KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

GERMAN

GRADE 9

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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				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.1 Active Listening Interactive speaking (3 sessions)**	By the end of the sub strand, the learner should be able to: a) recognise structures in given contexts, b) interact in communicative situations using appropriate language structures, c) appreciate the use of correct language structures in	Learner is guided to: • talk about different greetings forms from their cultures, • pair themselves with their friends and talk about oneself, ages, where they come from and where they live, • listen to audio texts of people introducing themselves (*z.B. Ich heiße___/Ich bin ___ /Mein Name ist___; Ich bin ____ Jahre alt /ich komme aus___/Ich wohne in___*), • introduce him/herself as above, • listen to audio texts of people introducing others (*z.B. Er/Sie heißt ___ /Er/Sie ist__ /Sein/ihr Name ist___; Er/Sie ist ___Jahre alt/ErSie*	Why is it important to communicate in turns?

		greetings and introductions.	*kommt aus_____/Er/Sie wohnt in____),* • imitate and introduce their friends, • listen to audio texts of people taking leave of one another (*z.B. Tchüss, Bis dann/bald!, Ciao, Auf Wiedersehen*),. • role play meeting, greetings, introduction and taking leave with peers.	

Core Competency to be developed:

Communication and collaboration: Learner develops the skill of listening keenly and actively as s/he imitates greetings and introduction to introduce his/her peers.

Values:

Respect: Learner observes etiquette as s/he works with peers in pairs to introduce each other and find out details about others.

Pertinent and Contemporary Issues (PCI's):

Citizenship: Learner develops awareness for the role of greetings and introduction in maintaining social cohesion.

Link to other learning areas: Learner understands how greetings, self- and others' introduction and communication skills are used in the Language Activities, Social Studies and Religious Studies learning areas to develop values of love, respect and unity in the people.

1.0 LISTENING AND SPEAKING

Theme 2: Family (Nuclear and extended family)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
1.0 Listening and speaking	**1.2 Listening for information Oral Expression (3 sessions)**	By the end of the sub strand, the learner should be able to: a) identify information from given texts, b) employ appropriate language structures for oral expression, c) c) appreciate the role correct language structures in oral expression.	Learner is guided to: • listen to/watch a simple audio/video on nuclear and extended family *(Vater, Mutter, Eltern, Kind, Sohn, Tochter, Bruder, Schwester, Oma, Opa, Onkel, usw)* introducing each other by name, • ask and respond to questions on names of nuclear and extended family members with peers *(z.B Wie heißt dein/e____? Mein/e ____ heißt____.),* • listen/watch audio-visual texts on people talking about their family	What can you do to improve your oral expression?

			members (*z.B. Das ist mein Vater/meine Mutter. Er/sie ist fünfzig Jahre alt.*), • ask and respond to questions about how old members of family are, • listen/watch audio-visual texts on people talking about the professions of family members (*z.B. Mein Vater ist Lehrer. Er arbeitet in Narok; Meine Mutter ist Ärztin. Sie arbeitet in Maralal; Mein Onkel ist Bauer. Er arbeitet in Nyahururu; Meine Schwester ist Verkäuferin. Sie arbeitet in Mombasa. usw*), • take turns talking about their family members (name, age, profession, place of work) in pairs or groups, • pick a flash card and introduce the family member written on it.	

Core Competencies to be developed:
Communication and collaboration: Learner develops the skills of speaking clearly and effectively when s/he picks a flash card and introduces the family member written on it.

Values:
Unity: Learner demonstrates awareness for the value of cooperation as s/he collaborates with peers in talking about nuclear and extended family.

Pertinent and Contemporary Issues (PCI's):
Life skills: The learner appreciates relationships as s/he talks about family members.
Link to other learning areas: Learner relates the concept of family relationships described in the nuclear/extended family with content learned in Religious Studies and Social Studies about creation of man and citizenship of Kenyans, and thus appreciates the values of responsibility and patriotism.

1.0 LISTENING AND SPEAKING

Theme 3: My Surroundings (The countryside)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
1.0 Listening and speaking	**1.3 Active Listening Interactive speaking (3 sessions)**	By the end of the sub strand, the learner should be able to: a) recognise language structures in given listening texts,	Learner is guided to: - mention the domestic animals they know in pairs/groups, - mention the wild animals in their locality in pairs/groups, - listen to sounds made by different animals and name the animal, - role play the characteristics of various animals and peers guess the name,	What do you do to show you are listening actively?

		b) employ appropriate language structures in dialogues, c) show appreciation for turn taking in dialogues.	• play an oral matching game where one person says a word (an aspect of the animal) and the partner guesses the animal (*z.B. miaut – Katze; lange Nase – Elefant; Eier – Huhn, usw*) • describe an animal and the rest guess (*z.B. Ich bin groß und habe große Ohren – Elefant; Ich bin braun, stark und habe viele Haare - Löwe; Ich mache Milch – Kuh; usw*)	

Core Competencies to be developed:
Citizenship: Learner develops National and Cultural Identity Skills when s/he talks to peers about wild animals found in their locality.

Values:
 Patriotism: Learner develops awareness for citizenship when s/he talks to peers about wild animals found in their locality

Pertinent and Contemporary Issues (PCI's):
Animal welfare: Learner embraces the ideals of animal welfare when s/he informs him/herself of various animals found in his/her locality

Link to other learning areas: Learner is able to understand the importance of safe and conducive surroundings (the school) and relates that with content learned in Science and Technology, Environmental Activities and Creative Activities about safe environment, animal and plants conservation.

1.0 LISTENING AND SPEAKING

Theme 4: Time (my daily Routine)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
1.0 Listening and speaking	**1.4 Listening for information Oral Expression (3 sessions)**	By the end of the sub strand, the learner should be able to: a) identify specific information from given texts, b) use learnt structures for oral expression and communication, c) appreciate the role of appropriate oral expression in everyday communication.	Learner is guided to: • discuss with peers about their daily routine at home/school, • discuss with peers about favourite routines, • listen to audio of peers talking about daily routine at home (*z.B. Ich stehe um 7 Uhr auf; ich esse um 7.30 mein Frühstück; usw*), • role play and ask the question: *"Was mache ich am ____?"* • ask and respond to peers: *"Was macht er/sie am ____?"*	How do you communicate what you feel/do every day?

