



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

GERMAN

GRADE 8

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

iii) Promote individual development and self-fulfilment

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

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

LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1
Total		40 +1

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 & Formal Form (Sie-Form)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	1.1 Oral Expression Active listening (3 Sessions)	By the end of the sub strand, the learner should be able to: a) recognize structures and expressions for oral interaction, b) employ appropriate structures and expressions for oral interaction, c) appreciate the role of structures and expressions in communication.	The learner is guided to: <ul style="list-style-type: none"> listen to basic greetings (<i>Hallo, guten Tag, guten Morgen, guten Abend</i>) and repeat listen to short dialogues on asking and responding to questions about name and how one is doing (z.B. <i>Wie heißen Sie? Ich heiße Herr/Frau ...; Wer sind Sie? Ich bin Herr/Frau ...; Wie ist Ihr Name? Mein Name ist Herr/Frau...; Wie geht es Ihnen? Mir geht es gut. etc.</i>) simulate/role-play as above listen to dialogues of people talking about where they come 	How do you greet elder people or people you do not know?

			<p>from and/or stay (z.B. <i>Woher kommen Sie? Ich komme aus ...; Wo wohnen Sie? Ich wohne in ...</i>)</p> <ul style="list-style-type: none"> • ask and answer questions about yourself as above in pairs • enact/imitate/dramatize simple dialogues as above with peers 	
<p>Core Competencies to be developed:</p> <p>Communication and Collaboration: Learner develops the skill of listening keenly and actively when s/he asks and answers questions about him/herself in pairs.</p>				
<p>Values:</p> <p>Integrity: Learner demonstrates the value of honesty as s/he asks and answers questions about him/herself in pairs.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Social Cohesion: Learner enacts simple dialogues with peers hence enhancing social interaction in a formal environment.</p>				
<p>Link to Other Learning Areas:</p> <p>Learner relates the concepts of politeness with the same in Social Studies, English, Kiswahili as well as in other Foreign Languages.</p>				

1.0.LISTENING AND SPEAKING

Theme 2: Extended Family (Name, Age, Profession)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	1.2 Interactive Speaking Listening for Information (3 Sessions)	By the end of the sub strand, the learner should be able to: a) recognize specific information for comprehension, b) employ appropriate vocabulary and structures in interactive contexts, c) understand the need for turn	The learner is guided to: <ul style="list-style-type: none"> • talk about the members of your extended family in pairs • listen to a text about nuclear and extended family <i>members (der Vater, die Oma, der Onkel, der Cousin ..., etc.)</i> and note • ask and respond to questions about family members in pairs (z.B. <i>Wie heißt dein/e Opa/Oma? Er/Sie heißt ...; Wie heißt dein/e Onkel/Tante? Er/Sie heißt ..., etc.)</i>) • listen to an audio text of agemates talking about their family members (z.B. <i>Das ist mein Onkel. Er ist 25</i> 	How can you make a conversation productive?

		<p>taking listening and speaking situations.</p>	<p><i>Jahre alt. Er ist Mechaniker; Das ist meine Cousine. Sie ist 16 Jahre alt. Sie ist Schülerin; etc.)</i></p> <ul style="list-style-type: none"> • dramatize with partner asking about and talking about family members as above • listen to short texts of common professions for family members (z.B. <i>Meine Tante ist Pilotin von Beruf</i>) • listen to short simple texts on name, age and profession of family members (z.B. <i>Mein Onkel heißt Luseru. Er ist 25 Jahre alt. Er ist Lehrer...</i>) 	
<p>Core Competencies to be developed: Communication and Collaboration: Learner develops the skill of listening keenly and actively when s/he asks and responds to questions about family members in pairs.</p>				
<p>Values: Unity: Lerner displays the value of cooperation when s/he dramatizes with partner asking about and talking about family members.</p>				

Pertinent and Contemporary Issues (PCI's)

Critical and creative thinking: Learner demonstrates curiosity of knowing more about professions when they listen to texts on professions of family members

Link to Other Learning Areas:

Learner relates the topic of talking about the extended family to the same concepts in Social Studies and other Languages.

1.0.LISTENING AND SPEAKING**Theme 3: My surroundings (My town, “Wohin?”)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	1.3 Oral Expression Active Listening (3 Sessions)	By the end of the sub strand, the learner should be able to: a) identify phrases and vocabulary for comprehension,	The learner is guided to: <ul style="list-style-type: none"> • talk about places of interest in and around the school with peers • listen to people talking about where they are going (z.B. <i>das Hotel, der Supermarkt, der Markt, der Postamt (Huduma Center), die Bushaltestelle,</i> 	How do you listen to acquire basic information?

		<p>b) take part in an oral expression using acquired phrases and vocabulary,</p> <p>c) appreciate the role of listening skills for acquiring information</p>	<p><i>die Bank, der Milchladen, das Krankenhaus, die Bibliothek, etc.)</i> and repeat</p> <ul style="list-style-type: none"> • listen to short texts about places and match to given pictures of place in pairs • listen to conversations about people going to different places in town (z.B. <i>Wohin gehst/fährst du? Ich gehe/fahre in den Supermarkt ..., etc.</i>) • role play and hold conversations in pairs as above • listen to short simple texts on activities people do in town (z.B. <i>Wo kaufst du Tomaten? Ich kaufe Tomaten im Supermarkt, etc.</i>) • watch video-clips on people going to/or working in important places in town and discuss with peers 	
<p>Core Competencies to be developed: Communication and Collaboration: Learner develops the skill of listening keenly and actively when s/he role plays and holds conversations in pairs.</p>				

