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SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

INDIGENOUS LANGUAGE



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
2024

DRAFT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

SENIOR SCHOOL CURRICULUM DESIGN
GRADE 10

INDIGENOUS LANGUAGES

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

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

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

4. Promote sound moral and religious values

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

5. Promote social equality and responsibility

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

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

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

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

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

8. Promote positive attitudes towards good health and environmental protection

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

LEARNING OUTCOMES FOR SENIOR SCHOOL

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

1. communicate effectively and utilise information and communication technology across varied contexts,
2. apply mathematical, logical, and critical thinking skills for problem solving,
3. apply basic research and scientific skills to manipulate the environment and solve problems,
4. exploit individual talents for leisure, self-fulfillment, career growth, further education, and training,
5. uphold national, moral, and religious values and apply them in day-to-day life,
6. apply and promote health care strategies in day-to-day life,
7. protect, preserve, and improve the environment for sustainability,
8. demonstrate active local and global citizenship for harmonious coexistence,
9. demonstrate appreciation of diversity in people and cultures,
10. manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre- career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that **AT LEAST TWO** learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for **ONE** learning area from the chosen Pathway and a maximum of **TWO** learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. <i>Physical Education (C)</i> 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

Language and communication play a fundamental role in constructing knowledge both socially and culturally. In indigenous language learning area, learners will be equipped with the requisite language skills to participate in various social activities and interact with each other and the environment in which they live. The learner will also be exposed to multiple ways of accessing information to improve learning. In addition, the course will strengthen positive attitudes and behavior towards extensive and intensive reading in indigenous languages in anticipation of the successful discovery of information.

The learner will be inspired to embrace effective learning strategies such as carrying out oral literature projects and participating in indigenous language-based programmes in and out of school. Consequently, learning and communicating effectively in their indigenous language will be an added advantage.

By the end of the course, the learner is expected to attain high proficiency in the use of their indigenous language. This will open career opportunities in the media and other fields such as translation, publishing, research, law, teaching, indigenous science and technologies, medicine and public relations. For instance, learners may advance their knowledge of the indigenous language to become linguists who specialise in such areas as the development of orthographies.

Note

Grammar has been infused in the language skills of listening and speaking, reading and writing. Grammar provides the structural framework of any language enabling students to construct accurate sentences. By infusing elements of grammar in the language skills, learners will better understand the nuances of meaning conveyed through indigenous language.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
Listening and Speaking	• Fluency in narration	7
	• Conversational skills	13
	• Listening for comprehension	6
	• Oral presentation	12
	• Critical Listening	7
	• Listening for information	6
	• Attentive listening	6
	Total	
Reading	• Extensive reading	26
	• Reading for information	6
	• Reading for comprehension	13
	• Study skills	6
	Total	
Writing	• Orthography	6
	• Mechanics of writing	6
	• Functional writing	15
	• Creative writing	31
	• Expository	8
	Total	
Total Number of Lessons		180

Note: The suggested number of lessons per Sub Strand may be less or more depending on the context.

THEME 1: INDIGENOUS KNOWLEDGE

SUGGESTED VOCABULARY:				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Fluency in Narration (7 lessons) – <i>Oral narratives – trickster, fable,</i> – <i>Fluency</i> – <i>Storytelling techniques (tonal variation, voice projection, tonal variation, audience involvement)</i>	By the end of the sub strand, the learner should be able to: a) describe characteristics of oral narratives for language development, b) narrate oral narratives to enhance fluency, c) use a variety of techniques in the narration of oral narratives to elicit enjoyment, d) recognise the importance of oral narratives in language learning.	The learner is guided to: <ul style="list-style-type: none"> ● listen to audio recordings of fables, trickster and ogre narratives and make short notes, ● brainstorm the characteristics of each oral narrative, ● work jointly to find fables, trickster and ogre narratives online and offline, ● team up to narrate the oral narratives, ● tell the stories observing various storytelling techniques, ● work jointly to critique peers’ narrations and respectfully offer feedback, ● team up to record the oral narratives using digital devices, ● work jointly to conduct a storytelling session during the school indigenous languages exhibitions and festivals. 	1. How do you make a story interesting during narration? 2. Why are narratives important?

Core competencies to be developed:

- Creativity and imagination: This is enhanced as the learner uses imagination to generate ideas in narrating stories.
- Communication: This is promoted as the learner speaks clearly and effectively about the characteristics of fables, trickster and ogre narratives.
- Collaboration: This is promoted as the learner contributes ideas when critiquing peers' narrations and offering feedback.

Values:

- Unity: This is nurtured as the learner collaborates with peers to narrate oral narratives.
- Respect: This is promoted as the learner accommodates diverse opinions while respectfully critiquing peers' narrations and offering feedback.

Pertinent and Contemporary Issues (PCIs):

Creative thinking: This is addressed as the learner uses imagination to create ideas for a narrative.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Extensive Reading (6 lessons) <i>Reading for pleasure</i> <i>Library skills</i> – <i>Selection of material</i> – <i>Information retrieval</i> – <i>Research skills</i> – <i>Proper, common, abstract, collective, Concrete nouns</i> – <i>Vocabulary</i>	By the end of the sub strand, the learner should be able to: a) read poems and short stories on traditional food and nutrition to enhance indigenous knowledge, b) identify nouns from poems and short stories on traditional food and nutrition for language acquisition, c) use the nouns identified in oral and written texts, d) use the vocabulary learnt to construct sentences related to traditional food and nutrition,	The learner is guided to: <ul style="list-style-type: none"> ● source for poems and short stories from different sources (such as <i>newspapers, books, articles</i>), online and offline related to traditional food and nutrition, ● select poems and short stories on traditional food and nutrition, ● pick out the ideas related to traditional food and nutrition from the poems selected, ● pick out nouns from the texts read and categorise them accordingly, ● team up to use digital devices to record each other when reading texts on traditional food and nutrition, ● extract vocabulary related to traditional food and nutrition from the materials read, ● infer meaning of words related to traditional food and nutrition, 	<ol style="list-style-type: none"> 1. Why is it important to read extensively? 2. How can we infer the meaning of vocabulary when reading a text?

		e) acknowledge the role of reading materials in enhancing vocabulary development.	<ul style="list-style-type: none"> • write sentences and longer texts using learnt vocabulary related to traditional food and nutrition, • work jointly to create a word wall of learnt vocabulary related to traditional food and nutrition. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner uses digital devices to identify and select relevant poems on traditional food and nutrition. • Self-efficacy: The learner selects the reading resources and makes decisions on what to prioritise as they identify poems related to traditional food and nutrition, online and offline. • Collaboration: The learner recognises the value of other’s ideas as they work jointly to create a word wall of learnt vocabulary. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner offers leadership and guidance to others as they extract vocabulary related to traditional food and nutrition from the materials read. • Unity: The learner collaborates with others as they create a word wall. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Active social skills: The learner participates actively in selecting materials related to traditional food and nutrition. • Cyber Security: The learner uses the internet responsibly by avoiding inappropriate websites while selecting materials on food and nutrition. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Orthography (6 lessons) <ul style="list-style-type: none"> – <i>Identify letters of the alphabet</i> – <i>Writing letters of the Alphabet</i> – <i>Spelling rules (silent letters, double consonants, pluralisation - whichever applies to the language)</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) write letters of the alphabet in indigenous language, b) apply principles of orthography to correctly spell words in indigenous language, c) use appropriate capitalisation conventions in writing words in indigenous language, d) recognise the value of correct spelling in indigenous language. 	The learner is guided to: <ul style="list-style-type: none"> • discuss meaning of orthography (spelling and how they are written), • team up to talk about common spelling rules, • talk about common spelling mistakes, • look at alphabet flashcards in indigenous language and sound them, • use the alphabet song to talk about letters of the alphabet, • recognise letters of the alphabet, • Write lower- and upper-case letters correctly in words, • display flashcards with correctly spelt words on 	Why is it important to spell words correctly?

