appreciate the skills of making inferences and drawing conclusions in independent reading. 	<ul style="list-style-type: none"> • Learners with low vision to search for and read print and non-print passages on varied subjects like personal grooming while learners with blindness to read braille and non-print passages and search using digital devices with assistive technology. • Learners to highlight words, phrases or sentences that can serve as clues for making inferences or drawing conclusions as they read. • Learners to use the clues to make inferences for information or meaning of vocabulary. • Learners to read a passage on good grooming and summarise the ideas in the passage. • Learners to present their summaries on charts and post them on the classroom noticeboard. 	<ol style="list-style-type: none"> 1. Why is it important to summarize information from a text? 2. How can one draw conclusions from a text?

			<ul style="list-style-type: none"> Learners to participate in a gallery walk and review peers' summaries. 	
Core competencies to be developed <ul style="list-style-type: none"> Critical thinking as a learner draws conclusions, make inferences and writes a summary. Learning to learn as a learners take part in the gallery walk and review each other's work. 				
Pertinent and Contemporary Issues (PCIs) Human sexuality is addressed as learners summarise passages on personal grooming.				
Values Unity is enhanced as learners work in groups to summarise, display and review each other's work				
Link to other subjects <ul style="list-style-type: none"> Comprehension strategies are learnt in Kiswahili, French, German and indigenous languages. Integrated Science, Health Science and Agriculture handle experiments which require the skills of drawing conclusions. 				
Suggested Learning Resources: <ul style="list-style-type: none"> Audio-visual recordings Print and braille texts Electronic reading materials 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	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify phrasal verbs formed from break, hang, run and turn in texts,</p> <p>b) use the given phrasal verbs in sentences of their own,</p> <p>c) appreciate the importance of using phrasal verbs in spoken and written communication.</p>	<p>Learners with low vision to search from digital and print sources with appropriate font size and colour contrast for phrasal verbs formed from break, hang, run and turn while learners with blindness search from braille and use digital devices with assistive technology and compile them in a word list.</p> <ul style="list-style-type: none"> ● Learners with low vision to search for the meanings of the phrasal verbs identified from print or non-print dictionaries with appropriate print while learners with blindness search from braille or non-print using digital devices with assistive technology. ● Learners to form phrasal verbs from the given verbs and use them to fill in tables and broken passages. ● Learners to using phrasal verbs, construct sentences based on 	<ol style="list-style-type: none"> 1. How are phrasal verbs different from other verbs? 2. Why is it important to learn meanings of phrasal verbs?

			<p>personal grooming and health education and display the sentences in charts.</p> <ul style="list-style-type: none"> • Learners to post the charts in class and take a gallery walk assessing and reviewing the sentences. • Learners to suggest examples of writing and speaking situations in which the given phrasal verbs could be used. • Learners sing songs with phrasal verbs on health education. 	
<p>Core competencies to be developed Self-efficacy as a learner gains competence in using phrasal verbs.</p>				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication as a learner constructs sentences on health matters using phrasal verbs.</p>				
<p>Values Respect is emphasized as learners conduct a gallery walk assessing and correcting peers' sentences.</p>				
<p>Link to other subjects Kiswahili, German, French indigenous languages teach phrasal verbs.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Audio-visual recordings • Print and non-print texts • Braille texts 				

- Electronic reading materials
- 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 Play: Characterization	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> outline the clues for identifying traits of different characters in a play, use the clues to describe the characters in a play, appreciate the role of characterization in determining virtues and vices in the society. 	<ul style="list-style-type: none"> Learners with low vision to search from digital and print sources with appropriate font size and colour contrast while learners with blindness search from braille and digital devices with assistive technology for clues in a play that one can use to identify a character trait, for example; what the character does or says; or what is said about a character. Learners to brainstorm on the words and phrases used to describe characters and make a phrase book. 	<ol style="list-style-type: none"> Why is characterization important? How are characters described?

			<ul style="list-style-type: none"> ● Learners with low vision to watch while learners with blindness listen to audio-visual clips or read sections of a play and identify the clues used to describe the traits of a character. ● Learners use the clues to assign character traits and display them in a gallery in form of character maps, webbing tools or clusters for peer review. ● Learners to play characterization games that help to summarise traits of all characters. ● Learners be guided to dramatise a section of a play to highlight traits of some characters. ● Learners be guided to role play different characters in hot seating. 	
<p>Core competencies to be developed Digital literacy as a learner manipulates digital tools while watching videos on the sections of a play.</p>				

Pertinent and Contemporary Issues (PCIs)

- Critical thinking as a learner uses clues to assign traits to different characters.
- Problem solving as a learner helps make improvements as they review peers' descriptions of characters.

