



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Askilled and Ethical Society

UPPER PRIMARY SCHOOL

CURRICULUM DESIGN

GRADE 4

First Published 2017

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LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
9.	Pastoral/Religious Instruction Programme	1
Total		35

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

Essence Statement for Foreign Languages

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level 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

Subject General Learning Outcomes

By the end of middle school 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.

DRAFT

GRADE 4

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 Listening for gist Imitative speaking (3 Sessions)	By the end of the sub strand, the learner should be able to: a) identify basic greetings for learning, b) greet others using acquired structures, c) appreciate the role of greetings in society.	Learner is guided to: <ul style="list-style-type: none">• greet each other in the various indigenous languages they know• listen to basic greetings (<i>Hallo, Guten Morgen, Guten Tag, Guten Abend</i>) from a variety of sources, e.g. the teacher, recorded audio/video etc and repeat• listen to basic greetings and match them to the appropriate pictures• listen to songs on greetings and sing along	Why do you greet others?

			<ul style="list-style-type: none"> • listen to and repeat after people greeting each other and saying their names from a variety of sources • listen to alphabet songs and sing along • spell their names using acquired vocabulary • record audios and videos on interaction with peers on basic greetings and share in class plenary • simulate greetings in pairs while observing set norms 	
<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner develops skills of listening actively and keenly as they listen to and repeat after people greeting each other and saying their names from a variety of sources • Self-efficacy: The learner develops the skill of knowing who they are as they record audios and videos on interaction with peers on basic greetings and share in class plenary. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner observes respect as they simulate greetings in pairs while observing set norms • Unity: The learner works together with peers as they record audios and videos on interaction with peers on basic greetings and share in class plenary. 				

Pertinent and Contemporary Issues (PCI's)

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

1.0 LISTENING AND SPEAKING

Theme 2: Family (Nuclear)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.2 Listening for gist Imitative speaking (3 Sessions)	By the end of the sub strand, the learner should be able to: a) identify general information from listening texts, b) imitate given structures for communication, c) appreciate the role imitation plays in language acquisition.	The learner is guided to <ul style="list-style-type: none"> • listen to/watch a simple audio/video on nuclear family and answer given questions • listen and repeat texts on family • recite/sing short poems/songs on family • say tongue twisters related to family (z.B. <i>Montags macht mir meine muntere Mutter mittags meistens Mus.</i>) • describe members of the nuclear family to peers using guessing 	How do we get the main idea from a listening text?

			games (z.B <i>Wer ist das...? Das ist mein Vater</i>)	
Core Competencies to be developed:				
Communication and collaboration: Learner acquires skills of speaking clearly and effectively as they describe members of the family to peers using guessing games.				
Values:				
Love: Learner demonstrates love of own's family as they talk about family with peers.				
Pertinent and Contemporary Issues (PCI's)				
Citizenship: Learner appreciates diversity in the country as they talk about own family with peers				

1. 0 LISTENING AND SPEAKING

Theme 3: My Surroundings (My Home)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

<p>1.0 Listening and speaking</p> <p>(3 sessions)</p>	<p>1.3 Phonological awareness</p> <p>Imitative speaking</p> <p>(3 Sessions)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words related to home for learning,</p> <p>b) speak words imitatively related to home for communication,</p> <p>c) value the role imitation plays in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to simple texts on home, rooms and furniture and match to given pictures • watch video on home, rooms and furniture and repeat the household items • locate given household items in different rooms of the house from given texts and read them aloud in plenary • listen to and sing songs on home • recite simple poems on home • make a presentation on household items and their location 	<p>Why do we imitate?</p>
<p>Core Competencies to be developed:</p> <p>Self-efficacy: Learner demonstrates knowledge of their home as they make a presentation on household items and their location</p>				
<p>Values:</p> <p>Responsibility: Learner demonstrates responsibility as they make a presentation on household items and their location.</p>				

Pertinent and Contemporary Issues (PCI's)

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

1.0 LISTENING AND SPEAKING

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

			<p><i>zogen zehn zahme Ziegen zehn Zentner Zucker zum Zoo.)</i></p> <ul style="list-style-type: none"> • recite simple poems on days of the week • listen and match days of the week correctly • discuss with peers what they do during the week 	
<p>Core Competencies to be developed:</p> <p>Self-efficacy: Learner demonstrates the skill of knowing and saying his/her needs when s/he discusses with peers what s/he does when during the week.</p>				
<p>Values:</p> <p>Respect: The learner interacts respectfully as they listen and repeat tongue twisters to peers for feedback</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Positive discipline: The learner develops an awareness of positive discipline as they discuss with peers what they do during the week</p>				

1.0 LISTENING AND SPEAKING

Theme 5: Fun and enjoyment (My Birthday)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.5 Phonological awareness Imitative speaking (3 Sessions)	By the end of the sub strand, the learner should be able to: a) articulate words for fluency b) speak words imitatively for communication c) appreciate the role articulation plays in language.	Learner is guided to: <ul style="list-style-type: none"> • listen to songs on birthdays and sing along • listen to short, simple texts on birthdays and repeat what is said • watch short videos on birthdays and answer given questions • recite short poems on birthdays • listen to tongue twisters on birthdays and repeat them • take videos talking about own birthdays and activities undertaken and share with peers 	Why is proper pronunciation important?
<p>Core Competencies to be developed:</p> <p>Creativity and imagination: Learner develops skills of speaking engagingly as they take videos talking about own birthdays and activities undertaken and share with peers.</p>				
<p>Values:</p> <p>Love: Learner demonstrates caring for self by making brief presentations on own birthdays.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Life skills: Learner develops awareness of healthy intrapersonal relationship as they make brief presentations on own birthdays.</p>				

1.0 LISTENING AND SPEAKING

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

			<ul style="list-style-type: none"> • listen to texts on food items and match them to given pictures • recite poems on food items with peers • make videos on food items at home and share with peers • discuss the healthy and unhealthy foods with peers 	
<p>Core Competencies to be developed:</p> <p>Digital literacy: Learner develops skills of creating with technology by making videos of food items at home and presenting them to peers.</p>				
<p>Values:</p> <p>Unity: Learner demonstrates team spirit as they recite poems on food items with peers.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Health promotion issues: Learner develops awareness of healthy eating habits as they discuss healthy and unhealthy foods with peers.</p>				

1.0 LISTENING AND SPEAKING

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

			German with peers, make videos and share in plenary	
<p>Core Competencies to be developed:</p> <p>Communication and Collaboration: Learner develops teamwork skills as they sing "head, shoulders, knees and toes..."in German with peers, make videos and share in plenary.</p> <p>Digital literacy: Learner acquires the skills of creating with technology as they as they sing "head, shoulders, knees and toes..."in German with peers, make videos and share in plenary.</p>				
<p>Values:</p> <p>Unity: Learner works collaboratively as they as they sing "head, shoulders, knees and toes..."in German with peers, make videos and share in plenary.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Health promotion issues (Healthy functioning of the body): The learner develops an awareness of healthy functioning of the body as as they sing "head, shoulders, knees and toes..."in German with peers, make videos and share in plenary.</p>				

1.0 LISTENING AND SPEAKING

Theme 8: Weather and Environment				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

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

Pertinent and Contemporary Issues (PCI's)

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

Link to other Learning areas

Learner links their knowledge of weather and weather patterns in social studies to this sub strand.

1.0 LISTENING AND SPEAKING

Theme 9: Getting Around (At home)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.9 Listening for gist Imitative speaking (3 Sessions)	By the end of the sub strand the learner should be able to: a) identify general information from listening texts for comprehension b) speak imitatively for communication	Learner is guided to: <ul style="list-style-type: none">watch a video on various rooms in a home and underline key words zB <i>Wohnzimmer, Schlafzimmer, Garten usw</i>	How do we ensure we get the main ideas from a listening text?

