



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

**PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN**

**GERMAN**

**GRADE 4**

First Published 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN: 978-9914-43-992-2**

Published and printed by Kenya Institute of Curriculum Development

## **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.



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

## **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.



**DR. BELIO R. KIPSANG, CBS**  
**PRINCIPAL SECRETARY STATE DEPARTMENT FOR**  
**EARLY LEARNING AND BASIC EDUCATION**  
**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21<sup>st</sup> Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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

## TABLE OF CONTENTS

FOREWORD .....	iii
PREFACE .....	iv
ACKNOWLEDGEMENT .....	v
NATIONAL GOALS OF EDUCATION .....	vii
LESSON ALLOCATION AT UPPER PRIMARY .....	ix
LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION .....	x
ESSENCE STATEMENT FOR FOREIGN LANGUAGES .....	xi
SUBJECT GENERAL LEARNING OUTCOMES .....	xi
STRAND 1.0: LISTENING AND SPEAKING .....	1
1.0 LISTENING AND SPEAKING .....	4
1.0 LISTENING AND SPEAKING .....	6
1.0 LISTENING AND SPEAKING .....	8
1.0 LISTENING AND SPEAKING .....	10
STRAND 2.0: READING .....	21
STRAND 3.0: WRITING .....	40
APPENDIX I: CSL AT UPPER PRIMARY (GRADE 4-6) .....	58
LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES .....	61

## 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.



### LESSON ALLOCATION AT UPPER PRIMARY

<b>S/No</b>	<b>Learning Area</b>	<b>Number of Lessons per Week</b>
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
<b>Total</b>		<b>35</b>

## **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 FOR FOREIGN LANGUAGES**

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. The learner will be given an opportunity to acquire language competencies in experiential, innovative and flexible programs. Foreign language 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 Level.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of middle school, the learner should be able to:

1. Communicate information effectively about their day to day issues.
2. Listen actively to varied speakers in varied contexts and respond appropriately.
3. Read varied simple texts on familiar matters for information and enjoyment.
4. Interact with others on familiar topics in a simple manner.
5. Write simple texts on the subject matters relating to their everyday experiences.
6. Use varied media to access and create information to enhance German language learning.
7. Appreciate own and other people's culture for national cohesion and international consciousness.
8. Apply acquired knowledge and skills to address challenges in their day to day life.

## STRAND 1.0: LISTENING AND SPEAKING

Theme 1: Greetings and introduction				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.1 Listening for gist</b> (3 Lessons)  <i>Imitative speaking</i>	By the end of the sub-strand, the learner should be able to: a) identify basic greetings for learning, b) greet others using acquired structures, c) appreciate the role of greetings in society.	The learner is guided to: <ul style="list-style-type: none"> <li>• greet each other in the various indigenous languages they know,</li> <li>• listen to basic greetings (<i>Hallo, Guten Morgen, Guten Tag, Guten Abend</i>) from a variety of sources, e.g. the teacher, recorded audio/video etc. and repeat,</li> <li>• listen to basic greetings and match</li> </ul>	Why do you greet others?

			<p>them to the appropriate pictures,</p> <ul style="list-style-type: none"><li>• listen to songs on greetings and sing along,</li><li>• listen to, and repeat after people greeting each other and saying their names from a variety of sources,</li><li>• listen to alphabet songs and sing along,</li><li>• spell their names using acquired vocabulary,</li><li>• record audios and videos on interaction with peers on basic greetings and share in class plenary,</li><li>• simulate greetings in pairs while observing set norms</li></ul>	
--	--	--	--	--

**Core competencies to be developed:**

- Communication and Collaboration: The learner develops skills of listening actively and keenly as they listen to, and repeat after people greeting each other and saying their names from a variety of sources.
- Self-efficacy: The learner develops the skill of knowing who they are as they record audios and videos on interaction with peers on basic greetings and share in class plenary.

**Values:**

- Respect: The learner observes respect as they simulate greetings in pairs while observing set norms.
- Unity: The learner works together with peers as they record audios and videos on interaction with peers on basic greetings and share in class plenary.

**Pertinent and contemporary issues (PCIs)**

Social Cohesion: The learner develops an awareness and respect of other cultures as s/he greets others in the various indigenous languages s/he knows.

**Link to other learning areas**

Learner links the concepts of greetings and introduction to the same concepts in English and Kiswahili.

## 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 Listening for gist  (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify general information from listening texts, b) imitate given structures for communication, c) appreciate the role imitation plays in language acquisition.	The learner is guided to <ul style="list-style-type: none"> <li>• listen to/watch a simple audio/video on nuclear family and answer given questions,</li> <li>• listen and repeat texts on family,</li> <li>• recite/sing short poems/songs on family,</li> <li>• say tongue twisters related to family (z.B. <i>Montags macht mir meine muntere Mutter mittags meistens Mus.</i>),</li> <li>• describe members of the nuclear family to peers using guessing games (z.B. <i>Wer ist das...? Das ist mein Vater.</i>).</li> </ul>	How do we get the main idea from a listening text?

**Core competencies to be developed:**

Communication and Collaboration: The learner acquires skills of speaking clearly and effectively as they describe members of the family to peers using guessing games.

**Values:**

Love: The learner demonstrates love of own's family as they talk about family with peers.

**Pertinent and contemporary issues (PCIs)**

Citizenship: The learner appreciates diversity in the country as they talk about own family with peers.

**Link to other learning areas**

The learner links the concept of the nuclear family to the same concept in social studies and religious studies.