<p>Values: Respect: Learner displays awareness for the value of etiquette s/he role plays and holds conversations in pairs.</p>
<p>Pertinent and Contemporary Issues (PCI's): Social Cohesion: Learner develops awareness on activities that gather people in one place for common purpose</p>
<p>Links to Other Learning Areas: Learner relates the topic of talking about his/her surroundings to the same concepts in Social Studies and other Languages.</p>

1.0.LISTENING AND SPEAKING

Theme 4: Time (12 hrs Clock, „Stundenplan“)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	1.4 Interactive Speaking Listening for Information (3 Sessions)	By the end of the sub strand, the learner should be able to: a) distinguish specific information from	The learner is guided to: <ul style="list-style-type: none"> listen to short simple texts about time (z.B. <i>Wie spät ist es? Es ist ... Uhr, Es ist halb ...; Es ist ... vor/nach ...; etc.</i>) listen to a short text and match it to a given picture 	How can you make a conversation interesting?

		<p>given texts for communication,</p> <p>b) employ appropriate language structures and vocabulary to express oneself,</p> <p>c) understand the value of appropriate language structures in communication.</p>	<ul style="list-style-type: none"> • listen to people talking about time (z.B. <i>Wann kommst du? Ich komme um ...; Wann kommt Mama? Mama kommt um ...; etc.</i>) • listen to short text and select the corresponding picture of the clock • listen to short texts on time for school and learning areas (z.B. <i>Wann beginnt die Schule? Die Schule beginnt um ...; Wann ist der Deutschunterricht / die Deutschstunde? - Der Deutschunterricht ist um ... Uhr</i>) • ask and respond to questions about time with peers (z.B. <i>Wann ist Mittagessen? Um wieviel Uhr trinkst du Tee? etc.</i>) 	
<p>Core Competencies to be developed: Communication and Collaboration: Learner develops the skill speaking clearly and effectively when s/he asks and responds to questions about time.</p>				
<p>Values: Responsibility: Learner demonstrates the value of excellence when s/he asks and responds to questions about time.</p>				

Pertinent and Contemporary Issues (PCI's)

Good governance: Learner talks with peers on ways of utilizing time appropriately in their day-to-day activities

Link to Other Learning Areas:

Learner relates the topic of talking about time to the same concepts in Social Studies and other Languages.

1.0.LISTENING AND SPEAKING**Theme 5: Fun and Enjoyment (Travel – “Wilde Tiere”, “Wohin?”, “denn”)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	1.5 Oral Expression Active Listening (3 Sessions)	By the end of the sub strand, the learner should be able to: a) recognize specific sound patterns as expressed by different vowels/consonants/diphthongs/ combinations for communication b) extract specific information from a listening comprehension text	The learner is guided to: <ul style="list-style-type: none"> • listen to names of wild animals and repeat • listen to short simple text on wild animals (<i>z.B. der Lowe, der Elefant, die Schlange, die Zebra...</i>) and discuss with peers • listen to short texts on attractive places to tour (<i>z.B.</i> 	Why is active listening important?

		c) acknowledge the role of active listening for communication	<i>ich fahre nach Nairobi, denn der Schlangenpark ist billig</i> <ul style="list-style-type: none"> • listen to short text and match text to picture of animal • research online on wild animals and share with peers 	
Core Competencies to be developed: Creativity and imagination: Learner gives reasons why they find certain features attractive.				
Values: Self-efficacy: Learner expresses information on tourist attraction features using the acquired vocabulary				
Pertinent and Contemporary Issues (PCI's): Online safety: Learners develop safe internet skills to be careful when researching online on wild animals and share using social media				
Link to Other Learning Areas: Learner relates the topic of talking about fun and enjoyment to the same concepts in Social Studies and other Languages.				

1.0.LISTENING AND SPEAKING

Theme 6: Foods and Drinks (in the Kitchen – meal preparation, ingredients, utensils)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	1.6 Interactive Speaking Listening for Information (3 Sessions)	By the end of the sub strand, the learner should be able to: a) recall specific information for comprehension b) employ specific vocabulary in oral expression c) display a positive attitude towards speaking activities	The learner is guided to: <ul style="list-style-type: none"> • listen to names of ingredients for certain dishes and speak after • listen to short simple texts and fill in the blank space a missing letter • listen to short texts and cross out the extra ingredient • Listen to names of kitchen items • listen to short texts on description of kitchen items/utensils • listen to short simple texts on preparation of simple meals • listen to songs and sing along in groups 	How do you share ideas?

			<ul style="list-style-type: none"> • speak with peers on preparation of their favourite meals 	
<p>Core Competencies to be developed: Self-efficacy: Learner identifies own preferences as they speak with peers on preparation of their favourite meals.</p>				
<p>Values: Unity: Learner strives to achieve a common goal when they listen to songs and sing along in groups.</p>				
<p>Pertinent and Contemporary Issues (PCI's): Self-awareness: Learner enhances personal skills in cooking when they listen to texts and share information on preparation of simple meals</p>				
<p>Link to Other Learning Areas: Learner relates the topic of talking about foods and drinks to the same concepts in Social Studies, Agriculture and Nutrition, Integrated Science and other Languages.</p>				

1.0.LISTENING AND SPEAKING

Theme 7: My Body (Feelings and Emotions, Needs)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	1.7 Oral Expression Active Listening	By the end of the sub strand, the learner should be able to: a) identify appropriate sounds and words for communication b) express ideas using appropriate language structures c) acknowledge the value of active listening in communication	The learner is guided to: <ul style="list-style-type: none"> listen to short simple texts on expressing feelings and emotions (<i>z.B. Ich bin müde/hungrig/satt/glücklich/traurig/durstig/krank, etc.</i>) listen to short simple texts on expressing needs (<i>z.B. Ich habe Hunger. Ich brauche/möchte Essen. Ich habe ..., etc.</i>) listen to short simple poems/songs on expressing feelings and emotions 	How do you maintain healthy dialogue with others

Core Competencies to be developed:

Self – efficacy: Learner speaks out needs and receives advice gracefully when they listen to texts on expressing feelings, emotions and needs.