		<p>c) appreciate the role articulation plays in language</p>	<ul style="list-style-type: none"> • listen to texts on the home and answer given questions • mime activities related to various rooms in the house and the peers guess which room it is (<i>das ist im Wohnzimmer/Schlafzimmer...usw</i>) while observing the rules of turn taking • discuss how to keep various rooms of the house safe from disaster (<i>auf Englisch</i>) 	
<p>Core Competencies to be developed</p>				
<p>Self efficacy: Learner demonstrates their knowledge of home surrounding as they mime activities related to various rooms in the house and the peers guess which room it is (<i>das ist im Wohnzimmer/Schlafzimmer...usw</i>)</p>				
<p>Values:</p> <p>Respect: Learner respects the set norms of interaction as they mime activities related to various rooms in the house and the peers guess which room it is (<i>das ist im Wohnzimmer/Schlafzimmer...usw</i>) while observing the rules of turn taking.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Disaster risk reduction: Learner develops awareness of safety measures in the home as they discuss how to keep various rooms of the house safe from disaster (<i>auf Englisch</i>)</p>				

Link to other learning areas

Learner links their learning of safety measures in the home to the same in agriculture and nutrition as they discuss how to keep various rooms of the house safe from disaster (*auf Englisch*)

ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING

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

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

Theme 1: Greetings and introductions				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading Aloud (Decoding)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify German sound patterns for learning, b) read texts aloud for fluency, c) appreciate the importance of turn taking in communication.. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • read out greetings in the various indigenous languages they know • listen to basic greetings (<i>Hallo, Guten Morgen, Guten Tag, Guten Abend</i>) from a variety of sources, e.g. the teacher, recorded audio/video etc and read along • match basic greetings to the given pictures and read them aloud in turns while observing set social norms • read out aloud letters of the alphabet as they listen to them being read out from a variety of sources • read out their names using acquired vocabulary (zB <i>M-I-CH-AE-L</i>) 	Why is reading important?
<p>Core Competencies to be developed:</p> <p>Citizenship: Learner develops active community skills as they read out greetings in the various indigenous languages they know.</p>				
<p>Values:</p>				

Patriotism: The learner demonstrates love and respect for the various communities as they read out greetings in the various indigenous languages they know.

Pertinent and Contemporary Issues (PCI's)

Learners develop socio-cultural sensitivity and awareness as they read out greetings in the various indigenous languages they know.

Link to other learning areas

Learning is linked to people of Kenya in Social studies and greetings in other languages.

2.0 READING

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

		<p>c) appreciate the importance of punctuation to reading</p>	<ul style="list-style-type: none"> • read descriptions of members of the nuclear family to peers in a guessing game (z.B <i>Wer ist das...? Das ist mein Vater</i>) 	
<p>Core Competencies to be developed:</p> <p>Self-efficacy: Learner demonstrates knowledge of his/ her family as they read descriptions of members of the nuclear family to peers in a guessing game (z.B <i>Wer ist das...? Das ist mein Vater</i>).</p>				
<p>Values:</p> <p>Love: Learner demonstrates his/ her love of their family as they read descriptions of members of the nuclear family to peers in a guessing game (z.B <i>Wer ist das...? Das ist mein Vater</i>).</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Social cohesion: Learner develops an awareness of healthy family dynamics as they read descriptions of members of the nuclear family to peers in a guessing game (z.B <i>Wer ist das...? Das ist mein Vater</i>)..</p>				
<p>Link to other Learning areas</p> <p>Learner links their learning of healthy family dynamics to family life learnt in religious education.</p>				

2.0 READING

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

Creativity and imagination: Learner enhances their skills of making connections as they search for and read out hidden household items in a puzzle.

Values:

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

Pertinent and Contemporary Issues (PCI's)

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

Link to other learning area

The learner links the concept of safety in the home to the same in agriculture and nutrition.

READING

Theme 4: Time (Days of the week)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.4 Reading aloud	By the end of the Substrand the learner should be able to:	Learner is guided to: <ul style="list-style-type: none">• read along to a song about days of the week	What do you like reading?

		<p>a) recognise basic punctuation marks for fluency</p> <p>b) read words aloud for fluency</p> <p>c) appreciate the role punctuation plays in reading</p>	<p>(z.B. <i>Kinderlied "Wochentage"</i> https://www.heilpaedagogik-info.de/kinderlieder/2573-wochentage.html)</p> <ul style="list-style-type: none"> • read out tongue twisters to peers for feedback (z.B. <i>Am zehnten zehnten zehn Uhr zehn zogen zehn zahme Ziegen zehn Zentner Zucker zum Zoo.</i>) • read aloud simple poems on days of the week • read aloud and discuss with peers what they do during the week 	
<p>Core Competencies to be developed:</p> <p>Communication and Collaboration: Learner develops skills of speaking clearly and effectively as they read aloud simple poems on days of the week.</p>				
<p>Values:</p>				

<p>Integrity: Learner observes the rules of doing the right thing at the right time as they read aloud and discuss with peers what they do during the week.</p>
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Peer Pressure: Learner develops awareness of how to handle peer pressure as they read aloud and discuss with peers what they do during the week.</p>
<p>Link to other learning areas</p> <p>Learner links the concept of peer pressure to the concept of decision making in social studies (lifeskills).</p>

READING

Theme 5: Fun and enjoyment (My Birthday)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0Reading	2.5 Guided reading	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify information from reading texts</p> <p>b) read texts for comprehension</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • read along to songs on birthdays and sing along • read short, simple texts on birthdays and answer given questions 	<p>What do you love reading?</p>

		c) appreciate the role punctuation plays in reading	<ul style="list-style-type: none"> • read short poems on birthdays and present them with peers • read tongue twisters on birthdays with peers in turns and observe rules of engagement 	
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: Learner enhances their teamwork skills as they read tongue twisters on birthdays with peers in turns and observe rules of engagement.</p>				
<p>Values:</p> <p>Unity: Learner enhances their skills of working collaboratively as they read tongue twisters on birthdays with peers in turns and observe rules of engagement.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Life skills: Learner enhances their inter-personal skills as they read tongue twisters on birthdays with peers in turns and observe rules of engagement.</p>				
<p>Learner links the learning of birthdays to that of numbers in Mathematics.</p>				

2.0 READING

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

			-read Brief simple texts on food items and answer a few simple comprehension questions.	
<p>Core Competencies to be developed: Creativity and imagination</p> <p>Learners demonstrate the skills of exploration and coming up with unique and new ideas when they come up with food mashes salads and cocktails.</p>				
<p>Values: Respect</p> <p>Learners demonstrate open mindedness when they come up with food mashes, salads and cocktails in groups.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Learners develop awareness of healthy eating when they list healthy and unhealthy food items.</p>				

READING

7.My body:Body parts

Strand	Sub Strand		Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0	2.1 Reading aloud 2.2 Guided reading 2.3 Reading for comprehension		By the end of the Substrand the learner should be able to: a) recognise specific vocabulary for comprehension b) read out words aloud with the correct pronunciation c) read texts for enjoyment	Learner is guided to: -read out the body parts song in groups -match pictures of body parts with their names and read the names out loud -read simple brief poems/texts on body parts and answer a few simple comprehension questions	What do you like reading?
Core Competencies to be developed: Self-efficacy Learners demonstrate the skill of sharing who they are by naming their body parts.					
Values: Love Learners demonstrate caring for self when they name their body parts.					

Pertinent and Contemporary Issues (PCI's)

Learners learn to know and live with themselves.

READING

8. Weather and environment: Weather features					
Strand	Sub Strand		Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading aloud 2.2 Guided reading 2.3 Reading for comprehension		By the end of the Substrand the learner should be able to: a) recognise basic consonant-vowel /diphthong sound combination patterns fluency b) extract basic information from brief, simple texts for comprehension c) brief simple texts for enjoyment	Learner is guided to: -read a chart with the illustrations of weather features and their names out loud -match pictures of weather features with their names and read them out loud	Why do you read?

				<p>-read simple brief texts on weather features and answer a few simple comprehension questions</p> <p>-take photos of weather features label them in groups and present them to peers</p>	
<p>Core Competencies to be developed: Digital literacy</p> <p>Learners demonstrate the skill of creating new content with technology when they take photos of the weather features, label them and present them to peers.</p>					
<p>Values:Unity</p> <p>Learners demonstrate cooperation as they take photos of the weather features, label them and present them to peers in groups.</p>					
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Learners develop environmental awareness when they name weather features.</p>					

READING

9. Getting around: At home					
Strand	Sub Strand		Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading aloud 2.2 Guided reading 2.3 Reading for comprehension		By the end of the Substrand the learner should be able to: a) recognise basic punctuation marks for fluency b) extract basic information from short simple texts c) read short simple texts for enjoyment	Learner is guided to: -read labeled charts with members of the nuclear family in various rooms carrying out simple actions specific to those rooms. E.g Mutter kocht in der Küche. -read Brief simple texts in groups and answer a few simple comprehension questions	What do you read?
<p>Core Competencies to be developed: Communication and Collaboration</p> <p>Learners demonstrate the skill of contributing to group decision making when they read short simple texts in groups and answer a few simple comprehension questions.</p>					
Values: Unity					

Learners demonstrate cooperation when read texts in groups and answer a few simple comprehension questions.

Pertinent and Contemporary Issues (PCI's)

Learners develop healthy interpersonal relationships when they read short simple in groups and answer a few simple comprehension questions.

