KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

GERMAN

GRADE 5

FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.

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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also 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 producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: 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 strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.

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ACKNOWLEDGEMENT

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TABLE OF CONTENTS

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		**35**

NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, patriotism, and promote national unity**
   Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for   harmonious co-existence.

2. **Promote social, economic, technological and industrial needs for national development**
   Education should prepare the learner to play an effective and productive role in the nation.
   a) **Social Needs**
      Education should instil social and adaptive skills in the learner for effective participation in community and national development.
   b) **Economic Needs**
      Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.
   c) **Technological and Industrial Needs**
      Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. **Promote individual development and self-fulfilment**
   Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. **Promote sound moral and religious values**
   Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. **Promote social equity and responsibility**

   Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

   Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

   Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. **Good health and environmental protection**

   Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary School Education, the learner should be able to:
a) Use verbal and or non-verbal cues to convey information in varied contexts.
b) Demonstrate mastery of number concepts to solve problems in day to day life.
c) Use appropriate social skills, moral and religious values to positively impact the society.
d) Develop individual talents and interests for self-efficacy.
e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
f) Devise innovative strategies for environmental conservation and sustainability.
g) Apply digital literacy skills for learning and enjoyment.
h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level. Focus of learning at this level will be socialization and the learner will be given an opportunity to acquire language competencies in experiential, innovative and flexible programs Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning of these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1 (Basic Language Level).

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the course the learner should be able to:
a) communicate information effectively about everyday issues.
b) listen actively to varied speakers in varied contexts and respond appropriately.
c) read varied simple texts on familiar matters for information and enjoyment.
d) interact with others on familiar topics in a simple manner.
e) write simple texts on subject matter relating to their everyday experiences.
f) use varied media to access and create information to enhance German language learning.
g) appreciate own and other people's culture for national cohesion and international consciousness.
h) apply acquired knowledge and skills to address challenges in everyday life

SUMMARY OF STRANDS AND SUB STRANDS

S/No	Strand	Sub Strand	Lesson Allocation
Strand 1.0	Listening and Speaking	Listening for gist Imitative Speaking Phonological awareness	27 Lessons
Strand 2.0	Reading	Reading aloud Guided reading Reading for comprehension	18 Lessons
Strand 3.0	Writing	Guided writing	9 Lessons
TOTAL			54 Lessons + 6 Lessons for Showcasing

STRAND 1.0: LISTENING AND SPEAKING

Theme 1. Greetings and Introductions				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.1 Phonological awareness (pronunciation, articulation)** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) articulate words correctly in oral interactions, b) speak clearly and logically for effective communication, c) appreciate the role of listening for everyday life.	The learner is guided to: • listen to basic greetings and different ways of saying one's name *(z. B Guten Tag! ich heiße…, Hallo! ich bin…, Guten Morgen, mein Name ist.)* from a variety of sources, e.g. the teacher, recorded audio/video, • listen to different ways of asking for one's name and their responses *(z. B wie heißt du? ich heiße… wer bist du? ich bin.. wie ist dein Name? Mein Name ist…),* • ask and respond to questions on various ways of saying own name with peers *(wie ist dein Familienname, Vorname, Nachname, Spitzname),*	Why is correct pronunciation important?

| | | | • listen to songs on self-introduction and sing along,
 • role play short dialogues on greetings and saying own name,
 • simulate greetings and asking for one's name with peers,
 • record audios/videos on basic greetings and saying own name and share with peers. | |

Core Competency to be developed:
- Communication and Collaboration: The learner develops skills of listening actively and keenly as well as speaking clearly and effectively when peers ask and respond to various ways of saying own name.
- Self-efficacy: The learner develops the skill of effective communication as peers greet and introduce themselves using the acquired communicative skills

Values:
Unity: The learner is guided to: work in teams with peers as peers role play and record audios / videos on basic greetings and share in plenum.

Pertinent and Contemporary Issues (PCIs)
Social Cohesion: The learner develops an awareness and respect of other people as they greet and say their names.

Link to other Learning Areas
The learner links the concept of greetings and introducing oneself to the same concept in English and Kiswahili.

STRAND 1.0: LISTENING AND SPEAKING

Theme 2. Family: Nuclear Family				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.2 Imitative speaking** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary in communication, b) imitate given structures for communication, c) appreciate the role of imitation in language acquisition.	The learner is guided to: • listen to/watch a simple audio/video on a nuclear family *(Vater, Mutter, Eltern, Kind, Sohn, Tochter, Bruder, Schwester, Geschwister)* introducing each other, • ask and respond to questions on names of nuclear family members with peers *(z.B Wie heißt dein/e....? mein/e ......heisst.,* • listen to peers reading out aloud short sentences on nuclear family(*z.B Das ist der Vater/die Mutter. Er /sie heisst...,* • listen to and repeat dialogues on nuclear family members' names. • recite/sing short poems/songs on family • describe members of the nuclear family to peers (*z.B Der Vater ist nett...)*	Why is imitation in a language important?

Core Competencies to be developed:
Self-efficacy: The learner develops assertiveness as they describe members of the nuclear family to peers.

Values:
 Love: The learner demonstrates love for their family as they describe members of the nuclear family to peers.

