



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Ethical and Skilled Society

JUNIOR SCHOOL CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 9

First Published 2024

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. 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 recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment

LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons Per Week
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

Learners in Junior School will be exposed to a range of non-formal programmes including Indigenous Languages. This is because a people's culture is best passed on through their language. In addition, the mother tongue, like any other language, is central to the success or failure of education and development programmes. The Constitution in Chapter 2, Article 7 (3) commits the Government to promote and protect the diversity of language of the people of Kenya as well as promote the development and use of indigenous languages. Furthermore, Article 11 of the Constitution provides for the promotion of all forms of cultural expression through literature, the arts, traditional celebrations, science, communication, information, mass media, publications, libraries, and other cultural heritage. According to Piaget, learners at this age develop the ability to think about abstract concepts.

This course is intended to expose the learner to ideas and appropriate contexts for language acquisition and deductive reasoning. It will also focus on developing further the language skills and competencies acquired at the lower levels of education. The confidence gained will motivate the learner to engage in the active process of learning to discover principles, concepts and facts for themselves, as suggested by social constructivist scholars. In addition, the potential for the learner to become proficient in the language of their choice to ensure effective communication and educational progress will be enhanced.

Learners will also be provided with opportunities to participate in programmes and visit vernacular radio and television stations and other institutions, to help them gain confidence and expose them to possible future careers through rigorous career guidance programmes. They will also be exposed to experiences and information that will enable them to make informed choices as they transit to Senior School. It is expected that this exposure will motivate the learner to develop a reading culture, not only to gain knowledge but also to make themselves eligible for exciting academic and job opportunities. It is hoped that the exposure will spark in the learner, the interest to pursue indigenous languages at Senior School Level and beyond. Reasonable proficiency in the mother tongue at this level will be a prerequisite for study of the Language at the Senior School level.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Respond appropriately to a variety of communication in the indigenous language.
2. Express themselves confidently and appropriately in a variety of social contexts.
3. Demonstrate knowledge of and apply indigenous knowledge, culture and values in varied situations.
4. Comprehend information in different contexts in the indigenous language.
5. Read fluently and write legibly in different formats to express a variety of ideas and opinions.
6. Enjoy communicating using a variety of cultural language strategies.

THEME 1: COMMUNITY HEROES AND HEROINES

SUGGESTED VOCABULARY: hero, heroine, community, save, serve, leader, patriotic, unite

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>1.1 Listening and Speaking</p>	<p>1.1.1 Listening for Information</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify target words (<i>names of people, things and places</i>) from an oral text for information,</p> <p>b) paraphrase the main ideas in an oral text for comprehension,</p> <p>c) acknowledge the important role of effective listening in learning.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • work jointly with peers to pick out nouns (<i>names of people, things and places</i>) in a text, • list the nouns on charts for display in the language corner, • discuss with peers on the various ways of listening for information, • listen to an audio recording on community heroes and heroines, • pick out the main ideas from the recording, • answer comprehension questions from the text, • make notes on the qualities of an ethical leader from the text, • share their findings with peers for review, 	<ol style="list-style-type: none"> 1. How do get information from an oral text? 2. Why are some individuals considered community heroes or heroines?

			<ul style="list-style-type: none"> work collaboratively to roleplay a news report on a community hero or heroine of choice. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration is enhanced as the learner engages actively using facts and examples when sharing their findings on qualities of an ethical leader with peers for review. Digital literacy is enhanced as the learner interacts with digital content when listening to an audio recording on community heroes and heroines. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect is developed as the learner accommodates diverse opinions when discussing with peers on the various ways of listening for information. Responsibility is enhanced as the learner diligently takes up assigned roles when working with peers to roleplay a news report on a community hero and heroine of choice. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Good governance is promoted as the learner interacts with texts on community heroes and heroines and identifies the qualities of an ethical leader. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> The learner is able to relate information derived from the texts on community heroes and heroines to the concept of nationalism in Social Studies. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	1.2.1 Reading for Comprehension	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) outline reading strategies for use on a given text,</p> <p>b) answer comprehension questions from a text for information,</p> <p>c) embrace the use of appropriate comprehension skills for lifelong learning.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • explain the pre-reading steps, • work with peers to select texts relevant to the theme online or offline for a reading session, • read a text on community heroes and heroines and make short notes, • identify vocabulary related to community heroes and heroines from the texts, • collaborate with peers to conduct a spelling-bee mini-contest to read out the spelling of the vocabulary identified, • work jointly with peers to infer the meaning of vocabulary from context, • make notes on the main ideas from a text and share with peers, • make a summary of a section of the text, 	<p>1.How should you read for comprehension?</p> <p>2. Why are community heroes and heroines important in the society?</p>

			<ul style="list-style-type: none"> • share the summaries with their peers for review, • answer direct and inferential questions from the text. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem-solving is enhanced as the learner follows simple instructions during the spelling-bee mini-contest to read out the spelling of the vocabulary identified. • Citizenship is promoted as the learner accumulates information when reading a text on community heroes and heroines and makes short notes. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is promoted as the learner cooperates with peers to conduct a spelling-bee mini-contest to read out the spelling of the vocabulary identified. • Love is enhanced as the learner displays trustworthiness when sharing the summaries with their peers for review. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social cohesion is promoted as the learner interacts with texts on community heroes and heroines. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • The learner is able to relate the concept of writing summaries to the learning of reading strategies in English. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Writing	1.3.1 Handwriting	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) outline key characteristics of good handwriting for information, b) rewrite a short essay related to the theme neatly and legibly for effective communication, c) assess handwritten texts for correct spelling and word spacing, d) embrace good handwriting for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • work with peers to search for handwritten texts that are neatly and legibly written, • hold a discussion on characteristics of a good handwriting, • use the discussion findings to create a criteria or checklist for assessing good handwriting, • rewrite a short essay on the theme using neat and legible handwriting and share with peers, • assess each other's work according to the criteria or checklist prepared for correct word spacing, neatness and legibility, • identify commonly misspelt words, • rewrite the commonly misspelt words correctly and neatly, • peer assess each other's work for correct spelling, • organize their neatly written work in the class portfolio. 	<ol style="list-style-type: none"> 1. Why should we write neatly and legibly? 2. How can illegible handwriting result to miscommunication?

Core Competencies to be developed:

- **Citizenship** is promoted as the learner demonstrates tolerance when assessing each other's work according to the criteria or checklist prepared for correct word spacing, neatness and legibility.
- **Learning to learn** is developed as the learner builds on their own learning experiences when using the discussion findings to create a criteria or checklist for assessing good handwriting.

Values:

- **Patriotism** is promoted as the learner exhibits honesty when peer assessing each other's work for correct spelling.
- **Respect** is instilled as the learner appreciates diverse opinions during the discussion on characteristics of a good handwriting.