ASSESSMENT RUBRICS

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read aloud (Reading Aloud)	Reads clearly and loudly with appropriate rhythm, stress and intonation. Pronounces all the words in the passage correctly and with the appropriate tempo. Groups all the words in logical lexical units throughout.	Reads clearly and loudly. Pronounces the words correctly. Groups the words logically when reading.	Reads clearly and loudly most of the time. Pronounces most of the words correctly. Groups most of the words logically when reading.	Reads given words, but requires prompting to be clear and audible. Pronounces some of the words correctly. Has difficulty grouping the words logically when reading.
Ability to read given texts appropriately (Guided Reading)	The voice carries appropriate inflection (rising and falling) and the tone changes to capture the mood of the text throughout.	The voice carries appropriate inflection (rising and falling) and the tone changes to capture the mood of the text.	The voice sometimes carries appropriate inflection and the tone sometimes changes to capture the mood of the text. Monotone is common.	The voice is monotone throughout and carries no inflection and the tone does not change to carry the mood of the text.

	The voice uses varied but appropriate pitch (loudness and softness) throughout. Uses varied and appropriate facial expressions throughout.	The voice uses appropriate pitch (loudness and softness). Uses appropriate facial expressions.	Uses facial expressions most of the time.	
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Writing

1.Greetings and introduction: Basic greetings and introduction					
Strand	Sub Strand		Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 Guided writing		<p>By the end of the Substrand the learner should be able to:</p> <p>a) recognise basic punctuation marks for communication.</p> <p>b) spell words correctly.</p> <p>c) appreciate the role punctuation plays in writing</p>	<p>Learner is guided to:</p> <p>-write down as many greetings from around the country as possible</p> <p>-write down basic German greetings from a variety of sources (videos, charts, labeled illustrations)</p> <p>-fill in the blank spaces in incomplete dialogues with greetings</p>	What do you write?

				<ul style="list-style-type: none"> -sketch illustrations of different times of the day and write down the specific greetings for those times -write down dialogues on greetings and present them to peers -write each other greetings through SMSes 	
<p>Core Competencies to be developed: Communication and Collaboration</p> <p>Learners demonstrate the skill of contributing to group decision making by writing dialogues on greetings in pairs.</p> <p>Digital literacy: Learners demonstrate the skill of creating new digital content with technology when they write each other greetings through SMSes</p>					
<p>Values:Unity</p> <p>Learners demonstrate cooperation by writing dialogues on greetings and presenting them to peers.</p>					
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Learners get to know and appreciate self and others when they write down as many greetings as they can from around the country</p>					

WRITING

2. Family: Nuclear family members				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 (1 session)	3.1 Guided writing	By the end of the sub strand, the learner should be able to: a) recognise specific vocabulary for communication b) punctuate written sentences with basic punctuation marks for communication c) write simple brief texts for enjoyment	The learner is guided to: -sketch and label a portrait of members of their nuclear family -to write down a list of the members in their nuclear family -unscramble scrambled up names of nuclear family members. -fill crossword puzzles on nuclear family members -fill in blank spaces in incomplete texts on nuclear family members	What do you like writing?
<p>Core Competencies to be developed: Self efficacy</p> <p>Learners demonstrate the skill of sharing who they are when they write down a list of the members of their nuclear family.</p> <p>Creativity and imagination: Learners demonstrate imagination and originality when they sketch and label a portrait of members of their nuclear family.</p>				

Values: Love

Learners demonstrate caring when they write down a list of members of their nuclear family.

Pertinent and Contemporary Issues (PCI's)

Learners develop awareness of healthy filial relationships when they list members of their nuclear family.

WRITING

3.My surroundings: My home

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 (1 Session)	Guided writing	By the end of the sub strand, the learner should be able to:	The learner is guided to -sketch and label the floor plan of their dream house in groups and "furnish" it with household items they desire.	Why do you write?

		<p>a) recognise basic consonant-vowel /diphthong combination patterns</p> <p>b) utilise specific vocabulary to compose brief simple texts</p> <p>c) write brief simple texts for enjoyment</p>		
<p>Core Competencies to be developed: creativity and imagination</p> <p>Learners demonstrate the skills of exploration and coming up with unique and new ideas ideas when they sketch and label a floor plan of their dream house in groups and "furnish" it with household items they desire.</p>				
<p>Values:Unity</p> <p>Learners strive to achieve a common goal when they sketch a floor plan of their dream house in groups and "furnish" it household items they desire.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Learners develop awareness of safety and security in the home when they sketch a floor plan of their dream house in groups and furnish it with household items they desire</p>				

4.Time:Days of the week				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing (1 Session)	3.1 Guided writing	By the end of the sub strand, the learner should be able to: a) recognise basic German orthography rules b) Compose brief simple texts using suitable vocabulary c) appreciate the role orthography plays in writing	The learner is guided to -unscramble scrambled up names of the days of the week -search for days of the week in a word search -fill in a crossword puzzle with days of the week -do a Rückendiktat in pairs	What do you enjoy writing?
Core Competencies to be developed: Communication and Collaboration Learners demonstrate the skill of contributing to group decision making by doing the Rückendiktat in pairs.				
Values:Unity Learners strive to achieve a common goal by working in pairs to do a Rückendiktat				

Pertinent and Contemporary Issues (PCI's)

Learners develop time consciousness they write about days of the week

WRITING

5.Fun and enjoyment:

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing (1 Session)	3.1 Guided writing	By the end of the sub strand, the learner should be able to: a) recognise basic consonant-vowel/ diphthong combination patterns for communication b) punctuate simple sentences with basic punctuation marks c) appreciate the role punctuation plays in writing	The learner is guided to -to write down the activities they would like to carry out On their birthday.eg Ich möchte tanzen. -compose Elfchen about own birthday	Why do you write?

Core Competencies to be developed: Creativity and imagination

Learners demonstrate the skills of exploration and coming up with unique and new ideas as they compose Elfchen on birthday activities.

Values: Love

Learners demonstrate caring for self when by writing down what they would like to do on their birthday.

Pertinent and Contemporary Issues (PCI's)

Learners develop awareness of healthy intrapersonal relationship when they write down what they would like to do on their birthdays.

WRITING

6.Foods and drinks : Food items

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 (1 Session)	3.1 Guided writing	By the end of the sub strand, the learner should be able to: a) recognise specific vocabulary for communication	The learner is guided to: -write down a simple menu Frühstück:Kakao und Mandazi	What do you write outside school

		<p>b) employs basic punctuation marks in writing</p> <p>c) appreciate the role vocabulary plays in writing</p>	<p>Mittagessen:Githeri und Orangensaft</p> <p>Abendessen: Ugali und Sukuma Wiki</p> <p>-create and write down healthy food mashes, salads and cocktails in groups.e.g Kafftee(Kafftee+Tee),Avoma(Avocado+Mango),Kartoug (Kartoffeln+Ugali)</p> <p>-search for food items in a word search</p> <p>-fill in a crossword puzzle with food items</p>	
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Core Competencies to be developed: Creativity and imagination

Learners demonstrate the skills of exploration and coming up with unique and new ideas when they come up with food mashes, salads and cocktails.

Values:Unity

Learners strive to achieve common goals when they come up with food mashes, salads and cocktails in groups.

Pertinent and Contemporary Issues (PCI's)

Learners develop awareness of proper nutrition when they come up with healthy food mashes, salads and cocktails in groups.

WRITING

7.My body: Body parts				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 (1 Session)	3.1 Guided writing	By the end of the sub strand, the learner should be able to: a) recognise basic German orthography rules for communication b) employ specific vocabulary in writing c) compose brief simple texts for enjoyment	The learner is guided to -work in pairs, sketch each other's silhouettes and label the body parts -search for body parts in a word search -fill in a crossword puzzle with body parts	Why do you write?

Core Competencies to be developed: Creativity and imagination

Learners demonstrate the skills of exploration and coming up with unique and new ideas when they sketch each others silhouettes and label the body parts.

Values:Unity

Learners strive to achieve common goals when they work in pairs to sketch each others silhouettes and label the body parts

Pertinent and Contemporary Issues (PCI's)

Learners develop self worth when they sketch each other's silhouettes and label the body parts.

WRITING

8.Weather and Environment: Weather features

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 (1 Session)	3.1 Guided writing	By the end of the sub strand, the learner should be able to: a) recognise specific vocabulary for communication	The learner is guided to: -sketch weather features and label them in groups -find weather features in a word search	Why do you write?