Values:

Respect: Learner demonstrates respect when they listen to peers giving instructions on what they ought to do.

Pertinent and Contemporary Issues (PCI's):

Learning environment: Learner enhances awareness on daily issues activities when they listen to texts expressing feelings, emotions and needs.

Link to Other Learning Areas:

Learner relates the topic of talking about foods and drinks to the same concepts in Social Studies and other Languages.

1.0. LISTENING AND SPEAKING

Theme 8: Weather and Environment (Physical features + activities done under different weather conditions)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking (3 Sessions)	a. Interactive Speaking b. Listening for Information	By the end of the sub strand, the learner should be able to: a) recognize specific vocabulary for comprehension b) extract specific information from a listening comprehension text c) appreciate the role vocabulary plays in listening and speaking	The learner is guided to: <ul style="list-style-type: none"> • listen to names of physical features and repeat • listen to short simple texts on description of physical features (<i>z.B. Der Berg ist hoch; Der Wald ist grün...</i>) • listen to short text and label the picture (<i>z.B Text A = Strand, Text B = Berg/Ozean</i>) • discuss on physical features within their immediate environment with peers • discuss activities one can do (<i>z.B. Bergsteigen, Tee pflanzen, Boot fahren</i>) 	What is the use of vocabulary?

			<ul style="list-style-type: none"> research more on physical features in Kenya and discuss with peers 	
<p>Core Competencies to be developed:</p> <p>Citizenship: Learner enhances awareness on importance of sustaining and protecting global resources of the planet within their community.</p>				
<p>Values:</p> <p>Responsibility: Learner recognizes that they have some responsibilities as citizens to protect their environment for enjoyment.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Social Cohesion: Promotion of environment and technology as learner researches online on physical features in Kenya and share with peers.</p>				
<p>Link to Other Learning Areas:</p> <p>Learner relates the topic of talking about the weather and environment to the same concepts in Social Studies, Integrated Science and other Languages.</p>				

1.0.LISTENING AND SPEAKING

Theme 9: Getting Around (Transport – „Wie komme ich ...?“ , „Wo ist ...?“)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking (3 Sessions)	1.9 Oral Expression Active Listening	By the end of the sub strand, the learner should be able to: a) recognize basic sound patterns as expressed by different vowel/consonant/diphthong combinations for speaking, b) extract specific information from listening comprehension text, c) listen to audio texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • listen to names of means of transport and repeat • listen to short texts on description of means of transport (z.B. <i>Der Schulbus ist langsam</i>, etc.) • ask peers to name favourite means of transport and they respond (z.B. <i>Was ist ...?; Mein Lieblingstransportmittel ist ..., denn ...; Ich fahre am liebsten mit ..., denn ..., etc.</i>) • listen to short simple text on people travelling to different places (z.B. <i>Ich fahre/fliege/reise nach ... mit ..., etc.</i>) • listen to short simple texts on people asking for direction (z.B. <i>Wo ist die Schule?; Wo ist das Krankenhaus?</i> etc.) 	Why are sounds useful in speaking?

			<ul style="list-style-type: none"> • ask each other on how to reach places (z.B. <i>Wie kommst du zur Schule? Ich komme mit ..., etc.</i>) • watch online videos on how people travel to different places • listen to songs/poems on means of transport 	
<p>Core Competencies to be developed: Communication and Collaboration: Learner demonstrates the skill of contributing to group decision making when they work in pairs and ask each other on how to reach places.</p>				
<p>Values: Unity: Learner strives to achieve a common goal when they ask peers to name favourite means of transport.</p>				
<p>Pertinent and Contemporary Issues (PCI's): Road safety: Learner gets more informed on road safety when they watch online videos on how people travel to different places</p>				
<p>Link to Other Learning Areas: Learner relates the topic of talking about transport to the same concepts in Social Studies and other Languages.</p>				

ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to articulate and pronounce words (Oral Expression)	Speaks with an almost perfect/error-free pronunciation and articulation. Makes an exerted effort to sound like a native speaker. The speech is clear and the responses are logical and very easy to follow.	Speaks in an appropriate pronunciation and articulation. Speech is clear and the response is logical and easy to follow.	Speaks with minimal hesitation, some errors in pronunciation and articulation. Meaning can easily be guessed from the responses Responses are slightly difficult to follow.	Speaks with pronunciation and articulation containing grave errors. Speech lacks clear sequence and is inaudible. Meaning can barely be derived from the responses and is difficult to follow.
Ability to identify general information from given texts (Listening for Information)	Interprets all questions in context. Responds to all questions appropriately. Uses appropriate and varied vocabulary in tasks.	Interprets the given tasks in context. Responds to the given tasks appropriately. Uses the appropriate vocabulary in response to questions.	Interprets most of the given questions in context. Responds to most of the given questions appropriately. Uses most of the acquired vocabulary in response to questions.	Interprets some of the given questions in context. Responds to some of the given questions appropriately. Uses some of the acquired vocabulary in response to questions.