Pertinent and Contemporary Issues (PCIs):

- **Good governance** is promoted as the learner interacts with texts and knowledge on community heroes and heroines.

Link to other subjects:

- The learner is able to relate the concept around the theme of community heroes and heroines to leadership in Social Studies.

THEME 2: ICT- CYBER SECURITY

SUGGESTED VOCABULARY: Technology, computer, safe, hacker, sites, accountability, cyber security, internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Listening for Comprehension	By the end of the sub strand, the learner should be able to: a) identify the main idea and specific details in a text for comprehension, b) respond to texts on the theme for information, c) acknowledge the importance of listening for comprehension .	The learner is guided to: <ul style="list-style-type: none">• listen to recordings of stories based on the theme,• work with peers to identify pronouns from the listened to recordings,• create a list of the pronouns identified and list them on a chart for display,• work collaboratively to use the pronouns to construct sentences,• discuss the main ideas from the recordings,• answer questions from the texts listened to,• conduct a debate on the traditional modes of communication versus the modern modes of communication.	<ol style="list-style-type: none">1. Why is it important to identify the main idea in a text?2. How can you benefit from technology?

Core Competencies to be developed:

- **Digital Literacy** is developed as the learner interacts with digital content when listening to recordings of stories based on the theme.

- **Communication and collaboration** is developed as the learner speaks engagingly with facts and examples when conducting a debate on the traditional modes of communication versus the modern modes.

Values:

- **Unity** is enhanced as the learner collaborates with peers to identify **pronouns** from the listened to recordings.
- **Responsibility** is developed as the learner engages in assigned roles and duties when conducting a debate on the traditional modes of communication versus the modern modes of communication.

Pertinent and Contemporary Issues (PCIs):

- **ICT** is promoted as the learner interacts with texts on ICT and cyber security.

Link to other subjects:

- The learner is able to relate the concept of listening for comprehension to listening skills in English and Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	2.2.1 Reading for Comprehension: Poetry	By the end of the sub strand, the learner should be able to: a) identify features of style used in poems for comprehension, b) relate themes in poems to real life for effective communication, c) advocate for reading of poems for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • conduct a reader’s theatre to read poems based on the theme, • work with peers to identify the main ideas in the poems, • develop a vocabulary bank on words related to the theme from the poems, • identify features of style used in the poem (<i>e.g. rhyme, metaphors, similes, repetition</i>) • discuss the themes in a poem and relate them to real life, • work jointly to compose a simple poem on the theme, • organize their best poems in the class portfolio, • stage choral verses on the poems during inter-class festivals or clubs. 	<ol style="list-style-type: none"> 1. Why are poems important? 2. How can we get specific details from a poem?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination is enhanced as the learner exchanges new ideas that inspire creative thinking when working jointly with peers to compose a simple poem on the theme. • Self-efficacy is enhanced as the learner effectively orders and prioritises tasks when developing a vocabulary bank on words related to the theme from the poems. 				

Values:

- **Unity** is promoted as the learner cooperates with peers to stage a choral verse on the poem during inter-class festivals or clubs.
- **Respect** is enhanced as the learner appreciates diverse opinions when discussing the themes in a poem and relates them to real life.

Pertinent and Contemporary Issues (PCIs):

- **Information Technology** is promoted as the learner works with peers to compose and stage their choral verses (poems) on cyber security during inter-class festivals or clubs.

Link to other Subjects:

- The learner is able to relate the concept of poetry to their learning of poems for performance in creative arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Writing	2.3.1 Social Writing - Email	By the end of the sub strand, the learner should be able to: a) identify components of emails for effective communication, b) compose and send an email message for self-expression, c) acknowledge the importance of using email services in social writing.	The learner is guided to: <ul style="list-style-type: none"> • work with peers to collect varied sample emails from different sources for discussion in class, • identify components of an email, • make notes on the components of an email, • brainstorm ideas to incorporate when writing an email to a friend, • work jointly with peers to create an email address, • draft a simple email to a friend on a subject related to the theme, • edit and proof read the email received from peers, • revise their email based on the comments given by peers, • conduct a debate on the advantages and disadvantages of using email for communication. 	How do you normally communicate with your friends?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is promoted as the learner uses technology skills when working jointly with peers to create an email address. 				

- **Critical thinking and problem solving** is enhanced as the learner analyzes concepts by logical reasoning when conducting a debate on the advantages and disadvantages of using email for communication.

Values:

- **Unity** is enhanced as the learner cooperates with peers to collect varied sample emails from different sources for discussion in class.
- **Responsibility** is enhanced as the learner exhibits accountability to accept constructive input when revising their email based on the comments given by peers.

Pertinent and Contemporary Issues (PCIs):

- **ICT** is promoted as the learner interacts with concepts and learns on how to compose and send emails for communication as an emerging platform for communication.

Link to other Subjects:

- The learner is able to relate the skills used in email writing to the concept of digital communication in computer aspects in Pre-technical studies.

THEME 3: SERVING THE COMMUNITY**SUGGESTED VOCABULARY:** community, sanitation, education, boreholes, mentorship, literacy,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Pronunciation	By the end of the sub strand, the learner should be able to: a) identify commonly mispronounced words for effective communication, b) apply correct intonation in words for accurate communication, c) acknowledge the role of accentuation in indigenous language speech.	The learner is guided to: <ul style="list-style-type: none">• work in groups to identify words that are commonly mispronounced,• list the words on a chart and display in class,• conduct a gallery walk to read the words in turns,• read words displayed on flashcards using correct intonation,• watch a pre-recorded audio clip on the theme and identify vocabulary used,• prepare a short talk on community service using correct intonation and accentuation,• present the talk to peers for review,	<ol style="list-style-type: none">1. How can we tell the difference between one indigenous language and another?2. Why should we take part in community service?

			<ul style="list-style-type: none"> hold a discussion forum on instances where wrong intonation on words affects meaning implied in a language. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration is developed as the learner contributes to group decision making when working with peers to identify words that are commonly mispronounced. Learning to learn is enhanced as the learner plans and manages time effectively to prepare and present a short talk on community service using correct intonation and accentuation. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect is enhanced as the learner appreciates diverse opinions when holding a discussion forum on instances where wrong intonation on words affects meaning implied in a language. Unity is promoted as the learner appreciates the effort of others who present the short talk to peers during review. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Civic responsibility is promoted as the learner discusses content from the theme on how to embrace community service for nation building. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> The learner is able to relate the concept of pronunciation in speaking to the similar concepts of stress and intonation in English and Kiswahili. 				