## 1.0 LISTENING AND SPEAKING

Theme 3: My Surroundings: My Home				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and speaking</b>	<b>1.3 Imitative speaking</b> (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) recognise words related to home for learning, b) speak words imitatively related to home for communication, c) value the role imitation plays in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to texts on home, rooms and furniture and match to given pictures,</li> <li>• watch video on home, rooms and furniture and repeat the household items,</li> <li>• locate given household items in different rooms of the house from given texts and read them aloud in plenary,</li> <li>• listen to and sing songs on home,</li> <li>• recite simple poems on home,</li> <li>• make a presentation on household items and their location.</li> </ul>	Why do we imitate?

**Core competencies to be developed:**

Self-efficacy: The learner demonstrates knowledge of their home as they make a presentation on household items and their location.

**Values:**

Responsibility: The learner demonstrates responsibility as they make a presentation on household items and their location.

**Pertinent and contemporary issues (PCIs)**

Effective communication: The learner develops effective communication skills as they make a presentation on household items and their location.

**Link to other learning areas**

The learner links the concept of household items to the same concepts in Agriculture.

## 1.0 LISTENING AND SPEAKING

Theme 4. Time : Days of the Week				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	<p><b>1.4 Phonological awareness</b></p> <p>(3 Lessons)</p> <p><i>(pronunciation, articulation)</i></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) pronounce words for communication,</p> <p>b) use appropriate vocabulary to express time,</p> <p>c) appreciate the role of correct pronunciation in language.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>listen to a song about days of the week (z.B. <i>Kinderlied "Wochentage"</i> <a href="https://www.heilpaedagogik-info.de/kinder-lieder/2573-wochentage.html">https://www.heilpaedagogik-info.de/kinder-lieder/2573-wochentage.html</a>),</li> <li>listen and repeat tongue twisters to peers for feedback (z.B. <i>Am zehnten zehnten zehn Uhr zehn zogen zehn zahme Ziegen zehn Zentner Zucker zum Zoo.</i>),</li> <li>recite simple poems on days of the week,</li> <li>listen and match days of the week correctly,</li> </ul>	<p>Why is proper articulation important when speaking?</p>

			<ul style="list-style-type: none"> <li>• discuss with peers what they do during the week.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Self-efficacy: The learner demonstrates the skill of knowing and saying his/her needs when s/he discusses with peers what s/he does when during the week.</p>				
<p><b>Values:</b>  Respect: The learner interacts respectfully as they listen and repeat tongue twisters to peers for feedback.</p>				
<p><b>Pertinent and contemporary issues (PCIs)</b>  Positive discipline: The learner develops an awareness of positive discipline as they discuss with peers what they do during the week.</p>				
<p><b>Link to other learning areas</b>  The learner links the concept of days of the week to the same concepts in Social studies.</p>				

## 1.0 LISTENING AND SPEAKING

<b>Theme 5: Fun and enjoyment: My Birthday</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and speaking</b>	<b>1.5 Phonological awareness</b>  (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) articulate words for fluency, b) speak words imitatively for communication, c) appreciate the role articulation plays in language.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to songs on birthdays and sing along,</li> <li>• listen to short, simple texts on birthdays and repeat what is said,</li> <li>• watch short videos on birthdays and answer given questions,</li> <li>• recite short poems on birthdays,</li> <li>• listen to tongue twisters on birthdays and repeat them,</li> <li>• take videos talking about own birthdays and activities undertaken and share with peers.</li> </ul>	Why is proper pronunciation important?

**Core competencies to be developed:**

Creativity and Imagination: The learner develops skills of speaking engagingly as they take videos talking about own birthdays and activities undertaken, and share with peers.

**Values:**

Love: The learner demonstrates caring for self by making brief presentations on own birthdays.

**Pertinent and contemporary issues (PCIs)**

Life skills: The learner develops awareness of healthy intrapersonal relationship as they make brief presentations on own birthdays.

**Link to other Learning areas**

The learner links the concepts of dates to the same concepts in Mathematics

## 1.0 LISTENING AND SPEAKING

Theme 6: Food and drinks: Food items				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.6 Listening for gist,</b>  <b>Imitative speaking</b>  (3 Lessons)	By the end of the sub-strand the learner should be able to: a) identify general information for comprehension, b) speak words imitatively for communication, c) appreciate the role imitation plays in language.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video on food items and repeat after,</li> <li>• listen to a brief text on food items and read along with peers,</li> <li>• listen to songs on food items and sing along,</li> <li>• listen to tongue twisters on food items and repeat them,</li> <li>• listen to texts on food items and match them to given pictures,</li> <li>• recite poems on food items with peers,</li> <li>• make videos on food items at home and share with peers,</li> </ul>	How does imitation help us learn a new language?

			<ul style="list-style-type: none"> <li>• discuss the healthy and unhealthy foods with peers.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Digital literacy: The learner develops skills of creating with technology by making videos of food items at home and presenting them to peers.</p>				
<p><b>Values:</b>  Unity: The learner demonstrates team spirit as they recite poems on food items with peers.</p>				
<p><b>Pertinent and contemporary issues (PCIs)</b>  Health promotion issues: The learner develops awareness of healthy eating habits as they discuss healthy and unhealthy foods with peers.</p>				
<p><b>Link to other learning areas</b>  The learner links the concepts of healthy and unhealthy eating to the same concepts in Agriculture</p>				



## 1.0 LISTENING AND SPEAKING

Theme 7: My Body: Body parts				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.7 Phonological awareness, Imitative speaking</b>  (3 Lessons)	By the end of the sub-strand the learner should be able to: a) pronounce words for fluency, b) speak imitatively for communication, c) appreciate the role vocabulary plays in language.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video on body parts and read along,</li> <li>• play the naming game in pairs (<i>was ist das?-das ist mein(e).....</i>),</li> <li>• listen to an audio text mentioning body parts and match pictures to the mentioned parts,</li> <li>• sing "head, shoulders, knees and toes..."in German with peers, make videos and share in plenary.</li> </ul>	How do we ensure we pronounce words correctly?