Values

Responsibility is enhanced as learners do their part in role playing the characters in a play.

Link to other subjects

Kiswahili and Performing Arts feature dramatisation

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) outline the different stages of the writing process,</p> <p>b) apply the writing process in creating a dialogue on a relevant theme,</p> <p>c) appreciate the importance of each of the stages in the writing process in crafting flawless dialogues.</p>	<ul style="list-style-type: none"> ● Learners read on the following steps of the writing process: pre-writing, drafting, editing, revising and publishing. ● Learners to discuss the different tasks involved in each stage of the writing process. ● Learners to brainstorm on different topics related to personal grooming, respect and life skills. ● Learners to select one topic and write a dialogue adhering to the writing process. ● Learners to share the dialogues and assess and correct each other's work. ● Learners to dramatise selected dialogues as the others watch or listen to and record or note the strengths and weaknesses. ● Learners to suggest ways of improving dialogues written by peers. 	<ol style="list-style-type: none"> 1. Why should you plan your writing? 2. Why is it important to learn dialogue writing?
<p>Core competencies to be developed Critical thinking and problem solving as a learner identifies and corrects weaknesses in their peers' dialogues.</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p>				

Health education as a learner generates topics on personal grooming for dialogue writing.

Values

Respect is addressed as learners brainstorm on topics related to respect and develop dialogues on the same.

Link to other subjects

- Kiswahili, Arabic, French, Mandarin, German and indigenous languages teach the writing process.
- The writing process is also addressed in Performance Arts during the scripting of plays, poems and songs.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- Digital devices with assistive technology

THEME 13.0: SEA TRAVEL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.1 Listening and Speaking	13.1.1 Extensive Listening: Speeches	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the issue addressed by the different speeches listened to,</p> <p>b) take notes on the points made by the different speakers on the issue,</p> <p>c) appreciate the importance of getting information from varied sources.</p>	<ul style="list-style-type: none"> ● Learners use digital devices assistive technology to search online and offline for varied speeches on an issue of interest and listen to them for enjoyment and general information. ● Learners to listen to selected speeches on a specific issue such as sea travel played out on recorded clips or read out and identify the issue addressed by the different speeches. ● Learners to share the common theme identified to gain consensus. ● Learners to listen to the speeches again and take notes on the points from each of the speeches. ● Learners to compare the notes taken by different pairs and compile the recurrent points. 	<p>How can you ensure that you remember what you hear from a speech?</p>

			<ul style="list-style-type: none"> • Learners to use the points noted from the speeches to write and make a speech on the same theme. • Learners to record and share their speeches on the class blog or other social media. • Learners to discuss the benefits of listening to different speeches on the same subject. 	
Core competencies to be developed <ul style="list-style-type: none"> • Citizenship as a learner listens to and makes a speech on sea travel. • Digital literacy as a learner searches for speeches online. 				
Pertinent and Contemporary Issues (PCIs) Citizenship education as a learner listens to and makes notes on speeches on sea travel.				
Values Respect is inculcated as the learners respectfully assess each other's points as they compile them.				
Link to other subjects Listening to different speeches enhances mastery of all languages.				
Suggested Learning Resources <ul style="list-style-type: none"> • Audio-visual recordings • Braille texts • Electronic reading materials • 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: Visualizing and Summarizing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify mental images created from a read passage,</p> <p>b) summarise what a paragraph and the passage are about,</p> <p>c) appreciate the role of visualising and summarising in enhancing understanding of a text.</p>	<ul style="list-style-type: none"> ● Learners with low vision to search from print and electronic sources while learners with blindness search from braille and electronic sources using digital devices with assistive technology and list down the sensory words and expressions used to create mental images in a text. ● Learners to read a passage on an interesting issue like sea travel and pick out the sensory words or expressions and the mental images they create in a reader. ● Learners to fill in templates requiring key ideas from the text or parts of the text and display the templates on the wall. ● Learners to read a text on current issues such as responsible sea travel and identify the main ideas in a paragraph or a passage. ● Learners to summarise the ideas in own words in charts and share for peer review. ● Learners to brainstorm on how visualising and summarising aid in comprehension of a passage. 	<p>Why is it important to make a relevant summary of a text?</p>
Core Competencies to be developed				

Self-efficacy as a learner writes summaries of passages related to sea travel.