Strand	Sub strand	Specific Learning Outcomes	Specific Learning Experiences	Key Inquiry Question(s)
3.2 Reading	3.2.1 Extensive Reading: Library skills	By the end of the sub strand, the learner should be able to: a) describe key practices for effective library use, b) respond to texts related to the theme for information, c) embrace extensive reading of indigenous literature for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • work with peers to collect varied reading resources on people who have served their communities well and successfully, • organize the reading resources in the class portfolio, • work with peers to discuss key considerations when using the library, • conduct a silent reading session to read resources and grade appropriate texts, • answer questions related to the texts read, • prepare a reading log with details of the texts read (<i>e.g. title, author, characters, setting, summary of events</i>) for future reference, • collaborate with peers to come up with a reading club for indigenous languages materials. 	<ol style="list-style-type: none"> 1. How can we make use of the library resources well? 2. How have you engaged yourself in serving your community and society?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship is enhanced as the learner accumulates varied reading resources on people who have served their communities well and successfully. 				

- **Critical thinking and problem-solving** is enhanced as the learner explores views when discussing key considerations when using the library.

Values:

- **Respect** is enhanced as the learner ensures positive regard for others when conducting a silent reading session to read resources and grade appropriate texts.
- **Patriotism** is promoted as the learner is devoted to work with peers to collect varied reading resources on people who have served their communities well and successfully.

Pertinent and Contemporary Issues (PCIs):

- **Civic responsibility** is promoted as the learner collaborates with peers to come up with a reading club for indigenous languages materials.

Link to other subjects:

- The learner is able to relate the concept of community service in texts read to care for the environment and creation in religious studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3Writing	3.3.1 Creative Writing-Poetry	By the end of the sub strand, the learner should be able to: a) identify the features of a poem for information, b) compose a short poem on the theme for creative expression, c) acknowledge the role of poetry in creating awareness on community service.	The learner is guided to: <ul style="list-style-type: none"> • work with peers to collect varied poems from the community, • organize the poems collected in the class portfolio, • conduct a reader's theatre to read poems on the theme, • identify the features (<i>e.g. poet, persona, stanzas and lines</i>) in the poems, • work jointly with peers to brainstorm ideas to consider when composing a poem on the theme- serving the community, • work jointly with peers to compose a short poem on the theme and share for feedback, • revise the poem based on the suggestions given by peers, • display their best poems in the class gallery wall, • join a club or society and initiate community service activities within the school environment. 	What makes a poem different from a story or a passage?

Core Competencies to be developed:

- **Creativity and imagination** is enhanced as the learner exchanges new ideas that inspire creativity when working with peers to compose a short poem on the theme and share with peers for feedback.
- **Communication and collaboration** is enhanced as the learner work jointly with peers to brainstorm ideas to consider when composing a poem on the theme- serving the community.

Values:

- **Unity** is enhanced as the learner strives to achieve a common goal when working jointly with peers to brainstorm ideas to consider when composing a poem on the theme- serving the community.
- **Peace** is promoted as the learner displays tolerance when conducting a reader's theatre to read poems on the theme.

Pertinent and Contemporary Issues (PCIs):

- **Human rights and responsibilities** is enhanced as the learner interacts with poems and composes their own on serving the community for societal growth.

Link to other subjects:

- The learner is able to relate the concept of poetry to composition and performance of poetry in Creative arts.

THEME 4: SAFETY IN PUBLIC PLACES

Suggested Vocabulary: safe, first aid, emergency, public, police, report, precaution, terror, crime, accident

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Conversation skills- Negotiation	By the end of the sub strand, the learner should be able to: a) recognise words used to interrupt politely during conversations for effective communication, b) apply turn taking skills and interrupting politely during a conversation for effective communication, c) embrace good negotiation skills in communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording of a conversation between people negotiating over an issue, • identify words that the speakers use to interrupt politely, • work in partnership with peers to list the words on flashcards, • search from online and offline sources for additional words used to interrupt politely in a conversation, • display the words on the language corner for a gallery walk, • work collaboratively to conduct a mock group interview on the theme- safety in public places using proper turn taking skills and interrupting politely. 	<ol style="list-style-type: none"> 1. How can we interrupt another speaker during a conversation? 2. Why is it important to take safety precautions in public places?

Core Competencies to be developed:

- **Digital literacy** is promoted as the learner uses digital technology to accomplish tasks when searching from online and offline sources for additional words used to interrupt politely in a conversation.

- **Citizenship** is enhanced as the learner works collaboratively to develop a constructive dialogue when conducting a mock group interview on the theme-safety in public places using proper turn taking skills and interrupting politely.

Values:

- **Love** is enhanced as the learner displays trustworthiness when working in partnership with peers to list the words on flashcards
- **Integrity** is promoted as the learner exhibits transparency by displaying the words on the language corner for a gallery walk.

Pertinent and Contemporary Issues (PCIs):

- **Peace Education** is promoted as the learner interacts with texts and discusses with peers on safety in public places as well as how to negotiate effectively and respectfully in a conversation.

Link to other Subjects:

- The learner is able to relate the skills used in negotiation during conversations to the concept of peace building in Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	4.2.1 Extensive reading – short stories	By the end of the sub strand, the learner should be able to: a) identify vocabulary from texts on the theme for language acquisition, b) use vocabulary related to the theme for sentence construction, c) summarise the main ideas in a text for information, d) advocate for reading widely for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • work collaboratively with peers to conduct a reader’s theatre to read short stories on the theme, • pick out vocabulary related to the theme from the short stories, • work jointly to conduct a spelling bee contest to spell the vocabulary identified, • find the meaning of the vocabulary spelt, • work with peers to pick out adjectives used in the text, • use the vocabulary and adjectives to construct simple sentences and share with peers for review, • collaboratively identify the main ideas of the text, • make a summary on the main ideas from the short story. 	<ol style="list-style-type: none"> 1. Why are short stories important? 2. Why is it important to ensure safety in your environment?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn is enhanced as the learner is motivated to learn continuously by finding the meaning of the vocabulary spelt. 				

- **Self-efficacy** is enhanced as the learner shows concerted attention to manage tasks when conducting a spelling bee contest to spell the vocabulary identified.

Values:

- **Respect** is promoted as the learner accommodates diverse opinions when sharing constructed sentences on vocabulary for peer review.
- **Responsibility** is enhanced as the learner engages in assigned roles and duties when working collaboratively with peers to conduct a reader's theatre to read short stories on the theme.

Pertinent and Contemporary Issues (PCIs):

- **Safety and security** is promoted as the learner interacts with stories on safety in public places.

Links to other subjects:

- The learner is able to relate the concept of extensive reading to their learning of literature in English and Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.3 Writing	4.3.1 Essay writing- descriptive essays (280-320 words)	By the end of the sub strand, the learner should be able to: a) explain the steps involved in writing a descriptive essay for information, b) write a descriptive essay for effective communication, c) recognise the role of writing on various topics for creative expression and enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • watch audio-visual clips on what to do in the event of an unforeseen disaster in a public place, • make notes on the do's and don'ts in such scenarios, • work with peers to use adjectives to describe a safe and unsafe public place, • surf the internet or find publications on sample descriptive essays, • discuss the parts of a descriptive essay (<i>introduction, body, conclusion</i>), • draft the introductory paragraph of a descriptive essay (280-320 words) related to the theme, • share their work with peers for review, • revise the essay based on feedback from peers, • complete the descriptive essay and publish in a school or public magazine. 	<ol style="list-style-type: none"> 1. How can we describe events, people and things accurately? 2. How should one behave in public places to avoid putting others in danger?