**Core competencies to be developed:**

- Communication and Collaboration: The learner develops teamwork skills as they sing "head, shoulders, knees and toes..."in German with peers, make videos and share in plenary.
- Digital literacy: The learner acquires the skills of creating with technology as they as they sing "head, shoulders, knees and toes..."in German with peers, make videos and share in plenary.

**Values:**

Unity: The learner works collaboratively as they as they sing "head, shoulders, knees and toes..."in German with peers, make videos and share in plenary.

**Pertinent and contemporary issues (PCIs)**

Health promotion issues (healthy functioning of the body): The learner develops an awareness of healthy functioning of the body as they sing "head, shoulders, knees and toes..."in German with peers, make videos and share in plenary.

**Link to other learning areas**

The learner links the concept of body parts to the same concept in Science and Technology.

## 1.0 LISTENING AND SPEAKING

<b>Theme 8: Weather and Environment</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.8 Phonological awareness, Listening for gist</b>  (3 Lessons)	By the end of the sub-strand the learner should be able to: a) identify general information for comprehension, b) pronounce words for fluency, c) appreciate the role fluency plays in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video on features of the weather and repeat after,</li> <li>• listen to songs on weather features and sing along,</li> <li>• listen to tongue twisters on weather features and repeat,</li> <li>• listen to simple short poems on weather features and recite them in groups,</li> <li>• listen to audio/audio visual texts on weather and match them to given pictures.</li> </ul>	How do we become fluent in a language?
<b>Core competencies to be developed:</b> Communication and Collaboration: The learner develops skills of speaking clearly and effectively as they listen to simple short poems on weather features, and recite them in groups				
<b>Values:</b> Unity: The learner works collaboratively as they listen to simple short poems on weather features and recite them in groups.				

**Pertinent and contemporary issues (PCIs)**

Environmental education: The learner enhances their knowledge on environmental education as they discuss matters related to the weather.

**Link to other learning areas**

The learner links the concept of weather and weather patterns to Social Studies.

## 1.0 LISTENING AND SPEAKING

Theme 9: Getting Around: At home				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.9 Listening for gist,</b>  <b>Imitative speaking</b>  (3 Lessons)	By the end of the sub-strand the learner should be able to: a) identify general information from listening texts for comprehension, b) speak imitatively for communication, c) appreciate the role articulation plays in language.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video on various rooms in a home and underline key words (zB <i>Wohnzimmer, Schlafzimmer, Garten usw</i>),</li> <li>• listen to texts on the home and answer given questions,</li> <li>• name activities related to various rooms in the house as the peers guess which room it is (<i>das ist im Wohnzimmer/Schlafzimmer...usw</i>) while</li> </ul>	How do we ensure we get the main ideas from listening to text?

			observing the rules of turn-taking, <ul style="list-style-type: none"> <li>• discuss how to keep various rooms of the house safe from disaster (<i>auf Englisch</i>).</li> </ul>	
<b>Core competencies to be developed</b> Self-efficacy: The learner demonstrates their knowledge of home surrounding as they name activities related to various rooms in the house and the peers guess which room it is ( <i>das ist im Wohnzimmer/Schlafzimmer...usw</i> ).				
<b>Values:</b> Respect: The learner respects the set norms of interaction as they name activities related to various rooms in the house and the peers guess which room it is ( <i>das ist im Wohnzimmer/Schlafzimmer...usw</i> ) while observing the rules of turn-taking.				
<b>Pertinent and contemporary issues (PCIs)</b> Disaster risk reduction: The learner develops awareness of safety measures in the home as they discuss how to keep various rooms of the house safe from disaster. ( <i>auf Englisch</i> )				
<b>Link to other learning areas</b> The learner links the concept of safety measures in the home to the same in Agriculture as they discuss how to keep various rooms of the house safe from disaster ( <i>auf Englisch</i> )				

### ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
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**

<b>Theme 1: Greetings and Introductions</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.1 Reading Aloud</b>  (2 Lessons)  <i>(Decoding)</i>	By the end of the sub-strand, the learner should be able to: a) identify German sound patterns for learning, b) read texts aloud for fluency, c) appreciate the importance of turn-taking in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• read out greetings in the various indigenous languages they know,</li> <li>• listen to basic greetings (<i>Hallo, Guten Morgen, Guten Tag, Guten Abend</i>) from a variety of sources, e.g. the teacher, recorded audio/video etc and read along,</li> <li>• match basic greetings to the given pictures and read them aloud in turns</li> </ul>	Why is reading important?