Pertinent and Contemporary Issues (PCIs)
Citizenship: The learner appreciates diversity in the nuclear family as they talk about own family with peers.

Link to other Learning Areas
The learner links the concept of nuclear family to the same concept in Social Studies and Religious Education.

STRAND 1.0: LISTENING AND SPEAKING

Theme 3. My Surroundings: In the classroom				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.3 Listening for gist** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) recall general information from listening texts on daily issues, b) listen to audio texts for information, c) value the role of listening texts in language acquisition.	The learner is guided to: • listen to a list of items in the classroom and repeat, • listen to texts on items in the classroom and match to given pictures, • listen to a list of names of colours and repeat, • watch video describing colour of things found in the classroom (*z.B Der Kuli ist blau)* and match to given flashcards, • play a game with peers asking about items in the classroom *(z.B Was ist das? - Der Kuli natürlich),* • listen to names of different learning areas and the classroom items associated with them *(z.B Das ist mein Deutschbuch, .../Ich lerne Mathe, ...)*	How do we ensure we get necessary information from a listening text?

Core Competencies to be developed:
Creativity and Imagination: The learner enhances their creativity as they play a game with peers asking about the items in the classroom *(z.B Was ist das? - Der Kuli natürlich.)*

Values:
Unity: The learner works collaboratively as they as they play a game with peers asking about the items in the classroom *(z.B Was ist das? - Der Kuli natürlich.)*.

Pertinent and Contemporary Issues (PCIs)
Life Skills (Confidence): The learner develops confidence as they as they play a game with peers asking about the items in the classroom *(z.B Was ist das? - Der Kuli natürlich.)*.

Link to other Learning Areas
The learner links the concept of colours and Learning Areas to the same concepts in English and Kiswahili.

STRAND 1.0: LISTENING AND SPEAKING

Theme 4. Time: Moments of the day				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	1.4 **Phonological awareness (pronunciation, articulation)** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) recognize words and phrases from audio sources in varied contexts, b) speak with German speech patterns for communication, c) appreciate the importance of articulation in spoken language.	The learner is guided to: • listen to texts on moments of the day *(z. B der Morgen, morgens, heute Morgen , am Montag Morgen, Mittag, Nachmittag…)* and answer questions*,* • listen to texts/songs/poems on activities done at different moments of the day from varying audio/video sources *(z.B ich trinke Tee am Morgen..)*and match with given pictures, • discuss with peers what they do in the morning/afternoon/evening/night in different days of the week *(z.B Ich lerne Deutsch am Montag Morgen),* • listen and match activities to the suitable moments of the day.	Why is important to practise our pronunciation?

Core Competencies to be developed:
Learning to Learn: The learner makes new connections and discoveries as they discuss with peers what they do in the morning/afternoon/evening/night in different days of the week *(z.B Ich lerne Deutsch am Montag Morgen).*

Values:
Integrity: The learner practises honesty as they discuss with peers what they do in the morning/afternoon/evening/night in different days of the week *(z.B Ich lerne Deutsch am Montag Morgen).*

Pertinent and Contemporary Issues (PCIs)
Life Skills (Time Management): The learner develops an awareness of how to manage their time properly as they listen to texts/songs/poems on activities done at different moments of the day from varying audio/video sources *(z.B ich trinke Tee am Morgen..)* and match with given pictures.

Link to other Learning Areas
The learner links the concept of telling time to the same concept in Mathematics.

STRAND 1.0: LISTENING AND SPEAKING

Theme 5. Fun and Enjoyment: Hobbies and Interests				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.5 Listening for gist** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) recall genera information from audio texts for social interactions, b) articulate words correctly in oral interactions, c) value the role of listening texts in language acquisition.	The learner is guided to: • listen to list of hobbies from various sources and repeat, • listen to texts on Hobbies and match to collaborating pictures, • discuss own Hobbies and interests with peers, *(z.B mein Hobby ist .....)* • talk about likes and dislikes *(z.B Ich spiele gern Kati; Ich schwimme nicht gern, mein Lieblingshobby ist ...),* • Pantomime a hobby in turns and peers guess which one it is.	How do we avoid distractions while listening to a text?
Core Competencies to be developed: Communication and Collaboration; The learner develops skills of speaking clearly and effectively about likes and dislikes using appropriate language structures.				

Values:
Love: The learner demonstrates love for what they enjoy doing as they talk about likes and dislikes using appropriate language structures.

Pertinent and Contemporary Issues (PCIs)
Clubs and Societies: The learner develops an awareness of the clubs and societies available in their school as they talk about likes and dislikes using appropriate language structures.

Link to other Learning Areas
The learner links the concept of hobbies and interests to the same concept in Creative Arts and Sports.

STRAND 1.0: LISTENING AND SPEAKING

Theme 6. Food and drinks: Meals				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.6 Phonological awareness (pronunciation, articulation), Imitative speaking** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify information from audio texts for communication b) reproduce correct articulation of words and phrases for effective communication c) develop positive attitude towards listening	The learner is guided to: • listen to audio/watch video on what different people people/communities eat during mealtimes and discuss with peers, • talk about the different mealtimes at home/school with peers*(z.B Frühstück, Mittagessen, Abendessen, Tee/kaffeepause),* • ask and respond to questions on mealtimes *(z.B was isst/trinkst du zum Frühstück?),* • research online and from other sources on mealtimes from Kenya/Germany and share with peers.	How do we build our vocabulary?
Core Competencies to be developed: Learning to learn: The learner develops researching skills as they research online and from other sources on mealtimes from Kenya/Germany and share with peers.				