			- listen to audio texts of peers talking about their daily routines at school, (*z.B. Ich lerne um/ab 9.20 Mathe; Ich spiele am Nachmittag Fußball; usw),* - talk to peers about plans for the week, - listen to people planning their week (*z.B. Ich will am Samstag schlafen; ich will am Sonntag in die Kirche*; *usw*), - ask and respond to peers: *"Was will __ am _____ Machen/tun?".*	

Core Competencies to be developed:
Creativity and Imagination: Learner develops the skill of making observations when s/he role-plays his/her routine for the peers to guess.

Values:
Unity: Learner inculcates the value of cooperation when s/he role-plays his/her routine for the peers to guess.

Pertinent and Contemporary Issues (PCI's):
Life skills: Learner develops awareness for assertiveness when s/he role-plays his/her routine for the peers to guess.

Link to other learning areas: Learner associates the communication skills acquired when sharing routines with similar skills of doing presentations in Science and Technology, Integrated Sciences, Agriculture and Nutrition; or even story telling skills in Social and Religious Studies.

1.0 LISTENING AND SPEAKING

Theme 5: Fun and enjoyment (Making Plans and Date)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
1.0 Listening and speaking	**1.5 Active Listening Interactive speaking (3 sessions)**	By the end of the sub strand, the learner should be able to: a) recognise structures in specific contexts for communication, b) apply appropriate structures for communication, c) appreciate the importance of	Learner is guided to: • talk about when and what they do for leisure in pairs/groups • compare favourite activities with peers • listen to people talking about plans wth friends (*z.B. Ich treffe am Sonntag meine Freundin; Ich spiele heute Nachmittag Fußball; usw. OR: Ich möchte heute Abend tanzen; Ich möchte später mein Buch lesen, usw*), • ask and respond to questions about *what* activities from peers (z.*B. Was*	What role does active listening play in communication?

		active listening in communication.	*machst du heute Abend? Was möchtest du heute Abend machen? usw*), • ask and respond to questions asking about the time *(when)* to do something with peers, (*z.B. Wann spielst du Fußball? Wann möchtest du Musik hören? usw*) • ask and respond to questions about *where* to meet with peers (z.B. *Wo spielst du heute Nachmittag Fußball? Wo möchtest du heute tanzen? usw)*	

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.

Values:
Respect: Learner demonstrates awareness acceptance as a value when s/he interacts with peers on making plans.

Pertinent and Contemporary Issues (PCI's)
Time management: Learner develops awareness for the need to manage time effectively when s/he talks about what, where and when she does for leisure.

Link to other learning areas: Learner links the organisation and interactive skills learned when making plans and dates with most learning areas, (Mathematical Activities, Science and Technology, Pre-Technical Studies, Integrated Sciences, etc) which need those skills.

1.0 LISTENING AND SPEAKING

Theme 6: Food and drinks (Eating out)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
1.0 Listening and speaking	**1.6 Listening for information** **Oral Expression** **(3 sessions)**	By the end of the sub strand, the learner should be able to: a) identify specific information from given texts, b) use acquired structures for oral expression and communication, c) appreciate the role of appropriate oral expression in everyday communication.	Learner is guided to: • mention various foods one can order from their local restaurant, • talk to peers about favourite meals in restaurants, • listen to/watch recorded audio/video about restaurant situations, • discuss with peers about foods and about language used, • listen to/watch audio-visual texts and pay attention to the language structures (z.B. *Ich möchte bitte…; Darf ich…. bestellen/haben?; Danke; Bitte schön, usw*), • ask and respond to questions from peers using the language structures above (*z.B. Ich möchte bitte…; Darf*	Why is it important to use polite language?

			ich…. bestellen/haben?; Danke; Bitte schön, usw), • role play ordering for food in a restaurant, • listen to/watch people in a restaurant situation ordering for foods/drinks using specific quantities (*z.B. Ich möchte eine TasseTee, bitte; Darf ich bitte eine Tasse Tee?; Ich möchte eine Flasche Wasser, bitte, usw*), • ask and respond to questions from peers using the language structures above (*z.B. Ich möchte eine TasseTee, bitte; Darf ich bitte eine Tasse Tee?; Ich möchte eine Flasche Wasser, bitte, usw*)	

Core Competencies to be developed:
Self-efficacy: Learner develops the skill of knowing and saying his/her needs when s/he asks and responds to questions in a restaurant situation.

Values:
 Unity: Learner demonstrates awareness for the value of inclusion when s/he talks to peers about favourite meals in restaurants.

Pertinent and Contemporary Issues (PCI's):
Health education – healthy eating habits: Learner develops an awareness for healthy eating habits when s/he listen to people talking about their favourite meals in restaurants.
Link to other learning areas: Learner uses communication skills acquired when making food orders in an eatery using the same vocabulary of food, drinks, quantity, etc they learn in the learning areas of Mathematical Activities, Agriculture and Nutrition, and Language Activities.

1.0 LISTENING AND SPEAKING

Theme 7: My Body (At the doctor's)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
1.0 Listening and speaking	**1.7Active Listening Interactive speaking (3 sessions)**	By the end of the sub strand, the learner should be able to: a) identify language structures for communication, b) employ appropriate language structures in dialogues,	Learner is guided to: • discuss with peers, what kind of illnesses they do suffer from, • discuss with peers, what they do when they fall sick, • discuss with peers, how one talks about illness or being ill, • listen to audio texts about people talking about being ill (*z.B. Ich bin*	How can one maximise active listening as a skill?

		c) appreciate the role of active listening in communicative interactions.	*krank; ich habe Kopfweh/Kopfschmerzen; Ich gehe zum Ärzt; Ich gehe ins Krankenhaus; usw*), • listen to and speak along to dialogues as above, • look at illustrations and speculate about what could be hurting (*z.B. Sein Kopf tut ihm weh; Er hat Rückenschmerzen; usw*), • ask and respond to questions about health (*z.B. Was tut dir weh? – Mein Hand tut mir weh; Wo hast du Schmerzen? Ich habe Schmerzen am Hals, usw*), • mime having pain on any body part and the rest guess.	
Core Competencies to be developed: **Self-efficacy:** Learner develops the skill of knowing who s/he is when s/he discusses with peers what kind of illnesses they do suffer from.				
Values: **Love:** Learner demonstrates the value of compassion when s/he discusses with peers what kind of illnesses they do suffer from.				