			<p>while observing set social norms,</p> <ul style="list-style-type: none"> <li>• read out aloud letters of the alphabet as they listen to them being read out from a variety of sources,</li> <li>• read out their names using acquired vocabulary. (<i>zB M-I-CH-AE-L</i>).</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Citizenship: The learner develops active community skills as they read out greetings in the various indigenous languages they know.</p>				
<p><b>Values:</b>  Patriotism: The learner demonstrates love and respect for the various communities as they read out greetings in the various indigenous languages they know.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Citizenship: Learners develop socio-cultural sensitivity and awareness as they read out greetings in the various indigenous languages they know.</p>				
<p><b>Link to other learning areas</b>  The learner links the concept of the people of Kenya to the same concept in Social Studies.</p>				

## 2.0 READING

Theme 2. Family: The Nuclear Family				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<b>2.2 Guided reading</b>  (2 Lessons)  <i>(Fluency)</i>	By the end of the sub-strand, the learner should be able to: a) identify basic punctuation marks for fluency, b) read sentences for fluency, c) appreciate the importance of punctuation to reading.	The learner is guided to: <ul style="list-style-type: none"> <li>• read texts on members of the family and answer given questions,</li> <li>• read short poems/songs on family,</li> <li>• read tongue twisters related to family (z.B. <i>Montags macht mir meine muntere Mutter mittags meistens Mus.</i>),</li> <li>• read descriptions of members of the nuclear family to peers in a guessing game (z.B. <i>Wer ist das...? Das ist mein Vater.</i>).</li> </ul>	Why are punctuation marks important?

**Core competencies to be developed:**

Self-efficacy: The learner demonstrates knowledge of his/ her family as they read descriptions of members of the nuclear family to peers in a guessing game. (z.B *Wer ist das...? Das ist mein Vater*)

**Values:**

Love: The learner demonstrates his/ her love of their family as they read descriptions of members of the nuclear family to peers in a guessing game. (z.B *Wer ist das...? Das ist mein Vater*)

**Pertinent and contemporary issues (PCIs):**

Social cohesion: The learner develops an awareness of healthy family dynamics as they read descriptions of members of the nuclear family to peers in a guessing game. (z.B *Wer ist das...? Das ist mein Vater*)

**Link to other learning areas**

The learner links the concept of healthy family dynamics to the concept of family life learnt in Religious Education.

## 2.0 READING

<b>Theme 3: My Surroundings: My Home</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.3 Reading for comprehension</b>  (2 Lessons)	By the end of the sub-strand the learner should be able to: a) identify information from texts for comprehension, b) extract basic information from short, simple texts for comprehension, c) c) recognize the value of reading texts in learning	The learner is guided to: <ul style="list-style-type: none"> <li>• read simple texts on home, rooms and furniture and match to given pictures,</li> <li>• watch video on home, rooms and furniture and read along the household items,</li> <li>• locate given household items in different rooms of the house from given texts and read them aloud in plenary,</li> <li>• read simple poems on home,</li> <li>• search for, and read out hidden household items in a puzzle with peers.</li> </ul>	Why do you love reading?

**Core competencies to be developed:**

Creativity and Imagination: The learner enhances their skills of making connections as they search for, and read out hidden household items in a puzzle.

**Values:**

Unity: The learner works collaboratively with peers as they search for, and read out hidden household items in a puzzle, in pairs.

**Pertinent and contemporary issues (PCIs):**

Safety and Security: The learner interacts with texts on safety in the home.

**Link to other learning areas**

The learner links the concept of safety in the home to the same in Agriculture.

## 2.0 READING

Theme 4: Time: Days of the Week				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.4 Reading aloud</b>  (2 Lessons)  <i>(Fluency)</i>	By the end of the sub-strand the learner should be able to: a) recognise basic punctuation marks for fluency, b) read words aloud for fluency, c) appreciate the role punctuation plays in reading.	The learner is guided to: <ul style="list-style-type: none"> <li>• read along to a song about days of the week (z.B. <i>Kinderlied "Wochentage"</i> <a href="https://www.heilpaedagogik-info.de/kinder-lieder/2573-wochentage.html">https://www.heilpaedagogik-info.de/kinder-lieder/2573-wochentage.html</a>),</li> <li>• read out tongue twisters to peers for feedback (z.B. <i>Am zehnten zehnten zehn Uhr zehn zogen zehn zahme Ziegen zehn Zentner Zucker zum Zoo.</i>),</li> <li>• read aloud simple poems on days of the week,</li> <li>• read aloud and discuss with peers what they do during the week.</li> </ul>	What do you like reading?

**Core competencies to be developed:**

Communication and Collaboration: The learner develops skills of speaking clearly and effectively as they read aloud simple poems on days of the week.

**Values:**

Integrity: The learner observes the rules of doing the right thing at the right time as they read aloud and discuss with peers what they do during the week.

**Pertinent and contemporary issues (PCIs):**

Peer pressure: The learner develops awareness of how to handle peer pressure as they read aloud and discuss with peers what they do during the week.

**Link to other learning areas:**

The learner links the concept of peer pressure to the concept of decision making in Social Studies. (life skills)

## 2.0 READING

<b>Theme 5: Fun and Enjoyment: My Birthday</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.5 Guided reading</b> (2 Lessons) <i>(Comprehension)</i>	By the end of the sub-strand the learner should be able to: a) identify information from reading texts, b) read texts for comprehension, c) appreciate the role punctuation plays in reading.	The learner is guided to: <ul style="list-style-type: none"> <li>• read along to songs on birthdays and sing along,</li> <li>• read short, simple texts on birthdays and answer given questions,</li> <li>• read short poems on birthdays and present them with peers,</li> <li>• read tongue twisters on birthdays with peers in turns and observe rules of engagement.</li> </ul>	What do you love reading?
<b>Core competencies to be developed:</b> Communication and Collaboration: The learner enhances their teamwork skills as they read tongue twisters on birthdays with peers in turns and observe rules of engagement.				