Values:
 Patriotism: The learner develops an appreciation of their country as they as they research online and from other sources on mealtimes from Kenya/Germany and share with peers.

Pertinent and Contemporary Issues (PCIs)
Ethnic and Social Relations: The learner develops an awareness of different mealtimes as they as they research online and from other sources on mealtimes from Kenya/Germany and share with peers.

Link to other Learning Areas
The learner links the concept of Mealtimes to the same concept in Agriculture and Nutrition.

STRAND 1.0: LISTENING AND SPEAKING

Theme 7. My Body: Functions of the body				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening	**1.7 Imitative speaking** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary from audio texts to enhance learning, b) use vocabulary and expressions for oral interaction, c) value the role of imitation in language acquisition.	The learner is guided to: • listen to parts of the body and repeat after, • listen to activities for body parts *(z.B sehen, sprechen, schreiben)* and match to pictures, • listen to texts on functions of the body and repeat *(z.B Ich brauche die Augen zum Sehen/zum Sehen brauche ich die Augen)* • ask peers what they need a body part for from given flashcards(*wozu brauchst du die Augen,* • make presentations to peers on parts of the body and their functions.	Why do we imitate?

Core Competencies to be developed:
Self-efficacy: The learner develops confidence and self-awareness as they make presentations to peers on parts of the body and their functions.
Values:
Respect: The learner practices self-respect and respect for others' bodies when they listen to texts on body parts.
Pertinent and Contemporary Issues (PCIs)
Human Sexuality: The learner interacts with listening texts that promote the awareness of Human Sexuality.
Link to other Learning Areas
The learner links the concept of body parts to the same concept in Science and Technology.

STRAND 1.0: LISTENING AND SPEAKING

Theme 8. Weather and Environment: Weather Patterns				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.8 Imitative speaking** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) describe situations from audio texts to relate to daily experiences b) use vocabulary and expressions for oral interaction c) develop positive attitude towards listening	The learner is guided to: • listen to list of weather features and weather patterns and repeat, • listen to simple short texts on weather features and match them to appropriate picture of weather pattern, • listen to simple short texts on description of weather patterns *(z.B Die Sonne scheint am Abend. Es ist warm),* • ask peers about the weather patterns in different places/towns in Kenya *(z.B wie ist das Wetter in Kericho?)* using sketches of weather features.	How do you speak for people to understand better?

Core Competencies to be developed:
Self-efficacy: The learner speaks fluently on weather patterns using appropriate vocabularies and expressions.

Values:
 Unity: The learner works collaboratively with peers as they discuss weather patterns.

Pertinent and Contemporary Issues (PCIs)
Environmental conservation: The learner acquires knowledge on issues that affect weather patterns when they listen to texts on weather patterns in various regions of the country.

Link to other Learning Areas
The learner links the concept of weather patterns to the concept of weather and seasons in Social Studies.

STRAND 1.0: LISTENING AND SPEAKING

Theme 9: Getting Around: in the Classroom				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.9 Listening for gist** (3 Lessons) *Vocabulary*	By the end of the sub strand, the learner should be able to: a) recall general information from audios for communication, b) use vocabulary and expressions in oral interaction, c) value the role of vocabulary in language.	The learner is guided to: • listen to names of things in the classroom *(z.B der Bleistift, die Tafel…),* • listen to short simple texts on location of things in the classroom *(z.B. der Bleistift ist auf dem Tisch…),* • listen to words that depict location (z.B auf, in, unter…) and match to given pictures, • ask peers where classroom items are located *(z.B. wo ist der Stuhl?)* and the peer responds appropriately (*z.B Der Stuhl ist in dem Klassenzimmer*), • play hide and seek games/sing songs on location of things/objects in the classroom.	How does vocabulary help in communication?

			• Watch videos/demonstration on location of classroom items and speak out aloud with peers	

Core Competencies to be developed:
Creativity and imagination: The learner undertakes tasks that make connections between object and location as they ask peers where items in the classroom are located.

Values:
Responsibility: The learner organises classroom items in the right places as they listen to texts on location of classroom items

Pertinent and Contemporary Issues (PCIs)
Social cohesion: The learner engages in activities of listening and arranging items in the classroom in order.

Link to other Learning Areas
The learner links the concept of prepositions of location to the same concepts in English and Kiswahili.

ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify general information from given texts	Learner correctly identifies more than the required general information from given texts	Learner correctly identifies all the required general information from given texts	Learner correctly identifies most of the required general information from given texts	Learner correctly identifies most of the required general information from given texts
Ability to speak imitatively	Learner imitates given simulations appropriately in given contexts, makes an exerted effort to sound like a native speaker.	Learner imitates given simulations appropriately in given contexts	Learner imitates given simulations appropriately in most of the given contexts	Learner imitates given simulations appropriately in some of the given contexts
Ability to articulate and pronounce words	Learner correctly articulates and pronounces all the required words in given contexts, makes an exerted effort to sound like a native speaker.	Learner correctly articulates and pronounces all the required words in given contexts	Learner correctly articulates and pronounces most of the required words in given contexts	Learner correctly articulates and pronounces some of the required words in given contexts

STRAND 2.0: READING

Theme 1: Greetings and Introductions				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.1 Reading Aloud (Articulation)** (2 Lessons) *Decoding*	By the end of the sub strand, the learner should be able to: a) identify German sound combinations in reading, b) read dialogues for communication, c) appreciate the importance of turn taking in communication.	The learner is guided to: • read along to recorded dialogues on basic greetings and saying of own name from a variety of sources, • read short dialogues on basic greetings and saying own name aloud, • read simple dialogues on basic greetings and saying own name aloud with peers, • read aloud texts in turns and record themselves to listen to their own intonation and articulation.	Why is it important to read correctly?

Core Competencies to be developed:
Communication and Collaboration: The learner develops fluency as they clearly read dialogues on saying own name in pairs

Values:
Unity: The learner works collaboratively as they read aloud dialogue with peers.

Pertinent and Contemporary Issues (PCIs)
Self-esteem: The learner develops confidence as they read aloud texts in turns and record themselves to listen to their own intonation and articulation.

Link to other Learning Areas
The learner links the concept of greetings and introductions to the same concept in English and Kiswahili.

STRAND 2.0 READING

Theme 2. Family				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.2 Reading aloud (Fluency)** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify German sound combinations in reading, b) read texts aloud for fluency, c) value the role of reading texts for fluency.	The learner is guided to: • read aloud names of family members from flashcards and match to given pictures, • read texts aloud on family members with peers in turns, • read short simple dialogues on nuclear family with peers, • record themselves reading texts aloud on family and share with peers for feedback, • write texts about their family and read them aloud in plenary.	1. Why is it important to read aloud? 2. Why is turn taking in reading important?

| **Core Competencies to be developed:** |
| Communication and collaboration: The learner develops teamwork skills as they read texts aloud on family members with peers in turns |

| **Values:** |
| Respect: The learner observes respect as they read texts aloud on family members with peers in turns. |

| **Pertinent and Contemporary Issues (PCIs)** |
| Social Cohesion: The learner develops an awareness of family relations as they write texts about their family and read them aloud in plenary. |

| **Link to other Learning Areas** |
| The learner links the concept of family members to the concept of family in religious studies. |

STRAND 2.0 READING

Theme 3: My Surroundings (My Classroom)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.3 Reading Comprehension** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) infer meaning from texts for information, b) read texts for language learning, c) appreciate the importance of reading texts fluently	The learner is guided to: • read texts on the classroom and answer questions, • read texts on items found in the classroom and match to pictures, • read texts on the classroom and write descriptions of items found in their classroom, • research from online/ offline sources texts on classroom items and present in plenary for feedback.	Why is reading important?

Core Competencies to be developed:
Learning to learn: The learner develops researching skills as they research from online/ offline sources texts on classroom items and present in plenary.
Values:
Respect: The learner observes rules of engagement as they research from online/ offline sources texts on classroom items and present in plenary for feedback.
Pertinent and Contemporary Issues (PCIs)
Education for Sustainable Development: The learner develops an awareness of sustainability as they read texts on the classroom and write descriptions of items found in their classroom.
Link to other Learning Areas
The learner links the concept of writing descriptions of items found in their classroom to the concept of adjectives in English and Kiswahili.

STRAND 2.0 READING

Theme 4: Time (Moments of the day)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.4 Reading aloud** (2 Lessons)	By the end of the lesson, the learner should be able to: a) identify German sounds for articulation, b) read aloud German sounds for articulation, c) value the role of articulation in communication.	The learner is guided to: • read texts aloud on moments of the day (*Morgen, Tag, Nacht*), • read aloud texts on activities done at different moments of the day in turns, • read aloud texts on days of the week and match to the appropriate pictures with peers, • read short texts aloud and organise them in a logical order with peers.	Why is reading aloud important?

Core Competencies to be developed:
Communication and collaboration: The learner enhances their teamwork skills as they read short texts aloud and organise them in a logical order with peers.

Values:
 Unity: Learner works collaboratively as they read short texts aloud and organise them in a logical order with peers.

Pertinent and Contemporary Issues (PCIs)
Clubs and societies: The learner explores their knowledge of club and societies as they read aloud texts on activities done at different moments of the day in turns.

Link to other Learning Areas
The learner links the concept of moments of the day to the concept of adverbs of time in English and Kiswahili.

STRAND 2.0 READING

Theme 5: Fun and Enjoyment (Hobbies and Interests)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.5 Reading aloud** (2 Lessons) *Fluency*	By the end of the lesson learner should be able to: a) identify vocabulary in reading for fluency, b) articulate sentences for fluency, c) recognize the role of fluency in a language.	The learner is guided to: • read aloud list of hobbies from flashcards, • read sentences on hobbies aloud and match to the appropriate picture, • read short sentences/ simple text on hobbies and interests with peers and simulate them, • research on popular hobbies in Germany and read them aloud in plenary.	How do we become fluent in a language?
Core Competencies to be developed: Creativity and imagination: Learner enhances their skills of making connections as they read short sentences/ simple text on hobbies and interests with peers and simulate them. Learning to Learn: The learner develops skills of learning on their own as they research on popular hobbies in Germany and read them aloud in plenary.				