	Undertakes more than the required tasks appropriately.			Exhibits lack of understanding of the questions or does not respond to questions at all.
Ability to imitate speech (Interactive Speaking)	Uses a variety of non-verbal cues: appropriate facial expressions, body postures, gestures, pauses, poise Uses appropriate verbal cues: stress patterns, intonation Maintains meaningful eye contact at all times Speaks with confidence.	Uses non-verbal cues appropriately: facial expressions, body postures and gestures. Uses verbal cues appropriately: stress patterns, intonation Maintains meaningful eye contact Speaks with confidence.	Uses most of the non-verbal cues appropriately. Uses most of the verbal cues appropriately. Maintains eye contact some of the times Speaks with minimal prompting.	Uses some of the non-verbal cues appropriately. Uses some of the verbal cues appropriately. Maintains eye contact some of the times Requires prompting to speak.
Ability to identify selective information (Active Listening)	Interprets all questions in context. Responds to all questions appropriately. Uses appropriate and varied vocabulary in tasks.	Interprets the given tasks in context. Responds to the given tasks appropriately. Uses the appropriate vocabulary in response to questions.	Interprets most of the given questions in context. Responds to most of the given questions appropriately.	Interprets some of the given questions in context. Responds to some of the given questions appropriately.

	Undertakes more than the required tasks appropriately.		Uses most of the acquired vocabulary in response to questions.	Uses some of the acquired vocabulary in response to questions. Exhibits lack of understanding of the questions or does not respond to questions at all.
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DRAFT

2.0 READING

Theme 1: Greetings and Introduction + Basic Greetings & Formal Form (Sie-Form)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	2.1. Reading for fluency (2 Sessions)	By the end of the sub strand, the learner should be able to: a) recognize specific vowels/consonants/diphthongs combination patterns, b) extract specific information from reading	The learner is guided to: <ul style="list-style-type: none"> • read short simple texts on basic greetings (z.B. <i>Hallo, guten Tag, guten Morgen, guten Abend</i>) and note down • read short simple dialogues on asking about one's name and the response (z.B. <i>Wie heißen Sie? Ich heiÙe Herr/Frau ...; Wer sind Sie? Ich bin Herr/Frau ...; Wie ist Ihr Name? Mein Name ist Herr/Frau ..., etc.</i>) • read short dialogues on how one is doing (z.B. <i>Wie geht es Ihnen? Mir geht es gut!, etc</i>) • read short dialogues on where one comes from and where one stays (z.B. <i>Woher kommen Sie? Und wo wohnen Sie?</i>) 	How do we improve our fluency?

		<p>comprehension texts, c) read texts for enjoyment.</p>	<ul style="list-style-type: none"> • read longer dialogues on the above perspectives on greetings and self-introduction in pairs • read and enact/imitate simple dialogues with peers 	
<p>Core Competencies to be developed: Communication and Collaboration: Learner demonstrates the skill of contributing to groups decision making when they read dialogues on self-introduction in pairs.</p>				
<p>Values: Unity: Learner strives to achieve a common goal when they read and enact/imitate simple dialogues with peers.</p>				
<p>Pertinent and Contemporary Issues (PCI's) Social Cohesion: Learner develops social skills when they read texts on self-introduction in a formal setup.</p>				

Link to other learning areas:

Learner relates the concepts of politeness with the same in Social Studies, English, Kiswahili as well as in other Foreign Languages.

2.0.READING

Theme 2: Extended Family (Name, age, profession)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	2.2.Reading for understanding (2 Sessions)	By the end of the sub strand, the learner should be able to: a) recognize specific spelling patterns for fluent reading, b) extract specific information from a reading comprehension text,	The learner is guided to: <ul style="list-style-type: none">• read names of nuclear and extended family <i>members</i> for fluency• read short texts and cross the odd family member out.• read short texts on name, age and profession of extended family and respond to provided questions	How does spelling affect reading?

		c) read texts for enjoyment.		
Core Competencies to be developed:				
Self-efficacy: Learner enhances confidence when fluently read texts on name, age and profession of extended family.				
Values:				
Respect: Learner displays positive attitude towards others when they read short simple dialogues on family and professions with peers.				
Pertinent and Contemporary Issues (PCI's):				
Critical and creative thinking: Learner demonstrates awareness of knowing more about professions when they read texts on professions of family members.				
Links to Other Learning Areas:				
Learner relates the topic of the extended family to the same concepts in Social Studies and other Languages.				

2.0.READING

Theme 3: My surroundings (My Town “Wohin?”)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	2.3.Reading for fluency (2 Sessions)	By the end of the sub strand, the learner should be able to: a) recognize specific punctuation marks for fluent reading, b) extract specific information from a reading comprehension text. c) read texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • reads short simple texts on essential places and answer yes/no questions • read short texts and match to appropriate picture of place in pairs • read short simple texts of people going to different places in town and fill the blank space correctly • read short simple texts on activities people do in town and imitate the story 	How do punctuation marks affect reading?
<p>Core Competencies to be developed:</p> <p>Communication and Collaboration: Learner demonstrate the skill of contributing to group decision making when they read short texts and match to appropriate picture of place in pairs.</p>				

Values:

Unity: Learner strives to achieve a common goal when they read short texts and match to appropriate picture of place in pairs.

Pertinent and Contemporary Issues (PCI's):

Social Cohesion: Learner develops awareness of essential places and what is done there when they read short simple texts on activities people do in town.

Link to Other Learning Areas:

Learner relates the topic of talking about his/her surroundings to the same concepts in Social Studies and other Languages.