**Values:**

Unity: The learner enhances their skills of working collaboratively as they read tongue twisters on birthdays with peers in turns and observe rules of engagement.

**Pertinent and contemporary issues (PCIs):**

Life skills: The learner enhances their inter-personal skills as they read tongue twisters on birthdays with peers in turns and observe rules of engagement.

Mathematics: The learner links the concept of birthdays to that of numbers in Mathematics.

## 2.0 READING

Theme 6. Foods and Drinks: Food Items				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.6 Reading for Comprehension (2 Lessons)	By the end of the sub-strand the learner should be able to: a) recognise vocabulary for comprehension, b) read out words with the correct pronunciation, c) read texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>• read out a list of healthy and unhealthy foods they like,</li> <li>• read charts with pictures of food items and their names in German,</li> <li>• match pictures of food items with their names and read them out loud,</li> <li>• work with peers to come up with and name food mashes, salads and cocktails and read their names out loud e.g Banareis (<i>Banane +Reis</i>), <i>Orapf(Orangen+Apfel)</i>, <i>Colmil (Cola+Milch</i>,</li> <li>• read texts on food items and answer a few simple comprehension questions.</li> </ul>	When do you read?

**Core competencies to be developed:**

Creativity and Imagination: The learner demonstrates the skills of exploration and coming up with unique and new ideas when they come up with food mashes, salads and cocktails.

**Values:**

Unity: The learner works collaboratively as they work with peers to come up with and name food mashes, salads and cocktails and read their names out loud.

**Pertinent and contemporary issues (PCIs):**

Health education: The learner develops an awareness of healthy eating when they list healthy and unhealthy food items.

## 2.0 READING

<b>Theme 7. My Body</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.7 Reading for comprehension</b>  (2 Lessons)	By the end of the sub-strand the learner should be able to: a) identify specific vocabulary for comprehension, b) read texts for comprehension, c) read texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>• read out body parts from charts/flash cards with peers in plenary,</li> <li>• match pictures of body parts with their names,</li> <li>• read simple brief poems/texts on body parts and answer given questions.</li> </ul>	Why do you like reading?
<p><b>Core competencies to be developed:</b> Self-efficacy: The learner develops self-awareness as they read out body parts from charts/flash cards with peers in plenary.</p>				

**Values:**

Love: The learner demonstrates a love of their own body as they read out body parts from charts/flash cards with peers in plenary.

**Pertinent and contemporary issues (PCIs):**

Growth and developmental changes: The learner develops an awareness of these changes as they interact with texts on body parts.

**Link to other learning areas:**

The learner links the concept of body parts to the same concept in Science and Technology.

## 2.0 READING

<b>8.Weather and Environment: Weather Features</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.8 Guided reading</b> (2 Lessons) <i>Vocabulary</i>	By the end of the sub-strand the learner should be able to: a) identify vocabulary from texts for learning, b) read texts for learning, c) value the role reading plays in building vocabulary.	The learner is guided to: <ul style="list-style-type: none"> <li>• read a chart with the illustrations of weather features and their names out loud,</li> <li>• match pictures of weather features with their names and read them out loud,</li> <li>• read texts on weather features and answer given questions,</li> <li>• take photos of weather features with peers, label them and present in plenary.</li> </ul>	Why is reading important?

**Core competencies to be developed:**

Digital literacy: The learner develops the skill of creating new content with technology when they take photos of weather features with peers, label them and present them in plenary.

**Values:**

Unity: The learner works collaboratively with peers as they take photos of weather features with peers, label them and present them in plenary.

**Pertinent and contemporary issues (PCIs):**

Environmental education: The learner develops environmental awareness when they name weather features.

**Link to other learning areas**

The learner links the concept of weather features to the same concept in Social Studies.

## 2.0 READING

Theme 9: Getting Around : At Home				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<p><b>2.9 Reading aloud</b></p> <p>(2 Lessons)</p> <p><i>(Fluency)</i></p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) recognise basic punctuation marks for fluency,</p> <p>b) read texts aloud for fluency,</p> <p>c) value the role of reading in building fluency.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read sentences on the home aloud, e.g <i>Mutter kocht in der Küche,</i></li> <li>• read texts aloud on the home with peers,</li> <li>• read aloud flashcards on home in turns.</li> </ul>	<p>How do we become fluent while reading?</p>



**Core competencies to be developed:**

Communication and Collaboration: The learner develops teamwork skills as they read aloud flashcards on the home in turns.

**Values:**

Unity: The learner works collaboratively as they read texts aloud on the home with peers.

**Pertinent and contemporary issues (PCIs):**

Social Cohesion: The learner develops an awareness of family dynamics as they read sentences on the home aloud; e.g *Mutter kocht in der Küche.*

**Link to other learning areas:**

The learner links the concept of the home to the same concept in Agriculture.