			the classroom or digital wall.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: The learner contributes to group decision making by participating actively in identifying common spelling mistakes in the language. ● Critical Thinking and Problem Solving: The learner makes critical observations on the spelling of the target language. ● Learning to learn: The learner develops relationships by sharing what they have learnt on spelling conventions in indigenous language. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: The learner is aware of own culture while spelling words in indigenous language. ● Unity: The learner collaborates with others in the group while talking about common spelling mistakes in the target language. 				
<p>Pertinent and Contemporary Issues (PCIs): Effective communication: The learner discusses the significance of turn-taking during conversations on spelling conventions.</p>				

THEME 2: COMMUNICATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Conversational Skills (6 Lessons) <i>Debate</i> <ul style="list-style-type: none"> – Responding appropriately – Turn-taking – Analysing – Making judgement – Developing an argument – Disagreeing politely 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the elements of an effective conversation in communication, b) conduct conversations politely to foster good relationships, c) evaluate information from debates to improve communication, d) acknowledge the significance of effective conversations in fostering citizenship. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to identify elements of a conversation, • discuss ways of responding appropriately in conversations, • team up to evaluate the credibility of information during a debate to identify evidence and biases, • discuss the significance of turn-taking during debate sessions, • engage in debates on a topic on traditional and modern form of communication, • agree and disagree politely during a debating session, • converse about traditional and modern forms of communication with a resource person, • analyse the points raised during the debate on traditional and modern 	<ol style="list-style-type: none"> 1. How do we communicate effectively? 2. What makes a good conversation?

			forms of communication and make a conclusion.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Collaboration: The learner contributes to group decision making by participating actively in evaluating the points raised during a debate. ● Critical thinking and Problem Solving: The learner makes critical observations on the arguments raised during a debate and deduces objective conclusions. ● Citizenship: The learner demonstrates critical and constructive dialogue when engaging in a debate about traditional and modern forms of communication. ● Learning to learn: The learner develops relationships by sharing what they have learnt about traditional and modern forms of communication. 				
Values				
<ul style="list-style-type: none"> ● Patriotism: The learner respects peers while conversing with a resource person on issues pertaining to traditional and modern forms of communication. ● Social justice: The learner advocates for harmonious relationships after analysing the points raised during a debate on traditional and modern forms of communication and makes an appropriate conclusion. 				
Pertinent and Contemporary Issues (PCIs):				
Effective communication: The learner discusses the significance of turn-taking during debates.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	<p>2.2.1 Reading for information (6 lessons)</p> <p><i>Reading Process</i></p> <ul style="list-style-type: none"> – <i>Reading Process</i> - <ul style="list-style-type: none"> ○ <i>pre-reading,</i> ○ <i>during reading,</i> ○ <i>post reading</i> – <i>Parts of speech: pronouns</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) explain the reading process for information, b) discuss what to consider before, during and after reading a text for comprehension, c) apply the reading process in a variety of texts, d) construct sentences using pronouns from the texts read for language development, e) acknowledge the reading process in obtaining information for lifelong learning. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● read texts related to traditional and modern forms of communication, ● scan through the texts to respond to questions ● team up to undertake reading activities before, during and after reading (asking questions), ● use portable devices e.g. mobile phone, to access online or offline material on traditional and modern forms of communication, ● make notes (main points) from texts on traditional and modern forms of communication, ● use the notes made to write summaries of the texts, ● read each other’s summaries for peer review, 	<p>How do you access information in a text?</p>

			<ul style="list-style-type: none"> • work jointly to pick out pronouns from the texts read, • construct sentences using the pronouns identified, • create a vocabulary bank from texts read. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: The learner develops an appreciation of and respect for culture while reading texts on traditional and modern forms of communication. • Digital Literacy: The learner uses digital learning platforms to access and read materials on traditional and modern forms of communication. • Self-efficacy: The learner reads peers' summaries with confidence. • Critical thinking and Problem Solving: The learner demonstrates objective ideas as they construct sentences using the pronouns identified. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: The learner is aware of own culture while reading texts on traditional and modern forms of communication. • Unity: The learner collaborates with others in the group while writing summaries of texts on traditional and modern forms of communication. 				
<p>Pertinent and Contemporary Issues (PCIs): Analytical thinking: The learner identifies the main points in a text on traditional and modern forms of communication.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Mechanics of Writing: Punctuation marks (6 lessons) – <i>Comma</i> – <i>Full stop</i> – <i>Question mark</i> – <i>Exclamation mark</i> – <i>Quotation mark</i>	By the end of the sub strand, the learner should be able to: a) explain the uses of punctuation marks in texts, b) use punctuation marks to construct sentences, c) write grade appropriate essays on communication using punctuation marks correctly, d) acknowledge the importance of punctuation marks in writing.	The learner is guided to: <ul style="list-style-type: none"> ● identify punctuation marks in a given text, ● discuss the uses of selected punctuation marks, ● practise using selected punctuation marks in writing sentences and essays, ● read the sentences and essays aloud paying attention to punctuation marks, ● collaborate in punctuating sentences and essays using online editing tools or offline resources, ● apply punctuation marks correctly in writing texts, ● critique peers' work and respectfully offer positive feedback. 	Why do you punctuate texts?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Collaboration: The learner contributes to group decision making by participating actively in punctuating sentences using online editing tools or offline resources. 				

- Critical thinking and problem solving: The learner approaches a complex problem by creating a range of options when critiquing peers' essays and respectfully offering positive feedback.

Values:

- Respect: The learner understands and appreciates others while respectfully critiquing peers' essays and offering positive feedback.
- Responsibility: The learner engages in an assigned role and duty by writing an essay using appropriate punctuation and inviting other students to peer review.
- Integrity: The learner displays honesty while editing sentences using online tools or offline resources.

Pertinent and Contemporary Issues (PCIs):

- Creative thinking: The learner writes simple sentences on the given task.
- Social cohesion: The learner promotes social cohesion when collaborating with peers in punctuating sentences using online editing tools or offline resources.

THEME 3: MY CULTURE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Listening for Comprehension <i>(6 Lessons)</i> – <i>Identifying main ideas in stories</i> – <i>Sequencing events</i> – <i>Retelling the story in sequence</i>	By the end of the sub strand, the learner should be able to: a) identify the main ideas in stories, songs and dialogues on a cultural celebration to enhance comprehension, b) sequence events in stories, songs and dialogues related to cultural celebrations, c) retell stories on cultural celebrations to enhance comprehension, d) value the importance of listening for effective communication.	The learner is guided to: <ul style="list-style-type: none"> ● listen to stories, songs and dialogues on cultural celebrations on digital devices/resource person, ● work jointly to identify the main ideas in each story, song and dialogue listened to ● team up to retell the stories listened to, ● select main ideas in stories related to cultural celebrations, ● collaborate with peers to organise the events in the stories on cultural celebrations in a sequential manner, ● participate in a debate on cultural celebrations during clubs and societies. 	<ol style="list-style-type: none"> 1. Why is it important to listen? 2. How do you normally listen to a person who is speaking to you?