Core Competencies to be developed:

- **Communication and collaboration** is promoted as the learner contributes to group decision making when working with peers to use adjectives to describe a safe and unsafe public place.
- **Digital literacy** is promoted as the learner interacts with digital content when surfing the internet to find sample descriptive essays.

Values:

- **Responsibility** is enhanced as the learner diligently makes notes on the do's and don'ts in such scenarios.
- **Patriotism** is promoted as the learner is made aware of their own responsibilities in the society when watching audio-visual clips on what to do in the event of an unforeseen disaster in a public place.

Pertinent and Contemporary Issues (PCIs):

- **Civic responsibility** is promoted as the learner writes an essay on safety in public places and publishes in a school or public magazine.

Link to other subjects:

- The learner is able to relate the skills on surfing the internet to access resources to online research using digital sources in pre-technical studies.

THEME 5: OUR CULTURAL HERITAGE

Suggested Vocabulary: culture, pride, monuments, museum, artefacts,				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Presentation Skills- Public speaking	By the end of the sub strand, the learner should be able to: a) recognize non-verbal cues in oral presentations for effective communication, b) pick out key messages from a speech for information, c) desire to enhance conversational skills to improve their communication.	The learner is guided to: <ul style="list-style-type: none"> • watch a video recording of a speech and identify non-verbal cues (<i>e.g. gestures, facial expressions, appearance, tonal variations, body movements</i>) used, • work jointly with peers to identify what the non-verbal cues imply or communicate, • discuss the importance of non-verbal cues in public presentations, • paraphrase the key issues of discussion from the speech listened to, • work collaboratively to make/customise their own simple attire and ornaments as a way of appreciating their cultural heritage, • prepare a short presentation on cultural heritage, 	<ol style="list-style-type: none"> 1. How would you present an impromptu speech to an audience? 2. Why should we preserve aspects of our cultures?

			<ul style="list-style-type: none"> • use their customized attire and ornaments when presenting a short speech on the theme, • peer review each other's presentation by assessing for use of non-verbal cues and relevance of message, • conduct a photo gallery walk to appreciate various cultures as part of cultural heritage. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination is enhanced as the learner exchanges ideas that inspire creativity when making/customising their own simple attire and ornaments as a way of appreciating their cultural heritage. • Self-efficacy is enhanced as the learner shows their personal skills by using their customized attire and ornaments when presenting a short speech on the theme. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is enhanced as the learner offers leadership and guidance when peer reviewing each other's presentation by assessing use of non-verbal cues and relevance of message. • Patriotism is promoted as the learner is made aware of their own culture when conducting a photo gallery walk to appreciate various cultures as part of cultural heritage. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Cultural awareness is promoted as the learner conducts a photo gallery walk to appreciate various cultures as part of cultural heritage. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • The learner is able to relate the skills used in public presentations to the concept of performances in creative arts. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	5.2.1 Reading for Information - Plays	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary related to cultural heritage for language acquisition, b) respond to a text on the theme for comprehension, c) embrace lessons learnt from plays for life long learning. 	The learner is guided to: <ul style="list-style-type: none"> • conduct a reader’s theatre to read plays related to the theme, • work collaboratively to identify vocabulary related to the theme from the plays, • list the words on flashcards and organize them in a vocabulary bank, • use the vocabulary to fill word puzzles, • work with peers to construct simple paragraphs, • answer direct and inferential questions on the play read, • work collaboratively to discuss the lessons learnt from the plays read and make connections to real life, • roleplay one of the plays read with peers in class, • work with peers to record the play and store the recorded clip in a digital portfolio. 	<ol style="list-style-type: none"> 1. How do you read for information? 2. How can plays be used to preserve our cultural heritage?

Core Competencies to be developed:

- **Critical thinking and problem solving** is enhanced as the learner analyses concepts by logical reasoning when using the vocabulary to fill word puzzles.
- **Digital Literacy** is promoted as the learner uses digital technology to record the play and store the recorded clip in a digital portfolio.

Values:

- **Social justice** is enhanced as the learner accords equal opportunities in sharing roles when roleplaying one of the plays read with peers in class.
- **Respect** is enhanced as the learner displays patience when conducting a reader's theatre to read plays related to the theme.

Pertinent and Contemporary Issues (PCIs):

- **Cultural awareness** is enhanced as the learner reads texts on cultural heritage and roleplays plays with peers in class on the theme.

Link to other subjects:

- The learner is able to relate the vocabulary derived from plays on cultural heritage to concepts on the social organization on communities in Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Writing	5.3.1 Creative Writing- Plays	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> explain the features of a play for information, write a short play based on the theme for communication, recognise the contribution of playwriting in the preservation of culture. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch a live or recorded grade appropriate skit in class and discuss the characters and use of dialogue, search online or offline for grade appropriate short play scripts related to the theme and read with peers, work jointly with peers to discuss the features of a play with emphasis on the characters, the setting, language and stage directions, sketch a one-scene play related to the theme, exchange the play with other peers for review. revise the script according to the suggestions given by their peers, write a two scene play based on the theme, work with peers to allocate roles and act out the play, partner with peers to organize a class mini-festival and stage the plays, organize their best play scripts in the class portfolio. 	<ol style="list-style-type: none"> How does a play differ from a story? How are plays written?

Core competencies to be developed

- **Creativity and imagination** is enhanced as the learner exchanges new ideas to inspire creativity when writing a two scene play based on the theme.
- **Learning to learn** is enhanced as the learner plans and manages tasks effectively when partnering with peers to organize a class mini-festival and stage the plays.

Values:

- **Peace** is enhanced as the learner displays tolerance with peers when organizing a class mini-festival and stage the plays.
- **Social justice** is promoted as the learner accords equal opportunities when allocating roles to peers and acting out the play.

Pertinent and Contemporary Issues (PCIs):

- **Ethnic relations** are promoted as the learner scripts and stages a creatively written play on the theme of cultural heritage.

Link to other subjects:

- The learner is able to relate the concept of play writing and cultural heritage to their learning of creative composition of artistic work in creative arts.