Values:
 Love: Learner enhances their love for various interests and hobbies as they read short sentences/ simple text on hobbies and interests with peers and simulate them.

Pertinent and Contemporary Issues (PCIs)
Ethnic relations: The learner develops an awareness of the difference in Kenya and Germany as they research on popular hobbies in Germany and read them aloud in plenary.

Link to other Learning Areas
The learner links the concept of hobbies and interests to the same concept in Creative Arts and Sports.

STRAND 2.0 READING

Theme 6: Foods and Drinks (Meals)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.6 Guided Reading** (2 Lessons) • *Comprehension* • *vocabulary*	By the end of the lesson learner should be able to: a) identify vocabulary in reading, b) read texts for comprehension, c) read short simple texts for enjoyment	The learner is guided to: • read names of meals and mealtimes as guided from audio, • read short and simple texts on different meal times at home/school, *(z.B Frühstück, Mittagessen, Abendessen, Tee/Kaffeepause)* and match to given pictures, • read sentences on mealtimes and dishes with peers, • read online texts on foods and menus from Kenya and Germany and share in plenary.	How do we get all the needed information from a reading text?

| **Core Competencies to be developed:** |
| Learning to learn: Learner demonstrates appreciation of foods and mealtimes from different regions of the world as they read online texts on food and menus from Kenya/Germany |

| **Values:** |
| Patriotism: learner demonstrates awareness and love for foods and mealtimes as they read texts on Menus from Kenya |

| **Pertinent and Contemporary Issues (PCIs)** |
| Healthy Eating: Learner develops an awareness of healthy eating as they read short and simple texts on different meal times at home/school, *(z.B Frühstück, Mittagessen, Abendessen, Tee/Kaffeepause)* and match to given pictures. |

| **Link to other Learning Areas** |
| Learner links their knowledge of healthy eating in agriculture to this sub strand. |

STRAND 2.0 READING

Theme 7: My body (Functions of the body)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.7 Reading Aloud** (2 Lessons) *Fluency*	By the end of the lesson learner should be able to: a) identify words in the right context b) read simple texts fluently with right intonation c) read simple texts for enjoyment	The learner is guided to: • read aloud names of parts of the body from charts with peers, • read short simple texts on different activities for each body part *(z.B Ich brauche meine Hand zum Malen, zum Essen und zum Schreiben),* • read short simple texts on an activity that utilizes several body parts *(z.B zum Schreiben brauche ich die Hand, die Augen und die Finger).*	How does reading improve our fluency?

Core Competencies to be developed:
Self efficacy: The learner becomes self aware as they read short simple texts on an activity that utilizes several body parts *(z.B zum Schreiben brauche ich die Hand, die Augen und die Finger.*

Values:
 Responsibility: Learner develops awareness of actively engaging in respectful and age appropriate activities as they read texts on body parts.

Pertinent and Contemporary Issues (PCIs)
Self-awareness: Learner demonstrates a good understanding of body parts as they read texts on functions of body parts.

Link to other Learning Areas
The learner links the concept of parts of the body to the same in Integrated Science.

STRAND 2.0 READING

Theme 8: Weather and Environment (Weather patterns)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.8 Guided Reading** (2 Lessons) • *Vocabulary* • *Sentence Structures*	By the end of the lesson learner should be able to: a) recognize words and phrases in varied contexts, b) read sentences and texts for articulation, c) appreciate the role of reading in articulation.	The learner is guided to: • read aloud names of weather features and their appropriate weather patterns *(z.B Die Sonne scheint jeden Tag/ Es ist sonnig),* • read simple short texts on description of weather features and patterns, • read online texts on weather patterns and share new information with peers on social media platforms.	Why do we stress words while reading them?

Core Competencies to be developed:
Digital literacy: Learner connects and uses technology as they read online texts on weather patterns and share new information with peers on social media platforms.
Values:
Responsibility: Learner demonstrates awareness of what to do under different weather patterns as they read texts on the same.
Pertinent and Contemporary Issues (PCIs)
Safety and Security: Learner develops strategies of keeping safe under varying weather patterns as they read texts and share new information on weather patterns.
Link to other Learning Areas
The learner links the concept of weather patterns to the same concept in Social Studies.

STRAND 2.0 READING

Theme 9: Getting Around (in the Classroom)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Reading	**2.9 Reading aloud** (2 Lessons)	By the end of the lesson learner should be able to: a) recognize words and phrases in the right context for communication, b) read short simple texts fluently to enhance learning, c) appreciate the role of reading aloud in fluency.	The learner is guided to: • read aloud names of things in the classroom *(z.B der Bleistift, die Tafel…),* • read short simple texts on location of things in the classroom, • read aloud in turns where the peer has placed an object *(wo ist mein Kuli? Dein Kuli ist in dem Pult …).*	Why should you read with a good tempo?
Core Competencies to be developed: Self-efficacy: Learner develops confidence when they read texts aloud and clearly and effectively on location of things in the classroom.				

