



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

GERMAN

GRADE 7

First published 2023

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

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

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

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 in a non-formal curriculum. This will give the learner 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/YCT2

GENERAL LEARNING OUTCOMES

By the end of the course the learner should be able to:

1. communicate information effectively about everyday 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 subject matter 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 everyday life

1. 0 LISTENING AND SPEAKING

Theme 1: Greetings and introduction (Basic greetings)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Active listening Oral expression (3 sessions)	By the end of the sub strand, the learner should be able to: a) identify listening markers in a text for communication b) listen actively for comprehension c) use acquired vocabulary to communicate in varied contexts	The learner is guided to: <ul style="list-style-type: none"> • Brainstorm on greetings with peers (<i>Assoziogram</i>) • Watch an audio visual on typical German greetings and match to given pictures • Watch an audio visual on typical German greetings and simulate them in pairs while observing social etiquette rules • Role- play greeting and introducing oneself with peers using phrases like „<i>wie geht 's? Woher kommst du? Mir geht es prima, danke gut..usw</i>” 	1. How do we show that we are listening? How do we acquire vocabulary in a foreign language?

		d) appreciate the role of vocabulary in foreign language learning	<ul style="list-style-type: none"> • Research on greetings from German speaking countries from various sources (online/ offline) and make presentations to peers 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner enhances their skills of speaking effectively and logically as they research on greetings from German speaking countries from various sources (online/ offline) and make presentations to peers • Creativity and imagination: Learner enhances their skills of making connections as they research on greetings from German speaking countries from various sources (online/ offline) and make presentations to peers 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner engages respectfully as they watch an audio visual on typical German greetings and simulate them in pairs while observing social etiquette rules • Unity: The learner values the need of working together as they role- play greeting and introducing oneself with peers using phrases like „, <i>wie geht 's? Woher kommst du? Mir geht es prima, danke gut..usw</i>”. 				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Citizenship (Ethnic and social relations): The learner enhances their knowledge of social relations as they research on greetings from German speaking countries from various sources (online/ offline) and make presentations to peers.</p>				

Link to other learning areas

Learner links their learning to introducing oneself in other languages and English, Kiswahili and indigenous languages.

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1.0 LISTENING AND SPEAKING

Theme 2: Family (Nuclear family)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.2 Listening for information Interactive speaking (3 sessions)	By the end of the sub strand, the learner should be able to: a) Listen to texts for information b) Interact with peers on varied topics c) Value the role of listening texts in language acquisition	Learner is guided to: <ul style="list-style-type: none"> • Watch audio visual of someone introducing their family (nuclear) • Listen to texts and answer given questions on members of the family • Introduce members of their nuclear family to classmates by their name, age and profession in plenary • Research in groups how introductions are done in German-speaking countries and present in plenary 	1. How do we ensure we get all the needed information from a listening text? 2. How do we make our conversations interactive?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner enhances their teamwork skills as they research in groups how introductions are done in German-speaking countries and present in plenary • Self-efficacy: Learner enhances their self – awareness skills as they introduce members of their nuclear family by name, age and profession in plenary 				
<p>Values: Love: The learner demonstrates love as they introduce their family by name, age and profession in plenary.</p>				

Pertinent and Contemporary Issues (PCI's)

Citizenship (Ethnic and racial relations): The learner develops a global outlook as they research in groups how introductions are done in German-speaking countries and present in plenary.

Link to other learning areas

Learner links their knowledge of the family to what they learn in religious studies and social studies.

1.0 LISTENING AND SPEAKING**Theme 3: My Surroundings (The market Places)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.3 Active listening Oral expression (3 sessions)	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the market for learning,	The learner is guided to: <ul style="list-style-type: none">• Watch audio visual materials on the market place and mark the items being bought• Listen to audios on the marketplace and answer given questions• Role play situations in the market with peers	<ol style="list-style-type: none">1. How do we show someone we are listening to them?2. How do we acquire vocabulary in

		b) listen actively to varied speakers for communication, c) value the role vocabulary plays in language acquisition.	<ul style="list-style-type: none"> • Research on markets in Germany and present findings in plenary • Discuss with peers the need of following a budget while shopping at the market 	a new language?
Core Competencies to be developed: Critical thinking and problem- solving: Learner enhances their research skills as they research on markets in Germany and present findings in plenary.				
Values: Respect: Learner observes respect as they role play situations in the market with peers.				
Pertinent and Contemporary Issues (PCI's) Financial literacy: Learner enhances their financial literacy skills as they discuss with peers the need of following a budget while shopping at the market.				
Link to other learning areas Learner links this sub strand to concepts of the market in agriculture and nutrition				

1.0 LISTENING AND SPEAKING

Theme 4. Time (Important dates)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.4 Listening for information Interactive speaking (3 sessions)	By the end of the sub strand, the learner should be able to: a) Identify required information from listening texts, b) Speak interactively on given topics c) Appreciate the role listening texts play in language acquisition	Learner is guided to: <ul style="list-style-type: none"> • Listen to given texts and answer given questions • Practice in groups counting in German • Discuss important dates in their lives (<i>Geburtsjahr; Feste usw</i>) with peers • Research important dates in Kenyan and German history in groups and present in plenary 	How do we avoid distractions while listening to a text?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner enhances their research skills as they research important dates in Kenyan and German history in groups and present in plenary. • Citizenship: The learner develops their national and cultural identity skills as they research important dates in Kenyan and German history in groups and present in plenary 				

Values:

- **Patriotism:** The learner develops a love and appreciation of their own country as they research important dates in Kenyan and German history in groups and present in plenary.
- **Respect:** The learner observes respect as they discuss important dates in their lives (*Geburtsjahr, Feste usw*) with peers.