THEME 6: ECONOMIC ACTIVITIES

Suggested Vocabulary: Farming, fishing, pastoralism, trading, apprenticeship, craft, resource				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Intensive Listening-riddles and tongue twisters	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recite tongue twisters for language acquisition, solve riddles for comprehension, use tongue twisters and riddles appropriately in oral texts for communication, acknowledge the role of tongue twisters and riddles in language acquisition. 	The learner is guided to: <ul style="list-style-type: none"> work with peers to collect varied tongue twisters and riddles from the community, take turns to recite the tongue twisters, work with peers to conduct a speed game to recite the tongue twisters within the shortest time possible, work jointly with peers to discuss the riddling process, collaborate with peers to solve riddles, compose a spoken word piece with relevant tongue twisters and riddles, perform the spoken word piece during club activities, organize the riddles and tongue twisters in a portfolio. 	<ol style="list-style-type: none"> How can we ensure we say tongue twisters correctly? Why are riddles important in a community?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration is developed as the learner works jointly with peers to conduct a speed game to recite the tongue twisters within the shortest time possible. 				

- **Creativity and innovation** is enhanced as the learner shares new ideas that inspire creativity when composing a spoken word piece with relevant tongue twisters and riddles.

Values:

- **Unity** is promoted as the learner cooperates with peers to collect varied tongue twisters and riddles from the community.
- **Peace** is promoted as the learner displays tolerance with peers when collaborating to solve riddles.

Pertinent and Contemporary Issues (PCIs):

- **Peer education and mentorship** is promoted as the learner collaborates with others to recite tongue twisters and solve riddles.

Link to other subjects:

- The learner is able to relate the concept of solving riddles and reciting tongue twisters to similar concepts in the study of short forms of literature in English.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	6.2.1 Reading for Comprehension	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the theme from texts for language acquisition, b) respond to comprehension questions from texts on theme for compression, c) advocate reading texts and indigenous literature widely for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • read texts on the theme, • identify vocabulary related to the theme- economic activities, • pick out verbs from the text and list them down, • create a vocabulary list of words related to the theme, • work with peers to find the meaning of the words, • work with peers to create mind maps to establish other words related to the new words (<i>e.g. opposites, synonyms</i>), • construct sentences using vocabulary and verbs related to economic activities, • answer direct and inferential questions from comprehension passages related to the theme. 	<ol style="list-style-type: none"> 1. How do we read for comprehension? 2. Why do people take part in economic activities in the society?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn is promoted as the learner is motivated to learn continuously by identifying vocabulary related to the theme- economic activities. 				

- **Critical thinking and problem-solving** is enhanced as the learner analyzes concepts by logical reasoning when creating mind maps to establish other words related to the new words (*e.g. opposites, synonyms*).

Values:

- **Love** is promoted as the learner respects others when working to find the meaning of the words.
- **Social justice** is promoted as the learner fosters inclusivity of ideas when working with peers to create mind maps to establish other words related to the new words (*e.g. opposites, synonyms*).

Pertinent and Contemporary Issues (PCIs):

- **Poverty** is addressed as the learner interacts with texts and passages on economic activities to get creative ideas for poverty eradication.

Link to other subjects:

- The learner is able to relate their knowledge of verbs to the concept of word classes- verbs in English and Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Writing	6.3.1 Writing for information-Homonyms	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify homonyms for information, b) distinguish meaning between homonyms for comprehension, c) appreciate writing in indigenous languages for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • work in groups to put together a collection of homonyms from the community, • create mind maps to identify the different meaning of the words, • construct sentences to clearly bring a distinction in meaning between homonyms, • fill in gaps with correct words from a set of homonyms, • compose a paragraph with the homonyms to create distinct difference in meaning between the words, • share their work with peers for review. 	<ol style="list-style-type: none"> 1. How can you distinguish meaning between two different words with same spelling? 2. Why do economic activities differ from one location to another?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as the learner works jointly with others to put together a collection of homonyms from the community. • Critical thinking and problem solving is enhanced as the learner follows simple instructions to fill in gaps with correct words from a set of homonyms. 				

Values:

- **Peace** is promoted as the learner displays tolerance when working in groups to put together a collection of homonyms from the community.
- **Integrity** is promoted as the learner displays accountability by sharing their work with peers for review.

Pertinent and Contemporary Issues (PCIs):

- **Social cohesion** is developed as the learner works harmoniously and tolerantly with peers to put together a collection of homonyms from the community.

Link to other subjects:

- The learner is able to relate the concept of homonyms to similar content in English.

THEME 7: FIRST AID

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Presentation Skills- Debate	By the end of the sub strand, the learner should be able to: a) outline the qualities of an effective debater for information, b) participate in a debate on the theme for effective communication, c) acknowledge the role debates play in language acquisition.	The Learner is guided to: <ul style="list-style-type: none"> • listen to an online or recorded public presentation on the theme, • discuss qualities of an effective public speaker from the presentation, • use adverbs to describe the actions of the presenters from the recording, • list the adverbs on charts for display, • work with peers to discuss the qualities of an effective debater, • collaborate with peer and allocate roles to hold a debating session on a topic of choice, • peer review each other's performance, • discuss with peers on some of the best debaters in various fields. 	<ol style="list-style-type: none"> 1. How can we be more persuasive during a debate? 2. Why is first aid important?

Core Competencies to be developed:

- **Communication and collaboration** is enhanced as the learner collaborates with peers and allocates roles to hold a debating session on a topic of choice.
- **Digital literacy** is promoted as the learner interacts with digital content when listening to an online or recorded public presentation on the theme.

Values:

- **Love** is enhanced as the learner respects others when peer reviewing performance.
- **Respect** is promoted as the learner accommodates diverse opinions when discussing some of the best debaters in various fields.

Pertinent and Contemporary Issues (PCIs).

- **Safety and security** is enhanced as the learner listen to a online or recorded public presentation on the theme- first aid.

Link to other subjects:

- The learner is able to relate vocabulary on the concept of first aid to their learning of safety measures in integrated science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Reading	7.2.1 Reading for Information-visuals	By the end of the sub strand, the learner should be able to: a) describe visuals accompanying texts for comprehension, b) make connections between visuals and accompanying texts for information, c) create visuals from written texts for effective communication, d) acknowledge the importance of visuals to understanding of texts.	The Learner is guided to: <ul style="list-style-type: none"> • work with peers to put together a collection of varied visuals (<i>e.g. pictures, graphs, charts</i>), • describe the visuals and predict what story or information the visual could represent, • make connections between visuals and their accompanying texts based on the theme, • read a text and create a visual to summarise the information in the text, • work with peers in teams to conduct a Pictionary session where they begin to draw a picture and another team tries to guess what it could be before it is complete, • organize the visuals drawn in the class portfolio. 	<ol style="list-style-type: none"> 1. Why are visuals important? 2. How do visuals summarise information?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is enhanced as the learner follows simple instructions when creating a visual to summarise the information in the text read. 				

- **Learning to Learn** is enhanced as the learner builds on their own learning experiences when describing the visuals and predict what story or information the visual could represent.

Values:

- **Unity** is promoted as the learner cooperates with peers to put together a collection of varied visuals.
- **Responsibility** is enhanced as the learner diligently organizes the visuals drawn in the class portfolio.