Values:
 Integrity : Learner ensures that classroom items are in their rightful places for order in the classroom.

Pertinent and Contemporary Issues (PCIs)
Problem solving: Learner is sensitised on the importance of keeping their classroom organized when they read texts on location of classroom items.

Link to other Learning Areas
Learner links the concept of prepositions of place to the same concept in English and Kiswahili.

ASSESSMENT RUBRIC FOR READING

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read aloud	Learner reads all the given words, phrases and texts with appropriate rhythm, stress, intonation and articulation, makes an exerted effort to sound like a native speaker.	Learner reads all the given words, phrases and texts with appropriate rhythm, stress, intonation and articulation	Learner reads most of the given words, phrases and texts with appropriate rhythm, stress, intonation and articulation	Learner reads some of the given words, phrases and texts with appropriate rhythm, stress, intonation and articulation
Ability to read for comprehension	Learner reads given texts and carries out more than the required tasks appropriately	Learner reads given texts and carries out all the required tasks appropriately	Learner reads given texts and carries out most of the required tasks appropriately	Learner reads given texts and carries out some of the required tasks appropriately

STRAND 3.0: WRITING

Theme 1: Greetings and Introductions				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.1 Guided writing** (1 Lesson) *German Orthography Rules*	By the end of the sub strand, the learner should be able to: a) identify German Orthography rules in writing, b) write simple and short dialogues using appropriate language structures for everyday use, c) value German orthography rules for language learning.	The learner is guided to: • fill blank spaces with missing words • write correct responses to questions on one's name *(z.B wie heißt…? wer bist…? Wie ist dein Name? ….),* • write interrogative questions correctly *(wie/wer)* in the provided spaces, • fill the spaces with correct personal and possessive pronouns *(wie heißt <u>du</u>? <u>Ich</u> heiße, wie heißt <u>dein</u> Freund? <u>Mein</u> Freund heißt … or er heißt… etc)* • match questions to responses, • match short texts to pictures with peers.	Why do you write?

| **Core Competencies to be developed:** |
| Self-efficacy: is developed as the learner responds to activities of saying own and friends name |

| **Values**: |
| Unity: The learner works collaboratively as they match short texts to pictures with peers. |

| **Pertinent and Contemporary Issues (PCIs)** |
| Citizenship: The learner develops a sense of belonging as they interact with texts about their families. |

| **Link to other Learning Areas** |
| The learner links the concept of possessive articles to the same concept in English and Kiswahili. |

STRAND 3.0 WRITING

Theme 2: Family (Nuclear family)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.2 Guided writing** (1 Lesson) *Sentence Construction*	By the end of the sub strand, the learner should be able to: a) identify rules in sentence construction, b) compose sentences for communication, c) develop writing skills in German for enjoyment	The learner is guided to: • complete (*Steckbrief: Vorname, Familienname, Spitzname*) information on family members, • fill a puzzle on nuclear family members, • word search on nuclear family, • fill the missing letters/words in a text, • sketch a portrait of nuclear family tree, write short descriptions and present to peers.	Why are rules important in writing?
Core Competencies to be developed: Communication and collaboration: Learner develops the skills of communicating effectively as they sketch a portrait of nuclear family tree, write short descriptions and present to peers.				

| **Values:** |
| Self-efficacy: Learner develops confidence as they sketch a portrait of nuclear family tree, write short descriptions and present to peers. |

| **Pertinent and Contemporary Issues (PCIs)** |
| Social Cohesion: Learner is sensitized on importance of family as they work on sketches of family tree and share with peers. |

| **Link to other Learning Areas** |
| The learner links the concept of Family relations to the same concept in Social Studies and Religious Studies. |

STRAND 3.0 WRITING

Theme 3: My Surroundings (In the classroom)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.3 Guided writing** (1 Lesson) *Descriptive writing*	By the end of the sub strand, the learner should be able to: a) describe items in writing to enhance language learning, b) create short texts for learning, c) appreciate role of writing in communication.	The learner is guided to: • fill the missing letters/words in a text., • match pictures to classroom items, • word search on classroom items, • sketch things located in the classroom, label and colour in groups, • describe classroom items with colour (*z.B Der Kuli ist blau*), • write short songs/poems/elfchen on classroom items and present in plenary.	Why should we write clearly?
Core Competencies to be developed: Creativity and Imagination: The learner enhances their creativity as they write short songs/poems/elfchen on classroom items and present in plenary.				

| **Values:** |
| Patriotism: The learner appreciates their classroom and school as they write short songs/poems/elfchen on classroom items and present in plenary. |

| **Pertinent and Contemporary Issues (PCIs)** |
| Social cohesion: Learner is sensitized on appreciating their classroom when they write short songs/poems/elfchen on classroom items and present in plenary. |

| **Link to other Learning Areas** |
| The learner links the concept of adjectives to the same concept in English and Kiswahili. |

STRAND 3.0 WRITING

Theme 4:Time (Moments of the day)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.4 Guided writing** (1 Lesson) *German Orthography Rules*	By the end of the sub strand, the learner should be able to: a) identify German orthography rules in writing, b) apply German Orthography rules in writing, c) value the role of German Orthography in communication.	The learner is guided to: • fill the missing letters/words in a text on moments of the day, • arrange jumbled up activities to a suitable moment of the day and share with peers for feedback, • Match activities to different moments of the day with peers, • write short texts in a logical order.	Why are correct sentences important?
Core Competencies to be developed: Learning to learn: Learner demonstrates ability to arrange jumbled up activities to suitable moments of the day and share with peers				

Values:
Respect: Learner observers rules of engagement as they arrange jumbled up activities to a suitable moment of the day and share with peers for feedback.