Pertinent and Contemporary Issues (PCI's):
Lifestyle diseases: Learner develops an awareness for lifestyle diseases when s/he discusses with peers what kind of illnesses they do suffer from.
Link to other learning areas: Learner relates the content on types and cure of illnesses with content learned in Integrated Sciences, Environmental Activities, Religious Studies and Science and Technology.

1.0 LISTENING AND SPEAKING

Theme 8: Weather and Environment (My Environment)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
1.0 Listening and speaking	**1.8 Listening for information Oral Expression (3 sessions)**	By the end of the sub strand, the learner should be able to: a) identify vocabulary for communication, b) employ vocabulary and language	Learner is guided to: • discuss with peers how their environment looks like, • discuss with peers about prevalent weather in their locality and what they do during different weather patterns, • listen to a simplified weather forecast and talk about what they do in such a weather,	How can vocabulary affect communication?

		structures in oral expression, c) appreciate the role of appropriate vocabulary in effective communication.	• listen to an audio text of people talking about weather related activities (*z.B. Die Sonne scheint. Ich gehe schwimmen; Es regnet. Ich pflanze Blumen; usw*) • ask and respond to questions from peers (*z.B. Die Sonne scheint. Was machst du?; Es ist kalt. Was machst du?, usw).*	

Core Competencies to be developed:
Self-efficacy: Learner develops the skill of knowing own school and home surrounding when s/he discusses with peers about prevalent weather in their locality and what they do when.

Values:
Responsibility: Learner demonstrates awareness for the value of hard work when s/he talks about what activities they undertake in what weather.

Pertinent and Contemporary Issues (PCI's):
Care of the environment: Learner develops an awareness for the need to conserve the environment when s/he discusses with peers how their environment looks like.

Link to other learning areas: Learner relates the concepts of environment and weather conditions with those in the learning areas of Social Studies, Environmental Activities, Agriculture and Nutrition, Creative arts, Creative Activities etc.

1.0 LISTENING AND SPEAKING

Theme 9: Getting Around (Direction and Location)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
1.0 Listening and speaking	**1.9 Active Listening Interactive speaking (3 sessions)**	By the end of the sub strand, the learner should be able to: a) identify information for communication, b) use vocabulary and structures appropriately in communication, c) appreciate the need to listen actively in communicative contexts.	Learner is guided to: • name essential facilities found in the locality, • look at a map and take note of the various facilities (e.g. school, church, mosques, market, hospital, etc), • discuss where the facilities are and how to get to each, • listen to audio texts of people talking about locations of different places (*z.B. Das Krankenhaus liegt auf der Hauptstraße; Die Kirche liegt hinter dem Markt; Die Schule ist ein Kilometer entfernt; usw*), • ask and respond to questions about the location of places, • listen to audio texts about people giving directions using; z.B. *nach*	What words do you use to give directions to destinations?

			rechts, nach links, geradeaus, links abbiegen, rechts abbiegen, usw, • use a map to give each other directions (*z.B. wie komme ich in die Kirche? Geh von dem Markt geradeus, bieg an der Kirche links ab…, usw*), • ask each other about where facilities are located in their locality.	

Core Competencies to be developed:
Self-efficacy: Learner develops the skill of knowing own school and home surrounding when s/he discusses with peers where the essential facilities in the locality are and how to get to each.

Values:
 Patriotism: Learner demonstrates awareness of the value of loyalty and love for own country when s/he discusses with peers where the essential facilities in the locality are and how to get to each.

Pertinent and Contemporary Issues (PCI's)
Citizenship: Learner develops awareness for love of own country when s/he discusses with peers where the essential facilities in the locality are and how to get to each.

Link to other learning areas: Learner associates vocabulary on facilities found in the community and communication skills when describing direction or location with content learned in Environmental Activities, Science and Technology, Language Activities Social Activities and Mathematical Activities.

ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING

LEVEL — INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify vocabulary, information and language structures for communication	Learner identifies more than the required vocabulary, information and language structures for communication	Learner identifies all the required vocabulary, information and language structures for communication	Learner identifies most of the required vocabulary, information and language structures for communication	Learner identifies some of the required vocabulary, information and language structures for communication
Ability to use vocabulary, information and language structures appropriately in communication	Learner uses more than the required vocabulary, information and language structures appropriately in communication	Learner uses required vocabulary, information and language structures appropriately in communication	Learner uses most of the required vocabulary, information and language structures appropriately in communication	Learner uses some of the vocabulary, information and language structures appropriately in communication

2.0 READING

Theme 1: Greetings and introductions				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Reading	**2.1 Extensive Reading** **(2 Sessions)**	By the end of the sub strand, the learner should be able to: a) recognise language structures for reading comprehension, b) read given texts with appropriate pronunciation and intonation, c) appreciate the role of fluency in understanding texts.	Learner is guided to: • talk about different greetings from their cultures, • pair themselves with their friends and talk about oneself, ages, where they come from and where they live, • listen and read along to audio texts of people introducing themselves (*z.B. Ich heiße___/Ich bin___/Mein Name ist; Ich bin __Jahre alt/ich komme aus___/Ich wohne in___*), • listen and read along to audio texts of people introducing others (z.B. *Er/sie heißt___/Er/sie ist___/Sein/ihr Name ist___; er/sie ist __Jahre alt/Er/sie kommt aus___/Er/sie wohnt in___*), • listen and read along to audio texts of people taking leave of one another (*z.B.*	Why is understanding of vocabulary/sentence one reads important?

			Tchüss, Bis dann/bald!, Ciao, Auf Wiedersehen), • read and role play meeting, greeting, introduction and taking leave with peers.	

Core Competencies to be developed:
Self-efficacy: Learner develops the skill of knowing who s/he is when s/he reads and role plays with peers.

Values:
Respect: Learner observes etiquette as s/he role-plays with peers.

Pertinent and Contemporary Issues (PCI's):
Citizenship: Learner develops awareness for the role of greetings and introduction in maintaining social cohesion.