Pertinent and Contemporary Issues (PCI's)

Citizenship (social cohesion): Learner enhances both their local and international awareness as they research important dates in Kenyan and German history in groups and present in plenary

Link to other learning areas

Learner links their knowledge of important dates in Kenyan history to concepts of history of Kenya they have learnt in Social studies.

1.0 LISTENING AND SPEAKING**Theme 5. Fun and enjoyment: (Weekends, holidays)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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1.0 Listening and speaking	1.5 Active Listening Oral Expressions (3 sessions)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) Identify vocabulary in given texts b) Listen to texts for comprehension c) Value the role active listening plays in communication 	Learner is guided to: <ul style="list-style-type: none"> • Watch an audio visual on leisure time activities and match to given pictures • Listen to audios on holiday destinations and activities and answer given questions • Talk about what they do on weekends and during holidays using expressions such as <i>gern</i>, <i>lieber</i> and <i>am liebsten</i> • Research on a holiday destination they would like to visit and make a presentation on the same in plenary • Discuss in plenary appropriate weekend and holiday activities and which activities to avoid 	How do we build our vocabulary?
Core Competencies to be developed: Critical thinking and problem- solving: The learner enhances their evaluation and decision making skills as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.				
Values:				

Integrity: Learner demonstrates integrity as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.

Pertinent and Contemporary Issues (PCI's)

Substance and alcohol abuse: Learner develops an awareness of this as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid

Link to other learning areas

Learner links their knowledge of hobbies and leisure time activities to concepts of the same in English and Kiswahili.

1.0 LISTENING AND SPEAKING

Theme 6: Food and drinks (Shopping for food)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Listening for information Interactive speaking (3 sessions)	By the end of the sub strand, the learner should be able to: a) Identify information from listening texts	The learner is guided to: <ul style="list-style-type: none"> • Listen to texts and underline key words related to quantities (<i>Kilo, Liter, Dutzend</i>) • Listen to texts and answer given questions on shopping 	How do we make our conversations interactive?

		b) Speak interactively on given topics c) Value the role vocabulary plays in social interactions	<ul style="list-style-type: none"> • Role play in groups different shopping situations (at the butcher, at the green grocers, at the supermarket etc) • Make presentations in plenary on different shopping situations using acquired vocabulary 	
Core Competencies to be developed: Self-efficacy: Learner enhances their effective communication skills as they make presentations in plenary on different shopping situations using acquired vocabulary.				
Values: Respect: Learner observes rules of social interaction as they role play in groups different shopping situations (at the butcher, at the green grocers, at the supermarket etc).				
Pertinent and Contemporary Issues (PCI's) Life skills (negotiation): The learner enhances their negotiation skills as they as they role play in groups different shopping situations (at the butcher, at the green grocers, at the supermarket etc).				
Link to other learning areas Learner links their knowledge of numbers and measurement from Mathematics to this sub strand				

1.0 LISTENING AND SPEAKING

Theme 7: My Body (Physical appearances)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.7 Active Listening Oral Expressions (3 sessions)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) Identify adjectives in given listening texts for comprehension, b) Listen actively to varied speakers for comprehension, c) Appreciate the role of adjectives in communication 	The learner is guided to: <ul style="list-style-type: none"> • Watch videos of people being described and match to given pictures • Watch videos of people being described and underline the adjectives used • Listen to audios and answer given questions • Make presentations describing their favourite people by their appearances using adjectives such as <i>nett, freundlich, gross usw</i> • Discuss in plenary the appropriate ways of describing one's physical appearances 	How do we describe someone's appearance?

Core Competencies to be developed:

- **Communication & collaboration:** The learner develops skills of speaking clearly and effectively as they make presentations describing their favourite people by their appearances using adjectives such as *nett, freundlich, gross usw.*
- **Self-efficacy:** The learner develops effective communication skills as they make presentations describing their favourite people by their appearances using adjectives such as *nett, freundlich, gross usw.*

Values:

Respect: The learner learns how to be respectful as they discuss in plenary the appropriate ways of describing one's physical appearances

Pertinent and Contemporary Issues (PCI's)

Mental health issues: The learner is aware of being positive to peers as they discuss in plenary the appropriate ways of describing one's physical appearances.