Pertinent and Contemporary Issues (PCIs)
Self-esteem: learner presents to peers the matched activities to moments of the day.

Link to other Learning Areas
The learner links the concept of moments of the day to the concept of adverbs of time in other Languages.

STRAND 3.0 WRITING

Theme 5: Fun and Enjoyment (Hobbies and Interests)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.5 Guided writing** (1 Lesson) *Sentence construction*	By the end of the sub strand, the learner should be able to: a) identify rules of sentence construction for learning, b) compose short texts for language learning, c) appreciate role of writing in interactive communication texts.	The learner is guided to: • write list of hobbies and read to peers, • match appropriate hobby to text, • fill missing letter to hobbies and interests, • write on likes and dislikes on hobbies and interests by use of emojis, • research on hobbies in Germany, write them down and share with peers.	Why do you write things down?

Core Competencies to be developed:
Learning to learn: The learner enhances their research skills as they research on hobbies in Germany, write them down and share with peers
Values:
Integrity: Learner is honest as they write on likes and dislikes on hobbies and interests by use of emojis.
Pertinent and Contemporary Issues (PCIs)
Clubs and Societies: The learner explores various clubs and societies in their school as they write on likes and dislikes on hobbies and interests by use of emojis.
Link to other Learning Areas
The learner links the concept of likes and dislikes to the same concept in English.

STRAND 3.0 WRITING

Theme 6: Foods and Drinks (Mealtimes)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.6 Guided writing** (1 Lesson) *Vocabulary*	By the end of the sub strand, the learner should be able to: a) create compound words with correct orthography, b) construct short simple sentences for communication, c) appreciate role of writing in communication.	The learner is guided to: • write meals eaten at different mealtimes at home/school *(z.B Frühstück, Mittagessen, Abendessen, Tee/kaffeepause)* and share in class, • combine two parts of words to form a meaningful word *(z.B Abend + Essen + das Abendessen)*, • sketch a menu of favourite mealtime with peers, • find dishes in a puzzle, • match meals to specific pictures, • fill in missing letters to meals, • discuss appropriate foods for each mealtime in groups, • read simple menus from Kenya/Germany.	How does wrong spelling affect communication?

Core Competencies to be developed:
Communication and collaboration: Learner develops skills of communicating effectively as they combine two parts of words to form a meaningful word (*z.B Abend + Essen + das Abendessen*).

Values:
 Unity: Learner works collaboratively as they work with peers to sketch menus of favourite meals.

Pertinent and Contemporary Issues (PCIs)
Healthy Eating Habits: The learner develops an awareness of healthy eating habits as they discuss appropriate foods for each mealtime in groups.

Link to other Learning Areas
The learner links the concept of healthy eating and meal times to the same concept in Agriculture.

STRAND 3.0 WRITING

Theme 7: My body (Body functions)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**

3.0 Writing	**3.7 Guided writing**
	
	(1 Lesson)
		By the end of the sub strand, the learner should be able to:
		a) identify vocabulary in writing for learning,
		b) create short simple sentences for communication,
		c) appreciate the role of writing in communication.
			The learner is guided to:
			• fill in missing letters/words in short simple texts
			   o z.B die H___nd, das Be___n
			   o *Ich brauche meine H_____ zum Schreiben)*
			• find activities in a puzzle,
			• choose the correct activity for the body part from a given list,
			• link activities to body part and vice versa,
			• research from various sources the functions of body parts, write sentences about them and share with peers for feedback.
				How do you find words in a puzzle?

Core Competencies to be developed:
Critical thinking and Problem Solving: The learner enhances their skills of making connections as they choose the correct activity for the body part from a given list

Values:
Unity: The learner works in harmony with others as they research from various sources the functions of body parts, write sentences about them and share with peers for feedback.

Pertinent and Contemporary Issues (PCIs)
Self-awareness: Is developed when learner works on written exercises of linking a body part to activity and vice versa

Link to other Learning Areas
The learner links the concept of body parts and their function to the same concept in Integrated Science.

STRAND 3.0 WRITING

		Theme 8: Weather and Environment (Weather patterns)		
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.8 Guided writing** (1 Lesson) *Sentence Construction*	By the end of the sub strand, the learner should be able to: a) spell words with correct orthography b) formulate short simple sentences for comprehension c) develop writing skills in German for enjoyment.	The learner is guided to: • label pictures of weather features and weather patterns and read out aloud to peers, • match phrases to appropriate picture of weather pattern, • organise jumbled up sentences in the right order/logically, • colour sketches of weather features and patterns.	How important is labelling of pictures?