		<p>b) employ basic German orthography rules to punctuate simple brief texts</p> <p>c) compose brief simple texts for enjoyment</p>	<p>-fill in a crossword puzzle with weather features</p>	
<p>Core Competencies to be developed: creativity and imagination</p> <p>Learners demonstrate the skills of exploration and coming up with unique and new ideas when they sketch weather features and label them in groups.</p>				
<p>Values:Unity</p> <p>Learners strive to achieve a common goal as they sketch and label weather features in groups</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Learners develop environmental awareness when they sketch weather features and label them in groups.</p>				

WRITING

9. Getting around: At home				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 (1 Session)	3.1 Guided writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise basic consonant-vowel/ diphthong combination patterns for spelling</p> <p>b) punctuate simple brief sentences with the help of basic German orthography rules.</p> <p>c) appreciate the role orthography plays in writing</p>	<p>The learner is guided to:</p> <p>- sketch homes as mazes in groups with the various rooms with specific household items being the destinations. The various groups then exchange mazes and each group then "finds" the various household items in the new mazes</p>	Why do you write?
<p>Core Competencies to be developed: Creativity and imagination</p> <p>Learners demonstrate the skills of exploration and coming up with unique and new ideas when they sketch homes as mazes.</p>				
<p>Values: Unity</p> <p>Learners strive to achieve a common goal when they sketch homes as mazes in groups.</p>				

Pertinent and Contemporary Issues (PCI's)

Learners develop awareness of innovation when they sketch homes as mazes.

ASSESSMENT RUBRIC

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

	Uses a variety of expressions.		Uses most of the given expressions appropriately.	Uses some of the given expressions appropriately.
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DRAFT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

UPPER PRIMARY SCHOOL

CURRICULUM DESIGN

GRADE 6

First Published 2017

Revised 2024

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 6 curriculum designs build on competencies attained by learners at Grade 6. Further, they provide a basis for learners to transit to the next level of education, Junior School. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) implemented Competency Based Curriculum (CBC) nationally in 2017. Grade 6 is the last grade of primary level of education as provided for in the Basic Education Act, 2013.

The reviewed Grade 6 curriculum furthers implementation of the CBC from Grade 5 in primary School. *The primary education* level focuses on social skills, literacy, numeracy, exploration and general interaction with their environment. The designs include aspects of formal, non-formal and informal curriculum f implementation. This level is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 6 and prepare them for smooth transition to Junior School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 6 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for transition to Junior School.

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

TABLE OF CONTENT

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
9.	Pastoral/Religious Instruction Programme	1
Total		35

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

d) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

e) **Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

f) **Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. **Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 **Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. **Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. **Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

Essence Statement for Foreign Languages

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to

acquire the four language skills: listening, speaking, reading and writing at a basic level 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

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 (3 sessions)	1.1 Phonological awareness (pronunciation, articulation) 1.2 Selective Listening 1.3 Imitative speaking	By the end of the sub strand, the learner should be able to: a) identify specific information from given texts, b) apply appropriate language structures in communication, c) appreciate the value of greetings in fostering respect.	The learner is guided to: <ul style="list-style-type: none"> • pair themselves with their peers, • introduce oneself and their peers, • find out about their peers' ages, • listen to audio texts of people introducing themselves and saying their ages (z.B. <i>Ich heiÙe ___/Ich bin ___/Mein Name ist ___; Ich bin ___ Jahre alt</i>), • imitate and introduce themselves to peers, • listen/watch audio-visual text of people introducing others using name 	What do you do in order to listen carefully and respond appropriately?

			<p>and age (z.B. <i>Das ist ___; Er/sie ist ___ Jahre alt</i>),</p> <ul style="list-style-type: none"> • imitate and introduce their peers, • listen/watch an extended greetings and introduction texts, • simulate greetings and introduction using the phrases: <i>Guten Tag/Morgen; Ich heiße ___; wie geht's?; Gut, danke, usw.</i> 	
<p>Core Competency to be developed:</p> <p>Communication and collaboration: Learner develops the skill of listening keenly and actively as s/he simulates greetings and introduction using appropriate phrases.</p>				
<p>Values:</p> <p>Respect: Learner observes etiquette as s/he works with peers in pairs to introduce each other and find out about others.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Citizenship: Learner develops awareness for the role of greetings and introduction in maintaining social cohesion.</p>				
<p>Link to other learning areas: Learner relates the concept of greetings, self- and others' introduction with similar concept in the indigenous and foreign languages and language activities learning areas.</p>				

LISTENING AND SPEAKING

Theme 2: Family (Nuclear)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.4 Phonological awareness (pronunciation, articulation) 1.5 Listening for gist 1.6 Imitative speaking	By the end of the sub strand, the learner should be able to: a) identify general information from given texts, b) communicate effectively using acquired language structures, c) appreciate the value of greetings in fostering respect.	Learner is guided to: <ul style="list-style-type: none"> • count up to 100, • imitate numbers said in an audio text, • compare how numbers 20-100 are spoken in their various languages, • discuss the differences in counting numbers above 20 in various languages, • listen/watch audio-visual texts on people talking about their family members (<i>z.B. Das ist mein Vater/meine Mutter. Er/sie ist fünfzig Jahre alt.</i>) • imitate spoken texts about people talking about ages, • ask peers about their families (<i>z.B. Wie alt bist du? Wie alt ist dein/e Vater/Mutter? usw.</i>). 	How can one wrong pronunciation impair understanding?

<p>Core Competencies to be developed:</p> <p>Communication and collaboration: Learner enhances the skills of speaking clearly and effectively when s/he asks peers about their family.</p>
<p>Values:</p> <p>Unity: Learner demonstrates awareness for the value of cooperation as s/he collaborates with peers in talking about family.</p>
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Life skills: The learner appreciates relationships as s/he talks about family members.</p>
<p>Link to other learning areas: Learner connects knowledge and skills of numbers, counting, calculation and saying one's age with same knowledge and skills in Language Activities, Mathematical Activities, Indigenous Languages and Foreign Languages; etc.</p>

LISTENING AND SPEAKING

Theme 3: My Surroundings (My School)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.7 Phonological awareness	By the end of the sub strand, the learner should be able to: a) identify main information from given texts,	Learner is guided to: <ul style="list-style-type: none"> • mention all the facilities in the school, • discuss the functions of the facilities, 	What is the best way to learn new vocabulary?

(3 sessions)	(pronunciation, articulation) 1.8 Listening for gist 1.9 Imitative speaking	b) imitate given language structures for effective communication, c) show appreciation for phonological awareness in a language.	<ul style="list-style-type: none"> • listen to audio texts about school facilities, • speak aloud the various school facilities, • play an oral matching game where one person says a word (an aspect of the facility) and the partner guesses the facility (z.B. <i>lesen - Bibliothek; spielen/Fußball – Sportplatz, usw</i>) • play a guessing game where one mimes what s/he wants to do and the others tell him/her where to go, • listen and imitate people talking about going to different places in a school setting. 	
<p>Core Competencies to be developed:</p> <p>Creativity and imagination: Learner develops the skill of communication and self-expression when s/he plays a matching/guessing game.</p>				
<p>Values:</p> <p>Responsibility: Learner demonstrates excellence by creatively engaging in the assigned roles during the guessing game.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Safety and Security: Learner develops an awareness for safety in the class and school environment as they discuss the functions of the school facilities.</p>				

Link to other learning areas: Learner relates his/her surroundings (the school) with content learned in Environmental Activities, Creative Arts and Creative Activities in the school.

LISTENING AND SPEAKING

Theme 4: Time (Months of the year)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.10 Phonological awareness (pronunciation, articulation) 1.11 Selective Listening 1.12 Imitative speaking	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 communication, c) appreciate the role of seasons in events.	Learner is guided to: <ul style="list-style-type: none"> • say aloud the months of the year, • say which months of the year are important to them and why, • discuss what seasons they have in their region • discuss when they have school holidays, • listen to audio of peers talking about when they have their school holidays, • listen to audio about people talking about holidays, 	Why is it important to imitate new words during listening?