Link to other learning areas

Learner links their knowledge of the body from integrated science to this sub strand

1.0 LISTENING AND SPEAKING

Theme 8: Weather and Environment (The four seasons)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

1.0 Listening and speaking	1.8 Listening for information Interactive speaking (3 sessions)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) Identify required information from listening texts b) Speak interactively on given topics c) Value the role of listening texts in learning 	The learner is guided to: <ul style="list-style-type: none"> • Listen to an audio on weather and seasons and answer given questions • Watch an audio visual on the different seasons in Germany and match to given flashcards • Research and discuss with peers on which clothes go with which seasons • Record themselves talking about the different seasons and changing weather patterns in Kenya and Germany and share in plenary for feedback 	How do we ensure we get all the needed information from a listening text?
Core Competencies to be developed: Creativity and imagination: Learner enhances their skills of making connections as they record themselves talking about the different seasons in Kenya and Germany and share in plenary for feedback.				
Values: Patriotism: The learner shows love and appreciation for their country as they record themselves talking about the different seasons in Kenya and Germany and share in plenary for feedback				

Pertinent and Contemporary Issues (PCI's)

Climate change: The learner demonstrates their awareness of climate change as they record themselves talking about the different seasons and changing weather patterns in Kenya and Germany and share in plenary for feedback.

Link to other learning areas

Learner links their learning to concepts of weather and climate change in social studies.

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1.0 LISTENING AND SPEAKING

Theme 9: Getting Around (In the neighbourhood)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.9 Active Listening Oral expressions (3 sessions)	By the end of the sub strand, the learner should be able to: a) identify vocabulary for learning, b) listen actively to texts for learning, c) appreciate the role of vocabulary in a language.	The learner is guided to: <ul style="list-style-type: none"> • Watch a video on someone giving directions in German and note down prepositions of location • Listen to an audio on giving directions and answer given questions • Simulate giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i> 	How do we listen actively?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner develops skills of listening keenly and actively as they listen to an audio on giving directions and answer given questions. 				

<ul style="list-style-type: none"> • Self-efficacy: Learner develops task management skills as they simulate giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i>
<p>Values: Respect: The learner observes rules of social interactions as they simulate giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i></p>
<p>Pertinent and Contemporary Issues (PCI's) Citizenship: Learner enhances their knowledge and appreciation of their neighbourhood as they simulate giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i></p>
<p>Link to other learning areas Learner links their knowledge of prepositions of location to this sub strand.</p>

ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify listening markers in a text for communication	Learner identifies more than the required listening	Learner identifies all the required listening markers in a text for communication	Learner identifies most of the required listening markers in a	Learner identifies some of the required listening markers in a

	markers in a text for communication		text for communication	text for communication
Ability to listen actively for comprehension	Learner listens actively and carries out more than the given tasks correctly	Learner listens actively and carries out all the given tasks correctly	Learner listens actively and carries out most of the given tasks correctly	Learner listens actively and carries out some of the given tasks correctly
Ability to use acquired vocabulary to communicate in varied contexts	Learner uses acquired and varied vocabulary to communicate in varied contexts	Learner uses acquired vocabulary to communicate in varied contexts	Learner uses acquired vocabulary to communicate in varied contexts most of the time	Learner uses acquired vocabulary to communicate in varied contexts some of the time

2. 0 READING

Theme 1: Greetings and introduction (Basic greetings)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading aloud (2 sessions)	By the end of the sub strand, the learner should be able to: a) identify German sound patterns in reading texts,	Learner is guided to; <ul style="list-style-type: none"> • Read aloud typical German greetings in pairs • Read aloud typical German greetings and simulate them in pairs 	Why is reading aloud important?

		<p>b) b)read aloud texts for articulation</p> <p>c) Appreciate the role reading aloud plays in learning.</p>	<p>while observing social etiquette rules</p> <ul style="list-style-type: none"> • Read aloud phrases like „ <i>wie geht's? Woher kommst du? Mir geht es prima, danke gut</i> “usw as they role- play greeting and introducing oneself with peers • Research on greetings from German speaking countries from various sources (online/ offline) and make presentations to peers 	
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Core Competencies to be developed:

- **Communication and collaboration:** The learner develops teamwork skills as they read aloud typical German greetings and simulate them in pairs while observing social etiquette rules.
- **Creativity and imagination:** Learner enhances their skills of making connections as they research on greetings from German speaking countries from various sources (online/ offline) and make presentations to peers

Values:

- **Respect:** The learner engages respectfully as they read aloud typical German greetings and simulate them in pairs while observing social etiquette rules
- **Unity:** The learner values the need of working together as they read aloud phrases like „ *wie geht's? Woher kommst du? Mir geht es prima, danke gut* “usw as they role- play greeting and introducing oneself with peers

Pertinent and Contemporary Issues (PCI's)

Citizenship (Ethnic and social relations): The learner enhances their knowledge of social relations as they research on greetings from German speaking countries from various sources (online/ offline) and make presentations to peers.

Link to other learning areas

Learner links their learning to greeting and introduction concepts in other languages.