### ASSESSMENT RUBRIC FOR READING

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
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 Introduction: Basic greetings and introduction				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.1 Guided writing</b>  (1 Lesson)  <i>(Punctuation)</i>	By the end of the sub-strand the learner should be able to: a) identify basic punctuation marks for communication, b) write words correctly in German, c) appreciate the role punctuation plays in writing.	The learner is guided to: <ul style="list-style-type: none"> <li>• write down greetings from around the country,</li> <li>• write down basic German greetings from a variety of sources (videos, charts, labeled illustrations),</li> <li>• fill in blank spaces in incomplete dialogues with greetings,</li> <li>• match greetings to their corresponding pictures/ illustration,</li> <li>• sketch illustrations of different times of the day and write down the specific greetings for those times,</li> <li>• write down dialogues on greetings with peers and present in plenary,</li> <li>• write each other greetings through SMSes/Whatsapp messages/ emails.</li> </ul>	Why is writing things down important?

**Core competencies to be developed:**

- Communication and Collaboration: The learner contributes to group decision making as they write down dialogues on greetings with peers and present in plenary.
- Digital literacy: The learner connects with digital technology as they write each other greetings through SMSes/Whatsapp messages/ emails.

**Values:**

Unity: The learner works collaboratively as they write down dialogues on greetings with peers and present in plenary.

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

Citizenship education (ethnic and racial relations): The learner enhances their knowledge of their country as they write down greetings from around the country.

**Link to other learning areas:**

The learner links the concept of greetings from the country to the concept of people of Kenya in Social Studies.

### 3.0 WRITING

Theme 2. Family: Nuclear Family				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Reading	<b>3.2 Guided writing</b>  (1 Lesson)  <i>(Vocabulary)</i>	By the end of the sub-strand, the learner should be able to: a) identify vocabulary for communication, b) write descriptive texts for learning, c) write simple brief texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>• sketch and label a portrait of members of their nuclear family,</li> <li>• write down descriptions of members in their nuclear family, (<i>z.B Meine Mutter ist 35 Jahre alt. Meine Mutter ist nett</i>)</li> <li>• unscramble scrambled up names of nuclear family members,</li> <li>• fill crossword puzzles on nuclear family members collaboratively,</li> <li>• fill in blank spaces in incomplete texts on nuclear family members.</li> </ul>	Why do you like writing?

**Core competencies to be developed:**

Creativity and Imagination: The learner enhances their creativity when they sketch and label a portrait of members of their nuclear family.

**Values:**

Love: The learner demonstrates their love of their family as they sketch and label a portrait of members of their nuclear family.

**Pertinent and contemporary issues (PCIs):**

Social cohesion: The learner develops an awareness of healthy filial relationships when they list members of their nuclear family.

**Link to other learning areas**

The learner links the concept of nuclear family to the same concept in Religious Studies.

### 3.0 WRITING

<b>Theme 3. My Surroundings: My Home</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.3 Guided writing</b>  (1 Lesson)  <i>(vocabulary)</i>	By the end of the sub-strand, the learner should be able to: a) identify vocabulary for communication, b) write texts for communication, c) write texts for enjoyment.	The learner is guided to <ul style="list-style-type: none"> <li>• write down names of rooms in the house from audio visual sources,</li> <li>• match pictures of rooms in the house to their corresponding word,</li> <li>• unscramble scrambled words of household items,</li> <li>• find hidden words of rooms in a puzzle,</li> <li>• sketch and label the floor plan of their dream house with peers and present in plenary.</li> </ul>	Why do we write things down?
<b>Core competencies to be developed:</b> Creativity and Imagination: The learner explores new ideas and makes connections as they sketch and label the floor plan of their dream house with peers and present in plenary.				

**Values:**

Unity: The learner works collaboratively as they sketch and label the floor plan of their dream house with peers and present in plenary.

**Pertinent and contemporary issues (PCIs):**

Safety and risk reduction: The learner develops an awareness of safety and security in the home as they sketch and label the floor plan of their dream house with peers, and present in plenary.

**Link to other learning areas:**

The learner links the concept of the home and household items to the same concept in Agriculture.



### 3.0 WRITING

Theme 4. Time: Days of the Week				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.4 Guided writing</b>  (1 Lesson)  ( <i>Orthography</i> )	By the end of the sub-strand, the learner should be able to: a) identify basic German orthography rules, b) write texts observing German orthography rules, c) appreciate the role orthography plays in writing.	The learner is guided to: <ul style="list-style-type: none"> <li>• unscramble scrambled up names of the days of the week,</li> <li>• search for days of the week in a word search,</li> <li>• fill in a crossword puzzle with days of the week,</li> <li>• do a <i>Rückendiktat</i> with peers,</li> <li>• write sentences on what they do during the week and share with peers.</li> </ul>	What do you enjoy writing?
<p><b>Core competencies to be developed:</b>            Communication and Collaboration: The learner demonstrates the skill of contributing to group decision making as they do a <i>Rückendiktat</i> with peers.</p>				

**Values:**

Unity: The learner works collaboratively as they do a *Rückendiktat* with peers.

**Pertinent and contemporary issues (PCIs):**

Time management: The learner develops time consciousness as they write sentences on what they do during the week and share with peers.

**Link to other learning areas**

The learner links the concept of time to the same in Mathematics.

### 3.0 WRITING

Theme 5. Fun and Enjoyment: My Birthday				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.5 Guided writing  (1 Lesson)  (creative writing)	By the end of the sub-strand, the learner should be able to: a) identify German sounds combination in writing, b) write creative texts for learning, c) appreciate the role of writing in everyday life.	The learner is guided to: <ul style="list-style-type: none"> <li>• write down the activities they would like to carry out on their birthday.eg <i>Ich möchte tanzen</i>,</li> <li>• compose <i>Elfchen</i> about own birthday and share with peers,</li> <li>• research on birthdays of famous people, write them down and share with peers.</li> </ul>	Why do you write?
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: The learner enhances their exploration skills as they compose <i>Elfchen</i> about own birthday and share with peers.</li> <li>• Learning to learn: The learner develops research skills as they research on birthdays of famous people, write them down and share with peers.</li> </ul>				

**Values:**

Love: The learner demonstrates caring for self when by writing down what they would like to do on their birthday.