Core Competencies to be developed:
Critical thinking and problem solving: Learner develops skills of logical writing when learner organises jumbled up sentences to a logical comprehension text.
Values:
Love: Learner appreciates different weather patterns as the learner matches phrases to pictures of weather patterns.
Pertinent and Contemporary Issues (PCIs)
Environmental Education: Learner demonstrates awareness of how weather patterns affect their lifestyles by matching phrases to pictures on weather patterns.
Link to other Learning Areas
The learner links the concept of weather and weather patterns to the same concept in Social Studies.

STRAND 3.0 WRITING

Theme 9: Getting Around (in the Classroom)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.9 Guided writing** (1 Lesson) *German Orthography Rules*	By the end of the sub strand, the learner should be able to: a) identify German orthography rules in writing, b) compose texts for communication, c) value the role orthography plays in a language.	The learner is guided to:: • write names of things in the classroom *(z.B der Bleistift, die Tafel),* • write short simple sentences on location of things in the classroom, • fill blank spaces with an appropriate location word *(z.B das Buch ist _____ dem Pult)* as in the picture, • match the suitable sentence to the picture, • colour the location of where things are placed in the classroom.	How do you write correctly?

Core Competencies to be developed:
Communication and collaboration: Learner writes sentences on location of classroom items and reads the findings to peers

Values:
 Integrity: Learner observes honesty as they fill blank spaces with an appropriate location word *(z.B das Buch ist _____ dem Pult)* as in the picture.

Pertinent and Contemporary Issues (PCIs)
Child Care and protection: Learner demonstrates awareness of where things in the classroom should be placed for safety of learners

Link to other Learning Areas
Learner links the concept of prepositions of location to the same concept in English.

ASSESSMENT RUBRIC FOR WRITING

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to punctuate texts	Learner punctuates more than the required texts appropriately	Learner punctuates all the required texts appropriately	Learner punctuates most of the required texts appropriately	Learner punctuates some of the required texts appropriately
Ability to apply German Orthography	Learner appropriately applies more than the given rules of German orthography in writing	Learner appropriately applies all the given rules of German orthography in writing	Learner appropriately applies most of the given rules of German orthography in writing	Learner appropriately applies some of the given rules of German orthography in writing

APPENDIX I: CSL at Upper Primary (Grade 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) **Preparation**
   - Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
   - Identify resources required for the activity (locally available materials)
   - Stagger the activities across the term (set dates and time for the activities)
   - Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
   - Identify and develop assessment tools

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2) **Implementation of the CSL Activity:**
- Assign roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback**.**
- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**
Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:
- what went well and why
- what did not go well and why
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually.** The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

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

Strand	Suggested learning resources	Suggested assessment methods	Non-formal activities
1.0 **Listening and Speaking**	- Flashcards - Pictures - Images - Drawings - Audio and video recordings - Standardised tests - Internet - Course books - DVD players - Listening texts - TV - Charts - Projectors - Laptops - Radio - Magazines	- Role play - Discussions - Observations - Projects - Learning logs - Quizzes - Portfolios - Multiple choices - Exit or Admit stamps - Total Physical Response - Peer assessment	- Kenya Music Festival - German language Clubs - Tandem (face-to-face or electronic) and intercultural learning - School Open Days - Exchange Programs - Language Days - Inter-House Competitions - Inter-Class Competitions - Inter-School Contests

2.0 Reading	- Reading texts - Flashcards - Pictures - Images - Drawings - Poems - Course books - Magazines - Internet - Charts - Posters - Easy readers - Menus - Newspaper cutouts - Diagrams - Journals - Rhyme books - School readers - Word puzzles - Checklists - Cord words	- Reading aloud - Discussions - Observations - Quizzes - Portfolio - Reading for fluency - Role play - Learning logs - Exit or Admit stamps - Peer assessment - Checklists	- School Open Days - Kenya Music Festival - Language Clubs - Exchange Programs - Tandem (face-to-face or electronic) and intercultural learning - Language Days - Inter-House Competitions - Inter-Class Competitions - Inter-School Contests
3.0 Writing	- Audio and video recordings - Internet - Charts - Posters	- Total Physical Response - Writing texts - Forming sentences - Peer assessment - Writing menus	- Exchange Programs - Tandem (face-to-face or electronic) and intercultural learning - Language Days

	- Cross word puzzles - Pictures - Drawings - Magazines - Photographs - Newspapers - Flashcards - Illustrations - Journals - Recording devices - Menus - Brochures - Resource person	- Observations - Designing brochures - Matching names to pictures - Filling in missing information - Writing simple plays - Matching of sentences	- School Open Days - Kenya Music Festival - Language Clubs - Inter-House Competitions - Inter-Class Competitions - Inter-School Contests
Special Needs Education	- Tactile diagrams - Brailed materials - Adapted realia - Pictorial diagrams - Interactive digital content	- Observations - Writing texts - Construction of sentences - Designing games - Discussions - Role play - Checklists - Quizzes	- Language Clubs - Tandem (face-to-face or electronic) and intercultural learning - Language Days - School Open Days - Kenya Music Festival - Exchange Programs - Inter-House Competitions - Inter-Class Competitions - Inter-School Contests