Pertinent and Contemporary Issues (PCIs):

- **Safety and security** is promoted as the learner interacts with visuals and texts on the theme of first aid.

Link to other subjects:

- The learner is able to relate the concepts from texts on first aid to their learning of health education in integrated science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 Writing	7.3.1 Assessment of writing-Narrative Compositions	By the end of the sub strand, the learner should be able to: a) recognize the features of a well written composition for information, b) assess written texts for relevance, punctuation and neatness, c) acknowledge need for quality in written work for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • search online and offline for features of a well written composition, • work with peers to distinguish samples of neat and well written compositions from those that are not well written, • outline common errors made when writing, • work with peers to prepare a criteria or checklist for assessing written texts based on key features (<i>e.g. relevance, punctuation, neatness</i>), • write a short narrative composition on the theme on first aid, • share their work with peers for assessment against the set criteria or checklist, • review their written compositions based on feedback from peers, • display their quality written work on the class gallery. 	How do you ensure quality of written work?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is enhanced as the learner works with peers to analyse concepts when distinguishing samples of neat and well written compositions from those that are not well written. 				

- **Learning to Learn** is enhanced as the learner is motivated to learn continuously when working with peers to prepare a criteria or checklist for assessing written texts based on key features.

Values:

- **Responsibility** is enhanced as the learner exhibits accountability by sharing their work with peers for assessment against the set criteria or checklist.
- **Unity** is enhanced as the learner cooperates with peers to prepare a criteria or checklist for assessing written texts based on key features.

Pertinent and Contemporary Issues (PCIs):

- **Civic responsibility** is enhanced as the learner strives to help their peers improve on the quality of their work through assessment.

Link to other subjects:

- The learner is able to relate the concept of preparing a criteria or checklist to their learning of the concept of data collection and presentation using tables in mathematics.

THEME 8: INDIGENOUS LITERATURE

Suggested Vocabulary: story, books, poems, songs, legends, literature				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Story telling- Legends	By the end of the sub strand, the learner should be able to: a) explain the characteristics of a good story teller for information, b) retell a legend from a community for effective communication, c) acknowledge the role of legends in the preservation of culture.	The learner is guided to: <ul style="list-style-type: none"> • work with peers to discuss modern day legends in the society, • collect a variety of legend stories from the community, • organize the collection of legends in the class portfolio, • collaborate with peers to identify features that make a story telling session interesting (<i>e.g. songs, audience involvement, tonal variation</i>), • take turns to conduct a story telling session on legends from African communities, • work jointly with peers to record the story telling session, • peer assess each other's presentation, • listen to a resource person retell a legend, 	<ol style="list-style-type: none"> 1. How can one listen to get information? 2. How does a community preserve its culture?

			<ul style="list-style-type: none"> • discuss moral lessons learnt from the legend and relate them to real life. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as the learner uses digital technology to jointly record the story telling session. • Creativity and imagination is enhanced as the learner takes turns to conduct a story telling session on legends from African communities. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is promoted as the learner collaborates with peers to identify features that make a story telling session interesting. • Patriotism is promoted as the learner recognizes the effort of other citizens when discussing modern day legends in the society. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Good governance is promoted as the learner discusses moral lessons learnt from the legend and relates them to real life. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • The learner is able to relate the concept of legends to their learning of narratives in English and Kiswahili. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Reading	8.2.1 Intensive Reading-Legends	By the end of the sub strand, the learner should be able to: a) outline the characteristics of legends for information, b) respond to questions from legends for comprehension, c) acknowledge reading of legends from various cultures for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • read legendary narratives from various sources, • identify legendary characters from stories, • work with peers to create mind maps to describe their character using relevant adjectives, • share ideas on the unique qualities of the legendary characters, • identify vocabulary from the narratives and list them, • infer meaning of the new words from the narratives, • answer direct and inferential questions from stories on legends. 	<ol style="list-style-type: none"> 1. How do you read intensively? 2. Why can an individual be considered a legend in the society?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn is enhanced as the learner engages in collective learning as they read legendary narratives and identify the legendary characters in groups. • Critical thinking and problem solving is enhanced as the learner logically analyses concepts when creating mind maps to describe their character using relevant adjectives. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism is promoted as the learner reads legendary narratives from various sources. 				

- **Love** is promoted as the learner portrays a caring attitude by sharing ideas on the unique qualities of the legendary characters.

Pertinent and Contemporary Issues (PCIs):

- **Cultural awareness** is promoted as the learner interacts with indigenous literature on legendary characters.

Link to other subjects:

The learner is able to relate with the concept of legends to similar concepts in English and Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Writing	8.3.1 Creative writing-short story	By the end of the sub strand, the learner should be able to: a) explain the features of a short story for information, b) write a short story featuring a hero or heroine for creative expression, c) recognize the place of short story writing in indigenous knowledge preservation.	The learner is guided to: <ul style="list-style-type: none"> • read a short story from print or digital sources on community legends, • work jointly with peers to examine the features of a short story, • make notes on the features of a short story, • identify a community or national hero and heroine and their unique qualities, • prepare an outline of a short story featuring the community or national hero or heroine, • use the outline to write a short story on the hero or heroine, • share their story with peers for review, • publish their refined short story in a school or public magazine. 	<ol style="list-style-type: none"> 1. How can we differentiate a short story from a novel? 2. Why is it important for a community to honour its heroes and heroines?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is promoted as the learner interacts with digital content when reading a short story from digital sources on community legends. • Self-efficacy is promoted as the learner shows concerted attention by using the outline to write a short story on the hero or heroine. 				

Values:

- **Patriotism** is promoted as the learner identifies a community or national hero and heroine and their unique qualities.
- **Respect** is promoted as the learner appreciates diverse opinions when sharing their story with peers for review.

Pertinent and Contemporary Issues (PCIs):

- **Social cohesion** is promoted as the learner works with peers to write, peer review and revise the short stories featuring a community legendary hero or heroine.

Link to other subjects:

- The learner is able to relate the concept of writing short stories to their learning of the concept of creative writing in English.

THEME 9: KENYAN CULTURES

Suggested Vocabulary: greetings, good manners, thank you, welcome, sorry, excuse me, please, hello,				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Presentation Skills	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> outline the qualities of an effective presenter for information, present a short talk on Kenyan cultures for effective communication, acknowledge the Kenyan cultures as a source of pride for its people. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> conduct a research on how other Kenyan communities say common greetings and words like <i>thank you</i> and <i>welcome</i>, create a word bank for the common greetings and words identified from other communities, discuss with peers the qualities that make an effective presenter, prepare a short talk on the topic <i>Kenyan cultures as a source of the people's pride</i>, make the presentation during club activities while engaging the audience and applying the public presentation skills, work collaboratively with peers to peer review each other's presentation, 	<ol style="list-style-type: none"> How can you hold an audience's attention when making a presentation? Why are all the Kenyan communities important?