2.0.READING

Theme 4: Time (12 hrs Clock, „Stundenplan“)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	2.4.Reading for understanding (2 Sessions)	By the end of the sub strand, the learner should be able to: a) recognize specific information for comprehension, d) pronounce specific words for communication, b) appreciate role of vocabulary in reading.	The learner is guided to: <ul style="list-style-type: none"> • read short simple texts on 12 hour clock • read each other’s personal timetable in pairs • read short text and select the corresponding picture of the clock read short text on school routine in groups 	How would you understand information from reading texts?
<p>Core Competencies to be developed: Communication and Collaboration: Learner demonstrates the skill of contributing to group decision making when they read each other’s personal timetable in pairs and discuss.</p>				

<p>Values: Unity: Learner enhances the spirit of cooperation when they read short text and select the corresponding picture of the clock read short text on school routine in groups.</p>
<p>Pertinent and Contemporary Issues (PCI's): Good governance: Learner talks with peers on ways of utilizing time appropriately in their day to day activities</p>
<p>Link to Other Learning Areas: Learner relates the topic of talking about time to the same concepts in Social Studies and other Languages.</p>

2.0.READING

Theme 5: Fun and Enjoyment (Travel – “Wilde Tiere”, “Wohin?”, “denn”)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	2.5.Reading for fluency (2 Sessions)	By the end of the sub strand, the learner should be able to: a) recognize specific vocabulary for comprehension,	The learner is guided to: <ul style="list-style-type: none"> • read list of names of wild animals aloud • read short simple texts on wild and respond to simple questions in pairs 	What is the role of vocabulary in understanding texts?

		b) read specific texts with the correct articulation, c) appreciate the role of vocabulary in reading comprehension.	<ul style="list-style-type: none"> • read short texts on tourist attraction places and discuss in groups • research online texts on wild animals and share with peers 	
Core Competencies to be developed: Learning to learn: Learner demonstrates the skill of working on their own to accomplish assigned tasks when they research online texts on wild animals and share with peers.				
Values: Responsibility: Learner demonstrates self-drive when they read short texts on tourist attraction places and discuss in groups.				
Pertinent and Contemporary Issues (PCI's) Online safety: Learners develop awareness of online safety when they research online texts on wild animals and share with peers.				
Links to Other Learning Areas: Learner relates the topic of talking about fun and enjoyment to the same concepts in Social Studies and other Languages.				

2.0.READING

Theme 6: Foods and Drinks (in the Kitchen – meal preparation, ingredients, utensils)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	2.6.Reading for understanding (2 Sessions)	By the end of the sub strand, the learner should be able to: a) recognizes specific spelling patterns for fluency, b) extracts specific information from reading comprehension texts, c) reads texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • read names of ingredients for specific dishes/kitchen items • reads short texts on preparation of simple meals and answer simple comprehension questions • go online and read short texts on meals in Germany and share information with peers 	How do you share information you have read?
<p>Core Competencies to be developed: Learning to learn: Learner works on their own to complete assigned tasks when they go online and read short texts on meals in Germany and share information with peers.</p>				
<p>Values: Responsibility: learners demonstrate self-drive when they go online and read short texts on meals in Germany and share information with peers.</p>				

Pertinent and Contemporary Issues (PCI's)

Online safety: Learners develop awareness of online safety when they go online and read texts on meals in Germany and share information with peers.

Links to Other Learning Areas:

Learner relates the topic of talking about foods and drinks to the same concepts in Social Studies, Agriculture and Nutrition, Integrated Science and other Languages.

2.0.READING**Theme 7: My Body (Feelings and emotions, needs)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	2.7.Reading for fluency (2 Sessions)	By the end of the sub strand, the learner should be able to: a) recognize specific sound combination patterns for fluency,	The learner is guided to: <ul style="list-style-type: none">• reads short simple texts on expressing feelings, emotions and needs and arrange pictures in the correct sequence in pairs• reads short simple poems/songs on expressing feelings and	Why should one pay attention on vowels when reading?

		b) extract specific information in a reading comprehension text, c) read texts for enjoyment.	emotions and respond to the questions in groups	
Core Competencies to be developed: Self-efficacy: Learner identifies who they are when they read texts on expressing feelings, emotions and needs.				
Values: Love: Learner empathizes with other people's feelings and emotions when they read poems/sing songs on feelings and emotions in groups.				
Pertinent and Contemporary Issues (PCI's) Mental health: Learner develops emotional awareness when they read short simple texts on people's feelings, emotions and needs in pairs.				
Links to Other Learning Areas: Learner relates the topic of talking about foods and drinks to the same concepts in Social Studies and other Languages.				

2.0.READING

Theme 8: Weather and Environment (Physical features + activities done under different weather conditions)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	2.8.Reading for understanding (2 Sessions)	By the end of the sub strand, the learner should be able to: a) identify specific words for comprehension, b) pronounce words for fluency, c) appreciate the role of vocabulary in comprehension.	The learner is guided to: <ul style="list-style-type: none"> • read short simple texts on physical features and identify them with peers • read short simple texts on activities people do in varying weather conditions • read online texts on physical features in Kenya and share information with peers 	How do we ensure we get all the required information from a text?
<p>Core Competencies to be developed: Digital literacy: Learner uses internet to accomplish tasks when they read online texts on physical features in Kenya and share information with peers.</p>				
<p>Values: Responsibility: Learner demonstrates self-drive when they read short simple texts on physical features with peers.</p>				

Pertinent and Contemporary Issues (PCI's):

Environmental awareness: Learner develops environmental awareness when they read short simple texts on activities people do in varying weather conditions.