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2.0 READING

Theme 2 : Family (Nuclear family; name, age and profession)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2 Reading comprehension (2 Sessions)	By the end of the sub strand, the learner should be able to: a) Identify expressions from reading texts, b) Read texts for comprehension, c) Value the role of reading comprehensions in learning.	The learner is guided to; Learner is guided to: <ul style="list-style-type: none"> • Read texts of someone introducing their family (nuclear) and underline expressions referring to family (<i>Vater; Mutter; Schwester; Bruder usw</i>) • Read texts and answer given questions on members of the family • Read out members of their nuclear family to classmates by their name, age and profession in plenary • Research in groups how introductions are done in German-speaking countries and present in plenary 	Why are reading texts important in learning a foreign language?

Core Competencies to be developed:

- **Communication and collaboration:** The learner enhances their teamwork skills as they research in groups how introductions are done in German-speaking countries and present in plenary
- **Self-efficacy:** Learner enhances their self – awareness skills as they read out members of their nuclear family by their name, age and profession in plenary

Values:

Love: The learner demonstrates love as they read out members of their nuclear family by name, age and profession in plenary.

Pertinent and Contemporary Issues (PCI's)

Citizenship (Ethnic and racial relations): The learner develops a global outlook as they research in groups how introductions are done in German-speaking countries and present in plenary.

Link to other learning areas

Learner links their knowledge of greetings and introduction to other languages.

2.0 READING

Theme 3: My Surroundings (The market Places)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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2.0 Reading	2.3 Reading aloud (2 Sessions)	By the end of the sub strand, the learner should be able to: a) identify vocabulary from reading texts, b) read aloud texts for articulation, c) value the role of reading aloud in building articulation	The learner is guided to: <ul style="list-style-type: none"> • Read aloud materials on the market place and mark the items being bought • Read aloud texts on the marketplace and answer given questions in turns while observing rules of turn taking • Research on markets in Germany and present findings in plenary • Discuss with peers the need of following a budget while shopping at the market 	How does reading aloud help us?
<p>Core Competencies to be developed: Critical thinking and problem- solving: Learner enhances their research skills as they research on markets in Germany and present findings in plenary.</p>				
<p>Values: Respect: Learner observes respect as they role play situations in the market with peers.</p>				
<p>Pertinent and Contemporary Issues (PCI's) Financial literacy: Learner enhances their financial literacy skills as they discuss with peers the need of following a budget while shopping at the market.</p>				
<p>Link to other learning areas Learner links the concept of the marketplace to the same concept in agriculture and nutrition.</p>				

2.0 READING

Theme 4: Time (Important dates)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.4 Reading comprehension (2 Sessions)	By the end of the sub strand, the learner should be able to: a) identify information for learning b) read simple texts for comprehension, c) appreciate the role of reading comprehension in languages.	Learner is guided to: <ul style="list-style-type: none"> • Read given texts and answer given questions on dates and holidays • Practice in groups counting in German by reading numbers aloud • Discuss important dates in their lives (<i>Geburtsjahr, Feste usw</i>) with peers • Research important dates in Kenyan and German history in groups and present in plenary 	How do we ensure we get needed information from reading texts?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner enhances their research skills as they research important dates in Kenyan and German history in groups and present in plenary. 				

- **Citizenship:** The learner develops their national and cultural identity skills as they research important dates in Kenyan and German history in groups and present in plenary

Values:

- **Patriotism:** The learner develops a love and appreciation of their own country as they research important dates in Kenyan and German history in groups and present in plenary.
- **Respect:** The learner observes respect as they discuss important dates in their lives (*Geburtsjahr, Feste usw*) with peers.

Pertinent and Contemporary Issues (PCI's)

Citizenship (social cohesion): Learner enhances both their local and international awareness as they research important dates in Kenyan and German history in groups and present in plenary

Link to other learning areas

Learner links the concept of numbers in Mathematics to this sub strand

2.0 READING

Theme 5: Fun and enjoyment (Weekends, holidays)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

2.0 Reading	2.5 Reading Aloud (2 Sessions)	By the end of the sub strand, the learner should be able to: a) identify sound patterns in reading, b) read texts aloud for fluency, c) appreciate the role reading aloud plays in fluency.	Learner is guided to: <ul style="list-style-type: none"> • Read descriptions on leisure time activities and match to given pictures • Read short texts on holiday destinations and activities and answer given questions • Read short texts on activities done during weekends and during holidays and underline expressions such as <i>gern, lieber</i> and <i>am liebsten</i> • Research on a holiday destination they would like to visit and make a presentation on the same in plenary • Discuss in plenary appropriate weekend and holiday activities and which activities to avoid 	How does reading aloud improve our fluency in a language?
<p>Core Competencies to be developed: Critical thinking and problem- solving: The learner enhances their evaluation and decision making skills as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.</p>				
<p>Values: Integrity: Learner demonstrates integrity as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.</p>				

Pertinent and Contemporary Issues (PCI's)

Substance and alcohol abuse: Learner develops an awareness of this as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid

Link to other learning areas

Learner links the concept of holiday activities to the same in creative arts and sports.