			<ul style="list-style-type: none"> • stage the best presentations during an interclass festival, • work jointly with peers to record the presentations, • compose a song on the theme and present it in a school or community function. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship is promoted as the learner accumulates information when conducting a research on how other Kenyan communities say common greetings and words like <i>thank you</i> and <i>welcome</i>. • Self-efficacy is enhanced as the learner effectively prioritises tasks when making the presentation in class while engaging the audience and applying the public presentation skills. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is promoted as the learner works jointly with peers to record the presentations. • Responsibility is developed as the learner diligently prepares a short talk on the topic <i>Kenyan cultures as a source of the people's pride</i>. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Ethnic and racial relations are promoted as the learner conducts a research on other Kenyan communities and seeks to understand them better. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • The learner is able to relate the concept of public presentations to the concept of performance in creative arts. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	9.2.1 Extensive reading- Grade appropriate texts	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) outline the main ideas from texts for comprehension, b) infer the meaning of vocabulary from the text for language acquisition, c) advocate for reading indigenous literature for enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read grade appropriate texts and outline the main ideas, • identify vocabulary from the texts, • work with peers to find meaning of the new words from contexts, • play a language game to match the vocabulary identified to their synonyms, • identify prepositions used from the texts read and create a list, • use the vocabulary identified and prepositions to construct sentences related to the theme, • write a summary of the key ideas in the texts read, • create a reading log with details of grade appropriate texts read (<i>e.g. title, author, characters, setting, summary of events, vocabulary</i>). 	<ol style="list-style-type: none"> 1. How do we read for information? 2. How can we ensure we live harmoniously with all the other Kenyan communities?

Core Competencies to be developed:

- **Learning to learn** is promoted as the learner is motivated to learn continuously by using the vocabulary identified to construct sentences related to the theme.
- **Critical thinking and problem-solving** is developed as the learner follows simple instructions when playing a language game to match the vocabulary identified to their synonyms.

Values:

- **Responsibility** is promoted as the learner diligently creates a reading log with details of grade appropriate texts read.
- **Unity** is promoted as the learner works with peers to find meaning of the new words from contexts.

Pertinent and Contemporary Issues (PCIs):

- **Human rights** are promoted as the learner experiences a sense of association with other cultures.

Link to other subjects:

- The learner is able to relate the concept of interaction with other Kenyan cultures to the concept of living together in religious studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 Writing	9.3.1 Functional Writing- Letters of application	By the end of the sub strand, the learner should be able to: a) recognise the components of a letter of application for information. b) write a letter of application for a scholarship for effective communication, c) acknowledge writing as a means of communicating for lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • search online and offline for samples of scholarship application letters, • work with peers to identify the components of a well written scholarship application letter, • compose an application letter for a scholarship for Senior School education funding, • share their written letters with peers for review, • organize their reviewed letter in a portfolio. 	<ol style="list-style-type: none"> 1. Why do we make applications whenever need formal opportunities? 2. How do application letters differ from other letters?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration is promoted as the learner contributes to group decision making when identifying the components of a well written scholarship application letter • Digital literacy is promoted as the learner uses digital technology to search online and offline for samples of scholarship application letters. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity is developed as the learner displays transparency by sharing their written letters with peers for review. • Responsibility is developed as the learner diligently organizes their reviewed letter in a portfolio. 				

Pertinent and Contemporary Issues (PCIs):

- **Human rights** are promoted as the learner is exposed to writing application letters for scholarships which would be instrumental to increasing access to education opportunities.

Link to other subjects:

- The learner is able to relate the concept of writing letters to similar concepts in functional writing in English and Kiswahili.

DRAFT

ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
	Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Listening for information	Ability to identify target words from an oral text for information	Identifies target words from a variety of oral texts for information	Identifies target words from an oral text for information	Identifies some target words from an oral text for information	Identifies target words from an oral text for information with assistance
	Ability to paraphrase the main idea and specific information from an oral text	Paraphrases the main idea and specific information from varied oral texts	Paraphrases the main idea and specific information from an oral text	Paraphrases the main idea and specific information from an oral text leaving out critical details	Paraphrases the main idea and specific information from an oral text with guidance
Listening for comprehension	Ability to respond to direct and inferential questions from texts for comprehension	Responds to direct and inferential questions from texts for comprehension with rich references	Responds to direct and inferential questions from texts for comprehension	Responds to most direct and inferential questions from texts for comprehension	Respond to few direct and inferential questions from texts for comprehension

	Ability to infer meaning of vocabulary from a text	Infers meaning of vocabulary from a text with rich details	Infers meaning of vocabulary from a text	Partially infers meaning of vocabulary from a text	Infers meaning of vocabulary from a text with clues
Fluency	Ability to identify commonly mispronounced words	Identifies commonly mispronounced words in varied contexts	Identifies commonly mispronounced words	Partially identifies commonly mispronounced words	Identifies commonly mispronounced words with assistance
	Ability to apply correct intonation in speech for effective communication	Applies correct intonation in speech for effective communication in varied contexts	Applies correct intonation in speech for effective communication	Applies correct intonation in speech in limited instances for effective communication	Applies correct intonation in speech for effective communication with prompts
	Ability to recite tongue twisters and riddles	Recites tongue twisters and riddles with precision	Recites tongue twisters and riddles accurately	Recites some tongue twisters and riddles accurately	Recites tongue twisters and riddles accurately with guidance
Conversational skills	Ability to demonstrate proper turn taking and interrupting	Demonstrates proper turn taking and interrupting politely during	Demonstrates proper turn taking and interrupting politely during negotiations	Demonstrates proper turn taking and interrupting politely during	Demonstrates proper turn taking and interrupting politely during negotiations with cues

	politely during negotiations	negotiations with precision		negotiations in some instances	
Presentation skills	Ability to use non-verbal cues in oral presentations like public speaking, debates and story telling	Uses non-verbal cues in oral presentations like public speaking, debates and storytelling creatively	Uses non-verbal cues in oral presentations like public speaking, debates and story telling	Uses a limited variety non-verbal cues in oral presentations like public speaking, debates and story telling	Uses non-verbal cues in oral presentations like public speaking, debates and storytelling with prompts
	Ability to apply effective public speaking, debating and storytelling skills	Applies effective public speaking, debating and storytelling skills creatively	Applies effective public speaking, debating and storytelling skills	Partially applies effective public speaking, debating and storytelling skills	Applies effective public speaking, debating and storytelling skills with guidance
STRAND: READING					
Reading for comprehension	Ability to respond to direct and inferential questions from texts	Responds to direct and inferential questions from texts with precision	Responds to direct and inferential questions from texts	Responds to most direct and inferential questions from texts	Responds to few direct and inferential questions from texts
	Ability to relate events and themes in texts to real life	Relates events and themes in texts to real life creatively	Relates events and themes in texts to real life	Relates some events and themes in texts to real life	Relates events and themes in texts to real life with assistance