			<ul style="list-style-type: none"> listen and imitate how words about holidays are pronounced (z.B. <i>Weihnachten, Ostern, Schulferien, Osterferien, usw</i>). 	
<p>Core Competencies to be developed:</p> <p>Learning to learn: Learner develops the skill of developing relationships when s/he talks about which months are important to him/her and why.</p>				
<p>Values:</p> <p>Respect: Learner demonstrates the value of acceptance when s/he appreciates diverse opinions when s/he talks about which months are important with peers.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Life skills: Learner develops awareness for assertiveness when s/he says which months of the year are important to him/her and why.</p>				
<p>Link to other learning areas: Learner associates the concepts of time; (date, months, seasons etc.) with similar concepts and themes found in Mathematical Activities Language Activities, Indigenous Languages and Foreign Languages (French, Arabic), Social Studies and Agriculture and Nutrition.</p>				

LISTENING AND SPEAKING

Theme 5: Fun and enjoyment (Sports and games)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.13 Phonological awareness (pronunciation, articulation) 1.14 Selective Listening 1.15 Imitative speaking	By the end of the sub strand, the learner should be able to: a) identify specific information from given texts, b) employ correct structures for communication, c) appreciate the importance of imitative speaking in language learning.	Learner is guided to: <ul style="list-style-type: none"> • talk about what they like doing, • compare favourite activities with peers, • listen to background sounds of various activities and identify them, • pantomime favourite activities in pairs/groups, • listen to audio texts of peers talking about their like and dislikes, • speak to peers about favourite activities using the word <i>gern</i> (z.B. <i>Ich spiele gern Fußball; ich lese gern</i>, etc), • speak to peers about activities they don't like doing using <i>nicht gern</i> (z.B. <i>Ich schwimme nicht gern; ich spiele nicht gern Fußball</i>, etc.) 	How does awareness for sounds influence language learning?
Core Competencies to be developed: Communication and collaboration: Learner develops the skill of speaking effectively when s/he speaks about likes and dislikes using appropriate language, expression and gestures.				
Values:				

Unity: Learner demonstrates awareness for the value of cooperation and displays team spirit when s/he pantomimes favourite activities in pairs/groups.

Pertinent and Contemporary Issues (PCI's)

Peer pressure: Learner develops awareness for peer pressure as s/he shares opinions on activities s/he likes and dislikes.

Link to other learning areas: Learner links the expressions of likes and dislikes when talking about their favourite sporting activities with activities they engage in; e.g. favourite food and drinks in Agriculture and Nutrition; favourite sporting activities in Creative Arts; favourite music, song etc; in Creative Activities.

LISTENING AND SPEAKING

Theme 6: Food and drinks (Food Preferences)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.16 Phonological awareness (pronunciation, articulation)	By the end of the sub strand, the learner should be able to: a) identify structures for communication,	Learner is guided to: <ul style="list-style-type: none">list various foods from different mealtimes,	What do you do get information from a listening text?

	<p>1.17 Listening for information</p> <p>1.18 Imitative speaking</p>	<p>b) use acquired structures for communication,</p> <p>c) demonstrate appreciation for structures in language learning.</p>	<ul style="list-style-type: none"> • talk to peers about favourite foods • talk about favourite flavours, • listen to/watch recorded audio/video about various foods, • listen and imitate sounds (z.B. <i>süß, salzig, schmecken, usw</i>), • listen to people talking about their favourite foods (z.B. <i>Was isst du gern? Ich esse gern Brot; usw</i>), • talk about favourite foods with peers in pairs. • listen to people describing various foods (z.B. <i>Der Kuchen ist süß; Die Suppe ist salzig; usw</i>), • talk about various flavours of foods to peers. 	
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: Learner develops the skill of speaking adaptively as s/he talks about various food flavours with peers.</p>				
<p>Values:</p> <p>Respect: Learner develops awareness for open-mindedness and appreciation for diverse opinions as s/he talks to peers about favourite foods and flavours.</p>				

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 foods.

Link to other learning areas: Learner links the expressions of likes and dislikes when they talk about their food preferences with activities they engage in in the learning areas of Agriculture and Nutrition, Creative Arts and Creative Activities.

LISTENING AND SPEAKING**Theme 7: My Body (I love my body)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.19 Oral expression 1.20 Active listening 1.21 Interactive speaking	By the end of the sub strand, the learner should be able to: a) identify language structures for appropriate oral expression, b) employ appropriate language structures in interactive situations, c) appreciate the role of active listening in communicative interactions.	Learner is guided to: <ul style="list-style-type: none">• discuss what they do routinely throughout the day,• discuss with peers how one talks about personal grooming activities,• listen to audio about people talking about grooming activities,• talk about own grooming activities in pairs,	How can one listen actively?

			<ul style="list-style-type: none"> • talk to peers about grooming activities (z.B. <i>Ich putze mir die Zähne/Ich kämme mir die Haare/Ich wasche mir die Hände</i>, etc.) • ask peers about grooming activities (z.B. <i>Was machst du um 7 Uhr?</i>), • mime a grooming activity and the rest guess. 	
<p>Core Competencies to be developed:</p> <p>Learning to learn: Learner develops the skill of learning independently as s/he discusses with peers about how one talks about personal grooming activities.</p>				
<p>Values:</p> <p>Responsibility: Learner demonstrates awareness to take care of own body as s/he discuss grooming activities.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Personal hygiene: Learner appreciates the need for good grooming in personal hygiene.</p>				
<p>Link to other learning areas: Learner relates the topics of grooming one's body and talking about their health status with content learned in Environmental Activities, Religious Studies, Social Studies and Science & Technology.</p>				

LISTENING AND SPEAKING

Theme 8: Weather and Environment (Weather conditions)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.22 Oral expression 1.23 Active listening 1.24 Interactive speaking	By the end of the sub strand, the learner should be able to: a) relate concepts in given contexts, b) employ oral expression strategies for communication, c) appreciate interactive speaking skills in everyday communication.	Learner is guided to: <ul style="list-style-type: none">• talk about favourite weather in pairs,• discuss weather conditions in pairs/groups,• listen to simple texts on weather conditions,• listen to a simplified weather forecast,• listen and take note of weather-related terms,• talk about the weather (z.B. <i>Es scheint/regnet, Es ist warm in Kisumu/Es ist kalt in Nyeri, usw</i>)	How does one describe type of day's weather condition?

Core Competencies to be developed:

Creativity and imagination: Learner develops the skill of making observations as they relate weather conditions to places.

Values:

Respect: Learner demonstrates awareness for acceptance as s/he understands and appreciates others as they talk about favourite 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 weather conditions with peers.

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

LISTENING AND SPEAKING**Theme 9: Getting Around (In the school)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.25 Oral expression 1.26 Active listening 1.27 Interactive speaking	By the end of the sub strand, the learner should be able to: a) identify information for communication, b) use oral expressions appropriately in given contexts, c) appreciate the need to listen actively in communicative contexts.	Learner is guided to: <ul style="list-style-type: none">• name facilities found in school,• name items found within the school in pairs/groups,• listen to a text about facilities and items found in a school,• discuss where the facilities and items are found in the school,• listen to audio about people talking about where items are located in the classroom (z.B. <i>Wo liegt das</i>	What words do you use to denote the location of things?

			<p><i>Deutschbuch? Das Deutschbuch liegt auf dem Stuhl, usw),</i></p> <ul style="list-style-type: none"> • ask peers about the location of classroom items, • listen to audio texts about people talking about facilities in the school (z.B. <i>Wo ist das Klo? Das Klo ist hinter dem Lehrerzimmer, usw),</i> • ask each other about where facilities are located in the school. 	
<p>Core Competencies to be developed:</p>				
<p>Self-efficacy: Learner develops the skill of knowing my school and home as s/he identifies and talks about facilities and items within the school.</p>				
<p>Values:</p>				
<p>Responsibility: Learner demonstrates awareness for accountability as s/he maps out facilities in the school with peers.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p>				
<p>Social cohesion: Learner develops a sense of belonging and pride in his/her school when s/he discusses where the facilities and items are found in the school.</p>				
<p>Link to other learning areas: Learner relates his/her surroundings (the school) and facilities therein with content learned in Environmental Activities and Creative Activities, Science and Technology, Creative Arts, Agriculture and Nutrition.</p>				

ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to articulate and pronounce words (Phonological Awareness)	<p>Speaks with an almost perfect/error-free pronunciation and articulation.</p> <p>Makes an exerted effort to sound like a native speaker.</p> <p>The speech is clear and the responses are logical and very easy to follow.</p>	<p>Speaks in an appropriate pronunciation and articulation.</p> <p>Speech is clear and the response is logical and easy to follow.</p>	<p>Speaks with minimal hesitation, some errors in pronunciation and articulation.</p> <p>Meaning can easily be guessed from the responses</p> <p>Responses are slightly difficult to follow.</p>	<p>Speaks with pronunciation and articulation containing grave errors.</p> <p>Speech lacks clear sequence and is inaudible.</p> <p>Meaning can barely be derived from the responses and is difficult to follow.</p>
Ability to identify general information from given texts (Listening for Gist)	<p>Interprets all questions in context.</p> <p>Responds to all questions appropriately.</p> <p>Uses appropriate and varied vocabulary in tasks.</p> <p>Undertakes more than the required tasks appropriately.</p>	<p>Interprets the given tasks in context.</p> <p>Responds to the given tasks appropriately.</p> <p>Uses the appropriate vocabulary in response to questions.</p>	<p>Interprets most of the given questions in context.</p> <p>Responds to most of the given questions appropriately.</p> <p>Uses most of the acquired vocabulary in response to questions.</p>	<p>Interprets some of the given questions in context.</p> <p>Responds to some of the given questions appropriately.</p> <p>Uses some of the acquired vocabulary in response to questions.</p> <p>Exhibits lack of understanding of the questions or does not respond to questions at all.</p>