2.0 READING**Theme 6 :Food and drinks (Shopping for food)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.6 Reading Comprehension (2 Sessions)	By the end of the sub strand, the learner should be able to: a) identify vocabulary from reading texts, b) read simple texts for comprehension,	The learner is guided to: <ul style="list-style-type: none"> • Read texts and underline key words related to quantities (<i>Kilo, Liter, Dutzend</i>) • Read texts and answer given questions on shopping • Read dialogues as they role play in groups different shopping situations (at the butcher, at the green grocers, at the supermarket etc) 	How do we avoid distractions while reading a text?

		c) value the role of reading in everyday life	<ul style="list-style-type: none"> • Read presentations in plenary on different shopping situations using acquired vocabulary 	
<p>Core Competencies to be developed: Self-efficacy: Learner enhances their effective communication skills as they make presentations in plenary on different shopping situations using acquired vocabulary.</p>				
<p>Values: Respect: Learner observes rules of social interaction as they role play in groups different shopping situations (at the butcher, at the green grocers, at the supermarket etc).</p>				
<p>Pertinent and Contemporary Issues (PCI's) Life skills (negotiation): The learner enhances their negotiation skills as they as they role play in groups different shopping situations (at the butcher, at the green grocers, at the supermarket etc).</p>				
<p>Link to other learning areas Learner links their knowledge of budgeting to the same concept in Pre-technical studies.</p>				

2.0 READING

Theme 7: My Body (Physical appearances)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.7 Reading aloud (2 Sessions)	By the end of the sub strand, the learner should be able to: a) identify sound patterns in reading for fluency, b) read texts aloud for fluency, c) appreciate role of reading aloud in fluency.	The learner is guided to: <ul style="list-style-type: none"> • read descriptions of people being described and match to given pictures • read descriptions of people and underline the adjectives used • Read aloud presentations describing their favourite people by their appearances using adjectives such as <i>nett, freundlich, gross usw</i> • Discuss in plenary the appropriate ways of describing one's physical appearances 	How do we improve our fluency in a language?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication & collaboration: The learner develops skills of speaking clearly and effectively as they read aloud presentations describing their favourite people by their appearances using adjectives such as <i>nett, freundlich, gross usw</i>. 				

- **Self-efficacy:** The learner develops effective communication skills as they read aloud presentations describing their favourite people by their appearances using adjectives such as *nett, freundlich, gross usw.*

Values:

Respect: The learner learns how to be respectful as they discuss in plenary the appropriate ways of describing one's physical appearances

Pertinent and Contemporary Issues (PCI's)

Mental health issues: The learner is aware of being positive to peers as they discuss in plenary the appropriate ways of describing one's physical appearances.

Link to other learning areas

Learner links their knowledge of the body from integrated science to this sub strand

2.0 READING

Theme 8: Weather and Environment (The four seasons)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.8 Reading Comprehension (2 Sessions)	By the end of the sub strand the learner should be able to: a) identify information from reading texts for comprehension, b) read texts for comprehension, c) recognize the role of reading comprehension in language.	The learner is guided to: <ul style="list-style-type: none"> • Read texts on weather and seasons and answer given questions • Read descriptions on the different seasons in Germany and match to given flashcards • Research and discuss with peers on which clothes go with which seasons • Record themselves talking about the different seasons and changing weather patterns in Kenya and Germany and share in plenary for feedback 	How do we get the needed information from a reading text?

Core Competencies to be developed:

Creativity and imagination: Learner enhances their skills of making connections as they record themselves talking about the different seasons in Kenya and Germany and share in plenary for feedback.

Values:

Patriotism: The learner shows love and appreciation for their country as they record themselves talking about the different seasons in Kenya and Germany and share in plenary for feedback

Pertinent and Contemporary Issues (PCI's)

Climate change: The learner demonstrates their awareness of climate change as they record themselves talking about the different seasons and changing weather patterns in Kenya and Germany and share in plenary for feedback.

Link to other learning areas

Learner links their learning to concepts of weather and climate change in social studies.

2.0 READING

Theme 9: Getting Around (In the neighbourhood)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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2.0 Reading	2.9 Reading aloud (2 Sessions)	By the end of the sub strand the learner should be able to: a) identify sentence melody for fluency, b) read texts aloud for fluency, c) recognize the value of reading aloud for building fluency.	<ul style="list-style-type: none"> • read texts aloud of giving directions in German and note down prepositions of location • read aloud texts on giving directions and answer given questions • read aloud simulations of giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i> 	Why do we read aloud?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: Learner enhances their teamwork skills as they read aloud simulations of giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i> • Self-efficacy: Learner develops task management skills as they read aloud simulations of giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i> 				
Values: Respect: The learner observes rules of social interactions as they read aloud simulations of giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i>				

Pertinent and Contemporary Issues (PCI's)

Citizenship: Learner enhances their knowledge and appreciation of their neighbourhood as they read aloud simulations of giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..?*

Link to other learning areas

Learner links their knowledge of prepositions of location to this sub strand.