Library skills	Ability to use effective library practices for lifelong learning	Uses varied effective library practices for lifelong learning	Uses effective library practices for lifelong learning	Partially uses effective library practices for lifelong learning	Uses effective library practices for lifelong learning with prompts
Reading for information	Ability to recognise vocabulary from a written text for comprehension	Recognises vocabulary from varied written texts for comprehension	Recognises vocabulary from a written text for comprehension	Recognises a limited number of vocabulary from a written text for comprehension	Recognises vocabulary from a written text for comprehension with clues
	Ability to make connections between visuals and written texts	Makes connections between visuals and written texts with rich examples	Makes connections between visuals and written texts	Makes connections between visuals and written texts but omits key details	Makes connections between visuals and written texts with assistance
Intensive reading	Ability to apply basic reading strategies (<i>e.g. pre-reading skills, note making, inference</i>) in reading texts for information	Applies basic reading strategies (<i>e.g. pre-reading skills, note making, inference</i>) in reading texts for information with precision	Applies basic reading strategies (<i>e.g. pre-reading skills, note making, inference</i>) in reading texts for information	Applies most basic reading strategies (<i>e.g. pre-reading skills, note making, inference</i>) in reading texts for information	Applies few basic reading strategies (<i>e.g. pre-reading skills, note making, inference</i>) in reading texts for information
	Ability to summarise the	Summarises the main idea from varied written texts	Summarises the main idea from a written text	Partially summarises the	Summarises the main idea from a

	main idea from a written text			main idea from a written text	written text with clues
Extensive reading	Ability to outline main ideas from grade appropriate texts for information	Outlines main ideas from grade appropriate texts for information with rich references	Outlines main ideas from grade appropriate texts for information	Outlines main ideas from grade appropriate texts for information but leaves out critical details	Outlines main ideas from grade appropriate texts for information with assistance
	Ability to read grade appropriate texts for enjoyment	Reads a variety of grade appropriate texts for enjoyment	Reads grade appropriate texts for enjoyment	Reads portions of grade appropriate texts for enjoyment	Reads grade appropriate texts for enjoyment with prompts
STRAND : WRITING					
Handwriting	Ability to rewrite texts neatly and legibly for effective communication	Rewrites texts neatly and legibly for effective communication in varied contexts	Rewrites texts neatly and legibly for effective communication	Partially rewrites texts neatly and legibly for effective communication	Rewrites texts neatly and legibly for effective communication with assistance
	Ability to assess written work for correct spelling, word spacing and handwriting	Meticulously assesses written work for correct spelling, word spacing and handwriting	Assesses written work for correct spelling, word spacing and handwriting	Assesses written work for either correct spelling, word spacing or handwriting	Assesses written work for correct spelling, word spacing and handwriting with clues

Social writing	Ability to compose emails with the right format	Composes emails with the right format with precision	Composes emails with the right format	Composes emails with the right format but leaves out some details	Composes emails with the right format with clues
Creative writing	Ability to compose poems, plays and short stories for information	Composes poems, plays and short stories for information creatively	Composes poems, plays and short stories for information	Composes either poems, plays or short stories for information	Composes poems, plays and short stories for information with guidance
Essay writing	Ability to write a descriptive essay for information	Writes a descriptive essay for information creatively	Writes a descriptive essay for information	Writes a descriptive essay for information but leaves out few details	Writes a descriptive essay for information but leaves out most details
Assessment of writing	Ability to assess written texts for relevance, coherence and neatness	Meticulously assesses written texts for relevance, coherence and neatness	Assesses written texts for relevance, coherence and neatness	Assesses written texts for either relevance, coherence or neatness	Assesses written texts for relevance, coherence and neatness with clues
Functional writing	Ability to write a letter of application	Writes a letter of application with precision	Writes a letter of application	Writes a letter of application but leaves out minor details	Writes a letter of application but leaves out critical details

APPENDIX 1: GUIDELINES FOR INTEGRATING CSL AT JUNIOR SCHOOL

Guidelines for Grade 9 Community Service-Learning Project

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	<p>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:</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 Learners create an intervention to address the challenge identified.</p>
Milestone 3	<p>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</p>
Milestone 4	<p>Implementation The learners execute the project and keep evidence of work done.</p>

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

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

Assessment of CSL 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 2: SUGGESTED ASSESSMENT METHODS

LISTENING AND SPEAKING	READING	WRITING SKILLS
<ul style="list-style-type: none"> • Oral narration • Debates • Public Speaking • Oral discussions • Oral presentations • Role plays • Word games • Oral reading • Peer assessment • Self-assessment • Dictation • Question and answer • Aural tests 	<ul style="list-style-type: none"> • Reading aloud • Peer assessment • Question and answer • Matching tasks • Learner summaries of read texts • Self-assessment • Record of books read • Learner portfolios • Puzzles • Mind maps 	<ul style="list-style-type: none"> • Peer assessment • Dictation • Portfolio • Anecdotal records • Checklists and criteria • Sentence construction

APPENDIX 3: SUGGESTED LEARNING RESOURCES

NON-DIGITAL RESOURCES	DIGITAL RESOURCES
<ul style="list-style-type: none">• Newspapers• Articles• Journals• Magazines• Word walls/Gallery walls/ Language corners• Poetry books• Posters• Wordplays• Storybooks and readers• Charts• Manilla papers• Dictionaries• Flashcards• Grade appropriate texts• Resource persons• Pictures and photographs• Samples of handwriting, emails, letters of application• Graphs• Locally available materials to make customised ornament and traditional attire	<ul style="list-style-type: none">• Audio recordings• Recording devices• Electronic and digital devices• Digital images- photographs and pictures• Audio-visual clips• Digital dictionaries• Digital storybooks• Language Games• Songs• Other web resources

APPENDIX 4: SUGGESTED NON-FORMAL ACTIVITIES

LISTENING AND SPEAKING	READING	WRITING
<ul style="list-style-type: none"> • Participating in debating sessions to enhance listening and speaking for effective communication • Participating in club and societies activities • Making oral presentations, spoken words and speeches during inter class festivals to enhance fluency • Giving talks on various themes at community events to sharpen language capacity • Composing and performing songs during interclass festivals in school • Holding discussion forums • Conducting mock interview with panels to enhance presentation skills • Holding story telling session during inter-class festivals in school 	<ul style="list-style-type: none"> • Discussing books in non-formal groups like debating clubs and book clubs • Composing and reciting poems during school events like assemblies and parents' day • Collecting different forms of literature from the community for reading • Organizing spelling bee contests for reading fluency • Conducting Pictionary sessions to enhance reading for information • Playing language games 	<ul style="list-style-type: none"> • Dramatizing and filming skits on various themes • Letter writing drills • Composing poems on issues around the theme in music or drama clubs • Writing and compiling articles on various themes to publish in magazines and present in clubs