Core competencies to be developed:

- **Communication:** The learner listens keenly and actively to identify the main ideas in stories songs and dialogues related to the cultural celebrations.
- **Collaboration:** The learner contributes to group decision making by participating actively in a school debate on cultural celebrations.
- **Self-efficacy:** The learner clearly orders the main ideas in stories related to cultural celebrations.
- **Digital literacy:** The learner uses a digital device to listen to stories, songs and dialogues on cultural celebrations.

Values:

- **Unity:** The learner takes turns and collaborates with others as they order the main ideas in stories on cultural celebrations.
- **Respect:** The learner understands and appreciates the opinion of others during the debate on cultural celebrations.

Pertinent and Contemporary Issues (PCIs):

- **Learner Support Programmes:** The learner participates in a debate on cultural celebrations in clubs and societies.
- **Active social skills:** The learner selects main ideas in stories related to cultural celebrations.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Reading for Comprehension (7 lessons) <ul style="list-style-type: none"> – <i>General idea (skimming),</i> – <i>Specific idea (scanning)</i> – <i>Vocabulary building</i> 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) explain how to write a summary of a text for language development, b) skim and scan texts for general and specific information, c) summarise texts to enhance comprehension, d) embrace reading as a means of building vocabulary. 	The learner is guided to: <ul style="list-style-type: none"> • use portable devices e.g., mobile phone, to access online or offline materials material on cultural celebrations, • skim through texts on cultural celebrations for general information, • scan through the texts to respond to questions, • brainstorm on how to write a summary of a text, • make notes on the main points in texts on cultural celebrations, • work jointly to write summaries of the texts from the notes made • read each other’s summaries for peer review, 	<ol style="list-style-type: none"> 1. How do you access information in a text? 2. Why do we write summaries?

			<ul style="list-style-type: none"> dramatise cultural celebrations in relevant clubs and societies. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Citizenship: The learner develops an appreciation of and respect for culture while reading texts on cultural celebrations. Digital Literacy: The learner uses digital learning platforms to access and read materials on cultural celebrations. Self-efficacy: The learner executes the task of summarising a text clearly while considering the main ideas. 				
<p>Values:</p> <ul style="list-style-type: none"> Patriotism: The learner is aware of own culture while reading texts on cultural celebrations. Unity: The learner collaborates with others in writing summaries of texts on cultural celebrations. Peace: The learner respects self and others while dramatising cultural celebrations in clubs and societies. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Analytical thinking: The learner identifies the main points in a text on cultural celebrations. Social Skills: The learner dramatises cultural celebrations in clubs and societies. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.1 Functional Writing: (7 lessons) <i>Social writing</i> – Thank you note, – Congratulatory note – Condolence notes – Reminders – Parts of Speech: Adjectives	By the end of the sub strand, the learner should be able to: a) explain the characteristics of social notes in informal writing, b) write different types of notes for appreciation of social relationships, c) use adjectives to write social notes for language development, d) embrace writing notes to foster social relationships.	The learner is guided to: <ul style="list-style-type: none"> ● identify a variety of social notes online or offline responsibly, ● read and explain the features of the four types of social notes, ● team up to write the social notes, ● appraise each other’s social notes, ● review the notes and display them on an e-bulletin board or school notice board, ● identify adjectives in a variety of social notes, ● use adjectives to write social notes. 	What kind of messages do we write?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy: The learner effectively communicates when identifying adjectives and a variety of social notes. ● Collaboration: The learner contributes to group decision making by recognising the value of others’ ideas as they write social notes. 				

- | |
|--|
| <ul style="list-style-type: none">● Digital literacy: The learner manipulates digital devices to display social notes on an e-bulletin board. |
| Values: <ul style="list-style-type: none">● Compassion: The learner portrays a caring attitude through writing of social notes.● Unity: The learner collaborates with others to review social notes. |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none">● Empathy: The learner shows empathy through writing social notes.● Active Social skills: The learner promotes social skills through writing social notes. |

THEME 4: HEALTH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening And Speaking	4.1.1 Oral Presentation (6 lessons) – <i>Fluency</i> – <i>Speaking with Confidence</i> – <i>Non-verbal cues</i>	By the end of the sub strand, the learner should be able to: a) identify delivery techniques for making an oral presentation, b) make an oral presentation to enhance fluency, c) perform skits to build confidence, d) acknowledge the importance of good oral presentation for effective delivery of information.	The learner is guided to: <ul style="list-style-type: none"> ● explain the meaning of an oral presentation, ● listen to an oral presentation on lifestyle diseases from a video clip, and pinpoint the delivery techniques used (non-verbal cues, confidence), ● make an oral presentation on lifestyle diseases, ● record the oral presentations on lifestyle diseases, ● script and record a clip on health related issues using suitable digital recorders, ● perform and film the skit using suitable digital 	<ol style="list-style-type: none"> 1. How do we make an oral presentation interesting? 2. How can we sensitise the society on health related issues?

			recorders and post on the class digital platform.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: The learner acknowledges the value of others' ideas during oral presentations on lifestyle diseases. ● Creativity and imagination: The learner generates new ideas when talking about techniques of conducting oral presentations. ● Self-efficacy: The learner effectively communicates health issues when making oral presentations and performing skits. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner engages in assigned roles when reading about lifestyle diseases from online or offline sources, and discusses the findings. ● Compassion: The learner respects other's views while recording the oral presentations on lifestyle diseases. ● Respect: The learner accommodates diverse opinions of every member of the team when making oral presentations on lifestyle diseases. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health disorders: The learner acquaints themselves with the promotion of a healthy lifestyle. ● Self-esteem: The learner confidently makes a presentation on lifestyle diseases during oral presentations. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Extensive reading (6 lessons) – <i>Reading for Comprehension</i> – <i>Comprehension Strategies: skimming, predicting, questioning</i> – <i>Parts of Speech: Verbs</i>	By the end of the sub strand, the learner should be able to: a) skim through texts for meaning making, b) infer meaning of words from text read using contextual clues, c) generate questions from texts for comprehension, d) pick out verbs in texts read for language development, e) embrace the use of vocabulary in texts read.	The learner is guided to: <ul style="list-style-type: none"> ● use comprehension strategies to read a variety of texts on health from online or offline sources, ● discuss the use of contextual clues in meaning derivation from texts read, ● collaborate to generate questions from texts read on health, ● work jointly to identify verbs used in texts on health, ● identify vocabularies related to the hospital, ● use contextual clues to infer the meaning of the vocabularies, ● use verbs to construct sentences using vocabulary learnt, 	Why do we read extensively?

			<ul style="list-style-type: none"> • write a short composition related to health using the new vocabulary learnt. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Collaboration: The learner recognises the value of others as they discuss the use of contextual clues in meaning derivation. • Creativity and imagination: The learner generates new ideas by generating questions from the texts read. • Digital literacy: The learner interacts with digital devices while searching for texts. • Self-efficacy: The learner constructs sentences effectively using vocabulary related to the health. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner recognises the input of every member as they check the meaning of the vocabularies. • Integrity: The learner exhibits self-discipline as they source for online materials on health using digital devices and avoiding inappropriate sites. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Health Issues: The learner creates awareness on health-related issues when writing sentences. • Self-esteem: The learner constructs sentences effectively using vocabulary related to the hospital. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.1 Creative Writing: (7 lessons) – <i>Paragraph development: topic, topic sentence, supporting sentences, concluding sentences, paragraph unity and coherence</i> – <i>Adverbs</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the process of developing a paragraph for language development, b) write clear and concise paragraphs for effective communication, c) use adverbs to develop paragraphs on the theme, d) appreciate the importance of a well written paragraph for language development. 	The learner is guided to: <ul style="list-style-type: none"> • discuss the process of development of a paragraph, • write various parts of a paragraph (topic, topic sentence, supporting sentences and conclusion), • collaborate to write paragraph on personal hygiene from the various parts, • work jointly to critique each other’s paragraph checking on coherence, • use digital devices to write paragraphs on personal hygiene online or offline. 	<ol style="list-style-type: none"> 1. Why do we write paragraphs? 2. How can you write a well organised paragraph?
Core competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: The learner effectively communicates when writing a paragraph on personal hygiene. 				