**Pertinent and contemporary issues (PCIs):**

Life skills: The learner develops awareness of healthy intrapersonal relationship when they write down what they would like to do on their birthdays.

**Link to other learning areas:**

The learner links the concept of birthdays to the concept of dates and ordinal numbers in Mathematics.

### 3.0 WRITING

Theme 6. Foods and Drinks: Food Items				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.6 Guided writing</b>  (1 Lesson) <i>(Functional)</i>	By the end of the sub-strand, the learner should be able to: a) identify vocabulary in writing for learning, b) write texts using acquired vocabulary for communication, c) appreciate the role vocabulary plays in writing.	The learner is guided to: <ul style="list-style-type: none"> <li>• search for food items in a word search,</li> <li>• fill in a crossword puzzle with food items,</li> <li>• categorise food items with peers, (<i>z B Gemüse, Obst, Getränke usw</i>)</li> <li>• write down healthy and unhealthy foods,</li> <li>• write down a simple menu and share with peers.</li> </ul> <p style="text-align: center;"><i>Beispiel</i></p> <p style="text-align: center;"><i>Frühstück: Kakao und Mandazi</i></p> <p style="text-align: center;"><i>Mittagessen: Githeri und Orangensaft</i></p> <p style="text-align: center;"><i>Abendessen: Ugali und Sukuma Wiki</i></p>	Why is writing things down important?

**Core competencies to be developed:**

Communication and Collaboration: The learner enhances their writing skills as they write down a simple menu and share with peers.

**Values:**

Responsibility: The learner develops an awareness of how to take care of their health as they write down healthy and unhealthy foods.

**Pertinent and contemporary issues (PCIs):**

Healthy living: The learner develops an awareness of healthy living as they write down healthy and unhealthy foods.

**Link to other learning areas:**

The learner links the concept of categories of food to the same concept in Agriculture.

### 3.0 WRITING

Theme 7: My Body				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.7 Guided Writing  (1 Lesson)  ( <i>Orthography</i> )	By the end of the sub-strand, the learner should be able to: a) identify German orthography in writing, b) write texts using German orthography, c) compose brief simple texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>• search for the names of body parts in a word search with peers,</li> <li>• fill in a crossword puzzle with the names of body parts,</li> <li>• match body parts to their corresponding pictures,</li> <li>• write sentences on the body parts.</li> </ul>	Why do you write?
<p><b>Core competencies to be developed:</b> Learning to learn: The learner enhances their skills of making connections as they search for the names of body parts in a word search with peers.</p>				
<p><b>Values:</b> Unity: The learner works collaboratively as they search for the names of body parts in a word search with peers.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b> Growth and developmental changes: The learner develops an awareness of the human body as they encounter texts on them.</p>				

### 3.0 WRITING

<b>Theme 8: Weather and Environment: Weather Features</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.8 Guided writing</b>  (1 Lesson)  <i>(Orthography)</i>	By the end of the sub-strand, the learner should be able to: a) identify German orthography for communication, b) write texts for communication c) appreciate the role of orthography in writing	The learner is guided to: <ul style="list-style-type: none"> <li>• sketch weather features and label them with peers,</li> <li>• find weather features in a word search,</li> <li>• fill in a crossword puzzle with weather features,</li> <li>• write sentences describing the weather using adjectives. (zB <i>kalt, heiss, windig</i>).</li> </ul>	Why do you write?
<p><b>Core competencies to be developed:</b> Creativity and Imagination: The learner demonstrates the skills of exploration and coming up with unique and new ideas when they sketch weather features, and label them with peers.</p>				
<p><b>Values:</b> Unity: The learner works in a collaborative manner as they sketch weather features and label them with peers.</p>				



**Pertinent and contemporary issues (PCIs):**

Environmental education: The learner develops environmental awareness when they sketch weather features and label them with peers.

**Link to other learning areas:**

The learner links the concept of weather features to the same concept in Social Studies.

### 3.0 WRITING

<b>Theme 9: Getting Around: At Home</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.9 Guided writing</b> (1 Lesson) <i>Punctuation</i>	By the end of the sub-strand, the learner should be able to: a) identify punctuation in sentences for communication, b) punctuate sentences for communication, c) appreciate the role orthography plays in writing.	The learner is guided to: <ul style="list-style-type: none"> <li>• write down positions of items in the house from flashcards,</li> <li>• fill in prepositions in sentences,</li> <li>• write sentences describing location of items at home observing the German orthography rules.</li> </ul>	Why do you write?
<b>Core competencies to be developed:</b> Communication and Collaboration: The learner enhances their writing skills as they write sentences describing the location of items in the house.				

**Values:**

Respect: The learner observes and respects the German orthography rules as they write sentences describing the location of items in the house.

**Pertinent and contemporary issues (PCIs):**

Effective communication (life skills): The learner develops effective communication skills as they write sentences describing location of items at home observing the German orthography rules.

**Link to other learning areas:**

The learner links the concept of prepositions to the same concept in English and Kiswahili.

**ASSESSMENT RUBRIC FOR WRITING**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
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

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.