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ASSESSMENT RUBRIC FOR READING

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify expressions from reading texts	Learner identifies more than the required expressions from given reading texts	Learner identifies all the required expressions from given reading texts	Learner identifies most of the required expressions from given reading texts	Learner identifies some of the required expressions from given reading texts
Ability to read aloud texts for articulation	Learner reads aloud texts with the correct articulation, has near native fluency	Learner reads aloud texts with the correct articulation	Learner reads aloud texts with the correct articulation most of the time	Learner reads aloud texts with the correct articulation some of the time
Ability to read texts for comprehension	Learner reads given texts and carries out more than the given tasks correctly	Learner reads given texts and carries out all the given tasks correctly	Learner reads given texts and carries out most of the given tasks correctly	Learner reads given texts and carries out some of the given tasks correctly

3.0 WRITING

Theme 1: Greetings and introduction (Basic greetings)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 Guided Writing (1 Session)	By the end of the sub strand, the learner should be able to: a) read aloud texts for articulation b) appreciate the role reading aloud plays in learning.	Learner is guided to; <ul style="list-style-type: none"> • Write down German greetings in pairs • Write down typical German greetings and simulate them in pairs while observing social etiquette rules • Write down phrases like „ <i>wie geht's? Woher kommst du? Mir geht es prima, danke gut</i> “usw as they role- play greeting and introducing oneself with peers • Research on greetings from German speaking countries from various sources (online/ offline), write them down and make presentations to peers 	Why do we write things down?
Core Competencies to be developed:				

- **Communication and collaboration:** The learner develops skills of writing clearly and correctly as they write down typical German greetings and simulate them in pairs while observing social etiquette rules.
- **Creativity and imagination:** Learner enhances their skills of making connections as they research on greetings from German speaking countries from various sources (online/ offline) and make presentations to peers

Values:

- **Respect:** The learner engages respectfully as they write down typical German greetings and simulate them in pairs while observing social etiquette rules
- **Unity:** The learner values the need of working together as they write down phrases like „, *wie geht 's?* *Woher kommst du?* *Mir geht es prima, danke gut* “*usw* as they role- play greeting and introducing oneself with peers

Pertinent and Contemporary Issues (PCI's)

Citizenship (Ethnic and social relations): The learner enhances their knowledge of social relations as they research on greetings from German speaking countries from various sources (online/ offline), write them down and make presentations to peers.

Link to other learning areas

Learner links their learning to greeting and introduction concepts in other languages.

3.0 WRITING

Theme 2 : Family (Nuclear family; name, age and profession)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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3.0 Writing	2.2 Guided Writing (1 Session)	By the end of the sub strand, the learner should be able to: a) identify rules of orthography in writing, b) write texts observing rules of German orthography, c) value the role of orthography in writing.	The learner is guided to; Learner is guided to: <ul style="list-style-type: none"> • Underline expressions referring to family (<i>Vater, Mutter, Schwester, Bruder usw</i>) • Write down members of their nuclear family and present to classmates by their name, age and profession in plenary • Research in groups how introductions are done in German-speaking countries, write them down and present in plenary 	Why is punctuation important?
<p>Core Competencies to be developed: Communication and collaboration: The learner enhances their teamwork skills as they research in groups how introductions are done in German-speaking countries, write them down and present in plenary</p>				
<p>Values: Love: The learner demonstrates love as they write down members of their nuclear family by name, age and profession in plenary.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p>				

Citizenship (Ethnic and racial relations): The learner develops a global outlook as they research in groups how introductions are done in German-speaking countries and present in plenary.

Link to other learning areas

Learner links their knowledge of greetings and introduction to other languages.

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3.0 WRITING

Theme 3: My Surroundings (The market Places)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Writing	3.3 Guided writing (1 Session)	By the end of the sub strand, the learner should be able to: a) identify vocabulary from reading texts, b) read aloud texts for articulation, c) value the role of reading aloud in building articulation	The learner is guided to: <ul style="list-style-type: none"> • write down shopping lists of things to buy at the market • write down food items and drinks per category • Research on markets in Germany, write them down and present findings in plenary • Discuss with peers the need of following a budget while shopping at the market 	How does reading aloud help us?
<p>Core Competencies to be developed:</p> <p>Critical thinking and problem- solving: Learner enhances their research skills as they research on markets in Germany, write them down and present findings in plenary.</p>				
Values:				

Integrity: Learner enhances their integrity as they discuss with peers the need of following a budget while shopping at the market.

Pertinent and Contemporary Issues (PCI's)

Financial literacy: Learner enhances their financial literacy skills as they discuss with peers the need of following a budget while shopping at the market.

Link to other learning areas

Learner links the concept of the marketplace to the same concept in agriculture and nutrition.

3.0 WRITING

Theme 4:Time (Important dates)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.4 Guided Writing (1 Session)	By the end of the sub strand, the learner should be able to: a) identify rules governing writing numbers in German,	Learner is guided to: <ul style="list-style-type: none"> • Read given texts and answer given questions on dates and holidays • write down numbers and practise counting by reading them aloud in groups 	Why is writing things down important?

		b) write numbers in German, c) value the role of writing in everyday life.	<ul style="list-style-type: none"> • write down and discuss important dates in their lives (<i>Geburtsjahr; Feste usw</i>) with peers Research important dates in Kenyan and German history in groups, write them down and present in plenary	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner enhances their research skills as they research important dates in Kenyan and German history in groups, write them down and present in plenary. • Citizenship: The learner develops their national and cultural identity skills as they research important dates in Kenyan and German history in groups, write them down and present in plenary 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: The learner develops a love and appreciation of their own country as they research important dates in Kenyan and German history in groups, write them down and present in plenary. • Respect: The learner observes respect as they write down and discuss important dates in their lives (<i>Geburtsjahr; Feste usw</i>) with peers. 				
<p>Pertinent and Contemporary Issues (PCI's) Citizenship (social cohesion): Learner enhances both their local and international awareness as they research important dates in Kenyan and German history in groups, write them down and present in plenary</p>				
<p>Link to other learning areas</p>				

Learner links the concept of numbers in Mathematics to this sub strand

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3.0 READING

Theme 5: Fun and enjoyment (Weekends, holidays)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.5 Guided writing (1 Session)	By the end of the sub strand, the learner should be able to: a) write short texts using adjectives b) recognize the role of adjectives in writing	Learner is guided to: <ul style="list-style-type: none"> • Write descriptions on leisure time activities • Write short texts on holiday destinations and activities • Write short texts on activities done during weekends and during holidays using expressions such as <i>gern</i>, <i>lieber</i> and <i>am liebsten</i> • Research on a holiday destination they would like to visit and make a presentation on the same in plenary • Discuss in plenary appropriate weekend and holiday activities and which activities to avoid 	How do we make our writing interesting?

<p>Core Competencies to be developed: Critical thinking and problem- solving: The learner enhances their evaluation and decision making skills as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.</p>
<p>Values: Integrity: Learner demonstrates integrity as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.</p>
<p>Pertinent and Contemporary Issues (PCI's) Substance and alcohol abuse: Learner develops an awareness of this as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid</p>
<p>Link to other learning areas Learner links the concept of holiday activities to the same in creative arts and sports.</p>

3.0 WRITING

Theme 6: Food and drinks (Shopping for food)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

3.0 Writing	3.6 Guided writing (1 Session)	By the end of the sub strand, the learner should be able to: a) write short texts using acquired language structures, b) appreciate the role of writing in everyday life.	The learner is guided to: <ul style="list-style-type: none"> • Read texts and underline key words related to quantities (<i>Kilo, Liter, Dutzend</i>) • write sample shopping lists for different shopping situations • Fill in blanks on given questions about shopping • write dialogues as they role play in groups different shopping situations (at the butcher, at the green grocers, at the supermarket etc) 	How do we avoid distractions while reading a text?
<p>Core Competencies to be developed: Self-efficacy: Learner enhances their effective communication skills as they make presentations in plenary on different shopping situations using acquired vocabulary.</p>				
<p>Values: Respect: Learner observes rules of social interaction as they role play in groups different shopping situations (at the butcher, at the green grocers, at the supermarket etc).</p>				
<p>Pertinent and Contemporary Issues (PCI's) Life skills (negotiation): The learner enhances their negotiation skills as they as they role play in groups different shopping situations (at the butcher, at the green grocers, at the supermarket etc).</p>				

Link to other learning areas

Learner links their knowledge of budgeting to the same concept in Pre-technical studies.

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3.0 WRITING

Theme 7: My Body (Physical appearances)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Guided Writing (1 Session)	By the end of the sub strand, the learner should be able to: a) write descriptive texts for communication, b) value the role of adjectives in descriptive writing.	The learner is guided to: <ul style="list-style-type: none"> • write descriptions of people and match to given pictures • Write and read aloud presentations describing their favourite people by their appearances using adjectives such as <i>nett, freundlich, gross usw</i> • Discuss in plenary the appropriate ways of describing one's physical appearances 	How do we describe someone in writing?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication & collaboration: The learner develops skills of speaking clearly and effectively as they write and read aloud presentations describing their favourite people by their appearances using adjectives such as <i>nett, freundlich, gross usw</i>. • Self-efficacy: The learner develops effective communication skills as they write and read aloud presentations describing their favourite people by their appearances using adjectives such as <i>nett, freundlich, gross usw</i>. 				

<p>Values: Respect: The learner learns how to be respectful as they discuss in plenary the appropriate ways of describing one’s physical appearances</p>
<p>Pertinent and Contemporary Issues (PCI’s) Mental health issues: The learner is aware of being positive to peers as they discuss in plenary the appropriate ways of describing one’s physical appearances.</p>
<p>Link to other learning areas Learner links their knowledge of the body from integrated science to this sub strand</p>

3.0 WRITING

Theme 8: Weather and Environment (The four seasons)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Reading	2.8 Guided writing (1 Session)	By the end of the sub strand the learner should be able to: a) write texts for comprehension,	The learner is guided to: <ul style="list-style-type: none"> • Read texts on weather and seasons and answer given questions • Write down the different seasons in Germany from given flashcards 	Why is writing an important skill?

		b) recognize the role of orthography in language.	<ul style="list-style-type: none"> • Research, write down and discuss with peers on which clothes go with which seasons • Record themselves talking about the different seasons and changing weather patterns in Kenya and Germany and share in plenary for feedback 	
<p>Core Competencies to be developed:</p> <p>Creativity and imagination: Learner enhances their skills of making connections as they record themselves talking about the different seasons in Kenya and Germany and share in plenary for feedback.</p>				
<p>Values:</p> <p>Patriotism: The learner shows love and appreciation for their country as they record themselves talking about the different seasons in Kenya and Germany and share in plenary for feedback</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Climate change: The learner demonstrates their awareness of climate change as they record themselves talking about the different seasons and changing weather patterns in Kenya and Germany and share in plenary for feedback.</p>				
<p>Link to other learning areas</p> <p>Learner links their learning to concepts of weather and climate change in social studies.</p>				

3.0 WRITING

Theme 9: Getting Around (In the neighbourhood)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.9 Guided writing (1 Session)	By the end of the sub strand the learner should be able to: a) write short texts using acquired language structures, b) appreciate the role of writing in everyday life.	<ul style="list-style-type: none"> • read texts of giving directions in German and note down prepositions of location • read aloud texts on giving directions and answer given questions • write down and simulate giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i> 	Why do we read aloud?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner enhances their teamwork skills as they write down and simulate giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i> • Self-efficacy: Learner develops task management skills as they write down and simulate giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i> 				

Values:

Respect: The learner observes rules of social interactions as they write down and simulate giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..?*

Pertinent and Contemporary Issues (PCI's)

Citizenship: Learner enhances their knowledge and appreciation of their neighbourhood as they write down and simulate giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..?*

Link to other learning areas

Learner links their knowledge of prepositions of location to this sub strand.

APPENDIX 1: GUIDELINES FOR GRADE 7 COMMUNITY SERVICE-LEARNING PROJECT

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake one common integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.
Milestone 3	Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution

Milestone 4	<p>Implementation The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p>Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

ASSESSMENT OF COMMUNITY SERVICE LEARNING INTEGRATED ACTIVITY

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

APPENDIX 2: 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.	<ul style="list-style-type: none"> • Flashcards. • Pictures. • Images. • Drawings. • Audio and video recordings. • Standardized tests. • Internet. • Course books. • DVD players. • Listening texts. • TV. • Charts. • Projectors. • Laptops. • Radio. • Magazines. 	<ul style="list-style-type: none"> • Role play. • Discussions. • Observations. • Projects. • Learning logs. • Quizzes. • Portfolios. • Multiple choices. • Exit or Admit stamps. • Total Physical Response. • Peer assessment. 	<ul style="list-style-type: none"> • Kenya Music Festival. • German language Clubs. • Tandem (face-to-face or electronic) and intercultural learning. • School Open Days. • German Cultural Festival. • Exchange Programs. • Language Days. • Inter-House Competitions. • Inter-Class Competitions. • Inter-School Contests.

2.0 Reading.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reading aloud • Discussions • Observations • Quizzes • Portfolio • Reading for fluency • Role play • Learning logs • Exit or Admit stamps • Peer assessment • Checklists 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Audio and video recordings • Internet • Charts • Posters 	<ul style="list-style-type: none"> • Total Physical Response • Writing texts • Forming sentences • Peer assessment • Writing menus 	<ul style="list-style-type: none"> • Exchange Programs • Tandem (face-to-face or electronic) and intercultural learning • Language Days

	<ul style="list-style-type: none"> • Cross word puzzles • Pictures • Drawings • Magazines • Photographs • Newspapers • Flashcards • Illustrations • Journals • Recording devices • Menus • Brochures • Resource person 	<ul style="list-style-type: none"> • Observations • Designing brochures • Matching names to pictures • Filling in missing information • Writing simple plays • Matching of sentences 	<ul style="list-style-type: none"> • School Open Days • Kenya Music Festival • Language Clubs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
4.0 Language structures.	<ul style="list-style-type: none"> • Libraries • Projectors • Course books • Internet • Charts • Pictures • Drawings • Illustrations • Newspapers • Maps • Chalkboard • Sample compositions • Lists of minimal pairs 	<ul style="list-style-type: none"> • Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Lists of homophones, synonyms, antonyms. homonyms, rhymes • Word bush • Curiosity charts 		
Special Needs Education.	<ul style="list-style-type: none"> • Tactile diagrams • Brailed materials • Adapted realia • Pictorial diagrams • Interactive digital content 	<ul style="list-style-type: none"> • Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes 	<ul style="list-style-type: none"> • 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