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| <ul style="list-style-type: none">● Collaboration: The learner contributes to group decision making by recognising the value of others' ideas as they write a paragraph on personal hygiene.● Digital literacy: The learner manipulates digital devices to write paragraphs on personal hygiene online and offline. |
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Values:

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| <ul style="list-style-type: none">● Unity: The learner collaborates with others in writing a paragraph on personal hygiene.● Respect: The learner respects and appreciates the contribution of others while collaborating to write paragraphs. |
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Pertinent and Contemporary Issues (PCIs):
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| <ul style="list-style-type: none">● Analytical thinking: The learner explores ways in which the paragraph can be put together to make coherent meaning.● Self-awareness: The learner speaks confidently and clearly when critiquing peers' views on coherence in paragraphs. |
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THEME 5: ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	5.1.1 Critical Listening (7 lessons) – <i>Identifying key points and information</i> – <i>Facts and opinions</i>	By the end of the sub strand, the learner should be able to: a) determine the speaker, context and intention in varied oral texts, b) select key points from an audio text on environment for information c) recognise facts and opinions from texts on environment, d) distinguish facts from opinions in an oral context, e) realise the importance of critical listening in the learning of Indigenous languages.	The learner is guided to: <ul style="list-style-type: none"> ● search for information online and offline on how to identify the speaker, context and intention, ● listen to passages read by the teacher or from an audio recording and identify the speaker, context and intention, ● listen to a resource person presenting a talk and isolate the key facts as well as the opinions, ● discuss how to distinguish between facts and opinions from a text, ● collaborate with others to distinguish facts from opinions from an audio recording, 	Why is it necessary to listen critically when a presentation or talk is being made?

			<ul style="list-style-type: none"> collaboratively design a mind map to present facts and opinions. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication: The learner listens keenly to a resource person presenting a talk and isolates the key facts as well as the opinion. Collaboration: The learner recognises the value of others' ideas when discussing discuss how to distinguish between facts and opinions from a text 				
<p>Values:</p> <ul style="list-style-type: none"> Unity: The learner appreciates the efforts of others when discuss how to distinguish between facts and opinions from a text. Respect: The learner accommodates diverse opinions from others when searching for information online and offline on how to identify the speaker, context and intention. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Environmental issues: The learner interacts with information on environment as they recognise facts and opinions from texts on environment.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Extensive reading (6 lessons) – <i>Fluency</i> – <i>Pronunciation,</i> – <i>Speed,</i> – <i>Accuracy,</i> – <i>Intonation</i> – <i>Adverbs</i>	By the end of the sub strand, the learner should be able to: a) articulate words with the correct pace for fluency of speech, b) use the correct intonation to read texts for development of fluency, c) identify different types of adverbs in texts for language development, d) embrace the use of vocabulary related to environmental conservation for language development.	The learner is guided to: <ul style="list-style-type: none"> ● read aloud a variety of texts on environmental conservation from online or offline sources, ● use audio recordings for imitation of articulation, speed and pronunciation, ● practice reading texts on environmental conservation at correct speed and accuracy, ● practice intonation drills of sight words related to environmental degradation, ● read dialogues on environmental degradation aloud focusing on intonation, ● work jointly to pinpoint different types of adverbs (manner, place, time, degree, frequency) from the texts read on environmental conservation, 	Why do we read extensively

			<ul style="list-style-type: none"> • collaborate with peers to identify vocabularies related to environmental degradation, • write a short composition on dangers of environmental degradation using adverbs. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Collaboration: The learner recognises the value of others while identifying vocabularies on environmental degradation. • Creativity and imagination: The learner generates new ideas by writing a composition on environmental degradation using the vocabularies learnt. • Digital literacy: The learner interacts with digital devices when listening to audios on environmental conservation and imitating articulation, speed and pronunciation. • Self efficacy: The learner writes a composition effectively using vocabulary related to environmental degradation. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner recognises the input of every member as they check the meaning of the vocabularies. • Integrity: The learner exhibits self-discipline as they source for online materials on environmental conservation using digital devices and avoiding inappropriate sites. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental conservation: The learner creates awareness on climate change when writing sentences on environmental degradation. • Self-esteem: The learner constructs sentences effectively using vocabulary related to environmental conservation. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.1 Expository writing: (8 lessons) <ul style="list-style-type: none"> – <i>Paragraph development</i> – <i>Outline, title, introduction, body and conclusion</i> – <i>Expository Essay</i> (<i>logical flow, tone, organization, use of evidence</i>) – <i>Adverbs (types)</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the process of paragraph development for effective communication, b) identify features of essays for language development, c) write expository essays for effective communication, d) identify different types of adverbs from the essays written, e) appreciate paragraph development for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • search for electronic and print texts and identify vocabulary related to soil erosion, • discuss the characteristics of a good paragraph (topic, illustrative and clincher sentences, coherence), • write an outline of an expository essay and present it for peer review, • collaborate with peers to talk about features of expository essays, • listen to talks/recordings by environmentalists on soil erosion and identify parts of speech used, • write expository essays on soil erosion or other issues related to the environment using well-constructed paragraphs, 	<ol style="list-style-type: none"> 1. What makes a good paragraph? 2. Why is it important to write about environmental issues?

			<ul style="list-style-type: none"> • work jointly to identify different types of adverbs (manner, time, place, degree, frequency) from the expository essay on soil erosion, • invite a resource person to talk about the benefits of environmental conservation. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner writes paragraphs clearly and presents organised work on soil erosion. • Learning to learn: The learner shares their essay on soil erosion for peer review. • Creativity and imagination: The learner uses their imagination to generate ideas to write an expository essay on soil erosion. • Self-efficacy: The learner builds confidence in ability to express their opinion during group discussions on features of essays. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner actively participates in discussions on soil erosion and outlines the points to be considered when writing an essay. • Respect: The learner recognises the contribution of others while discussing and writing essays on soil erosion. • Responsibility: The learner engages in assigned roles in the group as they come up with features of an expository essay. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental conservation: The learner creates awareness on soil erosion. • Self-awareness: The learner participates in group discussions when writing essays on soil erosion. 				

THEME 6: GENDER

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Oral presentation (6 lessons) – <i>Performance of skits - clear articulation, vocal variety, body language, audience interaction, assuming character roles, realistic dialogue, turn-taking</i> – <i>Interjections</i>	By the end of the sub strand, the learner should be able to: a) identify techniques for conducting an oral presentation for effective delivery of information, b) perform skits for enjoyment, c) identify interjections used in the skits and oral presentations for language development, d) acknowledge the importance of good oral presentation for effective delivery of information.	The learner is guided to: <ul style="list-style-type: none"> ● listen to online clips or offline talks or a talk from a guest speaker on the concept of gender issues. ● answer questions from listening to texts on gender issues, ● discuss the techniques of conducting oral presentations, ● listen to an oral presentation on gender issues from a skit, and pinpoint the delivery techniques used (clear articulation, vocal variety, body language, audience interaction, use of props and costumes), ● collaborate to present a skit on gender issues, 	<ol style="list-style-type: none"> 1. How can you tell that a person is listening keenly? 2. Why is gender sensitivity important?