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

READING

Theme 1: Greetings and introductions				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading aloud (decoding). 2.2 Guided reading	By the end of the sub strand, the learner should be able to: a) identify information from given texts, b) extract information from given texts for communication, c) appreciate the value of greetings in fostering respect.	Learner is guided to: <ul style="list-style-type: none"> • read simple dialogues in pairs, • read and simulate simple greetings and introductions, • read numbers up to 100, • match pictures to the correct texts, • find out about their peers' ages, • rearrange cut up jumbled pieces of paper to make simple sentences, • bring flash cards in order and read, • read short texts of people talking about their family members. 	What do you need to be able to read texts aloud? Why is it important to read texts aloud?
<p>Core Competencies to be developed:</p> <p>Self-efficacy: Learner develops the skill of knowing who s/he is when s/he works with peers to introduce each other.</p>				
<p>Values:</p> <p>Respect: Learner observes etiquette as s/he works with peers in pairs to introduce each other and find out about others.</p>				

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 relates the concept of greetings, self- and others' introduction with similar concept in the indigenous and foreign languages and language activities learning areas.

READING

Theme 2: Family (Nuclear)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading (2 Sessions)	2.3 Guided reading 2.4 Skimming	By the end of the sub strand, the learner should be able to: a) identify language features in given texts, b) read texts correctly using acquired phonemes, c) appreciate the value of language structures in communication.	Learner is guided to: <ul style="list-style-type: none">• read numbers up to 100,• read along to numbers being counted,• compare how numbers 20-100 are read in their various languages,• discuss the differences in counting numbers above 20 in various languages,	What do you do to get information from a text when reading?

			<ul style="list-style-type: none"> • read short texts on people talking about their family members (z.B. <i>Das ist mein Vater/meine Mutter. Er/sie ist fünfzig Jahre alt.</i>) • read short texts about people talking about ages (z.B. <i>Wie alt bist du? Wie alt ist dein Vater/deine Mutter? usw</i>) 	
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: Learner develops the skills of speaking clearly and effectively when s/he reads short texts on greetings and introduction.</p>				
<p>Values:</p> <p>Unity: Learner demonstrates awareness for the value of cooperation as s/he collaborates with peers in talking about family.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Life skills: The learner appreciates relationships as s/he reads about family members.</p>				
<p>Link to other learning areas: Learner connects knowledge and skills of numbers, counting, calculation and saying one's age with same knowledge and skills in Language Activities, Mathematical Activities, Indigenous Languages and Foreign Languages; etc.</p>				

READING

<p>Theme 3: My Surroundings (My School)</p>
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading (2 session)	2.5 Reading aloud 2.6 Guided reading	By the end of the sub strand, the learner should be able to: a) identify language features in given texts, b) read texts aloud for articulation, c) appreciate the value of language structures in communication.	Learner is guided to: <ul style="list-style-type: none"> • read aloud texts on school facilities, • read brief texts on functions of school facilities (z.B. <i>lesen - Bibliothek; spielen/Fußball – Sportplatz, usw</i>), • read along to audio texts about school facilities, • read to a peer who matches a given picture to a school facility, • play bingo to match flash cards to school facilities, • search out hidden facilities in a word-search. 	What do you pay attention to when reading a text aloud?
Core Competencies to be developed: Creativity and imagination: Learner develops the skill of communication and self-expression when s/he plays a matching/guessing game.				
Values: Responsibility: Learner demonstrates excellence by creatively engaging in the assigned roles during the guessing game.				
Pertinent and Contemporary Issues (PCI's): Safety and Security: Learner develops an awareness for safety in the class and school environment as they read brief texts on the functions of the school facilities.				

Link to other learning areas: Learner relates his/her surroundings (the school) with content learned in Environmental Activities, Creative Arts and Creative Activities in the school.

READING

Theme 4: Time (Months of the Year)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.7 Reading Aloud	By the end of the sub strand, the learner should be able to:	Learner is guided to: <ul style="list-style-type: none"> • read the months of the year out loud, • read short texts on what seasons they have in their region, • read short texts of peers talking about when they have their school holidays, • read along to an audio text of people talking about holidays, • read along and imitate how words about holidays are pronounced (z.B. <i>Weihnachten, Ostern, Schulferien, Osterferien, usw</i>) 	What is good reading?
	2.8 Guided Reading	a) identify information from given texts, b) use learnt structures for fluency, c) appreciate the need for short texts in language learning.		
Core Competencies to be developed:				

Communication and collaboration: Learner develops the skill of speaking clearly and effectively s/he reads along and imitates how words about holidays are pronounced.

Values:

Respect: Learner demonstrates the value of acceptance when s/he appreciates diverse opinions when s/he talks about which months are important with peers.

Pertinent and Contemporary Issues (PCI's):

Life skills: Learner develops awareness for empathy when s/he reads short texts on what seasons they have in their region.

Link to other learning areas: Learner associates the concepts of time; (date, months, seasons etc.) with similar concepts and themes found in Mathematical Activities Language Activities, Indigenous Languages and Foreign Languages (French, Arabic), Social Studies and Agriculture and Nutrition.

READING

Theme 5: Fun and Enjoyment (Fun and Games)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.9 Reading aloud 2.10 Guided reading	By the end of the sub strand, the learner should be able to: a) identify appropriate language structures from given texts,	Learner is guided to: <ul style="list-style-type: none">• read short and simple profiles of people talking about their likes and dislike,	What steps do you take before you start reading a text?

		<p>b) read aloud given texts fluently c) appreciate the importance of guided writing in language learning</p>	<ul style="list-style-type: none"> • read a list of activities and indicate whether they like them or not using Emojis/ thumbs-up/down • read aloud activities provided on flash cards and mimic • read simple sentences with the language structures (z.B. <i>Ich spiele gern Fußball; ich lese gern, usw</i>) • read short texts from peers about activities they don't like doing using <i>nicht gern</i> (z.B. <i>Ich schwimme nicht gern; ich spiele nicht gern Fußball, usw</i>). 	
<p>Core Competencies to be developed:</p> <p>Creativity and Imagination: Learner develops the skill of communication and self-expression when s/he reads aloud activities provided on flash cards and mimics them.</p>				
<p>Values:</p> <p>Unity: Learner demonstrates awareness for the value of cooperation and displays team spirit when s/he pantomimes favourite activities in pairs/groups.</p>				
<p>Pertinent and Contemporary Issues (PCI's)</p> <p>Peer pressure: Learner develops awareness for peer pressure as s/he read a list of activities and indicate whether s/he like them or not using Emojis/ thumbs- up/down.</p>				

Link to other learning areas: Learner links the expressions of likes and dislikes when talking about their favourite sporting activities with activities they engage in; e.g. favourite food and drinks in Agriculture and Nutrition; favourite sporting activities in Creative Arts; favourite music, song etc; in Creative Activities.

READING

Theme 6. Food and Drinks (Food preferences)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.11 Reading aloud 2.12 Guided reading	By the end of the sub strand, the learner should be able to: a) identify appropriate vocabulary, phrases and language structures in texts, b) read aloud with correct pronunciation, intonation and tempo for communication, c) demonstrate appreciation for structures in language learning.	Learner is guided to: <ul style="list-style-type: none"> • read a list of various foods from different mealtimes, • read short texts from peers about favourite foods (<i>z.B. Was isst du gern? Ich esse gern Brot; usw</i>), • read along to audio texts (<i>z.B. süß, salzig, schmecken, usw</i>), • read about people describing various foods (<i>z.B. Der Kuchen ist süß; Die Suppe ist salzig; usw</i>) 	Why is knowledge of language structures important during reading?

Core Competencies to be developed:

Communication and collaboration: Learner develops the skill of speaking clearly as s/he reads along to audio texts.

Values:

Respect: Learner develops awareness for open-mindedness and appreciation for diverse opinions as s/he talks to peers about favourite foods and flavours.