Link to other learning areas: Learner understands how greetings, self- and others' introduction and communication skills are used in the Language Activities, Social Studies and Religious Studies learning areas to develop values of love, respect and unity in the people.

2.0 READING

Theme 2: Family (Nuclear and extended family)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Reading	**2.2 Speed Reading (2 Sessions)**	By the end of the sub strand, the learner should be able to: a) identify information from given texts for comprehension, b) employ proper pronunciation and intonation for fluency, c) appreciate the role of proper pronunciation and intonation for fluency.	Learner is guided to: • read out a list of family members (*Vater, Mutter, Eltern, Kind, Sohn, Tochter, Bruder, Schwester, Oma, Opa, Onkel, usw*), • read out information about peers nuclear and extended family members *(z.B Sein/Ihr Vater heißt ____. Seine/Ihre Mutter heißt___)*, • read profiles made by peers about their family members (*z.B. Das ist mein Vater/meine Mutter. Er/sie ist fünfzig Jahre alt*), • read profiles made by peers about their family members professions (z.B. *Sein/Ihr Vater ist Lehrer. Er arbeitet in Narok; Seine/ihre Mutter ist Ärztin. Sie arbeitet in Maralal; Sein/Ihr Onkel ist Bauer. Er arbeitet in Nyahururu; Seine/Ihre Schwester ist Verkäuferin. Sie arbeitet in Mombasa. usw*),	What can you do to improve your reading fluency?

			- take turns reading about their family members (name, age, profession, place of work) in pairs or groups, - pick a flash card, read it and introduce the family member written on it.	

Core Competencies to be developed:
Communication and collaboration: Learner develops the skills of speaking clearly and effectively when s/he reads profiles made by peers about their family members professions.

Values:
Unity: Learner demonstrates awareness for the value of cooperation as s/he collaborates with peers when taking turns talking about their family members.

Pertinent and Contemporary Issues (PCI's):
Life skills: The learner appreciates relationships as s/he reads about family members.

Link to other learning areas: Learner relates the concept of family relationships described in the extended family with content learned in Religious Studies and Social Studies about creation of man and citizenship of Kenyans, and thus appreciates the values of responsibility and patriotism.

2.0 READING

Theme 3: My Surroundings (The countryside)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Reading	**2.3 Skimming for information (2 Sessions)**	By the end of the sub strand, the learner should be able to: a) identify main information in given texts for comprehension, b) read texts fluently for communication, c) appreciate the role of fluency in reading comprehension.	Learner is guided to: • mention the domestic/wild animals in their locality in pairs/groups, • identify sounds made by different animals on a given chart/flash cards, • read flash cards about animals for the partner to guess the animal (*z.B. miaut – Katze; lange Nase – Elefant; Eier – Huhn, usw*), • read brief descriptions of animal and the rest guess (*z.B. Ich bin groß und habe große Ohren – Elefant; Ich bin braun und habe viele Haare - Löwe; Ich mache Milch – Kuh; usw*), • read short profiles on various animals (name, where they live, what they eat, etc).	Why is it important to know the meaning of words being read?

Core Competencies to be developed:
Communication and collaboration: Learner develops the skill of teamwork of recognising the value of others' ideas when s/he reads flash cards about animals for the partner to guess the animal.

Values:
Patriotism: Learner develops awareness for citizenship when s/he talks to peers about wild animals found in their locality

Pertinent and Contemporary Issues (PCI's):
Animal welfare: Learner embraces the ideals of animal welfare when s/he informs him/herself of various animals found in his/her locality

Link to other learning areas: Learner is able to understand the importance of safe and conducive surroundings (the school) and relates that with content learned in Science and Technology, Environmental Activities and Creative Activities about safe environment, animal and plants conservation.

2.0 READING

Theme 4: Time (my daily Routine)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Reading	**2.4 Reading for fluency** **Scanning for information** **(2 Sessions)**	By the end of the sub strand, the learner should be able to: a) identify specific information for comprehension, b) read given texts fluently for communication, c) appreciate the role of fluency in reading comprehension	Learner is guided to: • listen to and read along audio texts of peers talking about daily routine at home (*z.B. Ich stehe um 7 Uhr auf; ich esse um 7.30 mein Frühstück; usw*), • read to short texts about what people do routinely at home, • listen and read along to audio of peers talking about daily routine at school (*z.B. Ich lerne um/ab 9.20 Mathe; Ich spiele am Nachmittag Fußball; usw*), • read short texts about what people do routinely at school, • read to peers own text about routines at home and school and compare, • listen to and read along texts about people planning their week (*z.B. Ich will am Samstag*	How can you improve your reading fluency?

			schlafen; ich will am Sonntag in die Kirche; usw), • read short texts about people's plans for the week.	

Core Competencies to be developed:

Creativity and Imagination: Learner develops the skill of originality when s/he reads to peers own text about routines at home and school and compare.

Values:

Unity: Learner inculcates the value of cooperation when s/he reads to peers own text about routines at home and school and compare.

Pertinent and Contemporary Issues (PCI's):

Life skills: Learner develops awareness for assertiveness when s/he reads to peers own text about routines at home and school and compare.

Link to other learning areas: Learner associates the communication skills acquired when sharing routines with similar skills of doing presentations in science and technology, agriculture and nutrition; or even story telling skills in social and religious studies.

2.0 READING

Theme 5: Fun and Enjoyment (Making Plans and Date)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Reading	**2.5 Fluent Reading** **(2 Sessions)**	By the end of the sub strand, the learner should be able to: a) identify structures in specific contexts for comprehension, b) read given texts with fluency for comprehension, c) appreciate the importance of reading fluency in comprehension.	Learner is guided to: • talk about when and what they do for leisure in pairs/groups, • listen to and read along texts of people talking about plans with peers; (*z.B. Ich treffe am Sonntag meine Freundin; Ich spiele heute Nachmittag Fußball; usw. OR: Ich möchte heute Abend tanzen; Ich möchte später mein Buch lesen, usw*), • read short texts about *what* activities people do in their free time; (*z.B. Was machst du heute Abend? Was möchtest du heute Abend machen? Usw),* • read short texts about when people (plan to) do leisure time activities; (*z.B. Wann spielst du Fußball? Wann möchtest du Musik hören? usw*),	What does reading for fluency entail?