			<ul style="list-style-type: none"> • work jointly to point out the interjections used in the skits, • write sentences using the interjections identified. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner listens keenly and actively to online clips or offline talks on gender issues. • Collaboration: The learner recognises the value of others’ ideas when discussing the techniques for conducting oral presentations. • Self efficacy: The learner confidently presents a skit on gender issues. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner appreciates the efforts of others when composing and performing skits with messages on gender issues during interclass festivals in school. • Respect: The learner accommodates diverse opinions from others when searching and composing skits on gender issues. 				
<p>Pertinent and Contemporary Issues (PCIs): Self Esteem: The learner speaks confidently while presenting skits on gender issues and uses appropriate body language during presentation.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Extensive Reading (6 lessons) – <i>Vocabulary building</i> – <i>Conjunctions</i>	By the end of the sub strand, the learner should be able to: a) read varied texts for vocabulary building, b) infer meanings of vocabulary for language development, c) identify conjunctions in sentences for language development, d) use conjunctions in varied texts on gender, e) acknowledge the role of extensive reading in understanding gender issues.	The learner is guided to: <ul style="list-style-type: none"> ● search for a variety of texts (<i>magazines, articles, journals, stories etc</i>) on gender issues (e.g. <i>traditional gender roles, female genital mutilation, early and forced marriages</i>), virtually or from physical library, ● skim through texts on gender issues identified to select material of one’s interest for wide readership, ● note down new vocabulary identified while reading, ● infer the meaning of vocabulary related to gender issues, ● work jointly to identify conjunctions in the texts read on gender issues, ● list the conjunctions and the new vocabulary and post on the classroom board or digital wall, 	Why should you read extensively?

			<ul style="list-style-type: none"> • construct sentences using the vocabulary and conjunctions identified, • participate in a debate on gender issues. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner interacts with digital technology when searching for texts on gender issues and uploading learnt vocabulary on the classroom physical or digital wall. • Learning to learn: The learner prioritises the task of extensive reading by skimming through texts to select material of one's interest for wide readership. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner accommodates diverse opinions while participating in debates on gender issues. • Responsibility: The learner undertakes the assigned role of skimming through and reading texts on gender issues. • Patriotism: The learner interacts with information on culture while reading texts on gender issues. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Self-awareness: The learner reads varied texts on gender issues and discusses negative gender practices in the society. • Gender issues: The learner reads texts and debates on gender issues. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Writing	6.3.1 Creative Writing: Argumentative Essays (8 lessons) – <i>Introduction, writer's arguments, counter arguments, refutation, and conclusion</i>	By the end of the sub strand, the learner should be able to: a) explain the characteristics of an argumentative essay for effective writing, b) write essays on gender issues for language development, c) embrace essay writing in creating awareness on gender issues.	The learner is guided to: <ul style="list-style-type: none"> ● source for online or offline texts on gender and read several argumentative essays, ● use the essays read to discuss the components of an argumentative essay, ● identify a topic of interest related to gender (<i>Female Genital Mutilation, child/early/forced marriage, gender-based violence, gender and health, gender disparities, gender roles</i>), ● brainstorm on arguments, counter arguments and refutations related to the topic identified, ● share the ideas generated in the brainstorming session with the rest of the class at plenary for feedback, ● organise the points generated at the plenary to write an outline of an argumentative essay, 	<ol style="list-style-type: none"> 1. How do we write cohesive essays? 2. How do we express our ideas?

			<ul style="list-style-type: none"> • write an argumentative essay on the gender related topic identified, • peer review the essays, • keep a copy of the essay in the learning portfolio. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner makes connections while writing argumentative essays on gender issues. • Critical thinking and problem solving: The learner makes interpretations and inferences while brainstorming on arguments, counter arguments and refutations related to the topic identified. • Self-efficacy: The learner presents ideas with confidence while discussing the components of an argumentative essay. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner accommodates diverse opinions while brainstorming on arguments, counter arguments and refutations related to the topic identified. • Unity: The learner appreciates the efforts of others while sharing and peer reviewing the essays on gender issues. • Responsibility: The learner responsibly engages in writing argumentative essays on gender issues. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Self-awareness: The learner demonstrates self-awareness while discussing gender issues. • Gender issues: The learner highlights gender issues while writing the argumentative essay on a gender-related topic. 				

THEME 7: CAREERS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Listening for Information (6 lessons) – <i>Identifying main ideas</i> – <i>Vocabulary</i> – <i>Summarising</i> – <i>Paraphrasing</i>	By the end of the sub strand, the learner should be able to: a) identify main ideas in texts for information, b) use vocabulary learnt in a variety of contexts, c) summarise texts on careers to enhance communication, d) paraphrase given texts accurately expressing the original ideas for meaning, e) appreciate the role of listening attentively in obtaining information.	The learner is guided to: <ul style="list-style-type: none"> ● listen to an audio for information on trends in careers (<i>such as soft skills, remote work, digitally enabled independent work, job automation</i>) ● discuss the main ideas gathered on emerging trends in careers ● identify and infer the meaning of vocabulary used in texts on emerging trends in careers ● collaborate with peers to use vocabulary acquired in varied tasks such as sentence construction and creating songs and dialogues, ● present the texts created in class for review as well as enjoyment, ● team up to summarise passages on emerging trends in careers by 	How can we isolate main ideas in a text?

			<p>accurately expressing the original ideas,</p> <ul style="list-style-type: none"> • collaborate with peers to paraphrase texts and share the rewritten texts in class, • present to peers the texts for review and revision. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner listens to information on emerging trends in careers from audio recordings. • Collaboration: The learner recognises the value of other’s opinions while summarising the passage on emerging trends in careers by accurately expressing the original ideas. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: This is achieved as the learner collaborates with others when discussing information on emerging trends in careers from audio recordings. • Responsibility: The learner offers leadership and guidance when presenting the texts created on emerging career trends. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Career exploration: The learner explores careers when listening for information on emerging trends in careers from audio recordings. • Social awareness: The learner fosters relationships when discussing main ideas on emerging trends in careers. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	<p>7.2.1 Reading for comprehension (6 lessons)</p> <p>Comprehension strategies</p> <ul style="list-style-type: none"> – <i>Summarising,</i> – <i>Sequencing,</i> – <i>Inferring</i> – <i>Drawing conclusions</i> – <i>Prepositions</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the steps in reading comprehension for meaning making, b) apply comprehension strategies to read varied texts for meaning making, c) identify and use prepositions in texts read for language development, d) acknowledge the role of reading for comprehension in language development. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • discuss the steps followed in reading for comprehension (pre, during and after reading), • search for a variety of texts (<i>magazines, articles, journal, stories</i>) from the virtual or physical library on careers in the traditional and modern societies, • team up to summarise the texts by applying the comprehension, strategies (summarising, sequencing, inferring, drawing conclusions), • collaborate to identify prepositions in texts read, • discuss the vocabulary related to careers in the traditional and modern societies, • post the prepositions and vocabulary on the classroom physical or digital wall, 	<p>How can you read a text to understand its meaning?</p>

			<ul style="list-style-type: none"> participate in a debate on careers in traditional and modern societies. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: The learner interacts with digital technology when searching for texts on careers in the traditional and modern societies and uploading learnt vocabulary on the classroom physical or digital wall. Learning to learn: The learner prioritises the task of reading for comprehension by summarising texts read. Collaboration: The learner recognises the value of other’s ideas while teaming up to identify prepositions from texts read. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: The learner accommodates diverse opinions while participating in debates on careers in the traditional and modern societies. Responsibility: The learner undertakes the assigned role of inferring meaning from texts on careers in the traditional and modern societies. Patriotism: The learner acquires awareness of culture while reading texts on careers in the traditional and modern societies. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> Self-awareness: The learner reads varied texts on careers in the traditional and modern societies. Career education: The learner reads texts and debates on careers in the traditional and modern societies. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Writing	<p>7.3.1 Functional Writing</p> <p>(8 lessons)</p> <ul style="list-style-type: none"> – <i>Application and Invitation letters Format, Language, Organisation</i> – <i>Prepositions</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) describe the components of application and invitation letters for effective communication, b) write application and invitation letters for social interaction, c) identify prepositions in the application and invitation letters for language development, d) appreciate the role of application and invitation letters for social interactions 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read invitation and application letters online or offline, • discuss the components of invitation and application letters by analysing the letters read, • write an invitation letter (invite your former classmate to the school cultural gala/event) or an application letter (apply for an advertised job) using the correct format, • team up to single out prepositions used in the invitation and application letters, • peer review invitation and application letters for feedback. • upload or file copies of the invitation and application letters 	<ol style="list-style-type: none"> 1. How do we apply for scholarships or jobs? 2. How do we invite people to social functions?

			on the digital or hard copy portfolio.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: The learner writes fluently and presents organised invitation and application letters both in and out of class. ● Collaboration: The learner contributes to group decision making while discussing the components of invitation and application letters. ● Digital literacy: The learner uses the internet to upload the invitation and application letters on the digital portfolio. ● Self-efficacy: The learner executes the task of writing invitation and application letters in and out of class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner collaborates with peers while reviewing the invitation and application letters to social events. ● Respect: The learner accommodates the contribution of peers during group discussion on components of invitation and application letters. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Cyber security: The learner takes necessary precautions for safety while interacting with online sources to read invitation and application letters. ● Social cohesion: The learner engages in writing invitation and application letters to social functions. 				

THEME 8: BUSINESS AND ENTREPRENEURSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Attentive Listening (6 lessons) <i>Oral texts</i> – <i>Note taking</i> – <i>Identifying main points</i> – <i>Responding appropriately</i> – <i>Paying attention to body language</i>	By the end of the sub strand, the learner should be able to: a) answer questions on oral stories to enhance attentiveness, b) take notes on listening comprehension texts for effective communication, c) acknowledge the importance of listening attentively for comprehension.	The learner is guided to: <ul style="list-style-type: none"> • listen to online clips or offline talk from a guest speaker on the concept of income, • answer questions from listening texts on sources of income/income generating projects, • listen to a member of the group read a story on income streams and take notes, • role play in school clubs and societies on the sources of income, • compose and perform songs with messages on sources of income during interclass festivals in school, • present a short speech/talk on income sources and critique each other’s presentations. 	<ol style="list-style-type: none"> 1. How can you tell that a person is listening keenly? 2. Why are business and entrepreneurship talks important?

Core competencies to be developed:

- Communication: The learner listens keenly and actively to online clips or offline talks on sources of income.
- Collaboration: The learner recognises the value of others' ideas as they take part in role plays during activities of clubs and societies.
- Self-efficacy: The learner confidently examines the needs of the community while presenting a short speech/talk on sources of income.

Values:

- Unity: The learner appreciates the efforts of others when composing and performing songs with messages on sources of income during interclass festivals in school.
- Respect: The learner accommodates diverse opinions from others when searching for stories on successful income generating projects and identifying factors of success.

Pertinent and Contemporary Issues (PCIs):

- Self Esteem: The learner speaks confidently while presenting speeches on sources of income and provides positive criticism for each other's presentations.
- Resource mobilisation and utilisation: The learner searches for stories on successful income generating projects and identifies factors of success.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Extensive Reading (8 lessons) – <i>Note making</i> – <i>Selective highlighting, organising notes, brevity</i> – <i>Vocabulary building</i>	By the end of the sub strand, the learner should be able to: a) make notes from texts for language development, b) construct sentences from sight words for meaning making, c) recognise the importance of reading to bolster knowledge on budgeting.	The learner is guided to: <ul style="list-style-type: none"> ● read materials from online or offline sources about budgeting (<i>books, newspapers, magazines, journals, online and offline sources</i>), ● respond to comprehension questions from the materials read, ● identify vocabulary that are related to the concept of a budget in financial management from texts read, ● use vocabulary related to budgeting in sentence construction as well as texts, ● work jointly to make notes (<i>selective highlighting, organising notes, brevity</i>) from texts read on budgeting ● discuss and make presentations on budgeting during clubs. 	1. Why is it important to make notes?
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication: The learner speaks clearly and effectively when participating in discussions and presentations on budgeting during clubs. ● Collaboration: The learner contributes to group discussions on fair and ethical market practices. ● Digital literacy: The learner uses a digital device to read materials from online and offline sources on budgeting. 				

Values:

- Unity: The learner collaborates with others during group work as they write notes on types of budgets.
- Responsibility: The learner handles digital devices with care as they read materials from online sources about budgeting.

Pertinent and Contemporary Issues (PCIs):

- Learner Support Programmes (debating club): The learner participates in discussions and presentations on budgeting during debate clubs.
- Self-management: The learner constructs sentences using vocabulary related to budgeting.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Writing	8.3.1 Creative Writing: Dialogue, poems and songs (8 lessons) – <i>Conceptualisation</i> – <i>Message crafting</i> – <i>Simple and compound sentences</i>	By the end of the sub strand, the learner should be able to: a) identify components of dialogues, poems and songs for effective writing, b) write dialogues and songs to enhance creativity, c) create a 3 stanza poem to enhance creativity d) identify simple and compound sentences from the dialogues, poems and songs for effective writing, e) acknowledge the importance of creative writing in sharing of experiences.	The learner is guided to: <ul style="list-style-type: none"> ● discuss the basic structure of a song and poem ● point out components of a dialogue ● collaborate with peers to brainstorm, write and create dialogues, songs and poems on traditional and modern ways of trading, ● write clear stage directions to guide in performance of dialogues, ● present the dialogues, songs and poems created to peers for critiquing, ● work jointly to pinpoint the simple and compound sentences 	How can we write creatively?

			from the dialogues, songs and poems created, <ul style="list-style-type: none"> • write down the simple and compound sentences, • post the simple and compound sentences on both the classroom and digital wall. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: The learner uses digital devices to effectively search from online sources videos on traditional and modern ways of trading. • Collaboration: The learner contributes to group decision making by identifying simple sentences from skits. 				
Values: <ul style="list-style-type: none"> • Responsibility: The learner offers leadership and guidance to others when critiquing the skits created by peers. • Unity: The learner cooperates with peers when brainstorming, writing and creating dialogues, songs and poems on traditional and modern ways of trading. 				
Pertinent and Contemporary Issues (PCIs): Coping with emotions: The learner portrays the ability to deal with fear when presenting work for peer critiquing.				