Links to Other Learning Areas:

Learner relates the topic of talking about the weather and environment to the same concepts in Social Studies, Integrated Science and other Languages.

2.0.READING**Theme 9: Getting Around (Transport, „Wie komme ich ...?“, „Wo ist ...?“)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	2.9.Reading for fluency (2 Sessions)	By the end of the sub strand, the learner should be able to: a) recognize specific sound combinations for pronunciation,	The learner is guided to: <ul style="list-style-type: none">• read names of means of transport and select the appropriate pictures in groups• read short texts on description of means of transport and answer the questions in pairs	What is the role of consonants in reading texts?

		b) extract specific information from reading comprehension texts, c) read texts for enjoyment.	<ul style="list-style-type: none"> • read short simple texts on people travelling to different places and answer simple questions in groups • read short simple texts on giving directions on places to travel and discuss with peers 	
Core Competencies to be developed: Communication and Collaboration: Learner contributes to group decision making when they read names of means of transport and select the appropriate pictures in groups.				
Values: Unity: Learner exhibits cooperation when they read short simple texts on people travelling to different places and answer simple questions in groups				
Pertinent and Contemporary Issues (PCI's) Social Cohesion: Learner demonstrates social cohesion when they read short simple texts on giving directions on places to travel to and discuss with peers				
Links to Other Learning Areas: Learner relates the topic of talking about transport to the same concepts in Social Studies and other Languages.				

ASSESSMENT RUBRICS FOR READING

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read fluently (Reading for Fluency)	Reads clearly and loudly with appropriate rhythm, stress and intonation. Pronounces all the words in the passage correctly and with the appropriate tempo. Groups all the words in logical lexical units throughout.	Reads clearly and loudly. Pronounces the words correctly. Groups the words logically when reading.	Reads clearly and loudly most of the time. Pronounces most of the words correctly. Groups most of the words logically when reading.	Reads given words, but requires prompting to be clear and audible. Pronounces some of the words correctly. Has difficulty grouping the words logically when reading.
Ability to understand given reading tasks (Reading for Understanding)	The voice carries appropriate inflection (rising and falling) and the tone changes to capture the mood of the text throughout. The voice uses varied but appropriate pitch (loudness and softness) throughout.	The voice carries appropriate inflection (rising and falling) and the tone changes to capture the mood of the text. The voice uses appropriate pitch (loudness and softness).	The voice sometimes carries appropriate inflection and the tone sometimes changes to capture the mood of the text. Monotone is common. Uses facial expressions most of the time.	The voice is monotone throughout and carries no inflection and the tone does not change to carry the mood of the text.

	Uses varied and appropriate facial expressions throughout.	Uses appropriate facial expressions.		
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3.0 WRITING

Theme 1: Greetings and Introduction + Basic Greetings & Formal Form (Sie-Form)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	2.1.Guided Writing (1 Session)	By the end of the sub strand, the learner should be able to: a) identify specific words and phrases for enhancing language learning, b) spell words correctly for communication, c) appreciate the role of words and phrases in writing.	The learner is guided to: <ul style="list-style-type: none"> • match basic greetings appropriately (z.B. <i>Hallo, guten Tag, guten Morgen, guten Abend</i>) • fill missing word in incomplete spaces of a dialogue (z.B. <i>Wie heißen ____? Wie geht es ____?, etc.</i>) • write/complete in the space the correct form of the verb (z.B. <i>Frau Amani w ____ in Bungoma</i>) • bring up jumbled up sentences to a logical dialogue) • write short simple dialogues in pairs and present to peers 	Why is reading important?

Core Competencies to be developed:

Communication and Collaboration: Learner contributes to group decision making when they write short simple dialogues in pairs and present to peers.

Values:

Unity: Learner strives to achieve a common goal when they write short simple dialogues in pairs and present to peers.

Pertinent and Contemporary Issues (PCI's):

Social Cohesion: learner enacts simple dialogues with peers hence enhancing social interaction.

Link to other learning areas:

Learner relates the concepts of politeness with the same in Social Studies, English, Kiswahili as well as in other Foreign Languages.

3.0 WRITING

Theme 2: Extended Family (Name, age, profession)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.2. Guided Writing (1 Session)	By the end of the sub strand, the learner should be able to: a) recognize appropriate vocabulary for communication, b) spell words correctly for effective communication, c) write texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • write nouns of family members with correct definite articles (<i>der Vater, die Oma, der Onkel, der Cousin...</i>) • match the opposites of family members and read aloud to peers • fill in the blank space an appropriate family member (<i>z.B. Vater von meinem Vater ist _____</i>) • fill the blank space with a suitable profession from the provided list • find family members/professions in a puzzle and read out to peers • fill a cross word with family members/professions in pairs 	Why is it important to be guided in writing?

			<ul style="list-style-type: none"> research online on professions in Germany and share information with peers 	
<p>Core Competencies to be developed:</p> <p>Learning to learn: Learner works on their own to accomplish assigned tasks when they research online on professions in Germany and share information with peers.</p>				
<p>Values:</p> <p>Responsibility: Learner exhibits self-drive when they research online on professions in Germany and share information with peers.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Online safety: Learner develops self-awareness of safety online when they research online on professions in Germany and share information with peers.</p>				
<p>Link to Other Learning Areas:</p> <p>Learner relates the topic of talking about the extended family to the same concepts in Social Studies and other Languages.</p>				

3.0 WRITING

Theme 3: My Surroundings (My Town “Wohin?”)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.3. Guided Writing (1 Session)	By the end of the sub strand, the learner should be able to: a) identify appropriate language patterns for communication, b) spell words correctly in varied contexts for comprehension, c) appreciate the role spelling plays in writing.	The learner is guided to: <ul style="list-style-type: none"> fill blank places in a word and read out to peers (z.B. S-PER_AR__T fill blank space with the correct noun e (z.B. <i>wo kaufst du Milch?</i> _____ <i>wo kaufst du Fleisch?</i> _____) and read to peers match text to appropriate picture of place in pairs colour pictures of own favourite place in town combine 2 parts of a word to form one (z.B. <i>Super+ Markt = Supermarkt</i>) 	Why is good handwriting important?