			• read short texts about *where* people meet with friends for fun activities; (*z.B. Wo spielst du heute Nachmittag Fußball? Wo möchtest du heute tanzen? usw*).	

Core Competencies to be developed:

Creativity and Imagination: Learner develops the skill of communication and self-expression when s/he talks about when and what s/he does for leisure.

Values:

Unity: Learner demonstrates awareness for the value of cooperation and displays team spirit when s/he talks about when and what s/he does for leisure in pairs/groups.

Pertinent and Contemporary Issues (PCI's)

Time management: Learner develops awareness for the need to manage time effectively when s/he talks about what, where and when she does for leisure.

Link to other learning areas: Learner links the organisation and interactive skills learned when making plans and dates with most learning areas, (Mathematical Activities, Science and Technology, Pre-Technical Studies, Integrated Sciences, etc) which need those skills.

2.0 READING

Theme 6: Food and Drinks (Eating out)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Reading	**2.6 Skimming for information (2 Sessions)**	By the end of the sub strand, the learner should be able to: a) identify basic structures for communication, b) read texts for comprehension, c) appreciate the different reading skills in language learning.	Learner is guided to: • read out loud a list of various meals one can order from their local restaurant, • listen to and read along to an audio/video about restaurant situations, • read texts from peers about ordering food in restaurants (*z.B. Ich möchte bitte___; Darf ich ____ bestellen/haben?; Danke; Bitte schön, usw*), • read and role play ordering for food in a restaurant, • listen to and read along to texts about ordering for foods/drinks using specific quantities (*z.B. Ich ,möchte eine TasseTee, bitte; Darf ich bitte eine Tasse Tee?; Ich möchte eine Flasche Wasser, bitte, usw*),	Why is it important to use polite language when making orders/requests?

			- read and role play texts from peers on quantities and other aspects from a restaurant situation, - search online for menus from Germany and share with peers.	

Core Competencies to be developed:
Digital Literacy: Learner develops the skills of interacting with digital technology when s/he searches online for menus from Germany and shares with peers.

Values:
Responsibility: Learner develops awareness for excellence in proactively solving problems as s/he searches online for menus from Germany and shares with peers.

Pertinent and Contemporary Issues (PCI's):
Health education – healthy eating habits: Learner develops an awareness for healthy eating habits when s/he reads out loud a list of various meals one can order from their local restaurant.

Link to other learning areas: Learner uses communication skills acquired when making food orders in an eatery using the same vocabulary of food, drinks, quantity, etc they learn in the learning areas of Mathematical Activities, Agriculture and Nutrition, and Language Activities.

2.0 READING

Theme 7: My Body (At the doctor's)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Reading	2.7 Reading for communication (2 Sessions)	By the end of the sub strand, the learner should be able to: a) identify language structures for reading comprehension, b) employ appropriate strategies to read texts for comprehension, c) appreciate the role of active listening in communicative interactions	Learner is guided to: • search (different sources) and read out with peers what kind of illnesses their peers suffer from, • listen and read along to an audio text about people talking about being ill (*z.B. Ich bin krank; ich habe Kopfweh/Kopfschmerzen; Ich gehe zum Ärzt; Ich gehe ins Krankenhaus; usw*), • look at a diagram and read the designated body partswhile speculating about what could be hurting (*z.B. Sein Kopf tut ihm weh; Er hat Rückenschmerzen; usw*), • read a poster listing symptoms of various illnesses, • read short texts about health (*z.B. Was tut dir weh? – Meine Hand tut mir weh; Wo hast du Schmerzen? Ich habe Schmerzen am Hals, usw*).	How can one maximise reading for comprehension as a skill?

Core Competencies to be developed:
Self-efficacy: Learner develops the skill of knowing who s/he is when s/he discusses with peers what kind of illnesses their peers suffer from.
Values: **Love:** Learner demonstrates the value of compassion when s/he discusses with peers what kind of illnesses their peers suffer from.
Pertinent and Contemporary Issues (PCI's): **Lifestyle diseases:** Learner develops an awareness for lifestyle diseases when s/he discusses with peers what kind of illnesses their peers do suffer from.
Link to other learning areas: Learner relates the content on types and cure of illnesses with content learned in Integrated Sciences, Environmental Activities, Religious Studies and Science and Technology.

2.0 READING

Theme 8: Weather and Environment (My Environment)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0. Reading	2.8 Reading for understanding (2 Sessions)	By the end of the sub strand, the learner should be able to: a) identify vocabulary for comprehension, b) employ vocabulary and language structures for fluency, c) appreciate the roles of other skills in developing the reading skill.	Learner is guided to: • match given weather/environmental conditions to given activities, • listen and read along to a simplified weather forecast, • read a short text of people talking about weather related activities (*z.B. Die Sonne scheint. Ich gehe schwimmen; Es regnet. Ich pflanze Blumen;* usw), • read and role play a short dialogue (*z.B. Die Sonne scheint. Was machst du?; Es ist kalt. Was machst du?, usw*).	How can vocabulary affect fluent reading of a text?
Core Competencies to be developed: **Self-efficacy:** Learner develops the skill of knowing own school and home surrounding when s/he matches given weather/environmental conditions to given activities.				

Values:				
Patriotism: Learner demonstrates awareness for the value of loving one's country when s/he describes own environment using simple words.				

Pertinent and Contemporary Issues (PCI's):				
Care of the environment: Learner develops an awareness for the need to conserve the environment when s/he describes own environment using simple words.				

Link to other learning areas:				
Link to other learning areas: Learner relates the concepts of environment and weather conditions with those in the learning areas of Social Studies, Environmental Activities, Agriculture and Nutrition, Creative arts, Creative Activities etc.				