THEME 9: MEDIA AND TECHNOLOGY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Conversational Skills: Dialogue (7 lessons) <ul style="list-style-type: none"> – <i>Establishing rapport</i> – <i>Turn taking</i> – <i>Negotiation skills</i> – <i>Interrupting politely</i> – <i>Non-verbal cues</i> 	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) identify conversational skills for effective communication, b) apply conversational skills in a dialogue for effective communication, c) embrace conversational skills for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • view a dialogue on media and technology online or offline , • identify the conversational skills used by participants in the dialogues viewed, • discuss the importance of each conversational skill, • employ the conversational skills in role playing a dialogue on the impact of media and technology on communities, • provide feedback to peers respectfully on effectiveness of conversational skills in their dialogue, • utilise effective conversational skills in school clubs. 	How can we make a conversation effective?

Core competencies to be developed:

- Creativity and imagination: The learner shows ability to use imagination to generate new ideas while creating and presenting a dialogue on media and technology.
- Communication: The learner speaks clearly and effectively by engaging in effective conversational skills in dialogues on media and technology.
- Collaboration: The learner contributes to group decision making by participating actively while creating and presenting a dialogue.

Values:

- Respect: The learner understands and appreciates others while providing feedback to peers respectfully on effectiveness of conversational skills in dialogues on media and technology.
- Peace: The learner avoids hurting others while engaging in a dialogue on media and technology.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness: The learner reads varied texts on media and technology and discusses its impact in the society.
- Assertiveness: The learner speaks clearly and effectively while role-playing a dialogue on media and technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.1 Study Skills (6 lessons) <ul style="list-style-type: none"> – <i>Reading process</i> <i>Pre reading</i> <i>During</i> <i>After reading</i> – <i>Past, present and future tense</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the various stages in the reading process for effective learning, b) apply the reading process in exploration of ideas, c) pinpoint aspects of past, present and future tenses in texts for language development, d) appreciate the need to read widely for exploration and deepening one's knowledge. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the various stages in the reading process while respecting each other's opinion, • make predictions on what the text is likely to address, • read a text silently on Information Communication and Technology (with messages on cyber security), • discuss the accuracy of predictions based on the text read, • infer the meaning of new words and respond to questions on the text, • identify the key messages on Information Communication and Technology and write them in point form on a chart, • recognise the past, present and future tenses used in the text on information, communication and technology, 	How do we read a text with comprehension?

			<ul style="list-style-type: none"> • write down the words and sentences used in text on information, communication and technology that represent the past, present and future tenses, • read texts on media and technology during leisure time. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner makes use of digital devices to type a summary of the text read. • Critical thinking and problem solving: The learner explores different options while responding to questions on the text. • Learning to learn: The learner reflects on own work and adjusts accordingly while discussing the predictions on the text. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner brainstorms on the various stages in the reading process while respecting others' opinion. • Responsibility: The learner engages in assigned roles while identifying and writing the key messages. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Cyber security: The learner acquires knowledge on ICT by reading texts on information, communication and technology. • Creative thinking: The learner checks the accuracy of predictions from the text read on communication and technology. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Writing	9.3.1 Creative Writing: (8 lessons) <ul style="list-style-type: none"> – <i>Descriptive essays</i> – <i>Planning Organization</i> – <i>Outlining</i> – <i>Revising</i> – <i>Editing</i> 	By the end of the sub strand, the learner should be able to: a) identify the fundamentals of writing an essay for language development, b) apply the fundamentals of essay writing to write descriptive essays for effective communication, c) appreciate essay writing for language development.	The learner is guided to: <ul style="list-style-type: none"> • discuss the fundamentals of writing descriptive essays, • work jointly to describe items and people in the classroom (a long ruler), • construct sentences from words used to describe items and people in the classroom, • write a short descriptive essays from the sentences constructed (the tall, beautiful teacher is writing on the chalkboard) in a variety of contexts, • write descriptive essays on media and technology using the format discussed, • exchange essays with peers for peer feedback, • revise essays based on feedback. 	Why do we write essays?
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: The learner undertakes tasks that show ability to use imagination while writing a descriptive essay on media and technology. • Collaboration: The learner works with peers to discuss the structure of a descriptive essay and to describe items and people in the classroom. 				

Values:

- Unity: The learner takes turns during the discussion on the structure of a descriptive essay.
- Peace: The learner displays tolerance during a group discussion on writing a descriptive essay.

Pertinent and Contemporary Issues (PCIs):

Self Esteem: The learner presents the descriptive essays for review and peer feedback.

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SUGGESTED ASSESSMENT RUBRICS

STRAND: LISTENING AND SPEAKING					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Language in Use	Ability to use parts of speech in sentence construction: <ul style="list-style-type: none"> – Nouns – Pronouns – Adjectives – Verbs – Adverbs – Conjunctions – Prepositions 	Uses parts of speech in sentence construction (nouns, pronouns, adjectives, prepositions, adverbs and verbs) with precision	Uses parts of speech in sentence construction (nouns, pronouns, adjectives, prepositions, adverbs and verbs)	Uses most of the parts of speech in sentence construction (nouns, pronouns, adjectives, prepositions, adverbs and verbs)	Uses a few of the parts of speech in sentence construction (nouns, pronouns, adjectives, prepositions, adverbs and verbs)
	Ability to use simple sentences in texts	Uses simple sentences in texts with precision	Uses simple sentences in texts	Makes effort to use simple sentences in texts	Uses simple sentences in texts with prompts
	Ability to apply appropriate tense	Applies appropriate tense	Applies appropriate tense	Applies at least two of the tenses and aspect in	Applies either of the tenses and

STRAND: LISTENING AND SPEAKING

	Level Indicator	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
	and aspect in language use - Present tense - Past tense - Future aspect	and aspect in language use	and aspect in language use	language use appropriately	aspect in language use appropriately
Fluency	Ability to pronounce target words with the correct intonation	Pronounces target words with correct intonation effortlessly	Pronounces target words with correct intonation	Pronounces some target words with correct intonation	Pronounces few target words correctly with difficulty in using correct intonation
Conversational skills	Ability to demonstrate proper use of turn-taking, negotiation, non-verbal cues and interrupting politely during conversations	Demonstrates proper use of turn-taking, non-verbal cues and interrupting politely during conversations with precision	Demonstrates use of turn-taking, non-verbal cues and interrupting politely during conversations	Demonstrates use of turn-taking, non-verbal cues and interrupting politely during conversation in most instances	Demonstrates turn-taking, non-verbal cues and interrupting politely during conversation with prompts
Listening for information	Ability to identify target words from an	Identifies target words from a	Identifies target words from an oral	Identifies most target words from	Identifies only a few target words

STRAND: LISTENING AND SPEAKING

	Level Indicator	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
	oral text for information	variety of oral texts for information	text for information	an oral text for information	from an oral text for information with assistance
Oral presentation	Ability to use non-verbal cues (gestures, facial expressions, appearance, tonal variations, body movements) appropriately in story telling	Uses non-verbal cues (gestures, facial expressions, appearance, tonal variations, body movements) in storytelling meticulously	Uses non-verbal cues (gestures, facial expressions, appearance, tonal variations, body movements) appropriately in story telling	Uses most non-verbal cues (gestures, facial expressions, appearance, tonal variations, body movements) appropriately in story telling	Uses few non-verbal cues (gestures, facial expressions, appearance, tonal variations, body movements) appropriately in story telling
Attentive listening	Ability to identify main points, respond appropriately and pay attention to body language while listening to indigenous language	Identifies main points, responds appropriately and pays attention to body language with precision while listening to	Identifies main points, responds appropriately and pays attention to body language while listening to	Identifies some main points, responds appropriately most times and sometimes pays attention to body language while	Identifies few points, responds appropriately sometimes and has difficulty paying attention to body language while listening to