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

<b>Strand</b>	<b>Suggested Learning Resources</b>	<b>Suggested Assessment Methods</b>	<b>Non-Formal activities</b>
<b>1.0 Listening and Speaking.</b>	<ul style="list-style-type: none"> <li>● Flashcards.</li> <li>● Pictures.</li> <li>● Images.</li> <li>● Drawings.</li> <li>● Audio and video recordings.</li> <li>● Standardized tests.</li> <li>● Internet.</li> <li>● Course books.</li> <li>● DVD players.</li> <li>● Listening texts.</li> <li>● TV.</li> <li>● Charts.</li> </ul>	<ul style="list-style-type: none"> <li>● Role play.</li> <li>● Discussions.</li> <li>● Observations.</li> <li>● Projects.</li> <li>● Learning logs.</li> <li>● Quizzes.</li> <li>● Portfolios.</li> <li>● Multiple choices.</li> <li>● Exit or Admit stamps.</li> <li>● Total physical response.</li> <li>● Peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● Kenya Music Festival.</li> <li>● German Language Clubs.</li> <li>● Tandem (face-to-face or electronic) and Intercultural Learning.</li> <li>● School Open Days.</li> <li>● German Cultural Festival.</li> <li>● Exchange Programs.</li> <li>● Language Days.</li> <li>● Inter-House Competitions.</li> <li>● Inter-Class Competitions.</li> <li>● Inter-School Contests.</li> </ul>



	<ul style="list-style-type: none"> <li>● Projectors.</li> <li>● Laptops.</li> <li>● Radio.</li> <li>● Magazines.</li> </ul>		
<b>2.0 Reading.</b>	<ul style="list-style-type: none"> <li>● Reading texts</li> <li>● Flashcards</li> <li>● Pictures</li> <li>● Images</li> <li>● Drawings</li> <li>● Poems</li> <li>● Course books</li> <li>● Magazines</li> <li>● Internet</li> <li>● Charts</li> <li>● Posters</li> <li>● Easy readers</li> </ul>	<ul style="list-style-type: none"> <li>● Reading aloud</li> <li>● Discussions</li> <li>● Observations</li> <li>● Quizzes</li> <li>● Portfolio</li> <li>● Reading for fluency</li> <li>● Role play</li> <li>● Learning logs</li> <li>● Exit or Admit stamps</li> <li>● Peer assessment</li> <li>● Checklists</li> </ul>	<ul style="list-style-type: none"> <li>● School Open Days</li> <li>● Kenya Music Festival</li> <li>● Language Clubs</li> <li>● Exchange Programs</li> <li>● Tandem (face-to-face or electronic) and Intercultural Learning</li> <li>● Language Days</li> <li>● Inter-House Competitions</li> <li>● Inter-Class Competitions</li> <li>● Inter-School Contests</li> </ul>

	<ul style="list-style-type: none"> <li>• Menus</li> <li>• Newspaper cut-outs</li> <li>• Diagrams</li> <li>• Journals</li> <li>• Rhyme books</li> <li>• School readers</li> <li>• Word puzzles</li> <li>• Checklists</li> <li>• Cord words</li> </ul>		
<b>3.0 Writing.</b>	<ul style="list-style-type: none"> <li>• Audio and video recordings</li> <li>• Internet</li> <li>• Charts</li> <li>• Posters</li> <li>• Cross word puzzles</li> <li>• Pictures</li> <li>• Drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Total physical response</li> <li>• Writing texts</li> <li>• Forming sentences</li> <li>• Peer assessment</li> <li>• Writing menus</li> <li>• Observations</li> <li>• Designing brochures</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange Programs</li> <li>• Tandem (face-to-face or electronic) and Intercultural Learning</li> <li>• Language Days</li> <li>• School Open Days</li> <li>• Kenya Music Festival</li> <li>• Language Clubs</li> </ul>

	<ul style="list-style-type: none"> <li>● Magazines</li> <li>● Photographs</li> <li>● Newspapers</li> <li>● Flashcards</li> <li>● Illustrations</li> <li>● Journals</li> <li>● Recording devices</li> <li>● Menus</li> <li>● Brochures</li> <li>● Resource person</li> </ul>	<ul style="list-style-type: none"> <li>● Matching names to pictures</li> <li>● Filling in missing information</li> <li>● Writing simple plays</li> <li>● Matching of sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Inter-House Competitions</li> <li>● Inter-Class Competitions</li> <li>● Inter-School Contests</li> </ul>
<b>Special Needs Education.</b>	<ul style="list-style-type: none"> <li>● Tactile diagrams</li> <li>● Brailled materials</li> <li>● Adapted realia</li> <li>● Pictorial diagrams</li> <li>● Interactive digital content</li> </ul>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Writing texts</li> <li>● Construction of sentences</li> <li>● Designing games</li> <li>● Discussions</li> <li>● Role play</li> </ul>	<ul style="list-style-type: none"> <li>● Language Clubs</li> <li>● Tandem (face-to-face or electronic) and Intercultural Learning</li> <li>● Language Days</li> <li>● School Open Days</li> <li>● Kenya Music Festival</li> </ul>

		<ul style="list-style-type: none"><li>• Checklists</li><li>• Quizzes</li></ul>	<ul style="list-style-type: none"><li>• Exchange Programs</li><li>• Inter-House Competitions</li><li>• Inter-Class Competitions</li><li>• Inter-School Contests</li></ul>
--	--	--	---