			<ul style="list-style-type: none"> • match 2 sentences logically in pairs (z.B. <i>Ich gehe ins Hotel, denn ich will Pommes essen</i>) • watch video-clips/sketches/ newspaper cuttings of people going to/ or working in important places in town and write the name of place/activity in groups (z.B. <i>man selling fruits – der Markt / der Verkäufer</i>) 	
<p>Core Competencies to be developed: Self-efficacy: Learner identifies general features of own town when they colour pictures of own favourite place in town.</p>				
<p>Values: Unity: Learner strives to achieve common goal when they watch video-clips/sketches/ newspaper cuttings of people going to/ or working in important places in town and write the name of place/activity in groups.</p>				
<p>Pertinent and Contemporary Issues (PCI's): Social Cohesion: Learner develops awareness when they watch clips on activities that gather people in one place for common purpose.</p>				

Link to Other Learning Areas:

Learner relates the topic of talking about his/her surroundings to the same concepts in Social Studies and other Languages.

3.0 WRITING

Theme 4: Time (12 hrs Clock, „Stundenplan“)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing (1 Session)	3.4. Guided Writing	By the end of the sub strand, the learner should be able to: a) recognize sound combinations for communication, b) utilize appropriate language structures in writing, c) write short texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none">• draw a sketch of clock and label• write time shown on a few pictures of clocks (z.B. <i>Es ist 8 Uhr</i>)• fill text with special words linked to 12 hour clock (z.B. <i>halb, vor, nach, viertel...</i>)• sequence the correct picture of the clock to audio• underline learning areas from text and read to peers	How can you write with speed?

			<ul style="list-style-type: none"> • sketch a personal time-table and share with peers • fill gaps with yes or no responses from text • write short poems on school routine and share in groups 	
<p>Core Competencies to be developed: Communication and Collaboration: Learner contributes to group decision making when they write short poems on school routine and share in groups.</p>				
<p>Values: Unity: Learner strives to achieve common goal when they sketch a personal time-table and share with peers.</p>				
<p>Pertinent and Contemporary Issues (PCI's) Social Cohesion: Learner develops awareness when they watch clips on activities that gather people in one place for common purpose.</p>				
<p>Link to Other Learning Areas: Learner relates the topic of talking about time to the same concepts in Social Studies and other Languages.</p>				

3.0 WRITING

Theme 5: Fun and Enjoyment (Travel, “ <i>Wilde Tiere</i> ”, “ <i>Wohin?</i> ”, “ <i>denn</i> ”)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.5. Guided Writing (1 Session)	By the end of the sub strand, the learner should be able to: a) recognize specific patterns as expressed by different sound combinations for communication, b) employ correct orthography in writing texts, c) appreciate the role orthography plays in writing.	The learner is guided to: <ul style="list-style-type: none"> • re-write jumbled up letters to form correct names of wild animals (z.B <i>welo = Lowe</i>) • write name of wild animal shown in the picture and share with peers • search for names of wild animals in a puzzle • match text to picture of the wild animals from audio • draw sketches of wild animals, colour and share with peers • research online on names of other wild animals and share with peers 	Why are punctuation marks important in writing?

Core Competencies to be developed:

Creativity and imagination: Learner develops exploration skills by undertaking tasks that require first hand experiences in order to use them to create something new when they draw sketches of wild animals, colour and share with peers.

Values:

Responsibility: Learner demonstrates proactively carry out the given tasks when they go online and write names of other wild animals and share with peers.

Pertinent and Contemporary Issues (PCI's):

Internet safety: Learners become conscious on internet or social media when they go online and search for names of other wild animals and share with peers.

Link to Other Learning Areas:

Learner relates the topic of talking about fun and enjoyment to the same concepts in Social Studies and other Languages.

3.0 WRITING

Theme 6: Foods and Drinks (in the Kitchen – meal preparation, ingredients, utensils)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.6. Guided Writing (1 Session)	By the end of the sub strand, the learner should be able to: a) recognize basic punctuation marks in writing, b) employ specific vocabulary for communication, c) writes for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • write names of ingredients from an audio stimuli • fill in the blank space with a missing letter in the ingredients • cancel/cross out the odd item • find ingredients in a puzzle • sketch kitchen items and label them • write the missing item texts and share with peers • arrange sentences in the correct sequence on procedure of preparing meals • write a menu of favourite foods in groups 	How do you share ideas?

<p>Core Competencies to be developed: Learning to learn: Learner develops relationships by sharing what they have learnt when they cancel/cross out the odd item.</p>
<p>Values: Unity: learner strives to achieve a common goal when they write a menu of favourite foods in groups.</p>
<p>Pertinent and Contemporary Issues (PCI's) Self-awareness: Learner enhances personal skills on cooking when they write a menu of favourite foods in groups.</p>
<p>Link to Other Learning Areas: Learner relates the topic of talking about foods and drinks to the same concepts in Social Studies, Agriculture and Nutrition, Integrated Science and other Languages.</p>

3.0. WRITING

Theme 7: My Body (Feelings and emotions)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7. Guided Writing	By the end of the sub strand, the learner should be able to:	<p>The learner is guided to:</p> <ul style="list-style-type: none"> attach a suitable emoji on appropriate feelings and emotions 	Why is correct spelling useful in writing?