STRAND: LISTENING AND SPEAKING

	Level Indicator	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
		indigenous language	indigenous language	listening to indigenous language	indigenous language
Listening for enjoyment	Ability to use story telling techniques	Exhibits a clear and powerful voice projection, wide range of vocal tones and consistently responds to audience interactions,	Exhibits good voice projection, a range of vocal tones and responds to audience interactions,	Exhibits voice projection, unclear vocal tones and inconsistently responds to audience interactions,	Exhibits voice projection, lacks vocal variety and responds to audience interactions with prompts,

STRAND: READING					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Extensive reading	Ability to read texts, identify and use vocabulary and retrieve information	Reads a diverse range of texts, identifies and learns new vocabulary, retrieves information effortlessly,	Reads a range of texts, identifies and learns new vocabulary, retrieves information correctly,	Reads some texts, identifies and learns some new vocabulary, retrieves information with difficulty,	Reads some texts, identifies and learns some vocabulary, retrieves information with prompts,
Reading for Information	Ability to outline main ideas and specific details from texts for information	Outlines main ideas and specific details from texts with rich references	Outlines main ideas and specific details from texts for information	Outlines main ideas and specific details from texts for information leaving out minimal details	Outlines main ideas and specific details from texts for information but leaves out most details

STRAND: READING					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Study skills	Ability to apply the steps of the reading process Pre- reading During reading Post- reading	Applies all the steps of the reading process meticulously,	Applies the steps of the reading process,	Applies two of the steps of the reading process,	Applies at most one of the steps of the reading process,
Reading for comprehension	Ability to employ reading strategies (skimming, scanning, summarizing, predicting, questioning)	Ability to employ a wide range of reading strategies to different texts consistently,	Ability to employ reading strategies texts corectly,	Ability to employ reading strategies in some texts,	Ability to employ reading strategies in texts with assistance
Fluency	Ability to apply appropriate pronunciation, speed and intonation when reading	Consistently applies appropriate pronunciation, speed and intonation when reading	Applies appropriate pronunciation, speed and intonation when reading	Applies either appropriate pronunciation, speed or intonation when reading	Applies either appropriate pronunciation, speed or intonation when reading for accuracy with prompts

STRAND : WRITING					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Orthography	Ability to write the letters of the language alphabet	Writes the letters of the language alphabet effortlessly	Writes letters of the language alphabet	Writes most of the letters of the language alphabet	Writes a few of the letters of the language alphabet
Mechanics of writing	Ability to use the target punctuation marks in texts <ul style="list-style-type: none"> ● Comma ● Full stop ● Question mark ● Exclamation mark ● Quotation marks 	Uses the target punctuation marks in a variety of texts	Uses the target punctuation marks in texts	Uses most of the target punctuation marks in texts	Uses a few of the target punctuation marks in texts
Social writing	Ability to write: <ul style="list-style-type: none"> ● Thank you notes ● Condolence note 	Writes the target social notes using the correct format, language and	Writes the target social notes using the correct format, language and organization	Writes the target social notes using the correct format, language and	Rarely writes the target social notes meticulously using the correct format,

STRAND : WRITING					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	<ul style="list-style-type: none"> • Congratulatory notes using the correct format, language and organization 	organization consistently		organization occasionally	language and organization
Functional Writing	Ability to compose: - invitation letters - application letters using the correct format, language and organization	Composes all the items using the correct format, language and organization consistently	Composes the letters using the correct format, language and organization	Composes the letters using the correct format, language and organization but omits a few details	Composes either the letters using the correct format, language and organization but omits most details
Creative writing	Ability to write: - expository essay - argumentative essay - descriptive essay - dialogue using the correct format, language and organization	Composes all the items using the correct format, language and organization consistently	Composes the essays and dialogue using the correct format, language and organization	Composes either of the essays or dialogue using the correct format, language and organization	Composes the essays and dialogue using the correct format, language and organization with assistance

GRAMMAR					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Grammatical aspects (parts of speech, prepositions, adverbs, verbs, adjectives, simple sentences	Identifies, uses and integrates grammatical structures in sentences	Identifies, accurately uses and effortlessly integrates grammatical structures in a range of sentences	Identifies, accurately uses and integrates grammatical structures in sentences	Identifies, uses and integrates grammatical structures in some sentences	Identifies, uses and integrates grammatical structures in some sentences with assistance

APPENDIX: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL LEARNING

SUGGESTED ASSESSMENT METHODS			
Listening and Speaking	Reading	Language Structures	Writing Skills
<ul style="list-style-type: none"> ● Oral narration ● Debates ● Public Speaking ● Oral discussions ● Oral presentations ● Role plays ● Oral reading ● Peer assessment ● Self-assessment ● Standardized listening assessments ● Dictation ● Question and answer ● Aural tests 	<ul style="list-style-type: none"> ● Reading aloud ● Peer assessment ● Question and answer ● Learner summaries of read texts ● Self-assessment ● Standardised reading assessments ● Record of books read ● Learner journals ● Learner portfolios 	<ul style="list-style-type: none"> ● Short answers ● Gap filling ● Substitution tables ● Puzzles ● Word games ● Matching tasks ● Simulation ● Role play ● Organising jumbled up sentences ● Question and answer 	<ul style="list-style-type: none"> ● Peer assessment ● Dictation ● Portfolio ● Learner journals ● Standardised writing assessment ● Anecdotal records

SUGGESTED LEARNING RESOURCES

NON-DIGITAL RESOURCES

- Newspapers
- Articles
- Journals
- Magazines
- Word walls
- Poetry books
- Posters
- Wordplays
- Storybooks and readers
- Charts
- Manilla papers
- Dictionaries
- Flashcards
- Workbooks
- Coursebooks
- Resource persons
- Public notices
- Pictures and photographs

DIGITAL RESOURCES

- Audio recordings
 - Recording devices
 - Electronic and digital devices
 - Digital images- photographs and pictures
 - Audio-visual clips
 - Digital dictionaries
 - Virtual libraries
 - Online journals
 - Digital storybooks
 - Games
 - Songs
- Other web resources

SUGGESTED NON-FORMAL LEARNING

LISTENING AND SPEAKING	READING	LANGUAGE STRUCTURES	WRITING
<ul style="list-style-type: none"> ● Participating in debating sessions to enhance listening and speaking for effective communication ● Participating in club and societies activities ● Making oral presentations and speeches during community events like religious services to enhance fluency ● Composing and performing songs during interclass festivals in school 	<ul style="list-style-type: none"> ● Discussing books in non-formal groups like debating clubs and book clubs ● Composing and reciting poems during school events like assemblies and parents' day ● Dramatising ceremonies in relevant clubs ● Collecting different forms of literature from the community for reading 	<ul style="list-style-type: none"> ● Participating in wordplays and language games in language clubs to sharpen language competence ● Giving talks on various themes at community events to sharpen language capacity ● Writing articles on various themes and sharing in clubs and societies ● Participating in language symposiums to build vocabulary 	<ul style="list-style-type: none"> ● Dramatising and filming skits on various themes ● Designing posters and public notices for school clubs and societies ● Letter writing drills ● Composing poems on issues around the theme in music or drama clubs ● Writing and compiling articles on various themes to share in journalism clubs



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