2.0 READING

Theme 9: Getting around (Direction and Location)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Reading	**2.9 Scanning for information (2 Sessions)**	By the end of the sub strand, the learner should be able to: a) identify information for communication,	Learner is guided to: • read out a list of essential facilities found in the locality, • look at a map and read out the names of various facilities (e.g. school, church, mosques, market, hospital, etc.),	How does reading for information aid understanding of a text during reading?

		b) apply vocabulary and structures appropriately for comprehension, c) appreciate the value of vocabulary and language structures in reading comprehension.	• listen to and read along audio texts of people talking about locations of different places (*z.B. Das Krankenhaus liegt auf der Hauptstraße; Die Kirche liegt hinter dem Markt; Die Schule ist ein Kilometer entfernt; usw*), • read short texts about locations of different places, • listen to and read along audio texts of people giving directions using; *z.B. nach rechts, nach links, geradeaus, links abbiegen, rechts abbiegen, usw.* • read short texts of peers writing about where facilities are located in their locality.	

Core Competencies to be developed:
Creativity and imagination: Learner develops the skill of fluency when s/he reads out a list of essential facilities found in the locality.

Values:
Patriotism: Learner demonstrates awareness of the value of loyalty and love for own country when s/he reads short texts of peers writing about where facilities are located in their locality.

Pertinent and Contemporary Issues (PCI's)
Citizenship: Learner develops awareness for love of own country when s/he reads out a list of essential facilities found in the locality.

Link to other learning areas: Learner associates vocabulary on facilities found in the community and communication skills when describing direction or location with content learned in Environmental Activities, Science and Technology, Language Activities Social Activities and Mathematical Activities.

ASSESSMENT RUBRIC FOR READING

LEVEL⟍ INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify vocabulary, information and language structure in given contexts.	Learner identifies more than the required vocabulary, information and language structure in given contexts.	Learner identifies all the required vocabulary, information and language structure in given contexts	Learner identifies most of the required vocabulary, information and language structure in given contexts	Learner identifies some of the required vocabulary, information and language structure in given contexts
Ability to read texts fluently with correct articulation, intonation and tempo using provided structures.	Learner fluently reads a variety of texts with correct articulation, intonation and tempo using provided structures.	Learner reads all of the provided texts with correct articulation, intonation and tempo using provided structures.	Learner reads provided texts with correct articulation, intonation and tempo using provided structures most of the time	Learner reads provided texts with correct articulation, intonation and tempo using provided structures some of the time

3.0 WRITING

Theme 1: Greetings and Introduction				
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) identify parts of a sentence for communication, b) produce short texts using appropriate register and language structures, c) appreciate the role of writing skills in understanding texts.	Learner is guided to: • make a profile with name, age, hometown, place of residence, • write short texts about themselves (*z.B. Ich heiße___/Ich bin___/Mein Name ist___; Ich bin ___ Jahre alt/Ich komme aus___/Ich wohne in___*), • write short texts introducing others (*z.B. Er/Sie heißt____/Er/Sie ist____/Sein/ihr Name ist____; Er/Sie ist ____ Jahre alt/Er/Sie kommt aus____ /Er/Sie wohnt in_____*), • listen and read along to audio texts of people taking leave of one another (z.B. *Tchüss, Bis dann/bald!, Ciao, Auf Wiedersehen*) • fill in cloze tests	Why is writing important in communication?
Core Competencies to be developed: **Self-efficacy:** Learner develops the skill of knowing who s/he is when s/he makes own and peers' profiles.				

Values:				
Values: **Respect**: Learner observes etiquette as s/he works with peers in pairs to introduce each other and find out about others.				

Pertinent and Contemporary Issues (PCI's): **Citizenship**: Learner develops awareness for the role of greetings and introduction in maintaining social cohesion.

Link to other learning areas: Learner understands how greetings, self- and others' introduction and communication skills are used in the Language Activities, Social Studies and Religious Studies learning areas to develop values of love, respect and unity in the people.

3.0 WRITING

Theme 2: Family (Nuclear and extended family)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.0 Writing	**3.2 Creative writing (1 Session)**	By the end of the sub strand, the learner should be able to: a) identify information from given texts for comprehension, b) produce short texts using	Learner is guided to: • make a list of family members (*Vater, Mutter, Eltern, Kind, Sohn, Tochter, Bruder, Schwester, Oma, Opa, Onkel, usw),* • write profiles of their family members and share with peers to read (*Vater-Name-Alter/Mutter-Name-Alter*), • write profiles of professions of their family members and share with peers (*z.B. Vater-*	What is the hardest part of writing in a foreign language?

		appropriate register and language structures, c) appreciate the role of proper pronunciation and intonation for fluency.	*Beruf-Ort/Arbeitsplatz; Mutter-Beruf-Ort/Arbeitsplatz, usw*) • write short sentences about their family members; (name, age, profession, place of work); (*z.B. Mein Großvater heißt Matangi. Er ist 50 Jahre alt. Er ist Machaniker und arbeitet in Nairobi. usw*), • make a flash card, on one side write the name of a family member, on the other side provide details about relationship (*Tante, Bruder, usw*), age, profession, etc.	

Core Competencies to be developed:
Communication and collaboration: Learner develops the skills of writing clearly and correctly when s/he writes down number being dictated.

Values:
Unity: Learner demonstrates awareness for the value of cooperation as s/he collaborates with peers in talking about family.

Pertinent and Contemporary Issues (PCI's):
Life skills: The learner appreciates relationships as s/he reads about family members.

Link to other learning areas: Learner relates the concept of family relationships described in the extended family with content learned in Religious Studies and Social Studies about creation of man and citizenship of Kenyans, and thus appreciates the values of responsibility and patriotism.

3.0 WRITING

			Theme 3: My Surroundings (The countryside)	

Theme 3: My Surroundings (The countryside)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.3 Coherence writing** **(1 Session)**	By the end of the sub strand, the learner should be able to: a) identify vocabulary in given texts for communication, b) apply guided writing strategies to complete tasks, c) develop appreciation for the role of writing skills in communication.	Learner is guided to: • write a list of animals they have at home, • write a list of domestic/wild animals in their locality, • listen to short texts about animals and write the names, • discuss with peers and write the names of animals they have around the school, • listen to audio texts about animals and note their descriptions, • make a profile of favourite animals and share, • write brief descriptions of animals (*z.B. Die Kuh ist braun und groß; Die Maus ist klein, usw).*	How do we ensure our writing is coherent?
Core Competencies to be developed: **Communication and collaboration:** Learner develops the skill of writing clearly and correctly when s/he writes brief descriptions of animals.				