Pertinent and Contemporary Issues (PCIs)

Critical thinking as a learner evaluates the importance of visualising in enhancing comprehension of a passage.

Values

Responsibility is fostered as learners read passages on responsible sea travel.

Link to other subjects

Visualising is a comprehension strategy that enables the learners to generate pictorials from a passage.

Suggested Learning Resources:

- Audio-visual recordings
- Braille texts
- Electronic reading materials
- 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 Sentences: Complex Sentences	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify subordinating conjunctions in sentences,</p> <p>b) construct complex sentences using subordinating conjunctions learnt,</p> <p>c) value disjointed sentences using the rule of subordinating conjunctions.</p>	<ul style="list-style-type: none"> ● In pairs, guide learners to pick out subordinating conjunctions from a passage. ● In groups, learners be guided to use the subordinating conjunctions to make sentences and display them on a chart. ● Learners with low vision to underline and label main and subordinate clauses in the sentences on the chart while learners with blindness write down the main and subordinate clauses in the sentences. ● Learners be guided to join pairs of sentences using subordinating conjunctions presented in completion and substitution tables. ● In pairs, learners to practise punctuating complex sentences 	<ol style="list-style-type: none"> 1. What is the role of conjunctions in sentences? 2. How can one differentiate between a simple sentence and a complex sentence?

			<p>on current issues such as global sea travel.</p> <ul style="list-style-type: none"> • In pairs, learners to review each other's sentences by changing them into well-formed complex sentences. 	
<p>Core competencies to be developed</p> <p>Communication and collaboration as a learner works in groups make sentences using subordinating conjunctions then display them on a chart.</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Effective communication as a learner improves sentence construction skills.</p>				
<p>Values</p> <p>Unity is enhanced as the learners make and label sentences in groups.</p>				
<p>Link to other subjects</p> <p>Kiswahili, German, French and indigenous languages expose learners to complex sentences.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Print and braille texts • Electronic reading materials • 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 Grade-appropriate Play: Style	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the styles of humor and monologue in a play, b) dramatize instances of humor and monologue in a play, c) appreciate the role of humor and monologue in enriching a literary work. 	<ul style="list-style-type: none"> • Learners with low vision to search for examples of humor and monologue from print with appropriate font size and colour contrast or non-print sources while learners with blindness braille sources and read them aloud or re-enact them. • Learners identify and illustrate humor and monologue in the grade-appropriate play and display them in a graphic organizer memory. • Learners with low vision to watch while learners with blindness listen to or read episodes of the grade-appropriate play containing humor and monologue. • Learners to dramatize the episodes in groups and record themselves. • Learners to use humor and monologue in created contexts. • Learners to discuss how humor and monologue make a play interesting and pass its message effectively. 	<ol style="list-style-type: none"> 1. How is humor achieved in a play? 2. Why do authors use humor in a play?

Core competencies to be developed

- Digital literacy as a learner uses digital tools to record dramatised sections of the text.
- Creativity and imagination as a learner identifies and illustrates instances of monologue and humour.

Pertinent and Contemporary Issues (PCIs)

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

Values

Love is fostered as learners work together as they dramatise examples of humour and monologue found from print with appropriate font size and colour contrast and non-print sources.

Link to other subjects

- Humour and monologue are common stylistic techniques in drama.
- Literary texts in different languages use humor and monologue.

Suggested Resources:

- Print/braille texts
- Electronic reading materials
- 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 Writing: Idioms	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) explain the meaning of given idioms in different contexts,</p> <p>b) use a variety of idioms in writing narrative compositions,</p> <p>c) appreciate use idioms appropriately in speech and writing.</p>	<ul style="list-style-type: none"> ● Learners with low vision to use print and digital dictionaries with appropriate font size and colour contrast while learners with blindness use braille and digital dictionaries using digital devices with assistive technology to find the meaning of the following <i>idioms</i> and present them in a graphic organizer: <i>-peace of mind,</i> <i>-bury the hatchet,</i> <i>-sit on the fence,</i> <i>-with open arms,</i> <i>-burning bridges,</i> <i>-follow in someone’s footsteps, monkey business,</i> <i>-adding insult to injury.</i> ● In groups, guide the learners to fill sentence gaps with the most appropriate idioms. ● Learners be guided to play language games that shows an idiom on a flash card and the other makes a sentence with it while learners with blindness shows an idiom on a braille card and the other makes a sentence with it. 	<p>1. Why are idioms used in creative writing?</p> <p>2. How are idioms formed?</p>