Pertinent and Contemporary Issues (PCI's):

Health education – healthy eating habits: Learner develops an awareness for healthy eating habits when s/he reads short texts from peers about their favourite foods.

Link to other learning areas: Learner links the expressions of likes and dislikes when they talk about their food preferences with activities they engage in in the learning areas of Agriculture and Nutrition, Creative Arts and Creative Activities.

READING

Theme 7: My Body (I love my body)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.13 Reading aloud 2.14 Guided reading	By the end of the sub strand, the learner should be able to: a) identify language structures for appropriate expression b) read selected texts for comprehension	Learner is guided to: <ul style="list-style-type: none">• read short texts about people talking about grooming activities• read along to audio texts of people talking about grooming and activities• read texts about grooming activities (z.B. <i>Ich putze mir die Zähne/ich kämme mir die Haare/Ich wasche mir die Hände, was machst du um 7 Uhr? usw</i>),	How can one maximise guided reading to develop reading skill?

		c) appreciate the role of guided reading in developing reading skills	<ul style="list-style-type: none"> • read flash cards, mime the grooming activity indicated and the rest guess 	
<p>Core Competencies to be developed:</p> <p>Creativity and imagination: Learner develops the skill of communication and self-expression as s/he reads and mimes grooming activities to peers.</p>				
<p>Values:</p> <p>Responsibility: Learner demonstrates awareness to take care of own body as s/he discuss grooming activities.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Personal hygiene: Learner appreciates the need for good grooming in personal hygiene.</p>				
<p>Link to other learning areas: Learner relates the topics of grooming one's body and talking about their health status with content learned in Environmental Activities, Religious Studies, Social Studies and Science and Technology.</p>				

READING

Theme 8: Weather and Environment (Weather Conditions)
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0. Reading	2.15 Reading aloud 2.16 Guided reading	By the end of the sub strand, the learner should be able to: a) identify vocabulary for communication, b) employ provided structures in guided reading, c) appreciate reading aloud skills in language learning.	Learner is guided to: <ul style="list-style-type: none"> • discuss weather conditions in pairs/groups, • read simple texts on weather conditions, • read a simplified weather forecast, • listen and read along to weather-related terms, • read about describing the weather (z.B. <i>Es scheint/regnet, Es ist warm in Kisumu/Es ist kalt in Nyeri, usw</i>) 	What do you do to read aloud texts fluently?
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: Learner develops the skill of listening critically to show awareness of tone and language as s/he listens and reads along to weather related terms.</p>				
<p>Values:</p> <p>Respect: Learner demonstrates awareness for acceptance as s/he understands and appreciates others as they talk about favourite weather.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Care of the environment: Learner develops an awareness for the need to conserve the environment when s/he discusses weather conditions with peers.</p>				
<p>Link to other learning areas: Learner relates the concepts of weather and weather conditions with those in the learning areas of Social Studies, Environmental Activities, Agriculture and Nutrition, Creative Arts, Creative Activities, etc.</p>				

READING

Theme 9: Getting around (In the school)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.17 Reading Aloud	By the end of the sub strand, the learner should be able to:	Learner is guided to: <ul style="list-style-type: none"> • read a simple text about facilities and items found in a school, • discuss where the facilities and items are found in the school, • read simple texts of people talking about where items are located in the classroom (z.B. <i>Wo liegt das Deutschbuch? Das Deutschbuch liegt auf dem Stuhl, usw</i>), • read simple texts of people talking about facilities in the school (z.B. <i>Wo ist das Klo? Das Klo ist hinter dem Lehrerzimmer, usw</i>), • read texts about items in the classroom and locate them with peers. 	Why is usage of correct vocabulary important during reading?
	2.18 Guided Reading	a) identify specific language structure in given contexts, b) read aloud texts correctly using provided structures, d) appreciate the role of language structures in denoting location of items and things.		
Core Competencies to be developed: Communication and collaboration: The learner develops the skill of contributing to group making decision as s/he reads texts about items in the classroom and locates them with peers.				

Values:

Responsibility: Learner demonstrates awareness for accountability as s/he maps out facilities in the school with peers.

Pertinent and Contemporary Issues (PCI's):

Social cohesion: Learner develops a sense of belonging and pride in his/her school when s/he discusses where the facilities and items are found in the school.

Link to other learning areas: Learner relates his/her surroundings (the school) and facilities therein with content learned in Environmental Activities and Creative Activities, Science and Technology, Creative Arts, Agriculture and Nutrition.

ASSESSMENT RUBRICS

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read aloud (Reading Aloud)	Reads clearly and loudly with appropriate rhythm, stress and intonation.	Reads clearly and loudly. Pronounces the words correctly.	Reads clearly and loudly most of the time. Pronounces most of the words correctly.	Reads given words, but requires prompting to be clear and audible.

	Pronounces all the words in the passage correctly and with the appropriate tempo. Groups all the words in logical lexical units throughout.	Groups the words logically when reading.	Groups most of the words logically when reading.	Pronounces some of the words correctly. Has difficulty grouping the words logically when reading.
Ability to read given texts appropriately (Guided Reading)	The voice carries appropriate inflection (rising and falling) and the tone changes to capture the mood of the text throughout. The voice uses varied but appropriate pitch (loudness and softness) throughout. Uses varied and appropriate facial expressions throughout.	The voice carries appropriate inflection (rising and falling) and the tone changes to capture the mood of the text. The voice uses appropriate pitch (loudness and softness). Uses appropriate facial expressions.	The voice sometimes carries appropriate inflection and the tone sometimes changes to capture the mood of the text. Monotone is common. Uses facial expressions most of the time.	The voice is monotone throughout and carries no inflection and the tone does not change to carry the mood of the text.

WRITING

Theme 1: Greetings and Introduction				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0. Writing (1 session)	3.1 Functional writing	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify parts of a sentence for communication, produce short texts using appropriate register and language structures, appreciate the role of writing skills for communication. 	The learner is guided to: <ul style="list-style-type: none"> make a profile with name and age, write short texts to introduce themselves (z.B. <i>Ich heiÙe _____/ich bin _____/Mein Name ist _____; ich bin _____ Jahre alt</i>) write profiles of peers (z.B. <i>Das ist _____; Er/sie ist _____ Jahre alt</i>), fill in cloze tests. 	Why do you write?
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: 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 relates the concept of greetings, self- and others' introduction with similar concept in the indigenous and foreign languages and language activities learning areas.

WRITING

Theme 2: Family (Nuclear)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing (1 Session)	3.2 Functional writing	By the end of the sub strand, the learner should be able to: a) identify language features in given texts b) write texts using acquired lexemes, c) appreciate correct writing skills in communication	Learner is guided to: <ul style="list-style-type: none">• write numbers up to 100,• compare how numbers 20-100 are written in their various languages,• discuss the differences in writing numbers above 20 in various languages,• write down number being dictated,• write short texts about their family members (z.B. <i>Das ist mein Vater/meine Mutter. Er/sie</i>	Why is it important to write texts correctly?

			<p><i>ist fünfzig Jahre alt./Wie alt bist du? Wie alt ist dein/e Vater/Mutter?),</i></p> <ul style="list-style-type: none"> fill in cloze tests. 	
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: Learner develops the skills of writing clearly and correctly when s/he writes down number being dictated.</p>				
<p>Values:</p> <p>Unity: Learner demonstrates awareness for the value of cooperation as s/he collaborates with peers in talking about family.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Life skills: The learner appreciates relationships as s/he reads about family members.</p>				
<p>Link to other learning areas: Learner connects knowledge and skills of numbers, counting, calculation and saying one's age with same knowledge and skills in Language Activities, Mathematical Activities, Indigenous Languages and Foreign Languages; etc.</p>				

WRITING

Theme 3: My Surroundings (My School)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

3.0 Writing (1 Session)	3.3 Guided writing	By the end of the sub strand, the learner should be able to: a) identify language features in given texts b) write texts using the acquired vocabulary and language structures c) appreciate the value of language structures in communication	Learner is guided to: <ul style="list-style-type: none"> • list names of facilities, • match activities and facilities, • listen to audio texts about school facilities and note them down, • listen to a dictation about school facilities and note them down, • find hidden words in a word-search and write them down. 	Why is vocabulary important when writing?
Core Competencies to be developed: Creativity and imagination: Learner develops the skill of making connection when s/he finds hidden words in a word-search and writes them down.				
Values: Responsibility: Learner demonstrates excellence by creatively engaging in the assigned roles during the guessing game.				
Pertinent and Contemporary Issues (PCI's): Safety and Security: Learner develops an awareness for safety in the class and school environment as they listen a dictation about school facilities.				
Link to other learning areas: Learner relates his/her surroundings (the school) with content learned in Environmental Activities, Creative Arts and Creative Activities in the school.				