Values:				
Patriotism: Learner develops awareness for citizenship when s/he writes a list of domestic/wild animals found in their locality				

Pertinent and Contemporary Issues (PCI's):				
Animal welfare: Learner embraces the ideals of animal welfare when s/he informs him/herself of various animals found in his/her locality				

Link to other learning areas:				
Link to other learning areas: Learner is able to understand the importance of safe and conducive surroundings (the school) and relates that with content learned in Science and Technology, Environmental Activities and Creative Activities about safe environment, animal and plants conservation.				

3.0 WRITING

Theme 4: Time (my daily Routine)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.0 Writing	**3.4 Coherence writing Orthography (1 Session)**	By the end of the sub strand, the learner should be able to: a) identify language structures for communication,	Learner is guided to: • write a list of things they do at home and at school, • discuss and write when they do what at home in pairs (*z.B. Ich stehe um 7 Uhr auf; ich esse um 7.30 mein Frühstück; usw*),	How do you ensure coherence in your writing?

		b) write coherently using acquired structures, c) appreciate the role of coherent writing in communication.	• write short texts about what s/he does routinely at home, • discuss and write when they do what at school in pairs; (*z.B. Ich lerne um/ab 9.20 Mathe; Ich spiele am Nachmittag Fußball; usw*), • write short texts about what s/he does routinely at school, • discuss and write what they are planning for their week (*z.B. Ich will am Samstag schlafen; ich will am Sonntag in die Kirche; usw*) • write a diary of activities for the week and share, • fill in cloze tests.	

Core Competencies to be developed:
Creativity and Imagination: Learner develops the skill of originality when s/he writes a diary of activities for the week and share.

Values:
Unity: Learner inculcates the value of cooperation when s/he discusses with peers about routines at home and school.

Pertinent and Contemporary Issues (PCI's):
Life skills: Learner develops awareness for effective decision making and problem-solving skills when s/he writes a diary of activities for the week and share.

Link to other learning areas: Learner associates the communication skills acquired when sharing routines with similar skills of doing presentations in science and technology, agriculture and nutrition; or even story telling skills in social and religious studies.

3.0 WRITING

Theme 5: Fun and enjoyment (Making Plans and Date)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.0 Writing	**3.5 Functional writing** **(1 Session)**	By the end of the sub strand, the learner should be able to: a) identify language structures for communication, b) apply appropriate structures for written communication, d) appreciate the importance of	Learner is guided to: • write what activity, when and where in a table, • listen to audio texts of people talking about plans with peers and write down what they are saying (*z.B. Ich treffe am Sonntag meine Freundin; Ich spiele heute Nachmittag Fußball; usw. OR: Ich möchte heute Abend tanzen; Ich möchte später mein Buch lesen, usw*), • write short texts about *what* activities they do in their free time (z.B.I*ch spiele heute Abend Bingo; Ich möchte heute Abend tanzen, usw*), • write short texts about *when* they (plan to) do in their free time (*z.B. Ich höre heute Abend*	What do you require to be able to write effectively?

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		reading fluency in comprehension.	*Musik; Ich spiele am Freitagnachmittag Fußball, usw*) • write short texts about *where* they meet with peers to hang out (z.B. *Ich höre heute Abend Musik Zuhause; Ich spiele am Freitagnachmittag Fußball in der Schule. usw*)	

Core Competencies to be developed:
Creativity and Imagination: Learner develops the skill of communication and self-expression when s/he writes about when and what s/he does for leisure.

Values:
Unity: Learner demonstrates awareness for the value of cooperation and displays team spirit when s/he talks about when and what s/he does for leisure in pairs/groups.

Pertinent and Contemporary Issues (PCI's)
Time management: Learner develops awareness for the need to manage time effectively when s/he writes about what, where and when she does for leisure.

Link to other learning areas: Learner links the organisation and interactive skills learned when making plans and dates with most learning areas, (Mathematical Activities, Science and Technology, Pre-Technical Studies, Integrated Sciences, etc) which need those skills.

3.0 WRITING

Theme 6: Foods and drinks (Eating out)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.0 Writing	**3.6 Functional writing (1 Session)**	By the end of the sub strand, the learner should be able to: a) identify language structures for communication, b) apply appropriate structures for written communication, c) appreciate the different reading skills in language learning.	Learner is guided to: • write a list of various meals one can order from their local restaurant, • listen to and write a list of meals in a dictation, • write a menu for an imaginary restaurant, • write short texts about ordering food in restaurants (z.B. *Ich möchte bitte ____; Darf ich___ bestellen/haben?; Danke; Bitte schön, usw*), • write in pairs/groups short texts about ordering food and role play, • listen to, read along and write texts about ordering for foods/drinks using specific quantities (z.B. *Ich möchte eine TasseTee, bitte; Darf ich bitte eine Tasse Tee?; Ich möchte eine Flasche Wasser, bitte, usw*),	Why is it important to use polite language?

			• search online for menus from Germany, write it down and share with peers.	

Core Competencies to be developed:
Digital Literacy: Learner develops the skills of interacting with digital technology when s/he searches online for menus from Germany and shares with peers.

Values:
Responsibility: Learner develops awareness for excellence in proactively solving problems as s/he searches online for menus from Germany and shares with peers.

Pertinent and Contemporary Issues (PCI's):
Health education – healthy eating habits: Learner develops an awareness for healthy eating habits when s/he reads out loud a list of various meals one can order from their local restaurant.

Link to other learning areas: Learner uses communication skills acquired when making food orders in an eatery using the same vocabulary of food, drinks, quantity, etc they learn in the learning areas of Mathematical Activities, Agriculture and Nutrition, and Language Activities.

3.0 WRITING

Theme 7: My body (At the doctor's)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.0 Writing	**3.7 Creative writing (1 Session)**	By the end of the sub strand, the learner should be able to: a) identify language structures for communication, b) employ appropriate language structures for text production, c) appreciate the role of language structures in text production	Learner is guided to: • write a list of illnesses commonly found in their locality, • search (different sources) and write down what kind of illnesses their peers suffer from, • write down a list of illnesses from a dictation, • listen to an audio text of people talking about being ill and note down the mentioned illnesses (*z.B. Ich bin krank; ich habe Kopfweh/Kopfschmerzen; Ich gehe zum Ärzt; Ich gehe ins Krankenhaus;* usw), • look at a diagram and label the designated body parts, • fill in cloze tests.	How does vocabulary aid in creative writing?