			<ul style="list-style-type: none"> • Learners to read short narrative essays on sea travel containing most of the given idioms. • Learners to write a narrative composition using the given idioms. • Learners to scan through compositions of each member and create a checklist of idioms used tallying them to find out the most popular. • Learners discuss the importance of using idioms in written and spoken language. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Creativity and imagination as a learner writes a narrative composition using the given idioms. • Digital literacy as a learner uses digital tools to check meanings of idioms from digital dictionaries. 				
<p>Pertinent and Contemporary Issues (PCIs) Creativity as a learners create narratives and use idioms in them.</p>				
<p>Values</p> <ul style="list-style-type: none"> • Respect is cultivated as the learners sensitively scan each other’s compositions for idioms. • Responsibility is inculcated as learners undertake tasks assigned on searching for idioms and presenting them in sentences. 				
<p>Link to other subjects Kiswahili and indigenous languages are rich in idiomatic expressions.</p>				
<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Braille cards • Flash cards • Braille texts • Electronic reading materials • Digital devices with assistive technology 				

THEME 14.0: SPORTS – WORLD CUP (FOOTBALL)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>14.1 Listening and Speaking</p>	<p>14.1.1 Intonation in sentences- Question tags</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) write the correct form of question tags in sentences, b) apply question tags appropriately in communication, c) compose sentences using question tags correctly, d) appreciate the importance of question tags and correct intonation in communication. 	<ul style="list-style-type: none"> • Learners with blindness to listen to a recording as learners with low vision watch a video on the world cup in which the speakers use question tags and correct sentence intonation. • Learners to practice reading out sentences with question tags using the correct intonation. • Learners to match affirmative and negative sentences to question tags provided in a list. • Learners to complete fill-in exercises with the correct question tags. • Learners to work to compose and write down sentences that end in question tags. • Learners to write the sentences generated on large papers and 	<ol style="list-style-type: none"> 1. How can we improve our speaking skills? 2. Why do we use question tags in speech?

			post them on the class notice board.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy as a learner uses digital devices with assistive technology to listen to a recording or watch a video on the world cup on question tags and intonations. ● Self-efficacy as a learner gains confidence to use question tags correctly in speech practice. ● Communication and collaboration as a learner composes and writes down sentences that end in question tags. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication as a learner improves their knowledge of the correct use of question tags. ● Creative thinking as a learner composes sentences and question tags. ● Safety and security as a learner interacts with materials on safety and security in sporting activities. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is enhanced as learners work together to compose sentences in small groups. ● Peace is promoted as learners learn about the place of sports in promoting peace in the world. 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> ● All languages emphasize on good sentence intonation. ● Physical Education and Sports covers topics related to football and the world cup. 				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio-visual recordings ● Braille texts ● Electronic reading materials ● 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 Summarizing: argumentative texts (grade appropriate text)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) pick out the main points discussed in a text, b) organize an outline of points to achieve coherence, c) summarize a text correctly in their own words, d) appreciate the importance of good summary writing skills in writing. 	<ul style="list-style-type: none"> • Learners to read argumentative texts based on the world cup from a book or using a digital device with assistive technology. • Learner to select the main idea. • Learners to outline the supporting points from the text. • Learners to write an initial summary of this information. • Learners to revise the written text for clarity. • Learners to search the internet for more examples of reading passages and practice summarizing using digital devices with assistive technology. • Learners to search for facts, dates, and important personalities related to football-world cup and share the information on the school notice board. 	<ol style="list-style-type: none"> 1. How do we write summaries? 2. Why should we learn good summary writing skills?

Core competencies to be developed:

- Digital literacy as a learner uses digital devices with assistive technology to search for reading material online.
- Communication and collaboration as a learner improves their writing skills by writing summaries.
- Critical thinking and problem solving as a learner interacts with material for good summary writing skills.

Values:

- Unity is promoted as learners work together to compose sentences.
- Peace is enhanced as learners get learn about the ability of sports to promote peace in the world.

Pertinent and Contemporary Issues (PCIs):

- Effective communication as a learner improves summarising skills.
- Creative thinking as a learner summarises texts.
- Safety and security as a learner interacts with material on safety and security in sporting activities.

Links to other subjects:

- All subjects require good summary writing skills.

Suggested Resources:

- Audio-visual recordings
- Print and braille texts
- Electronic reading materials
- 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-Direct and Indirect Speech	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> differentiate between direct and indirect speech, convert direct speech into indirect speech, use the correct punctuation marks in direct speech, write sentences using correct braille symbols, representing speech marks, appreciate direct and indirect speech correctly in communication. 	<ul style="list-style-type: none"> Learners to read provided sentences or paragraphs to learn how direct and indirect speech appear in writing. Learners to convert sentences written in direct speech into indirect speech and vice versa. Learners to insert the correct punctuation marks in sentences to mark direct speech. Learners to write the correct punctuation marks in sentences to mark direct speech. Learners to rewrite reported questions. Learners to compose sentences in direct and indirect speech. 	How do we report what others have said?
Core competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration as a learner works together to complete exercises. Self-efficacy as a learner gains confidence to write direct and indirect speech correctly in communication. 				
Values: <ul style="list-style-type: none"> Responsibility is promoted as learners work in pairs to compose sentences in direct and indirect speech 				

Pertinent and Contemporary Issues (PCIs)

- Problem solving as a learner works together to covert sentences from direct to indirect speech and vice versa.

Links to other subjects:

- All languages teach the use of correct punctuation to mark direct or indirect speech.

Suggested Learning Resources:

- Print and braille texts
- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Reading	14.4.1 Intensive Reading: Play-Relating to real life	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the characters in a play, b) describe the various themes in a play, c) relate the characters and themes to real life, d) participate in a stage performance of a play, e) appreciate the beauty of performance of a literary text. 	<ul style="list-style-type: none"> ● Learners to read a prescribed play. ● Learners to identify the characters in the play. ● Learners to share out the roles of the various characters in a play. ● Learners to discuss the themes that are evident in the play. ● Learners with low vision to watch while learners with blindness listen to short audio-visual clips of plays to learn how actors present themselves on stage. ● Learners to memorise the words of the assigned characters. ● Learners to rehearse the words and actions of the characters. ● Learners to discuss the appropriate costume for each character. ● Learners to use a digital device with assistive technology to search 	<p>Why is it important for an actor to pronounce words correctly and speak audibly in a performance?</p>

			<p>the internet for information on the qualities of a good actor.</p> <ul style="list-style-type: none"> • Learners to perform the play for the school audience. • Learners to use a digital device to record the performance. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as a learner works together to rehearse and stage a play. • Self-efficacy as a learner gains confidence to perform in a play. • Learning to learn as a learner seeks knowledge on the qualities of a good performer. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is promoted as learners work together to stage a play. • Responsibility is promoted as learners ensure that they rehearse adequately for their roles in a play. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Effective communication as a learner pronounces words correctly for communication. • Problem solving as a learner works together to share out roles and stage a play. 				
<p>Links to other subjects: Performing arts teaches the qualities of a good performance.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Audio-visual recordings • Print and braille texts • Electronic reading materials • Digital devices with assistive technology 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.5 Writing	14.5.1 Descriptive writing (280 – 320 words)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) use the correct writing process to write a composition, b) spell words correctly in composition writing, c) apply the five senses in writing descriptive compositions, d) display creativity and imagination in composition writing, e) appreciate the importance of creativity in writing. 	<ul style="list-style-type: none"> • Learners to write sentences that describe things in the classroom using the five senses. • Learner to write a composition on a topic related to the world cup. • Learners to engage in relay writing and share the final product with the rest of the class. • Learners to read a short excerpt of writing on the world cup from selected writer or a writer they admire and try to write a composition, in their own words, but using the style or words learnt from the writer. • Learners with low vision to look at a set of pictures while learners with blindness read picture descriptions or items on the world cup provided by the teacher and 	How is creativity achieved in a story?