	(1 Session)	<p>a) recognize basic spelling patterns for communication,</p> <p>b) employ basic orthography rule by capitalizing nouns in writing,</p> <p>c) appreciate the role spelling plays in writing.</p>	<ul style="list-style-type: none"> • write the correct form of the identified verbs from text • match the appropriate picture to described feeling • fill the blank space with a suitable word form given list • write short poems/songs on feelings and emotions 	
<p>Core Competencies to be developed: Critical thinking and problem solving: Learner enhances skills of problem solving when they write short poems/songs on feelings and emotions.</p>				
<p>Values: Respect: Learner demonstrates respect when they listen to peers giving instructions on what they ought to do.</p>				
<p>Pertinent and Contemporary Issues (PCI's): Assertiveness: Learner enhances skills of self-awareness on identifying different emotions and feelings own body when they match the appropriate picture to described feeling.</p>				
<p>Link to other learning areas: Learner relates the topic of talking about foods and drinks to the same concepts in Social Studies and other Languages.</p>				

3.0 WRITING

Theme 8: Weather and Environment (Physical features + activities done under different weather conditions)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.8. Guided Writing (1 Session)	By the end of the sub strand, the learner should be able to: a) recognize specific vocabulary for communication, b) spell words correctly in writing, c) appreciate the role spelling plays in writing.	The learner is guided to: <ul style="list-style-type: none"> • list names of physical features from an audio Stimuli • writes the name of the pictured physical features • complete label of name of a feature (z.B der B _____ ist hoch) • fill blank spaces with a missing activity • search physical features online label them and share with peers 	How do you gather vocabulary in writing?
<p>Core Competencies to be developed: Communication and collaboration: Learner contributes to group decision making by participating actively in given tasks.</p>				

<p>Values: Respect: Learner demonstrates spirit of open mindedness when they understand and appreciate others when they search physical features online label them and share with peers.</p>
<p>Pertinent and Contemporary Issues (PCI's): Social Cohesion: Promotion of environment and technology as learner researches online on physical features in Kenya and share with peers.</p>
<p>Link to other learning areas: Learner relates the topic of talking about the weather and environment to the same concepts in Social Studies, Integrated Science and other Languages.</p>

3.0 WRITING

Theme 9: Getting Around (Transport, „Wie komme ich ...?“, „Wo ist ...?“)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.9. Guided Writing	By the end of the sub strand, the learner should be able to:	<p>The learner is guided to:</p> <ul style="list-style-type: none"> attach names of means of transport to appropriate picture 	How do you write well?

		<p>a) identify specific words and phrases for enhancing language learning,</p> <p>b) spell words correctly for communication,</p> <p>c) appreciate the role of words and phrases in writing.</p>	<ul style="list-style-type: none"> • search for means of transport from puzzle in pairs • re-arrange the letters to form meaning (z.B <i>UTAO = AUTO</i>) • fill the blank space means of transport (z.B der ----- ist langsam...) • write short sentences on favourite means of transport • write short answers to questions from short simple texts on safe places to travel to • create songs on travelling and present to peers 	
<p>Core Competencies to be developed: Communication and Collaboration: Learner contributes to group decision making when they create songs on travelling and present to peers.</p>				
<p>Values: Unity: Learner strives to achieve a common goal when they create songs on travelling and present to peers.</p>				
<p>Pertinent and Contemporary Issues (PCI's): Social Cohesion: Learner develops awareness when they create songs on travelling and present to peers.</p>				

Link to other learning areas:

Learner relates the topic of talking about transport to the same concepts in Social Studies and other Languages.

ASSESSMENT RUBRIC FOR WRITING

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to write texts (Guided Writing)	Uses varied and appropriate structures, punctuation marks, spelling and capitalization. Constructs sentences without any errors at all. Makes use of subject-verb agreement appropriately and with variations. Uses varied and appropriate choice of words and a wide range of vocabulary.	Uses appropriate structures, punctuation marks, spelling and capitalization. Constructs correct sentences. Makes use of subject-verb agreement appropriately. Uses appropriate choice of words and vocabulary. Uses expressions appropriately.	Uses most of the given structures, punctuation marks, spelling and capitalization appropriately. Constructs most of the required sentences correctly. Uses subject-verb agreement appropriately most of the time. Uses most of the given words and vocabulary appropriately.	Uses some of the given structures, punctuation marks, spelling and capitalization appropriately. Constructs some of the required sentences correctly. Uses subject-verb agreement appropriately some of the time. Uses some of the given words and vocabulary appropriately.

	Uses a variety of expressions.		Uses most of the given expressions appropriately.	Uses some of the given expressions appropriately.
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APPENDIX 1: COMMUNITY SERVICE LEARNING PROJECT

Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<p>Problem Identification</p> <p>Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be:</p> <ul style="list-style-type: none">• Environmental degradation• Lifestyle diseases, Communicable and non-communicable diseases• Poverty• Violence and conflicts in the community• Food security issues

Milestone 2	<p>Designing a solution</p> <p>Learners create an intervention to address the challenge identified.</p>
Milestone 3	<p>Planning for the Project</p> <p>Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution</p>
Milestone 4	<p>Implementation</p> <p>The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>

Milestone 6	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.
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NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of Community Service Learning Integrated Project

Assessment for the integrated CSL project 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 project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, 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 	<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"> • Writing menus • 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