Theme 4: Time (Months of the year)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing (1 Session)	3.4 Creative writing	By the end of the sub strand, the learner should be able to: a) identify language features in given texts, b) write texts using the acquired, vocabulary and language structures, c) appreciate the value of language structures in communication.	Learner is guided to: <ul style="list-style-type: none">• write down the months of the year out loud,• note down which months of the year are important to them and why,• write short texts about when they have their school holidays,• note down months of the year from dictation,• listen to audio text and note down when the people talking have holidays.	How best can you improve your writing skills?

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:

Respect: Learner demonstrates the value of acceptance when s/he appreciates diverse opinions when s/he talks about which months are important with peers.

Pertinent and Contemporary Issues (PCI's):

Life skills: Learner develops awareness for assertiveness when s/he note down which months of the year are important to him/her and why.

Link to other learning areas: Learner associates the concepts of time; (date, months, seasons etc.) with similar concepts and themes found in Mathematical Activities Language Activities, Indigenous Languages and Foreign Languages (French, Arabic), Social Studies and Agriculture and Nutrition.

WRITING**Theme 5: Fun and enjoyment (Sports and games)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing (1 Session)	3.5 Guided writing	By the end of the sub strand, the learner should be able to: a) identify appropriate language structures from given texts, b) write texts using the acquired vocabulary and language structures, c) appreciate the importance of guided writing in language learning.	Learner is guided to: <ul style="list-style-type: none"> • write what they like/dislike, • indicate which activities they like/dislike using Emojis/ thumbs- up/down, • write favourite activities on flash cards and share with peers, • write simple texts on what they like using <i>gern</i> (z.B. <i>Ich spiele gern Fußball; Ich lese gern, usw.</i>), • write short texts and share with peers about activities they don't like doing using <i>nicht gern</i> 	What do you do that shows you are careful when writing?

			(z.B. <i>Ich schwimme nicht gern; Ich spiele nicht gern Fußball, usw.</i>)	
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: Learner develops the skill of writing sentences when s/he writes short texts about likes and dislikes using appropriate language structure.</p>				
<p>Values:</p> <p>Unity: Learner demonstrates awareness for the value of cooperation and displays team spirit when s/he pantomimes favourite activities in pairs/groups.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Peer pressure: Learner develops awareness for peer pressure as s/he indicate which activities s/he likes/dislikes using Emojis/ thumbs-up/down.</p>				
<p>Link to other learning areas: Learner links the expressions of likes and dislikes when talking about their favourite sporting activities with activities they engage in; e.g. favourite food and drinks in Agriculture and Nutrition; favourite sporting activities in Creative Arts; favourite music, song etc; in Creative Activities.</p>				

WRITING

Theme 6: Foods and drinks (Food preferences)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

3.0 Writing (1 Session)	3.6 Functional writing	By the end of the sub strand, the learner should be able to: a) identify appropriate vocabulary, phrases and language structures in texts, b) write texts using appropriate vocabulary, phrases and language structures. c) appreciate the need for correct vocabulary in communication	Learner is guided to: <ul style="list-style-type: none"> • write a list of various foods from different mealtimes, • write short texts about favourite foods (z.B. <i>Was isst du gern? Ich esse gern Brot; usw</i>), • listen to a dictation and write the words down (z.B. <i>süß, salzig, schmecken, usw</i>), • write brief descriptions of food (z.B. <i>Der Kuchen ist süß; Die Suppe ist salzig; usw</i>) 	Why is language structure important when writing?
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: Learner develops the skill of speaking adaptively as s/he talks about various food flavours with peers.</p>				
<p>Values:</p> <p>Respect: Learner develops awareness for open-mindedness and appreciation for diverse opinions as s/he talks to peers about favourite foods and flavours.</p>				
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Health education – healthy eating habits: Learner develops an awareness for healthy eating habits when s/he writes short texts about favourite foods.</p>				
<p>Link to other learning areas: Learner links the expressions of likes and dislikes when they talk about their food preferences with activities they engage in in the learning areas of Agriculture and Nutrition, Creative Arts and Creative Activities.</p>				

WRITING

Theme 7: My body (I love my body)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing (1 Session)	3.7 Creative writing: <ul style="list-style-type: none"> • Zähne putzen • Hände waschen • Haare kämmen 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify appropriate vocabulary, phrases and language structures in texts, b) write texts using appropriate vocabulary, phrases and language structures, c) appreciate the role of clear instructions in writing tasks. 	Learner is guided to: <ul style="list-style-type: none"> • write short texts about people talking about grooming activities, • write down grooming activities from a dictation, • write short texts about grooming activities (z.B. <i>Ich putze mir die Zähne/Ich kämme mir die Haare/Ich wasche mir die Hände, Was machst du um 7 Uhr? usw</i>), • write an activity on a flash card, have a peer mime it for the rest, • fill in cloze tests. 	What do need to write vocabulary and sentences correctly?
Core Competencies to be developed:				
Communication and collaboration: Learner develops the skill of writing clearly and correctly as s/he writes an activity on a flash card for a peer to mime.				
Values:				
Responsibility: Learner demonstrates awareness to take care of own body as s/he discuss grooming activities.				

Pertinent and Contemporary Issues (PCI's):

Personal hygiene: Learner appreciates the need for good grooming in personal hygiene.

Link to other learning areas: Learner relates the topics of grooming one's body and talking about their health status with content learned in Environmental Activities, Religious Studies, Social Studies and Science and Technology.

WRITING

Theme 8: Weather and environment (Weather conditions)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing (1 Session)	3.8 Functional writing: <ul style="list-style-type: none">• es scheint.• es regnet.• es ist kalt• es ist warm• es ist heiss• es ist windig	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none">a) identify vocabulary and language structures in given textsb) use provided structures for writingc) appreciate the need for vocabulary in communication	Learner is guided to: <ul style="list-style-type: none">• discuss weather conditions in their areas in pairs/groups,• write simple texts on weather conditions in their areas,• write a simplified weather forecast for their areas,• listen and write weather-related terms from a dictation (<i>z.B. Es scheint/regnet, usw.; Kisumu ist warm/Nyeri ist kalt, usw</i>),• fill in cloze tests.	What vocabulary do you need to describe the day?

<p>Core Competencies to be developed:</p> <p>Learning to learn: The learner develops the skill of carrying out investigations when s/he writes a simplified weather forecast for his/her area.</p>
<p>Values:</p> <p>Respect: Learner demonstrates awareness for acceptance as s/he understands and appreciates others as they talk about favourite weather.</p>
<p>Pertinent and Contemporary Issues (PCI's):</p> <p>Care of the environment: Learner develops an awareness for the need to conserve the environment when s/he discusses weather conditions with peers.</p>
<p>Link to other learning areas: Learner relates the concepts of weather and weather conditions with those in the learning areas of Social Studies, Environmental Activities, Agriculture and Nutrition, Creative Arts, Creative Activities, etc.</p>

WRITING

Theme 9: Getting around (In the school)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing (1 Session)	3.9 Guided writing: • wo ist __?	By the end of the sub strand, the learner should be able to: a) identify language structure in given contexts	Learner is guided to: • write a list of facilities and items found in a school, • write items found on the classroom as dictated,	What words do you use to denote the location of things?

	<ul style="list-style-type: none"> • Wo liegt ___? 	<p>b) use provided structures for writing</p> <p>c) appreciate the role of language structures in denoting location of items and things</p>	<ul style="list-style-type: none"> • write facilities found in the school as dictated, • write short texts about where items are located in the classroom (z.B. <i>Wo liegt das Deutschbuch? Das Deutschbuch liegt auf dem Stuhl, usw</i>), • write short texts about facilities in the school (z.B. <i>Wo ist das Klo? Das Klo ist hinter dem Lehrerzimmer, usw</i>), • write a simple treasure guide to find items in the classroom/school. 	
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Core Competencies to be developed:

Communication and Collaboration: The learner develops the skill of writing sentences as s/he writes a simple treasure guide to find items in the classroom/school.

Values:

Responsibility: Learner demonstrates awareness for accountability as s/he maps out facilities in the school with peers.

Pertinent and Contemporary Issues (PCI's):

Social cohesion: Learner develops a sense of belonging and pride in his/her school when s/he discusses where the facilities and items are found in the school.

Link to other learning areas: Learner relates his/her surroundings (the school) and facilities therein with content learned in Environmental Activities and Creative Activities, Science and Technology, Creative Arts, Agriculture and Nutrition.

ASSESSMENT RUBRIC

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