			<p>write a descriptive composition based on these items.</p> <ul style="list-style-type: none"> • Learners to rewrite a famous story in their own words. • Learners to write a short paragraph describing an item and have the other person guess what the item is. • Learners use digital devices with assistive technology to share the best creative compositions on the school notice board or the school website. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination as a learner writes creative compositions. • Digital literacy as a learner shares their compositions on the school website. • Communication and collaboration as a learner engages in relay writing. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is promoted as learners work together to write group compositions. • Responsibility is enhanced as learners ensure that their part in the relay composition is well written. 				
<p>Pertinent and Contemporary Issues (PCIs) Creative thinking is promoted as learners compose descriptive compositions.</p>				
<p>Links to other subjects: All languages emphasise on good composition writing skills.</p>				

Suggested Learning Resources:

- Audio-visual recordings
- Print and braille texts
- Electronic reading materials
- Digital devices with assistive technology

THEME 15.0: TOURIST ATTRACTION SITES- WORLD

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- News (role play)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read a short report within a specified number of minutes,</p> <p>b) analyze a recorded grade appropriate oral news report,</p> <p>c) apply the features of oral presentations for effective communication,</p> <p>d) appreciate the importance of fluency in News reports.</p>	<ul style="list-style-type: none"> ● Learners with low vision to watch while learners with blindness listen to a recorded grade appropriate news report on tourist attraction sites in the world. ● Learners to brainstorm on the importance of body language in reading an oral report. ● Learners to dramatize reading news reports on world tourist attraction sites. ● Learners to practice timed reading. ● Learners to practice reciting famous speeches. ● Learners to prepare and present (role play) short news reports on tourist attraction sites in the world. ● Learners to listen and critique others as they orally present reports. 	<p>How is an oral report presented?</p>

Core competencies to be developed:

- Digital Literacy as a learner watches and listens to audio visual recordings of News oral reports.
- Communication and collaboration as a learner works in pairs and groups.

Values:

- Respect is enhanced as learners listen and critic others as the orally present reports.
- Love is promoted as learners listen and record others speeches.

Pertinent and Contemporary Issues (PCIs)

Effective communication as a learner orally presents new reports.

Links to other subjects:

Other subjects also require oral presentation of reports.

Suggested Learning Resources:

- Audio-visual recordings
- Print and braille texts
- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Grammar in use	15.3.1 Sentences- 15.3.1.1 Imperative – commands, requests 15.3.1.2 Exclamatory statements	By the end of the sub strand, the learner should be able to: a) identify instances where the two types of sentences are used correctly in printed handouts or online texts, b) punctuate given texts by use of the appropriate punctuation marks, c) appreciate the use of exclamatory and imperative statements in spoken language.	<ul style="list-style-type: none"> ● Learners to orally say the kind of rules that they would want implemented in their school. ● Learners to identify and label sentence types in a given text. ● Learners to construct imperative statements as they respond to the teacher’s questions. ● Learners to construct exclamatory statements based on one of the characters in a text. 	How do you decide whether to use an exclamation mark or a period at the end of a sentence?
Core competencies to be developed: <ul style="list-style-type: none"> ● Digital literacy as a learner identifies target sentences from recorded texts. ● Learning to learn as a learner appreciates the comparison captured in different texts. 				
Values: Social justice is enhanced as learners compare societal issues through discussing rules in school.				

Pertinent and Contemporary Issues (PCIs)

Problem solving as learners work in pairs/groups to construct exclamatory sentences.

Links to other subjects:

Other languages like Kiswahili and foreign languages as they all require the use of variety of sentence types in communication.

Suggested Learning Resources:

- Audio-visual recordings
- Print and braille texts
- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 Reading	15.4.1 Intensive reading: Poems	By the end of the sub strand, the learner should be able to: a) explain why it is important to relate ideas learnt in poems to real life, b) relate ideas in poems on tourist attraction sites to real life, c) acknowledge the need to relate ideas in poems to real life.	<ul style="list-style-type: none"> ● Learners to read given grade appropriate poems about tourist attraction sites (world) for enjoyment. ● Learners to discuss the meaning of the poems. ● Learners to pick out the key ideas in the poems. ● Learners to relate the ideas in the poem with real life experiences. ● Learners to discuss the importance of relating ideas in poems to real life experiences. 	Why is it important to relate ideas read in works of art to real life?
<p>Core competencies to be developed: Critical thinking and problem solving as a learner reads poem and relate the ideas in the poem to real life.</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Life Skills (Effective communication) as learners discuss the meaning of the selected poems. ● Education for Sustainable Development as learners read given grade appropriate on tourist attraction sites (world). 				
<p>Values: Patriotism is enhanced as learners read poems on tourist attraction sites.</p>				

Links to other subjects:

Poetry is a genre in the performing arts.

Suggested Learning Resources:

- Audio-visual recordings
- Print and braille texts
- Electronic reading materials
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
15.5 Writing	15.5.1 Emails	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the key elements of an email, b) apply the elements in writing an email in real life, c) appreciate the importance of writing emails. 	<ul style="list-style-type: none"> • Learners use digital devices with assistive technology to write emails based on tourist attraction sites to peers. • Learners to exchange emails written to their friends. • Learners to identify the parts of an email in their partner’s work by underlining the elements while learners with blindness write down the elements. • Learners to rework their emails to include any elements that were missing. • Learners to display some of the emails on the talking walls. 	<ol style="list-style-type: none"> 1. Why do we write emails? 2. How are emails different from letters?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration as a learner shares and critiques each other’s emails. • Digital Literacy as a learner exchanges emails to their friends. 				
Values: <ul style="list-style-type: none"> • Love is enhanced as they read and critic others reports. • Unity is enhanced as learners work in pairs to accomplish tasks. 				
Pertinent and Contemporary Issues (PCIs) Safety and security as a learner uses the internet responsibly when composing and sharing emails.				
Links to other subjects: Emails provide contexts of learning experiences in other subjects like computer studies.				

Suggested Learning Resources:

- Audio-visual recordings
- Print and braille texts
- Electronic reading materials
- Digital devices with assistive technology

APPENDIX: COMMUNITY SERVICE LEARNING PROJECT

Introduction

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

CSL Skills to be covered:

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

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

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

Values

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

Assessment Rubric

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

MASTER 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 2 communication (Speaking) Skills appropriately	Uses 1 communication (Speaking) Skill appropriately	Uses none of the communication (Speaking) Skills
Interpreting Comprehension questions in context. <i>(correct responses and appropriate</i>	Interprets all questions in context. Responds to all questions appropriately. Uses all targeted	Interprets 6 to 9 in questions every 10 questions in context. Responds to 6 to 9 questions in every 10 questions	Interprets 3 to 5 in questions every 10 questions in context. Responds to 3 to 5 questions in every 10 questions	Interprets 2 or less in questions every 10 questions in context. Responds to 2 or less questions in every 10 questions

<i>vocabulary)</i>	vocabularies in response to questions.	appropriately. Uses 6 to 9 targeted vocabularies appropriately in response to questions.	appropriately. Uses 3 to 5 targeted vocabularies appropriately in response to questions.	appropriately. Uses 2 or less targeted vocabularies appropriately in response to questions.
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.

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.
Reading Volume and Accuracy <i>(loudness, pronunciation and grouping of words)</i>	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.	Reads clearly and loudly enough, correctly pronounces all the 90 words. Groups 4 to 6 words of every 10 words logically when reading.	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.	Often mumbles and cannot be understood. Pronounces below 45 words. Groups to 1 word out of every 10 words or none logically when reading.

reading with Expression <i>(intonation, mood and facial expressions)</i>	Reads with expressions showing the 3 skills.	Reads with expressions showing the 2 skills.	Reads with expressions showing 1 skill.	Reads without expressions.
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Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Identifying prepositions in sentences.	Identifies all the prepositions in sentences.	Identifies 8 to 10 prepositions in sentences.	Identifies 4 to 7 prepositions in sentences.	Identifies 3 or less o 10 prepositions in sentences.
Using prepositions in sentences appropriately	Uses all prepositions in sentences appropriately.	Uses 8 to 10 prepositions in sentences appropriately.	Uses 4 to 7 prepositions in sentences appropriately.	Uses less than 3 prepositions in sentences appropriately.

Suggested Formative Assessment Rubric

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation
Spelling all the targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.	Spells 7 to 9 of every 10 targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.	Spells 5 to 6 of every 10 targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.	Spells 3 or less of every 10 targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.
Constructing all sentences using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.	Constructs 7 to 9 of every 10 target sentences correctly using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.	Constructs 3 to 6 of every 10 target sentences correctly using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.	Constructs 2 or less of every 10 target sentences correctly using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.

WRITING RUBRICS

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
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.

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	Uses vocabulary while observing the 1 skill or none
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.