Core Competencies to be developed: **Self-efficacy:** Learner develops the skill of knowing who s/he is when s/he searches for and writes down what kind of illnesses their peers suffer from.
Values: **Love:** Learner demonstrates the value of compassion when s/he searches for and writes down what kind of illnesses their peers suffer from.
Pertinent and Contemporary Issues (PCI's): **Lifestyle diseases:** Learner develops an awareness for lifestyle diseases when s/he searches for and writes down what kind of illnesses their peers do suffer from.
Link to other learning areas: Learner relates the content on types and cure of illnesses with content learned in Integrated Sciences, Environmental Activities, Religious Studies and Science and Technology.

WRITING

Theme 8: Weather and environment (My Environment)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.0 Writing	**3.8 Coherence writing (1 Session)**	By the end of the sub strand, the learner should be able to: a) identify vocabulary for comprehension, b) employ vocabulary and language structures for coherence, c) appreciate the roles of other skills in developing the writing skill.	Learner is guided to: • describe own environment using simple words, • relate various weather conditions to other activities (fun or economic), • write a simplified weather forecast from a dictation, • match given weather/environmental conditions to given activities, • listen to an audio text of people talking about weather related activities and note these down (*z.B. Die Sonne scheint. Ich gehe schwimmen; Es regnet. Ich pflanze Blumen; usw*), • write simple sentences about what they do in what kind of weather/environmental condition.	How can vocabulary affect coherence writing?

Core Competencies to be developed:
Self-efficacy: Learner develops the skill of knowing own school and home surrounding when s/he describes own environment using simple words.

Values:
Patriotism: Learner demonstrates awareness for the value of loving one's country when s/he describes own environment using simple words.

Pertinent and Contemporary Issues (PCI's):
Care of the environment: Learner develops an awareness for the need to conserve the environment when s/he describes own environment using simple words.

Link to other learning areas: Learner relates the concepts of environment and weather conditions with those in the learning areas of Social Studies, Environmental Activities, Agriculture and Nutrition, Creative arts, Creative Activities etc.

3.0 WRITING

Theme 9: Getting around (Direction and Location)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.0 Writing	**3.9 Coherence writing (1 Session)**	By the end of the sub strand, the learner should be able to:	Learner is guided to: • write down a list of essential facilities found in the locality,	Why is choice of right words important in communication?

| | | a) identify vocabulary for comprehension, <br> b) employ vocabulary and language structures for coherence, <br> c) appreciate the roles of other skills in developing the writing skill | • write the names of various facilities (e.g. school, church, mosques, market, hospital, etc.) on a map,
 • write down names of various facilities from a dictation,
 • write a short text of people talking about locations of different places (*z.B. Das Krankenhaus liegt auf der Hauptstraße; Die Kirche liegt hinter dem Markt; Die Schule ist ein Kilometer entfernt; usw*)
 • write short texts of people giving directions using; *z.B. nach rechts, nach links, geradeaus, links abbiegen, rechts abbiegen, usw,*
 • write short texts and about where facilities are located in their locality and share with peers. | |

Core Competencies to be developed:
Creativity and imagination: Learner develops the skill of fluency when s/he writes down a list of essential facilities found in the locality.

Values:
Patriotism: Learner demonstrates awareness of the value of loyalty and love for own country when s/he writes short texts and about where facilities are located in his/her locality and shares with peers.

Pertinent and Contemporary Issues (PCI's)
Citizenship: Learner develops awareness for love of own country when s/he writes down a list of essential facilities found in the locality.

Link to other learning areas: Learner associates vocabulary on facilities found in the community and communication skills when describing direction or location with content learned in Environmental Activities, Science and Technology, Language Activities Social Activities and Mathematical Activities.

ASSESSMENT RUBRIC FOR WRITING

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify vocabulary and language structure for comprehension and communication	Learner identifies more than the required vocabulary and language structure for comprehension and communication	Learner identifies all the required vocabulary and language structure for comprehension and communication	Learner identifies most of the required vocabulary and language structure for comprehension and communication	Learner identifies some of the required vocabulary and language structure for comprehension and communication
Ability to use vocabulary and language structures for correct written communication.	Learner employs appropriate and varied vocabulary and language structures for correct written communication in more than the required times	Learner employs appropriate vocabulary and language structures for correct written communication in all the required times	Learner employs appropriate vocabulary and language structures for correct written communication in most of the required times	Learner employs appropriate vocabulary and language structures for correct written communication some of the required times.

APPENDIX 1: COMMUNITY SERVICE LEARNING AT GRADE 9

Introduction

In Grade 9, 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 project. 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 a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: • Environmental degradation • Lifestyle diseases, Communicable and non-communicable diseases • Poverty • Violence and conflicts in the community • Food security issues

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	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	**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
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.

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 group projects 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 group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

APPENDIX 1: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES

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

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

3.0 Writing.	• Audio and video recordings • Internet • Charts • Posters • Cross word puzzles • Pictures • Drawings • Magazines • Photographs • Newspapers • Flashcards • Illustrations • Journals • Recording devices • Menus • Brochures • Resource person	• Total Physical Response • Writing texts • Forming sentences • Peer assessment • Writing menus • Observations • Designing brochures • Matching names to pictures • Filling in missing information • Writing simple plays • Matching of sentences	• Exchange Programs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Language Clubs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
4.0 Language structures.	• Libraries • Projectors • Course books • Internet • Charts • Pictures • Drawings • Illustrations	• Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists	• Language Clubs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Exchange Programs

	• Newspapers • Maps • Chalkboard • Sample compositions • Lists of minimal pairs • Lists of homophones, synonyms, antonyms. homonyms, rhymes • Word bush • Curiosity charts	• Quizzes	• Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
Special Needs Education.	• Tactile diagrams • Brailed materials • Adapted realia • Pictorial diagrams • Interactive digital content	• Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes	• Language Clubs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Exchange Programs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests