KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 8

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FOREWORD

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

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

The reviewed Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.
The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubric.

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

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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 8 is the second grade of Junior School in the reformed education structure.

The reviewed Grade 8 curriculum furthers implementation of the CBC from Grade 7 in Junior School. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for smooth transition to 9. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for transition to 9.

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TABLE OF CONTENTS

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 the wake of rapid modernisation. Education should assist our youth to adapt to this change.

   b) **Economic Needs**

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

   c) **Technological and Industrial Needs**

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

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

7. **Promote international consciousness and foster positive attitudes towards other nations.**
    Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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

LESSON ALLOCATION

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

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Constitution of Kenya 2010 accords English the status of one of the official languages. According to the Language in Education Policy of 1976, English is the language of instruction from Grade Four onwards, including in colleges and universities. In addition, English is a language of communication at both local and international levels. Mastery of English enhances access to academic, social, and professional opportunities. The English subject at the Junior School level will expose learners to both knowledge and use of the English language, and literary appreciation. It will build on the competencies acquired at the upper primary school level in Listening, Speaking, Reading, Writing, and Grammar in Use.

By the end of Junior School, learners will be expected to be proficient in the English language for further learning and training, and their day-to-day interactions. Learners will be provided with appropriate varied experiences in Listening, Speaking, Reading, Writing, and Grammar in Use to develop linguistic and communicative competence. They will also be expected to interact with print and non-print language and literary materials both in and outside the classroom.

The English subject will lay a firm foundation for the learners' efficient and effective use of the language, as a communication tool and medium of instruction at Senior School. In addition, it will be a stepping stone for further study of English, Literature in English, and other pathways.

GENERAL LEARNING OUTCOMES FOR ENGLISH

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

1. listen and respond appropriately to relevant information in a variety of contexts,
2. read a wide variety of texts fluently, accurately, and interpretively for lifelong learning,
3. develop critical thinking skills for life,
4. read and analyse literary works and relate them to real life experiences,
5. develop a lifelong interest in reading on a wide range of subjects,
6. use grammatical forms to communicate appropriately in different settings,
7. write texts legibly, creatively, and cohesively to empower them for life,
8. apply digital literacy skills to enhance proficiency in English,
9. appreciate the role of English as a medium for creativity and talent development.

GUIDELINES ON THE STUDY OF CLASS READERS IN JUNIOR SCHOOL
Rationale for Class Readers in Junior School

The genre selected for study as a class reader for Grade 8 is an anthology of short stories. The intended outcomes are to:

i)   enhance a reading culture among learners which is extremely valuable in lifelong learning;
ii)   prepare learners for the study of Literature in English in the Social Sciences pathway in Senior School;
iii) expose learners to simple literary aspects useful in their day-to-day interactions taking cognizance of the fact that some will not pursue Literature in English at Senior School.

Teaching of Class Readers in Junior School

The learner at Junior School level:

i)   will be guided to read a variety of class readers to expose them to the diverse concepts and skills in the design. This will form a backdrop on which aspects such as Speaking, Listening, Reading, Writing and Grammar in Use are brought to the fore;
ii)   is expected to adequately interact with varied readers for familiarisation with basic aspects of literary appreciation and enjoyment as well as enhance a reading culture;
iii) should not be exposed to in-depth literary analysis.

It is important to note that only books approved by KICD and recommended for the level should be used as class readers.

Assessment of Class Readers

As envisaged in the design, formative and summative assessment of readers should not be pegged to specific class readers. This is because readers are **NOT** set texts or set books as they are commonly referred to. Assessment tasks should be general in nature targeting concepts and skills spelt out in the curriculum design. Additionally, assessment should be prepared and conducted in such a manner that it will accord all learners a level playing field irrespective of the class reader they have studied.

SUMMARY OF STRANDS AND SUBSTRANDS

Strand	Sub Strand	Suggested Number of Lessons
Listening and Speaking	1.1.1 Polite Language (telephone etiquette) 2.1.1 Oral presentations – songs 3.1.1 Listening comprehension 4.1.1 Selective listening 5.1.1 Pronunciation 6.1.1 Conversational skills – disagreeing politely 7.1.1 Listening for details-responding appropriately 8.1.1 Oral Narratives – myths 9.1.1 Pronunciation – sounds and stress 10.1.1 Oral Presentations 11.1.1 Interviews 12.1.1 Listening to respond – attitude 13.1.1 Extensive Listening – poems 14.1.1 Pronunciation and Intonation – silent consonant sounds 15.1.1 Oral reports – events	30 Lessons

Reading 1 and 2	**Reading 1** 1.2.1 Independent reading 2.2.1 Simple poems 3.2.1 Intensive reading – given texts 4.2.1 Intensive reading – reading strategies 5.2.1 Study skills-Reference materials 6.2.1 Reading fluency – poem 7.2.1 Intensive reading – visuals 8.2.1 Intensive reading – poem 9.2.1 Extensive reading – fiction -Characters 10.2.1 Study skills – note making 11.2.1 Extensive Reading – non-fiction materials 12.2.1 Reading comprehension 13.2.1 Intensive Reading – comprehension strategies 14.2.1 Study skills – summary and note making 15.2.1 Reading Fluency **Reading 2** 1.4.1 Intensive reading – class reader – sequencing events 2.4.1 Class reader – setting (time and place) 3.4.1 Intensive reading – poetry 4.4.1 Class reader – characters 5.4.1 Class reader – style (dialogue and repetition) 6.4.1 Class reader – main idea 7.4.1 Class Reader – relationship between characters 8.4.1 Intensive reading – poetry	60 Lessons

	9.4.1 Intensive reading-Similes and Metaphors 10.4.1 Class reader – relating events to real life 11.4.1 Class reader – lessons learnt 12.4.1 Class reader – writing about characters 13.4.1 Class reader – style (personification, flashback) 14.4.1 Class reader – relating ideas to real life 15.4.1 Poems	
Grammar	1.3.1 Word classes –compound Nouns 2.3.1 Word classes – collective Nouns 3.3.1 Primary auxiliaries 4.3.1 Verbs and tenses 5.3.1 Adjectives 6.3.1 Adverbs 7.3.1 Pronouns 8.3.1 Simple prepositions 9.3.1 Conjunctions 10.3.1 Determiners and Quantifiers 11.3.1 Adverbs 12.3.1 Adverbs 13.3.1 Compound Sentences 14.3.1 Active and Passive voice 15.3.1 Interrogative Sentences	30 Lessons

| Writing | 1.5.1 Handwriting –Legibility
2.5.1 Punctuation marks
3.5.1 Narrative paragraphs
4.5.1 Paragraphing using examples
5.5.1 Friendly letter
6.5.1 Commonly misspelt words
7.5.1 The writing process – narrative composition
8.5.1 Composition – self assessment
9.5.1 Narrative Composition
10.5.1 Packing and Shopping lists
11.5.1 Spelling Antonyms ,Synonyms and Numbers
12.5.1 Writing process – dialogues
13.5.1 Narrative Composition
14.5.1 Descriptive writing
15.5.1 Functional Writing – notices, posters | 30 Lessons |
| **Total Number of Lessons** | | **150 Lessons** |

Note: The suggested number of lessons per sub strand may be less or more depending on the context

THEME 1: HUMAN RIGHTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	**1.1.1 Polite Language: Telephone Etiquette** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify polite words and phrases in telephone conversations, b) conduct a telephone conversation using polite words and expressions, c) acknowledge the significance of etiquette in telephone conversations.	The learner is guided to: • listen and identify words and phrases that indicate polite language in a *telephone conversation* from a digital device, • role-play a telephone dialogue on human rights using polite language, • match polite telephone conversation expressions with appropriate responses from the cards provided, • practise leaving and taking telephone messages over the phone using polite language on a caller card.	1. Why should one be polite when speaking over telephone? 2. How do we ensure politeness in a telephone conversation?
Core Competencies to be developed:				
• Communication: It is enhanced as the learner speaks with clarity while carrying out telephone conversations. • Digital literacy: It is enhanced as the learner uses the telephone to make calls under the guidance of the teacher.				
Values:				
Respect: It is inculcated as the learner appreciates diverse opinions while taking turns during telephone conversations.				

Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is developed as the learner uses polite language when communicating over the phone.
Link to other Learning Areas: Use of polite language is taught in other languages like Kiswahili and it is also emphasized in Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	**1.2.1Extensive Reading: Independent Reading** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify print and non-print texts that are interesting to read, b) read a range of texts for information, c) appreciate the importance of reading for enjoyment.	The learner is guided to: • skim through grade-appropriate print and electronic reading materials, • scan grade-appropriate print and electronic reading materials, • read materials on human rights at their pace within a specified period, • discuss what they have read, • write down the main ideas in the texts they have read, • use a dictionary to look up the meaning of vocabulary acquired from *independent reading,* • infer the meaning of words as used in the texts.	1. Why should one read widely? 2. What should one consider when selecting a reading text?

Core Competencies to be developed:
• Self–efficacy: This is enhanced when the learner improves their self-esteem as they choose the texts to read.
• Learning to learn: It is enhanced as the learner gains assertiveness and independence when they select reading materials.

Values:
Responsibility: It is developed as the learner engages and helps peers in selecting reading materials.

Pertinent and Contemporary Issues (PCIs):
Decision-making: This is improved as the learner chooses what to read extensively from a variety of materials.

Link to other Learning Areas:
The learner relates the concept of human rights to the study of other learning areas such as Social Studies which handles human rights as a pertinent issue.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Grammar in Use	1.3.1 Word classes: Compound Nouns (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify compound nouns in a text, b) use compound nouns in their singular and plural forms, c) appreciate the importance of compound nouns in communication.	The learner is guided to: • listen to an audio recording on human rights, • identify the *compound nouns* used in the text, • work with peers to categorise compound nouns into two-word or three-word nouns from a given list, • form separate and hyphenated compound nouns by combining two or more words, • form plurals of compound nouns from a completion table, • write sentences using compound nouns in their singular and plural forms, • search online and offline for more examples of compound nouns, • use compound nouns to form sentences from a substitution table, • assess the correctness of the sentences with peers.	Why should we use compound nouns when communicating?

Core Competencies to be developed:
- Communication and collaboration: It is enhanced as the learner work with peers categorise compound nouns
- Self-efficacy: It is enhanced as the learner shows concerted attention to detail when forming separate and hyphenated compound nouns by combining two or more words.
- Learning to learn: It is enhanced as the learner engages in self- driven tasks while using compound nouns in sentences.

Values:
Respect: It is promoted as the learner displays patience while working with peers to identify the compound nouns in the text.

Pertinent and Contemporary Issues (PCIs):
Effective communication: It is boosted as the learner communicates using the newly acquired compound nouns.

Link to other Learning Areas:
The learner is able to relate the use of compound nouns in learning similar concept in other languages such as Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.4 Reading	1.4.1 Intensive Reading: Short Stories (Class Reader) (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) outline the sequence of events in a short story that they have read, b) use contextual clues to infer the meanings of words, c) answer direct and inferential questions from a short story, d) acknowledge the role of reading in communication.	The learner is guided to: • predict events by focusing on the title and illustrations in a text, • silently read the *short story,* • infer contextual meanings of words based on the events in the story, • retell the story while citing issues on human rights, • role-play selected events and characters in the story, • work with peers to discuss the relationships between their own lives and those of characters in the text.	1. How can you predict the outcome of a story even before you read it? 2. How do you tell the meaning of unfamiliar words in a story?

Core Competencies to be developed:
- Critical thinking: It is promoted as the learner assesses the relationship between their own lives and those of the characters in the story.
- Citizenship: It is promoted as the learner cites issues on human rights.

Values:
Responsibility: It is promoted as the learner takes different roles to dramatise the events in the story.

Pertinent and Contemporary Issues (PCIs):
Environmental and social issues: It is promoted as the learner compares their experiences with those of the characters in the story.

Link to other Learning Areas:
Intensive reading is handled in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.5 Writing	**1.5.1 Writing legibly and neatly** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) classify letters according to height differentials, b) write a text, legibly and neatly, c) advocate the need for legibility and neatness in writing.	The learner is guided to: • copy a provided passage and shape upper and lower case lettters appropriately, • copy a provided passage and space letters, words and sentences correctly, • rewrite a provided text *legibly and neatly,* • cancel words or sentences neatly when composing a text, • split words that are joined appropriately, • write dictated sentences legibly and neatly, • write a narrative composition on human rights legibly and neatly, • cancel neatly upon making mistakes as they listen to the excerpt that is dictated.	1. Why should one write legibly and neatly? 2. What are the qualities of a good handwriting?

Core Competencies to be developed:
• Learning to learn: It is enhanced as the learner completes tasks on time as he writes texts legibly and neatly.
• Self-efficacy: It is enhanced as the learner's confidence in written communication is boosted.

Values:
Responsibility: This is enhanced as the learner legibly and neatly writes words and sentences related to human rights.
Pertinent and Contemporary Issues (PCIs):
Effective communication: It is improved as the learner practises writing legibly and neatly.
Link to other Learning Areas:
The learner is able to apply the skill of writing neatly and legibly while writing essays in Religious Education.

THEME 2: SCIENTIFIC INNOVATIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	**2.1.1 Oral Presentations: Songs** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify features of songs in the locality b) use performance techniques when singing c) write songs on a scientific innovation, d) appreciate the role of songs in the society.	The learner is guided to: • watch recordings of *songs* from the Kenya drama and music festivals, • discuss the performance techniques that make the presentations appealing and make notes, • identify songs of their choice and present them to the rest of the class, • write songs on scientific innovations, • collaborate to recite and record the songs or poems, • watch the recordings and discuss the non- verbal aspects of the performance.	How can one improve the presentation of a song to make it interesting?

Core Competencies to be developed:
- Creativity and imagination: This is enhanced as the learner writes songs on scientific innovations.
- Digital literacy: It is enhanced as the learner uses digital devices to record and watch performances then discuss non-verbal aspects of performances.

Values:
Patriotism: It is fostered as the learner appreciates their culture while singing the different uniting songs.

Pertinent and Contemporary Issues (PCIs):
Citizenship: It is fostered as the learner watches Drama and Music Festival performances from different communities fostering social cohesion and patriotism.

Link to other Learning Areas:
The learner is able to apply the skills acquired in drama performance techniques to Creative arts and sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	**2.2.1 Intensive Reading: Simple poems** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the persona in a given poem, b) identify instances of repetition in a given poem, c) explain what the poem is about, d) appreciate the role of poems in communication.	The learner is guided to: • read a given *poem* for enjoyment, • recite/rap and dramatise the given poem, • discuss the voice that speaks in the poem *(the persona)*, • explain the words, phrases and sentences that help them to decipher the surface and deeper meaning of a poem, • relate the message in the poem with real life experiences, • work with peers to compose, type and share poems related to scientific innovations, • display their poems on a chart, a poster in class or on the school notice board.	1. How is a poem different from a passage? 2. How can you say what is in the poem in your own words?

Core Competencies to be developed:
- Critical thinking and problem-solving: It is enhanced as the learner relates the message in the poem to real life and explores different ways of dealing with the issues mentioned.
- Self–efficacy: It is developed as the learner pays attention to detail while composing a poem related to scientific innovations.

Values: Responsibility: It is enhanced as the learner engages in writing poems on scientific innovations in groups.
Pertinent and Contemporary Issues (PCIs): Social cohesion is developed as the learner works together with peers to compose poems on scientific innovations.
Link to other Learning Areas: The learner is able to relate to concepts learnt in poetry to their learning in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Grammar in Use	**2.3.1 Word classes: Collective Nouns.** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify collective nouns from a text, b) use singular and plural forms of collective nouns correctly in sentences, c) appreciate the importance of collective nouns in communication.	The learner is guided to: • list the *collective nouns* as they listen to an audio text, • identify collective nouns in a print text, • classify collective nouns according to people, animals or things, • discuss the plural forms of these nouns, • write correct sentences using collective nouns from substitution tables, • fill in blank spaces using the correct collective nouns, • fill in crossword puzzles using collective nouns, • search for more examples of collective nouns from print or non-print text, • collaborate to construct sentences using the collective nouns they have identified,	How do collective nouns form their plurals?

Core Competencies to be developed:
- Learning to learn: It is enhanced as the learner shares what they have learnt while discussing plural forms of collective nouns.
- Communication and collaboration: It is developed as the learner contributes to group decision making while constructing sentences with peers.

Values:
- Unity: It is developed as the learner collaborates with peers to construct sentences using the collective nouns they have identified.
- Respect: It is developed as the learner appreciates the capabilities of others as they work in groups.

Pertinent and Contemporary Issues (PCIs):
Effective communication: This is enhanced as the learner uses collective nouns correctly.

Link to other Learning Areas:
 The learner relates the learning of compound nouns to learning similar concepts in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Reading	**2.4.1 Intensive Reading: Short story (Class Reader)** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the setting - *time and place*-of a short story, b) highlight the episodes in the short story chronologically, c) appreciate the differences in culture and setting.	The learner is guided to: • watch different places and times of the day and night from a digital device or written text, • read a *short story* and retell what they have read, • tease out the geographical setting, the historical period and the culture from which the story is based by looking at the words and elements used in the story, • work with peers to compare the setting and places in the short story to their own real life setting, • use their surroundings to describe the setting and place, • draw or take pictures of different settings at different times.	1. Which places in the short stories would you like to visit? 2. Which time in history would you desire to live?

Core Competencies to be developed:
- Digital literacy: It is enhanced as the learner manipulates digital devices while looking at different places at different times.
- Imagination and creativity: These are brought out as the learner undertakes tasks that encourage artistic expression while drawing or taking pictures of different settings.

Values:
Unity: It is fostered as the learner displays team spirit while working with peers to compare the setting in the short story with that of their environment.

Pertinent and Contemporary Issues (PCIs):
Peace education: It is enhanced as the learner appreciates the fact that different people live in different places.

Link to other Learning Areas:
The learner is able to relate the content of short stories to similar content in other subjects such as Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.5 Writing	**2.5.1 Mechanics of Writing**: **Punctuation** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) punctuate a given text using commas, apostrophes, and capital letters correctly, b) use an apostrophe, commas and capital letters appropriately in composition writing, c) advocate the use of correct punctuation in writing.	The learner is guided to : • search online and offline on uses of the *comma, apostrophe* and *capital letter,* • read a given text and take note of the commas, apostrophes and capital letters used, • explain how the commas and the apostrophes are used in the text, • discuss the role of capital letters as used in various words or sentences in the passage, • punctuate a passage correctly using commas, apostrophes, or capital letters where necessary, • write a short composition on scientific innovations using capital letters, commas and apostrophes correctly, • assess each other's composition and discuss how the punctuation marks and capital letters have been used,	1. Why should a text be well punctuated? 2. How does wrong punctation affect writing?

			• search for more uses of the apostrophe and brackets from books or the internet.	

Core Competencies to be developed:
- Self-efficacy:It is developed as the learner gains confidence to use punctuation marks correctly in speech and in writing.
- Critical thinking and problem solving: It is enhanced as the learner figures out when to use a comma, appostrophe and capital letter.

Values:
Respect: It is inculcated as the learner assesses peers' work while tolerating any errors of punctuation.

Pertinent and Contemporary Issues (PCIs):
Decision making skills: They are enhanced as the learner decides on what and where to punctuate correctly in writing.

Link to other Learning Areas:
The learner relates correct use of commas, apostrophes and capital letters in written work in subjects such as Agriculture .

THEME 3: POLLUTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	**3.1.1 Listening Comprehension** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the main idea from a cause and effect text, b) pinpoint specific information from a cause and effect text, c) infer the meanings of unfamiliar words using context clues, d) acknowledge the importance of listening for detail.	The learner is guided to: • listen to a *cause and effect* text on pollution being read by the teacher or from a digital device, • pick out the *main idea* from that cause and effect text, • respond to oral questions based on the text correctly, • identify and write down the ideas presented in the text, • orally answer questions based on the text, • make a list of unfamiliar words and practise pronouncing them, • give the meaning of specific words using context clues, • look up the meanings of unfamiliar words from an online or offline dictionary, • use given words to construct sentences.	What should one look for when listening to a text?

Core Competencies to be developed:
- Digital Literacy: It is enhanced as learner listens to texts and searches for meanings of words using digital devices.
- Self- efficacy: This is enhanced as the learner practices pronouncing words and uses them correctly in sentences.

Values:
Responsibility: It is cultivated as the learner acquires knowledge about how to take care of the environment from the cause and effect text on pollution.

Pertinent and Contemporary Issues (PCIs):
Environmental education awareness: It is enhanced as the learner listens to a text on pollution.

Link to other Learning Areas:
The learner relates good listening skills to the learning of listening in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.2 Reading	3.2.1 Intensive Reading (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) answer questions based on a given text correctly, b) infer meanings of words in a given text correctly, c) acknowledge the importance of good reading skills reading in life.	The learner is guided to: • predict events by focusing on the title and illustrations in a text, • individually, silently read a passage on pollution so as to internalize the information, • read the passage aloud in turns as they answer oral questions that are asked, • infer the *meaning* of given words using synonyms, contexts among others, • work with peers to recapture events in the text as they role play, • write answers to the questions given after the passage correctly.	1. How can one improve the way they read? 2. Which skills should one use in order to read effectively?

Core Competencies to be developed:
• Critical thinking: It is cultivated as the learner infers meanings of words used in the passage.
• Communication and collaboration: It is promoted as the learner works with peers to infer meanings of given words.

Values:
Patriotism: It is fostered as the learner acquires knowledge on pollution and how to improve the environment by reading varied texts.

Pertinent and Contemporary Issues (PCIs):
Environmental education awareness: It is enhanced as the learner reads a passage on pollution.

Link to other Learning Areas:
The learner relates intensive reading to other learning areas where intensive reading is a critical skill such as in Social Studies and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Grammar in Use	3.3.1 Word Classes: Primary Auxiliaries

(2 lessons) | By the end of the Sub Strand, the learner should be able to:
a) identify primary auxiliary verbs in a text,
b) use primary auxiliary verbs in sentences correctly,
c) appreciate the importance of primary auxiliary verbs in communication. | The learner is guided to:
• identify *primary auxiliary verbs* from a text,
• search for the functions of primary auxiliary verbs from the internet or text books,
• individually write down sentences using each of the primary auxiliary verbs identified,
• collaborate to write a short paragraph on environmental conservation using primary auxiliary verbs,
• read out the paragraphs to the rest of the class,
• fill in blank spaces in sentences given using the correct form of the primary auxiliary verbs,
• engage in a question and answer session using primary auxiliary verbs. | What are the functions of verbs in sentences? |

Core Competencies to be developed:
- Digital literacy: It is promoted as the learner uses digital devices to search for information from the internet.
- Self-efficacy: It is affirmed as the learner's confidence is boosted by using correct tenses in speech.

Values:
Respect: It is enhanced as the learner helps peers in constructing sentences correctly.

Pertinent and Contemporary Issues (PCIs):
Environmental education awareness: It is enhanced as the learner writes a paragraph on environmental conservation.

Links to other Learning Areas:
The learner relates the concept of verbs to the learning of verbs in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Reading	**3.4.1 Intensive reading: Poetry** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the aspects of structure in a given poem, b) recognize the main ideas in a given poem, c) recognize the role of poems in communicating values.	The learner is guided to: • search online and offline for the components of the structure of a poem; poet, number of stanzas, number of lines in a stanza, • read a given poem and identify the structure, • recite and dramatize the given poem, • explain the words, phrases and sentences in a poem that help them to decipher the surface and deeper meaning, • relate the message of the poem to real life, • identify topics of poems such as pollution, list the topics down and display them in charts, • compose, type and share a poem related to pollution, with peers, • display their poems in a portfolio/chart/class noticeboard.	What messages do poems convey?
Core Competencies to be developed: Problem solving: It is enhanced as the learner attempts to solve simple problems while discussing the messages in a poem and				

relating them to real life.
Values:
Respect: It is enhanced as the learner respects diverse opinions while engaging in discussions and writing of poems on pollution.
Pertinent and Contemporary Issues (PCIs):
Environmental conservation:It is developed as the learner composes poems on pollution.
Link to other Learning Areas:
The learner relates the study of poems to poetry in other learning areas such as Kiswahili and Creative arts and sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.5 Writing	**3.5.1 Paragraphing: Sequencing of Ideas** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify conjunctions used in a well formed paragraph, b) use conjunctions to sequence and connect ideas correctly in a paragraph, c) appreciate the role of conjunctions in communication.	The learner is guided to: • look for *conjuctions* and their funtions in their immediate context from print and non-print text, • read paragraphs that use conjunctions to sequence ideas from a book or online source, • combine sentences to form paragraphs using appropriate conjunctions, • rearrange jumbled sentences to form a cohesive paragraph using conjunctions, • use different conjunctions in a composition to show sequence of ideas.	Why is it important to use conjunctions in writing?

Core Competencies to be developed:
- Creativity and imagination: It is developed as the learner connects ideas creatively and sequentially in composition writing.
- Problem solving:It is achieved as the learner attempts to solve problems while forming paragraphs using conjunctions.

Values:
Unity: This is enriched as the learner works patiently with peers to identify conjunctions in paragraphs.

Pertinent and Contemporary Issues (PCIs):
Critical and creative thinking skills: These are advanced as the learner practises connecting ideas logically in writing.

Links to other Learning Areas:
The learner relates the learning of conjuctions to their learning in Kiswahili.

THEME 4: CONSUMER ROLES AND RESPONSIBILITES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	**4.1.1 Listening Comprehension: Selective Listening** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) distinguish between specific and general information from a listening text, b) select specific information from a text, c) listen and respond to texts appropriately, d) emphasise the value of listening skills in communication.	The learner is guided to: • listen to an audio text on consumer roles and responsibilities and decide whether the information presented is specific or general, • search online for audio recordings and attentively listen for specific information, • role play a scene on roles and responsibilities of consumers to emphasise listening skills during communication, • listen to a passage on consumer roles and responsibilities and answer questions posed by the speaker.	1. Why is it important to get the main points from an oral text? 2. How can you ensure you capture the relevant information from a speaker?
Core Competencies to be developed: Critical thinking: It is enhanced as the learner critically listens to oral texts and selects information.					
Values: Responsibility: It is enhanced as the learner listens to texts on consumer roles and responsibilities.					
Pertinent and Contemporary Issues (PCIs): • Consumer literacy skills: They are enhanced as the learner listens to texts on consumer roles and responsibilities.					

• Effective communication skills: They are enhanced as the learner listens to and responds to audio texts.
Links to other Learning Areas: The learner is able to practice selective listening as a lifelong skill and also relate it to the learning of listening skills in Creative arts and sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2. Reading	**4.2.1 Intensive Reading** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify reading strategies for use on given texts, b) select main ideas and details from written texts, c) acknowledge reading for main ideas and details as a comprehension skill.	The learner is guided to: • search online and watch appropriate video clips on the selected reading strategies: *reading for main ideas and reading for details,* • read and underline the main ideas and details in texts on consumer roles and responsibilities and review each other's work, • work with peers and share ideas on how one can practically use the selected reading strategies, • fill in substitution tables with specific details from texts, • complete a mind map with focus on the main idea and details.	1. Why should one read for main ideas? 2. How can you improve your reading?

Core Competencies to be developed:
- Learning to learn: It is enhanced as the learner shares what they have learnt while completing the mind map.
- Digital literacy: It is achieved as the learner manipulates digital devices when searching online and watching appropriate video clips on the selected reading strategies.

Values:
Unity: It is enhanced as the learner collaboates with peers to complete the mind map.

Pertinent and Contemporary Issues (PCIs):
Consumer literacy: It is enhanced as the learner reads and underlines the main ideas and details in texts on consumer roles and responsibilities.
Links to other Learning Areas:
The learner is able to relate intensive reading skills to reading in other languages such as Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Grammar In Use	**4.3.1 Verbs and Tense** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify verbs in the simple present and simple past tense in a text, b) write sentences using the simple present tense, c) write sentences using the simple past tense, d) advocate for appropriate use of tense in communication.	The learner is guided to: • underline verbs in *simple present* and *simple past tense* in a text on consumer rights and responsibilities, • reflect on the formation of *simple present* and *simple past tense* form of verbs, • construct and share sentences on a variety of issues including consumer rights and responsibilities, • type the constructed sentences using a digital device or write them down in their exercise books, • search online or offline for verbs used in simple present and simple past tense from texts on consumer rights and responsibilities, • complete sentences using the correct tense of the given verbs, • create and display charts showing words in their simple present and past tense forms, • play language games using verbs in the	Why is correct use of tense important?

				present and past tense.	

Core Competencies to be developed:
Self-efficacy: It is achieved as the learner builds on their learning experiences when constructing grammatically correct sentences.

Values:
Integrity: It is achieved as the learner constructs sentences on consumer rights and responsibilities.

Pertinent and Contemporary Issues (PCIs):
- Effective communication skills: They are achieved as the learner uses appropriate tense in constructing sentences on consumer roles and responsibilites.
- Consumer literacy: It is enhanced as the learner constructs sentences on consumer rights and responsibilities.

Links to other Learning Areas:
The learner relates the skills acquired when learning about tenses in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Reading	**4.4.1 Intensive Reading: Short story (Class Reader)** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the characters in a short story, b) use contextual clues to infer character traits of the characters in a short story, c) acknowledge the role of characters in a short story.	The learner is guided to: • with peers, read the *short story* and retell what they have read, • describe the traits of the characters in the short story using different adjectives, • compare and contrast the traits of the characters that appear in the short story, • role play the different characters and discuss their importance in the short story, • make connections between their own lives and those of characters in the text.	1. What should one look for when reading a story? 2. What qualities do you admire in people?

Core Competencies to be developed:
- Communication: It is developed as the learner discusses the character traits in the short story, thereby practising the skills of effective speaking.
- Collaboration: It is enhanced as the learner works patiently with peers to role play different characters and discusses their importance.

Values:
Responsibilty:It is fostered as the learner helps peers and appreciates their diversity during the group discussion.

Pertinent and Contemporary Issues (PCIs):
Peace education: It is promoted as the learner appreciates the different traits people possess.

Link to other Learning Areas:
Religious Education requires a lot of character assessment and application.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.5 Writing	4.5.1 Paragraphing: Connectors of sequence (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify connectors of sequence from a given text, b) sequence ideas in a given paragraph, c) appreciate the use of idea connectors for clarity in communication.	The learner is guided to: • read a given text on consumer rights and responsibilities and identify the *connectors of sequence* used, • search online and offline and list other connectors of sequence, • with peers, construct sentences using the listed connectors of sequence, • write paragraphs on consumer rights and responsibilities using connctors of sequence, • read the paragraphs to their peers and discuss the use of the connectors, • collaborate to edit the paragraphs and peer review each other's work.	How can a good paragraph be developed?

Core Competencies to be developed:

Creativity and imagination: It is enhanced as the learner undertakes artistic expression while writing paragraphs using connectors of sequence.

Values:

Patriotism: It is enhanced as the learner is made aware of responsibilities in the society as they develop paragraphs on consumer

rights and good consumer practices.
Pertinent and Contemporary Issues (PCIs):
Effective communication: It is enhanced as the learner constructs sentences and write paragraphs using connectors of sequence.
Links to other Learning Areas:
The learner relates the skill of paragraphing to the writing of essays in Religious Education.

THEME 5: RELATIONSHIPS: PEERS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	**5.1.1 Pronunciation** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify words with sounds /ɒ/, /ɔː/, /θ/ and /ð/ in a given text, b) pronounce words that have target sounds correctly, c) apply emphatic stress correctly in varied contexts, d) acknowledge the role of correct pronunciation in communication.	The learner is guided to: • interact with an audio or video recording featuring vowel *sounds/ɒ/ /ɔː/ and consonant sounds/θ/ /ð/* from a digital device, • list words that contain the mentioned sounds from print or digital texts, • pronounce the identified words correctly, with peers, • play word games involving the target sounds, • with peers, search online and offline for the meaning of *emphatic stress,* • listen to a series of sentences and identify the stressed words, • collaborate to recite a poem and emphasise given words to bring out various meanings, • read sentences and stress given words appropriately.	How can one improve their pronunciation?

Core Competencies to be developed:
- Communication: It is enhanced as the learner listens keenly and articulates sounds and stressed words.
- Collaboration: It is promoted as the learner works with peers to practise sounds and stress in sentences.

Values:
Responsibility: It is fostered as the learner demonstrates accountability when participating in group recitation of poems.

Pertinent and Contemporary Issues (PCIs):
Effective communication: It is enhanced as the learner becomes more proficient in pronunciation.

Link to other Learning Areas:
The learner relates proper pronunciation to the learning of effective communication in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.2 Reading	5.2.1 Study Skills- Reference Materials (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) select relevant reference materials for varied tasks, b) use reference materials to obtain information on varied subjects, c) acknowledge the role of reference materials in lifelong learning.	The learner is guided to: • pick out various words from print and digital texts, • check the meanings and spellings of the words in a dictionary, • work with peers to look for the synonyms of various words from a thesaurus, • construct sentences using the given words, • give the antonyms of those words, • use an *encyclopaedia* to search for information on various topics, • create crossword puzzles using the antonyms and synonyms learnt and share with peers for review.	1. What is the importance of reference materials? 2. How can one use reference materials appropriately?

Core Competencies to be developed:
• Self- efficacy: It is enhanced as the learner gathers information from different reference materials.
• Collaboration: It is enhanced as the learner recognises the value of others' ideas while searching for antonyms and synonyms.

Values:
Respect: It is promoted as the learner appreciates others while reviewing their crossword puzzles on the antonyms and synonyms.

Pertinent and Contemporary Issues (PCIs):
Peaceful conflict resolution: Itis inculcated as the learner creates and shares with peers their crossword puzzles on antonyms and synonyms learnt, for review.

Link to other Learning Areas:
The learner relates the concept of effective use of reference materials to library use in Pre-technical Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Grammar in Use	**5.3.1 Word Classes: adjectives** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify gradable and non-gradable adjectives from a text, b) use gradable and the non-gradable adjectives in sentences, c) value the need for correct use of adjectives in communication.	The learner is guided to: • search for and identify *gradable and non- gradable adjectives* from digital and print texts, • complete sentences on adjectives from a substitution table, • recite a poem featuring gradable and non-gradable adjectives, • construct sentences using gradable and non-gradable adjectives, with peers, • work with peers to fill crossword puzzles featuring gradable and non-gradable adjectives.	When is it necessary to describe a noun?
Core Competencies to be developed: Learning to learn: It is enhanced as the learner uses gradable and non-gradable adjectives correctly.				
Values: Respect: It is enhanced as the learner displays humility when working with peers to fill crossword puzzles featuring gradable and non-gradable adjectives.				

Pertinent and Contemporary Issues (PCIs):
Effective communication: It is developed as the learner makes sentences using gradable and non-gradable adjectives.

Links to other Learning Areas:
The learner relates the concept of Gradable and non- gradable adjectives in learning other languages such as Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Reading	**5.4.1 Intensive Reading: Short story (Class Reader)** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify dialogue and repetition in a short story, b) explain the importance of repetition and dialogue in a short story, **c)** acknowledge the role of dialogue and repetition in fiction writing.	The learner is guided to: • watch plays that have characters talking to one another and *repeating* certain lines or sentences from a digital device, • read a short story and work with peers to retell what they have read, • search online and offline for the importance of repetition and dialogue in a short story, • discuss the message in the *dialogue* in a short story, • role play a dialogue in the short story read, • describe how the dialogues bring out the traits of the different speakers, • make connections between their own lives and those of the characters in the short story, • write a short paragraph on the theme of	What makes stories interesting to read?

			'peers' using repetition and dialogue appropriately.	

Core Competencies to be developed:
Critical thinking and problem solving: It is enhanced as the learner discusses the relationship between characters in a short story in real life.

Values:
Unity: It is promoted as the learner displays team spirit when role playing a dialogue in the short story read.

Pertinent and Contemporary Issues (PCIs):
Peace education: It is developed as the learner appreciates the opinion of their peers as they engage in dialogue.

Link to other Learning Areas:
The learner relates the concepts learnt in literary works to learning literary works in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.5 Writing	5.5.1 Functional Writing: Apology Letters (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) list the parts of a letter of apology, b) write a letter of apology based on a given context, c) acknowledge the role of letter writing in communication.	The learner is guided to: • search online and offline for parts of *a letter of apology,* • listen to two conversations: one that constitutes an apology and another that doesn't, from a digital device, • discuss what makes the two conversations different, • read through a letter of apology and identify the different parts, • discuss the language and content of a letter of apology, • search for sample letters of apology from the internet, newspapers, magazines or books, • use the elements and layout of a formal letter plan and individually write a letter of apology, • collaborate to assess the correctness of the letters written by each learner.	Why do people write letters?

Core Competencies to be developed:
- Learning to learn: It is enhanced as the learner completes the given task on time when writing letters of apology.
- Digital Literacy: It is developed as the learner interacts with digital devices to search for sample letters of apology from the

internet.
Values: Unity: It is promoted as the learner collaborates in the writing of letters of apology.
Pertinent and Contemporary Issues (PCIs): Peaceful conflict resolution: It is promoted as the learner practises apologising to peers and seniors.
Link to other Learning Areas: The learner relates the skill of writing letters of apology to the learning of functional writing in Kiswahili.

THEME 6: REHABILITATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	**6.1.1 Conversational Skills: Disagreeing politely** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) list ways of disagreeing politely, b) use conversational strategies to disagree appropriately, c) apply non-verbal cues to express varied moods and feelings, d) advocate for the need to speak politely during communication.	The learner is guided to: • watch a short video or read an excerpt in which speakers *disagree appropriately* and identify polite expressions used, • role play the events depicted in the video or excerpt, • practise disagreeing politely while incorporating non-verbal cues, • listen to a dialogue where characters agree or disagree politely, • work with peers to write a short dialogue depicting disagreeing politely and present it to the rest of the class.	1. Which words or phrases are used to show politeness? 2. How do you use non-verbal cues to express different moods and feelings?

Core Competencies to be developed: Collaboration: It is enhanced as the learner contributes to group decision making while role playing events in a video in which speakers disagree politely.
Values: Respect: It is enhanced as the learner learns to disagree politely.
Pertinent and Contemporary Issues (PCIs): Effective communication: It is enhanced as the learner learns to disagree politely during conversations
Link to other Learning Areas: The learner is able to relate politeness to other learning areas such as Mathematics and Integrated Science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	**6.2.1 Reading Fluency: Poem** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify techniques of reading fast, *b) read a text accurately, with expression and at the right speed,* c) apply fluency strategies when reading a text, d) appreciate the value of fluency in reading to enhance understanding.	The learner is guided to: • preview a text before reading, • skim a text to obtain the main idea, • Scan a text to obtain specific details, • ignore unknown words when reading a text, • practice reading a text at the *right speed* while displaying the *right feelings,* • pronounce words and sounds *accurately,* • work with peers to engage in a reader's theatre, • recite the poems aloud in class, • work with peers to download sample texts from the internet and read them.	Why should we display appropriate expressions when reading a text?

Core Competencies to be developed:
• Collaboration: It is enhanced as the learner recognises opinions of others while engaging in a reader's theatre.
• Self- efficacy: It is enhanced as the learner fluently reads given poems.

| **Values:** |
| Responsibility: It is enhanced as the learner engages in assigned roles and duties such as downloading sample texts. |

| **Pertinent and Contemporary Issues (PCIs):** |
| Effective communication: It is enriched as the learner perfects their reading skills. |

| **Link to other Learning Areas:** |
| The learner relates reading fluency to reading in other languages such as Kiswahili. |

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Grammar in Use	**6.3.1 Word Classes: Adverbs** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify adverbs of frequency and degree correctly from a text, b) use adverbs of frequency and degree correctly in sentences, c) appreciate the importance of using adverbs correctly in communication.	The learner is guided to: • watch a short video and pick out the *adverbs of frequency and degree* used by the speakers, • identify the adverbs of frequency and degree from a text, • construct sentences using adverbs of frequency and degree, • hold conversations using the adverbs of frequency and degree, • fill in crossword puzzles, • search online for more examples of adverbs of frequency and degree.	Why should one use adverbs correctly?

Core Competencies to be developed:
Imagination and creativity: It is sharpened as the learner constructs correct sentences using adverbs.

Values:
Respect: It is enhanced as the learner learns to value human dignity while helping peers to construct sentences correctly.

Pertinent and Contemporary Issues (PCIs):
Effective communication: It is enhanced as the learner uses adverbs of frequency and degree in the spoken and written contexts.

Links to other Learning Areas:
The learner relates the concept of adverbs to the learning of word classes in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Reading	**6.4.1 Intensive Reading: short story (Class Reader)** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the main ideas in the short story, b) summarise the key events in the short story, c) relate the main ideas in the short story to real life situations, d) appreciate the relevance of the short story in addressing real life issues.	The learner is guided to: • read a prescribed section of the *short story,* • discuss the storyline, • present findings in a talking tree, • summarise the main idea in the short story, • act out a section of the short story, with peers.	Why do people read short stories?

Core Competencies to be developed:
Learning to learn: It is enriched as the learner shares what they have learnt through a presentation.

Values:
Unity: It is strengthened as the learner demonstrates team spirit while engaging in a group discussion on the storyline.

Pertinent and Contemporary Issues (PCIs):
Gender roles: These are underscored as the learner identifies gender roles highlighted in the short story and relates them to real life.

Links to other Learning Areas:
The learner relates the concepts in short stories to reading short stories in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.5 Writing	6.5.1 Mechanics of Writing (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) spell commonly misspelt words correctly, b) use prefixes and suffixes correctly in writing, c) write words with silent vowels (-ie and -ei) correctly, d) make connections between spelling and meaning in suffixed and prefixed words, e) acknowledge the importance of correct spellings in writing.	The learner is guided to: • Read a digital or print passage on drug abuse and pick out the *misspelt words,* • make a list of words with prefixes and suffixes used in a passage, • write the correct spellings of words with prefixes and suffixes from a dictation, • pick out words with silent vowels from a list, • rewrite correctly a piece of writing in which words with prefixes, suffixes, or silent letters are misspelt, • construct sentences using words with silent vowels, • work with peers to search for more examples of words with prefixes, suffixes and silent vowels from the internet, newspapers, or magazines, • select the correct form of prefix or suffix for given words from a table, • create and display charts showing	Why should words be spelt correctly?

			different words with prefixes and suffixes, • write short compositions based on the theme using words with prefixes, suffixes, and silent (-ie -ei) vowels, • collaborate to assess each other's writing for correct spelling of prefixed and suffixed words as well as words with silent vowels.	

Core Competencies to be developed:
- Communication: It is enriched as the learner writes clearly and spells words correctly for effective communication.
- Self-efficacy: It is enhanced as the learner identifies and states what they find difficult to spell and why.

Values:
Unity: It is reinforced as the learner assists peers while collaborating to assess each other's writing.

Pertinent and Contemporary Issues (PCIs):
Health education awareness: It is advanced as the learner interacts with print and non-print material on rehabilitation from drug abuse.

Links to other Learning:
The learner relates correct spelling to the writing of essays in Religious Education and Social Studies.

THEME 7: NATURAL RESOURCES: WILDLIFE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	**7.1.1: Listening for Detail** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify main ideas in a listening text, b) respond appropriately to questions based on the listening text, c) acknowledge the importance of listening for details in life.	The learner is guided to: • listen to a recorded text on wild life and answer questions from the text, and discuss the main ideas, • listen to a passage read by peers or the teacher and *outline the main ideas* from the text individually, • discuss with peers answers based on a given text.	How should one listen for detail?

Core Competencies to be developed:
• Communication: It is promoted as the learner listens keenly and actively and responds to questions.
• Digital literacy: It is enhanced as the learner interacts with digital devices when listening to a recorded text.

Values:
• Patriotism: It is promoted as the learner nurtures the love of their country by interacting with texts on Kenya's rich wildlife heritage.
• Responsibility: It is promoted as the learner is sensitised on the importance of wildlife.

Pertinent and Contemporary Issues (PCIs):
Wildlife conservation: It is enhanced as the learner interacts with information about wildlife.

Link to other Learning Areas:
The leaner develops listening for detail and is able to relate it to their learning in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	**7.2.1 Intensive Reading**: **Visuals** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify different visuals in given contexts correctly, b) make a connection between visuals and the written text, c) interpret visuals correctly for meaning, d) appreciate the role of visuals in simplifying representation.	The learner is guided to: • study information presented in optical illusions in print/ electronic devices and discuss findings, • make inference of implied meaning from *the visuals,* • work with peers to make connections of the visuals such as pictures, graphs, illustrations, charts and videos provided with written texts, • write a summary of what has been viewed in the visuals which may depict human-wildlife conflict, • present a piece of written information on wildlife in form of a visual and share in class.	1. What information do we obtain from visuals? 2. How can one interpret a visual correctly?

Core Competencies to be developed:
- Citizenship: It is fostered as the learner interacts with information from various visual materials on human wildlife conflict.
- Learning to learn: It is enhanced as the learner works independently to make visuals in line with the theme of wildlife.

Values:
Patriotism: It is promoted as the learner acquires knowledge on his or her environment while reading about the importance of wildlife.

Pertinent and Contemporary Issues (PCIs):
Environmental and social issues: These are promoted as the learner learns the importance of co-existing with wildlife.

Link to other Learning Areas:
The learner is able to relate visuals as an aspect of learning in Pre- technical Studies

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Grammar in Use	**7.3.1 Word Classes: Pronouns** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify indefinite and reflexive pronouns correctly, b) use indefinite and reflexive pronouns in sentences correctly, c) appreciate the role of indefinite and reflexive pronouns in communication.	The learner is guided to: • study a chart displaying the *indefinite and reflexive pronouns* to distinguish between them, • listen to an audio on wildlife from a digital device and write down the indefinite and reflexive pronouns from the audio text, • collaborate to construct sentences using indefinite and reflexive pronouns, • choose an appropriate indefinite and reflexive pronoun to fill in gaps in given sentences, • construct correct sentences using reflexive and indefinite pronouns from a substitution table.	1. What are indefinite and reflexive pronouns? 2. Why do we use indefinite pronouns?

Core Competencies to be developed:
- Citizenship: It is promoted as the learner listens to a text on wildlife resources hence caring for others and the environment.
- Critical thinking and problem solving: It is enhanced as the learner constructs sentences using indefinite and reflexive pronouns.

Values:
Respect: It is promoted as learners work in groups and respect each other's opinions while constructing sentences using indefinite and reflexive pronouns.

Pertinent and Contemporary Issues (PCIs):
Environmental and social issues on animal welfare: These are promoted as the learner listens to videos on wildlife.

Link to other Learning areas:
The learner is able to relate the use of pronouns to other languages such as Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Reading	7.4.1 Intensive Reading: Short story (Class Reader) (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the characters in a given short story, b) explain the relationship between the characters in the short story, c) appreciate the role of the characters in the short story in depicting real-life experiences.	The learner is guided to: • read the *short story* and pick out the *characters,* • discuss the things done by the characters in the short story, • dramatise different characters in a short story in order to bring out their traits, • distinguish between the main characters and the minor characters, • work with peers to use relationship tree diagrams, character map or any other diagrammatic tool to show how the characters relate to each other, • display the tree diagram via power point or manila paper in class.	How does one identify qualities of characters in a short story?

Core Competencies to be developed:
• Critical thinking: It is enhanced as the learner uses logical reasoning while discussing the actions of the characters.
• Creativity and imagination:It is enhanced as the learner shows the relationships between characters in the story.

| **Values:** |
| Responsibility: It is promoted as the learner engages and helps peers as they work in groups. |
| **Pertinent and Contemporary Issues (PCIs):** |
| Social cohesion: This is promoted as the learner observes the rules of engagement while dramatising different characters in a short story. |
| **Link to other Learning Areas:** |
| The learner is able to relate the concept of characterisation to character analysis in Religious studies. |

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.5 Writing	**7.5.1 Composition Writing** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the steps in the writing process, b) write a dialogue on a given topic, c) appreciate the importance of the writing process in enhancing clear communication.	The learner is guided to : • discuss the steps in *the writing process*, • use a digital device to search for information and ideas on the topic-wildlife, from the internet, • braisntorm with peers and outline the ideas to include in a dilaogue, • write a rough draft of the dialogue on a topic based on the theme-wildlife, • revise the dialogue by adding, rearranging, removing and replacing ideas, words, phrases and sentences, • edit the dialogue to check for repetition, clarity, grammar, spelling and punctuation, • evaluate each other's dialogue, • share the final dialogues with others by posting them on the talking walls.	How would you ensure that you make your composition clear and interesting?
Core Competencies to be developed: Digital literacy: It is developed as the learner searches for information from the internet.				

Values:
Unity: It is enhanced as the learner brainstorms about ideas for writing compositions with peers.
Pertinent and Contemporary Issues (PCIs):
- Effective communication: It is achieved as the learner connects ideas logically in writing.   - Critical thinking: It is enhanced as the learner evaluates his or her own and others' compositions.
Link to other Learning Areas:
The learner is able to relate composition writing to essay writing in Religious Studies.

THEME 8: TOURISM: DOMESTIC

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	**8.1.1 Listening and Responding: Oral Narratives - Myths** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the characters in a given myth, b) narrate the key events in a given myth, c) explain the moral lesson in a set myth, d) relate the characters in a myth to real life, e) acknowledge the role/importance of oral literature in lifelong learning.	The learner is guided to: • predict events in a *myth* from the title or pictures in the story, • listen to a narration of a myth from your community then retell the myth to their peers, • watch a video recording of a myth, • identify the characters in the myth, • collaborate answer questions from the story, • discuss the lessons learnt from a myth, • discuss the relevance of the story to real life.	1. How can you tell what is going to happen in a story? 2. How are the characters or events in the story related to the people or happenings around us?

Core Competencies to be developed:
- Digital literacy: It is enhanced as the learner interacts with technology through video recording of a myth.
- Collaboration: It is enhanced as the learner respects the rules of engagement when discussing the moral lesson of a story with peers.

Values:
Respect: It is developed as the learner listens to and appreciates myths from different communities.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: It is enhanced as the learner interacts with stories from various communities.

Links to other Learning Areas:
The learner relates myths and other types of narratives to other learning areas such as Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Intensive Reading: Poem (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) select required information from a text, b) use nonverbal cues to bring out the message in a poem, c) make judgement on the information in a text, d) infer the meaning of unfamiliar words using contextual clues, e) acknowledge the importance comprehension in life.	The learner is guided to: • identify the characters, themes and aspects of style such as repetition from a poem, • infer the meaning of words from the context, • use visuals, synonyms, antonyms among others to infer the meaning of words, • rap/recite the poem in turns using relevant non-verbal cues, • answer direct and inferential questions based on the poem, • retell events depicted in the poem in own words, • make evidence supported judgements about the events and the message in a poem, • conduct debates based on the poem elaborating on what you like or do not like about the poem, • use prior experience and previous knowledge when giving an opinion.	1. How can one tell the meaning of unfamiliar words used in a text? 2. Why should one support an opinion about a story or person with evidence?

Core Competencies to be developed:
Learning to learn: It is promoted as the learner asks for clarification while inferring meanings of words from contexts.

Values:
Respect: It is promoted as the learner participates in discussions in pairs or groups and debates issues based on a poem.

Pertinent and Contemporary Issues (PCIs):
Effective communication: It is enhanced as the learner conducts debates based on a poem during club meetings.

Links to other Learning Areas:
The learner links the study of poems to poetry in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.3 Grammar in Use	**8.3.1 Word Classes: Simple prepositions** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify prepositions of position, time and place correctly, b) use prepositions of position, time and place in sentences correctly, c) appreciate the role of prepositions of position, place and time in communication.	The learner is guided to: • identify the prepositions of position, place and time from print or digital texts, • construct sentences using prepositions of position, place and time and display on charts, • fill in gaps in given sentences using of prepositions of position, time and place, • search for sentences featuring simple prepositions from newspapers, magazines and the internet, • create crossword puzzles using simple prepositions, with peers.	1. How do we show where a person or thing is? 2. How do you show the position of a thing or the time something happens?

Core Competencies to be developed:
- Learning to learn: It is enhanced as the learner builds on their knowledge of simple prepositions to express themselves clearly.
- Creativity and imagination: It is enhanced as the learner explores new ideas while creating a crossword puzzle using simple prepositions.

Values:
Respect: This is developed as the learner demonstrates patience while creating crossword puzzles using simple prepositions,

with peers.
Pertinent and Contemporary Issues (PCIs): Citizenship education- Ethnic relations is enhanced as the learner participates in group activities.
Links to other Learning Areas: The learning of correct use of prepositions is important when making presentations in learning areas such as Integrated Science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Reading	**8.4.1 Intensive Reading:** **Poetry** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify inanimate characters in a given poem, b) describe traits of inanimate characters present in a given poem, c) appreciate the role of inanimate characters in poetry.	The learner is guided to: • find out the meaning of *inanimate characters from print and digital texts*, • identify inanimate characters in a poem, • discuss the likely inanimate characters in a poem and their traits, • recite a poem related to the theme using appropriate non-verbal cues, • role play an inanimate character in a given poem, • relate inanimate characters with individuals in real life.	1. How do you describe the characters in a poem? 2. Why are the characters in a poem important?

Core Competencies to be developed:
- Critical thinking: It is enhanced as the learner makes decisions while looking for information about inanimate characters.
- Creativity and imagination: It is developed as learner discusses new ways of doing things when role playing inanimate characters.

Values:
Respect: It is promoted through collaborative group tasks

Pertinent and Contemporary Issues (PCIs):
Health education awareness on HIV and AIDS: It is created as learner reads a poem on the same

Links to other Learning Areas:
The learner is able to relate the aspects of poetry learnt to their learning in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.5 Writing	8.5.1 Assessment of writing **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify errors in an essay written by self or peers, b) assess a composition written by self or peers and suggest corrections for errors, **c)** appreciate the importance feedback to improve a composition.	The learner is guided to: • read sample compositions, • identify the errors in the compositions and list them down, • write a composition on the relationship between road use and domestic tourism and peer review the compositions to correct errors, • work with peers to create a narrative composition, • exchange the composition with peers for review, • suggest corrections to be made to the composition, • display the edited work on the class notice board, • take part in a gallery walk and view what the others have done.	1. How does a text with errors make you feel? 2. What are some of the common mistakes we make in our writing?

Core Competencies to be developed:
- Collaboration: It is enhanced as the learner contributes to group decision making while working with peers to create a narrative composition.
- Learning to learn: It is developed as the learner assesses the correctness and suggests corrections to be made to the

composition.
Values: Patriotism: It is promoted as the learner nurtures the love of their country by interacting with texts on domestic tourism.
Pertinent and Contemporary Issues (PCIs): Peer education: It is developed as the learner works with others to improve the compositions.
Links to other Learning Areas: Self and peer assessment also features in composition writing in Kiswahili.

THEME 9: HEROES AND HEROINES: AFRICA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	**9.1.1 Pronunciation:** 9.1.1.1 Sounds: vowels /ɑ:/ /ɜ:/and consonants /tʃ/ and/dʒ/: 9.1.1.2: Stressed and unstressed words (content and function words) **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify words with vowels /ɑ:/; /ɜ:/ and the consonant /tʃ/; /dʒ/ from a sample text, b) pronounce the vowels /ɑ:/; /ɜ:/ and the consonants /tʃ/; /dʒ/ correctly, c) apply stress on content words while leaving the function words unstressed, d) acknowledge the importance of emphatic stress in communication.	The learner is guided to: • listen to a recording and identify the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/, • practise saying the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/, • identify the stressed and unstressed words in a sample text, • work with peers to practise saying words with the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/ and make a recording, • listen to sentences as they are read out, • pick out words that are either stressed and unstressed, • collaborate to recite a poem and identify the stressed words.	1. Why are some words said with greater force than others? 2. Why do we pronounce some words differently from others in a sentence?

Core Competencies to be developed:
• Self-efficacy: It is achieved as the learner pronounces words correctly.
• Communication and collaboration: This is enhanced as the learner works in harmony with others to pronounce words correctly.

Values:
Peace: It is promoted by learner avoiding to hurt peers as they collaborate to recite a poem and identify the stressed words.

Pertinent and Contemporary Issues (PCIs):
Citizenship: It is promoted as the learner learns sounds so that they can communicate effectively globally.

Link to other Learning Areas:
Pronunciation and sentence stress is important in the concept of public speaking in Creative arts and sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.2 Reading	**9.2.1 Extensive Reading**: **Grade appropriate fiction Materials** - **Characters** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the characters in a given fiction text, b) describe the traits of a given character in a fictional text, c) appreciate the role of characters in fiction.	The learner is guided to: • search online and offline for words that can be used to describe *character traits,* • read a given fiction material on African heroes/heroines and list the characters in the text, • role play the different characters identified, • dramatise the text and video record the performance, • choose a character and discuss what the character does or says, • use flash cards to describe the traits of the given character, • work with peers to relate the characters in the fiction text to real life, • identify the character that they like most and explain why.	1. What makes reading enjoyable? 2. How can the characters in a story be described? 3. Which stories are the most enjoyable to read?

Core Competencies to be developed:
• Creativity and imagination: It is developed and networking is enhanced as the learner role plays different characters.
• Digital literacy: It is developed as the learner searches online and video record their performances using their digital devices.

Values: Social justice: Reading on African heroes/ heroines makes the learner understand issues that Africa as a continent is exposed to
Pertinent and Contemporary Issues(PCIs): Citizenship education (ethnic and racial relations): Reading on African Heroes/ Heroines makes the learner appreciate Africa's ethnic diversity.
Link to other Learning Areas: The theme of African heroes/ heroines is handled in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Grammar in use	**9.3.1 Word Classes: Conjunctions –** *because, that, when, if, unless,* and *since* **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the listed conjunctions from a group of words, b) use the listed conjunctions correctly in sentences, c) appreciate the correct use of conjunctions in communication.	The learner is guided to : • work with peers to read a text, • identify conjunctions such *as because, that, when, if, unless, and since* from the text individualy, • fill in blanks in sentences using the listed conjunctions individually, • make sentences using the listed conjunctions, • collaborate to create dialogues using the listed conjunctions, • search online and offline for examples of the listed conjunctions, • create crossword puzzles and code words featuring conjunctions, • create posters on heroes/heroines using sentences with conjunctions and display them on the walls,	1. Why should we join sentences correctly? 2. Why do we use conjunctions? 3. How can one join two or more sentences?

			- search for sentences with conjunctions from the internet, - recite poems featuring conjunctions/ listen to songs and identify the conjunctions used.	

Core Competencies to be developed:
- Collaboration: It is enhanced as the learner recites poems with peers.
- Creativity and imagination: It is developed as the learner makes connections and creates posters on heroes or heroines.

Values:
Patriotism: It is promoted as the learner creates posters of African heroes and heroines and this makes them proud of their nation

Pertinent and Contemporary Issues (PCIs):
Citizenship: Good governance is promoted as some African heroes' and heroines' stories address issues of governance

Link to other Learning Areas:
The concepts of creating posters is related to the strand of creating in Creative arts and sports.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.4 Reading	9.4.1 Intensive Reading: Similes and metaphors (2 lessons)	By the end of the sub strand, the learner should be able to: a) list the similes and metaphors in a given short story, b) use similes and metaphors in their own sentences, c) explain the similes and metaphors used in the short story, d) acknowledge the importance of similes and metaphors in communication.	The learner is guided to: • search online and offline for meanings of *simile and metaphor,* • read a given short story and identify the similes and metaphors present, • discuss the meanings of the similes and metaphors identified, • discuss the relevance of the similes and metaphors in the short story, • list the similes and metaphors they know, • construct sentences using the similes and metaphors in the context of African heroes and heroines.	1. What makes short stories interesting? 2. Why should short stories be read? 3. How can one write a short story?

Core Competencies to be developed:
- Citizenship: National and cultural identity is enhanced as the learner uses metaphors and similes in the context of African heroes:
- Collaboration: Team work is enhanced as the learner respects the opinion of others while contributing to group discussions on similes and metaphors.

Values:
Respect: Discussion on heroes and heroines inculcates respect for the citizens of the different countries.

Pertinent and Contemporary Issues (PCIs):
Citizenship education (Patriotism): Constructing sentences in the context of African heroes and heroines makes the learner identify with Africa.

Link to other Learning Areas:
The concept of metaphors and similes is relevant to the learning of stylistic devices in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)

9.5 Writing	**9.5.1 Creative Writing: Narrative Compositions**
	
	(240-280 words)
	
	(2 lessons)
		By the end of the Sub Strand, the learner should be able to:
		a) recall a specific event, emotion or experience that affected them greatly,
		b) plan a narrative composition using prewriting techniques,
		c) create a narrative composition using revealing details,
		d) acknowledge the value of quality narrative compositions.
			The learner is guided to:
			• identify the parts *of narrative composition,*
			• Work with peers to narrate events, feelings or experiences that impacted them,
			• work with peers to plan a narrative composition,
			• write a narrative composition individually,
			• collaborate with peers to check each other's work for:
			  - Correctness of language
			  - Relevance to the topic
			  - Punctuation
			  - Spelling
			• review their work individually and make corrections where necessary,
			• publish their work by either:
			  - Sharing it through email,
			  - Sharing it through social media,
			  - Pasting the work on posters,
			  - Posting the work in class, and conducting a gallery walk.
				1. Why do we enjoy reading stories?
				2. How can you make your composition interesting?
				3. Which event excited you or made you sad recently?

Core Competencies to be developed
• Creativity and Imagination: Making observations enhances the learner's creativity as they create narrative compositions on a variety of topics.
• Digital literacy:Interacting with digital technology is enhanced as the learner shares their work via email and on social media.

Values:
Unity: It is promoted as the learner cooperates with peers to revise and make their work better.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: Working with peers while conducting the gallery walk makes learners learn to live harmoniously.

Link to other Learning Areas:
The concept of narrative composition writing is related to the concept types of writing in both Kiswahili and creative arts and sports.

THEME 10: ART

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.1 Listening and Speaking	**10.1.1 Oral Presentations** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the items in the format of a speech, b) present a written speech using effective speaking skills, c) prepare a short speech on a given topic, d) acknowledge the importance of good speaking skills for effective communication.	The learner is guided to: • search online and offline for the format of a *speech,* • listen to or watch a recorded speech from a digital device, • identify the introduction, body and conclusion of the speech they have listened to or watched, • work with peers write down points on how they can appreciate their heritage through art, • collaborate to prepare a speech using the points generated above and present it in class, • present the speech to the whole class as other learners provide feedback on the non-verbal cues used, • identify the speaking strategies that made each speech interesting.	1. How can you make a speech presentation interesting? 2. What are some of the techniques for introducing or concluding a speech?

Core Competencies to be developed:
• Communication and collaboration: It is inculcated as the learner works in groups to discuss the format of a speech.
• Learning to learn: It is developed as the learner organises their own learning and acquire speech presentation skills.

Values:
• Respect:It is enhanced as the learner listens to peers` speeches and respect each other's opinions.
• Unity: It is enhanced as the learner collaborates with peers while engaging in conversations.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: It is improved as the learner are presenting a speech on art thus making learners appreciate their heritage

Link to other Learning Areas:
Public speaking is a concept relevant in performance of various genres in Creative arts and sports and sports

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	**10.2.1 Study Skills: Note Making** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify key points in a text, b) make notes from a written text, c) appreciate the importance of note making in learning.	The learner is guided to: • work with peers to search online and offline on how to *make notes,* • read a given text on art and identify the key points, • identify verbal sign posts and share with peers, • make notes on the margin and peer review, • paraphrase the writer's words, • create own abbreviations and display on a chart, • jot down any ideas that a writer repeats, • discuss some of the words that are used to introduce key points in a piece of writing, • rewrite or re-read their notes and reorganize into categories.	1. How do we determine what to include in our notes during note making? 2. What is the importance of note making?

Core Competencies to be developed:
- Digital literacy: It is enhanced as the learner interacts with technology as they use electronic devices to get information.
- Communication and collaboration: It is enhanced as the learner collaborates with peers to discuss words used in writing.

| **Values:** |
| Respect: It is promoted as the learner demonstrates patience while working with peers to search online and offline on how to make notes. |
| **Pertinent and Contemporary Issues (PCIs):** |
| Mentorship: It is promoted as reading a text on Art helps learners identify some careers related to art. |
| **Link to other Learning Areas:** |
| Note making skills are invaluable in all subjects as it is part of the array of study skills necessary across the board. |

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.3 Grammar in Use	**10.3.1 Word Classes: Demonstratives and Quantifiers** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify demonstratives and quantifiers in a given text, b) use demonstratives in sentences for clarity of communication, c) appreciate the importance of demonstratives and quantifiers communication.	The learner is guided to: • identify *quantifiers* (few and many) and *demonstratives* (this, these and that and those), • point out various items that are at different distances, • determine the correct demonstratives to use in different circumstances, • generate the plural forms of the demonstrative pronouns, with peers, • demonstrate practically the differences in meaning in quantifiers such as *little* and *a little amount of water,* • generate sentences using various demonstratives and quantifiers, • construct sentences using demonstrative and quantifiers from a substitution table.	1. Why do we use demonstratives and quantifiers? 2. When do we use demonstratives and quantifiers?

Core Competencies to be developed:
• Communication and collaboration: It is promoted as the learner works in a team to generate the plural forms of the

demonstrative pronouns, with peers.
- Self-efficacy: It is developed as the learner practices the correct use of demonstratives and quantifiers.

Values:
Love: It is exhibited through care and compassion as the learner works with peers to generate the plural forms of the demonstrative pronouns.

Pertinent and Contemporary Issues (PCIs):
Critical thinking: It is enhanced as the learner uses logical thinking selects the correct demonstratives and quantifiers to use in different contexts.

Link to other Learning Areas:
Determiners and quantifiers are concepts that are related to learning of word classes in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 Reading	10.4.1 Intensive Reading: Short story (Class Reader) (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) highlight the main events in the story, b) relate the events in the short story to real life, c) identify the setting in the short story, d) appreciate the importance of literature in life.	The learner is guided to: • read a given short story, • discuss with peers the main events, • use a graphic organizer to highlight the events in the story, • research the meaning of setting from online and offline sources and make notes, • discuss the setting of the short story they have read, • work with peers to discuss how the events in the short story relate to real life.	1. How do events flow logically in a story? 2. Why is the setting of a story important to the reader?

Core Competencies to be developed:
• Communication and collaboration: It is enhanced as the learner discusses with peers the main events and how they relate to real life.
• Creativity and imagination: It is enhanced as the learner uses a graphic organizer to highlight the events in the story.

Values:
Unity: It is promoted as the learner displays team spirit while working with peers to discuss how the events in the short story relate to real life.

Pertinent and Contemporary Issues (PCIs):
Creative thinking skills: They are developed as the learner relates events in the short story to real life.

Link to other Learning Areas:
Reading and analysis of short stories is related to the learning of other forms of literature in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.5 Writing	**10.5.1 Functional Writing: Thank you and Congratulatory notes** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) recognise the key elements and layout of a thank you and a congratulatory note, b) use the correct format to write a thank you note, c) write a congratulatory note correctly, d) critique thank you and congratulatory notes for correctness and relevance.	The learner is guided to: • list some of the ocassions when we write a *thank you and a congratulatory note*, • write a thank you and a congratulatory note, • search for samples of a thank you and a congratulatory note from the internet, newspapers, magazines and textbooks and read through them, • download a thank you and a congratulatory note from the internet and read through them, • identify the key aspects (components) of a thank you and a congratulatory note, • collaborate to write a thank you and a congratulatory note individually, • paste the completed work on the wall,	1. How are strong emotions expressed in writing? 2. Why should one write how they feel about something?

94

| | | | conduct a gallery walk and give feedback for each other's work, share a thank you and a congratulatory note online, through email, or posters. | |

Core Competencies to be developed
- Self-efficacy: It is developed as the learner successsfully creates congratulatory and thank you notes individually or in small groups
- Learning to learn: It is enhanced as the learner takes charge of their own learning and search for sample congratulatory and thank you notes from newspapers, magazines and textbooks and read through them in pairs.

Values:
Love: It is fostered as the learner shows a caring attitude while collaborating with peers to create congratulatory and thank you notes.

Pertinent and Contemporary Issues (PCIs):
- Life Skills education (effective communication): It is developed as the learner creates congratulatory and thank you notes and look for artistc ways to make them presentable.
- Financial literacy: It is inculcated as the learner shares ideas on how art can be a source of income**.**

Link to other Learning Areas:
Congratulatory and thank you notes are forms of functional writing which is also an aspect learnt in Kiswahili.

THEME 11: CHOOSING A CAREER

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.1 Listening and Speaking	**11.1.1 Conversational Skills: interviews** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify polite words and expressions in a radio or television interview, b) use polite words and expressions when conducting an interview, c) appreciate the role of interviews in presenting reality.	The learner is guided to: • listen to a recorded or a role played interview and identify polite expressions used. For example, "*I am sorry but...*"; "*your point is valid, but...*", • watch a video in which the speakers are engaged in a *radio or television interview,* • make a list of the verbal and non-verbal cues used by the speakers to express politeness, • brainstorm and conduct an interview on choosing a career in traffic law enforcement agencies using polite expressions, • search online and offline for typical questions and answers in a radio or television interview, • conduct a hot seating episode that relates to experiences people go through in their various careers.	1. Why is it important to use polite language during an interview? 2. How do we show respect for other people's opinion?

96

Core Competencies to be developed:
- Collaboration: It is promoted as the learner observes the rules of engagement while playing different roles as interviewee or interviewer.
- Digital literacy: It is enhanced as the learner uses both the radio and television as sources of information.

Values:
- Respect: It is developed as the learner disagrees politely while conducting the interview.
- Unity: It is promoted as the learner endeavours to achieve a common goal while organising and engaging in interviews with peers.

Pertinent and Contemporary Issues (PCIs):
Effective communication: It is achieved as the learner acquires skills for expressing opinions.

Link to other Learning Areas:
Use of polite language is relevant to the concept of harmonious living in Religious Education and Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	**11.2.1 Extensive Reading: Non- fiction** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify print and non-print non-fiction materials that are interesting to read, b) read a range of non-fiction materials for general information, c) appreciate the importance of reading for information.	The learner is guided to: • skim through print and electronic reading materials on careers, • discuss the general ideas with peers, • scan print and electronic reading materials and identify key words and phrases, • use a dictionary to look up the meaning of vocabulary acquired during independent reading, • read various texts on risky behaviour by road users and note the key points, • share with peers what he or she has read about.	1. What is the importance of reading widely? 2. What do you consider when selecting a reading text?

Core Competencies to be developed:
- Self-efficacy: It is enhanced as the learner selects reading materials to enhance their ability to make decisions.
- Learning to learn: It is achieved as the learner manages time while silently and reading varied materials.

Values:
Responsibility: It is promoted as the learner engages in the selection of reading material.

Pertinent and Contemporary Issues (PCIs):
Life Skills education: It is promoted as the learner applies decision making skills while choosing materials to read extensively.

Link to other Learning Areas:
The skill of extensive reading is relevant in all subjects including Integrated Science and Pre-Technical Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.3 Grammar in Use	**11.3.1 Word Classes: Adverbs** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify adverbs formed from adjectives in sentences or a group of words, b) form adverbs from adjectives, c) use adverbs formed from adjectives in sentences, d) appreciate the value of adverbs in communication.	The learner is guided to : • select *adverbs formed from adjectives* from a print and non-print text, • read a text on careers and identify the adverbs use, • construct sentences on different careers using adverbs formed from adjectives, • select the correct forms of adverbs from a substitution table, • search the internet, newspapers or magazine for examples of adverbs formed from adjectives, with peers, • fill in blanks using adverbs formed from adjectives, • compile a list of instructions using adverbs formed from adjectives, • make a list of adverbs formed from adjectives and display them on charts and posters,	1. Why do we form words from other words? 2. What are the functions of adverbs?

			• compose short poems using adverbs formed from adjectives.	

Core Competencies to be developed:
- Self-efficacy: It is enhanced as the learner shows concerted attention to detail when forming adverbs from adjectives .
- Critical thinking: It is developed as the learner cultivates the skills of reasoning when using adverbs in sentences.

Values:
Responsibility: It is promoted as the learner demonstrates accountabilty when selecting adverbs from digital devices.

Pertinent and Contemporary Issues (PCIs):
Decision making skills: These are achieved as the learner makes decisions on adverbs to use in speech and writing.

Link to other Learning Areas:
Word formation is relevant in vocabulary buiding skills in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Reading	**11.4.1 Intensive Reading: Lessons Learnt** **(Class Reader)** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the lessons learnt in a short story, b) relate the lessons learnt in the short story to real life, c) appreciate the role of stories in addressing societal issues.	The learner is guided to: • listen or watch a story and identify moral lessons that are brought out from a digital device, • read the short story and retell what they have read, • discuss the lessons learnt by looking at the actions and the words used in the story, with peers • discuss how different characters bring out the lessons, • role play the episodes that carry the main lessons in the short story, • make connections between situations in their own lives and the episodes in the text, • use the lessons learnt to write a composition and share it with peers.	1. What issues in the society are addressed by stories? 2. How can one derive lessons from a short story?

Core Competencies to be developed:
- Creativity and imagination: It is developed as the learner relates lessons from the short stories to their own lives.
- Collaboration: It is promoted as the learner participates in role plays to enhance their team work skills.

Pertinent and Contemporary Issues (PCIs):
Patriotism and good governance: These are promoted as the learner endeavours to make better their world using the lessons learnt.

Values:
Unity: It is achieved as the learner displays team spirit when working with peers to unpack lessons in the short stories.

Link to other Learning Areas:
The concept of making connections between situations in their own lives and the episodes in the text is relevant in performance of texts in Creative arts and sports and sports

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.5 Writing	**11.5.1 Mechanics of Writing: Prefixes and Suffixes** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify words with prefixes and suffixes from a text, b) use prefixes and suffixes correctly in sentences, c) acknowledge the influence of prefixes and suffixes on meaning and formation of words.	The learner is guided to : • read a text on careers which features words with prefixes and suffixes from print and non-print sources, • write down words with suffixes and prefixes from the text, • formulate a table separating words with similar prefixes, roots and suffixes, with peers, • infer the meaning of a word from prefixes, • break down words into prefixes and suffixes, • listen to a dictated list of words with prefixes and suffixes and write them down, • formulate sentences using words with prefixes and suffixes, • fill in blanks in a writing with the correct form of words with prefixes and suffixes, • search for more examples of words	1. How can you tell the meaning of a word using a prefix? 2. Which words with suffixes and prefixes are confusing?

			with prefixes and suffixes from books, newspapers, internet among others, with peers.	

Core Competencies to be developed:
- Collaboration: It is enhanced as the learner generates lists of words with prefixes and suffixes in groups or pairs.
- Creativity and imagination: It is enhanced as the learner performs different tasks on prefixes and suffixes.

Values:
Unity: It is promoted as the learner searches for more examples of words using prefixes and suffixes in groups.

Pertinent and Contemporary Issues (PCIs):
Creative thinking skills: They are developed as the learner formulates sentences using different forms of words.

Link to other Learning Areas:
Word formation is related to learning of vocabulary which is subject specific for example in Agriculture and Nutition..

THEME 12: MODERN FASHION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.1 Listening and Speaking	**12.1.1 Listening to Respond: Attitude** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) explain the message in a given song, b) use appropriate words and expressions to express their attitude towards a given song, c) appreciate how choice of words affects the reader.	The learner is guided to: • listen to different songs from a digital device or non-electronic sources and describe the messages in them, • collaborate with peers to perform the songs and bring out relevant emotions, • discuss issues highlighted in the songs with those of their peers, • use words and expressions to describe their feelings about various issues in the songs including modern fashion.	1. What messages are found in songs? 2. What makes one like or dislike a song?

Core Competencies to be developed:
- Self-efficacy: It is enhanced as the learner gains confidence by engaging in fruitful discussions.
- Digital literacy: It is developed as the learner interacts with digital devices while listening to songs.

Values:
Respect: It is promoted as the learner endeavours to accommodate the opinions of their peers as they perform songs.

Pertinent and Contemporary Issues (PCIs):
Effective communication skills: They are boosted as the learner expresses his or her opinion on songs.

Link to other Learning Areas:
Creative arts and sports and sports requires learners to express their opinions on different issues.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	**12.2.1 Intensive Reading: Comprehension Strategies** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify mental images in a text correctly, b) use contextual clues to infer information and meanings of words correctly in a text, c) acknowledge the role of comprehension in effective communication.	The learner is guided to: • read the passage on modern fashion and underline sentences that create mental images, • read the passage on modern fashion in turns as they answer direct and inferential questions, • work with peers to infer the meaning of words and expressions using contextual clues, • present mental pictures from the text on charts and display them.	1. What do you remember most after reading a text? 2. How do we get information from a text?

Core Competencies to be developed:
- Critical thinking: It is enhanced as the learner identifies mental images and infers meanings of words.
- Collaboration: It is enhanced as the learner contributes to group decision making while working with peers to infer the meaning of words and expressions using contextual clues.

Values:
Responsibility: It developed as the learner accomplishes assigned tasks while presenting mental pictures from the text on charts and displaying them.

Pertinent and Contemporary Issues (PCIs):
Personal hygiene: It is enhanced as the learner reads passages on fashion.

Link to other Learning Areas:
The information acquired through reading texts on modern fashion is relevant in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.3 Grammar in Use	**12.3.1 Phrasal Verbs** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify phrasal verbs correctly in a text, b) use the phrasal verbs correctly in sentences, c) acknowledge the role of phrasal verbs in making conversations interesting.	The learner is guided to: • read a text and isolate the phrasal verbs formed from *make, pass* and *look,* • search the internet for more examples of the given phrasal verbs and list them on different flash cards, • work with peers to construct sentences on modern fashion using the given phrasal verbs, • use print and digital dictionaries of phrasal verbs to check the meaning of the given phrasal verbs, with peers.	1. How are phrasal verbs formed? 2. How can one tell the meaning of a phrasal verb?

Core Competencies to be developed:
- Communication: It is enhanced as the learner learns to speak clearly and effectively through correct use of phrasal verbs.
- Digital literacy: It is developed as the learner checks the meanings of phrasal verbs from digital dictionaries.

Values:
Unity: It is promoted as the learner makes contributions in group activities.

Pertinent and Contemporary Issues (PCIs):
Cultural awareness: It is promoted as the learner constructs sentences on modern fashion.

Link to other Learning Areas:
Issues of modern version speak heavily into Pre-Technical Studies

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Reading	**12.4.1: Short Story: Characters (Class Reader)** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the characters in the short story, b) write a paragraph on the characters in the short story, c) appreciate the role of characters in stories.	The learner is guided to: • read a story in print or non-print form, • identify the characters in the story as they have read, • categorize the characters as good or bad based on their actions and words, with peers, • read a short story and discuss the actions and words of the characters in the story, • write paragraphs describing *the traits of the characters* in the short story using different words and expressions, • work with peers to compare and contrast the traits of the characters in the short story, • describe how some characters in the short story are similar to the people they know, • role play the different characters in the short story bringing out their traits, • make connections between their own lives and those of characters in the text.	1. What qualities do you admire in people? 2. How can character traits be described?

Core Competencies to be developed:
- Critical thinking: It is developed as the learner analyses characters in the short story.
- Problem solving: It is developed as the learner relates characters in the story to those in real life.

Values:
Unity: It is promoted as the learner displays team spirit while role playing the different characters in the short story.

Pertinent and Contemporary Issues (PCIs):
Peace education: It is promoted as the learner appreciates the fact that different people have different traits.

Link to other Learning Areas:
Characterisation is a relevant concept in learning of literary skills in Kiswahili and Religious Education

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.5 Writing	**12.5.1 The writing process** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) explain the process of writing a dialogue, b) write a dialogue on a given topic correctly, c) acknowledge the importance of the writing process.	The learner is guided to : • work with peers to search online and offline for the stages of *the writing process* (i.e. pre-writing, drafting, editing, revising, publishing) and present them on a manila paper, • work with peers to brainstorm on possible topics for a dialogue writing on modern fashion, • undertake the stages of the writing prosess in creating a dialogue, • display the dialogues for peer review and revision, • edit the dialogues to make corrections for clarity, grammar, spelling and punctuation, • work with the teacher to evaluate the individual dialogues.	1. How can a good dialogue be written? 2. Why should one write a dialogue?

Core Competencies to be developed:
- Collaboration and collaboration: It is enhanced as the learner works in a team to brainstorm aspects of modern fashion.
- Critical thinking: It is developed as the learner solves simple problems when creating a dialogue on modern fashion.

Values:
Unity: It is promoted as the learner generates topics for dialogues in their groups.

Pertinent and Contemporary Issues (PCIs): Effective communication: It is developed as the learner expresses themselves through well written dialogues
Link to other Learning Areas: Dialogue writing is relvant to the skills of scripting in Creative arts and sports.

THEME 13: CONSUMER PROTECTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.1 Listening and Speaking	**13.1.1 Extensive Listening: Poems** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify messages in poems, b) perform poems using appropriate techniques, c) acknowledge the role of poems in society.	The learner is guided to: • watch recordings or performances of poems on the need for consumer protection and patriotism for enjoyment, • with peers, discuss the different *messages* in the poems, • discuss in groups the performance techniques that make the presentations appealing, • identify poems on the need for consumer protection and *perform* them while recording themselves, • discuss what stands out in presentation.	1. How can you improve the presentation of a poem? 2. What messages are conveyed in poem?
Core Competencies to be developed: • Collaboration: It is enhanced as the learner respects the opinion of others while discussing the different *messages* in the poems. • Self-efficacy: It is enhanced as the learner discusses what stands out in each group presentation thus enhancing performance.				
Values: Patriotism: It is fostered as the learner interacts with poems on consumer protection,				

Pertinent and Contemporary Issues (PCIs):
Consumer literacy skills: They are enhanced as the learner interacts with poems on the need for consumer protection.

Links to other Learning Areas:
Reading poems on consumer protection and patriotism is related to concepts on business which are handled in Pre-Technical Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	**13.2.1 Intensive Reading: Comprehension strategies** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the key points in a passage, b) create mental images of the characters, places and events in the text, c) summarise the key points in the text, d) appreciate the role of reading in lifelong learning.	The learner is guided to: • read a text on the need for consumer protection and *identify the key points,* • underline sentences that help *create mental images (visualising)* about the characters, places and events, • role play events and characters in the passage in groups, • answer questions based on the read text, • fill out the summary maps/charts with the key ideas on characters, problems or solutions, • write a paragraph that *summarises* the key points in the story in own words, • use information from the maps to write out correct sentences.	1. How do you identify the key points while reading a text? 2. Which words can bring out the five senses in a text?

Core Competencies to be developed:
• Critical thinking: It is enhanced as the learner visualizes events, characters and places in a text thereby engaging the learner's thoughts.
• Problem solving: It is enhanced as the learner cultivates the skill of reasoning while summarising the information from texts.

Values: Love: It is fostered as the learner shows care for others while role-playing events and characters in the passage.	
Pertinent and Contemporary Issues (PCIs): Consumer protection: It is promoted as the learner reads passages on the need for consumer protection.	
Links to other Learning Areas: Pre- Technical Studies addresses consumer literacy skills.	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 Grammar in Use	**13.3.1 Word Classes: Compound Sentences** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify compound sentences from texts, b) construct compound sentences using different coordinating conjunctions, c) appreciate the usage of compound sentences in communication.	The learner is guided to: • read a text on the need for consumer protection and identify the *compound sentences,* • search online and offline for coordinating conjunctions to be used in constructing compound sentences, for example, *but, or*, and*, so*, • construct compound sentences on a variety of issues including consumer protection using different conjunctions, • join different independent clauses using a drag and drop application or a completion table, in groups, • display their sentences in class for peer review.	1. Why do we join sentences? 2. How do we join sentences?

Core Competencies to be developed:
- Communication: It is enhanced as the learner communicates ideas clearly when using compound sentences.
- Digital literacy: It is fostered as the learner manipulates the drag and drop application.

Values:
Social justice: It is fostered as the learner provides support to peers through peer review.

Pertinent and Contemporary Issues (PCIs):
- Consumer protection: It is enhanced as the learner reads texts and constructs sentences on the theme.

• Effective communication: It is exhibited as the learner uses compound sentence to combine ideas.
Links to other Learning Areas: The concept of constructing compound sentences is related to what learners learn in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.4. Reading	**13.4.1 Short Story: Style (Class Reader)** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify personification and flashback in a short story, b) read and dramatise selected parts of a short story featuring personification and flashback, c) appreciate the creative use of language in short stories.	The learner is guided to: • read in turns the selected short story, • narrate the sequence of events in the selected short story, • identify personification and flashback in the selected short story, • dramatise in groups the selected parts of the story containing personification and flashback, • make short notes on personification and flashback with examples from the short story.	1. How does a writer make a story interesting? 2. Which qualities of a person can be given to animals?

Core Competencies to be developed:
Learning to learn: It is enhanced as the learner works collaboratively to dramatise selected parts of the story.

Values:
Responsibility: It is promoted as the learner takes up tasks assigned to them as they dramatise the story.

Pertinent and Contemporary Issues (PCIs):
Decision making skills: They are enhanced as the learner identifies instances of personification and flashback.

Links to other Learning Areas:
Stylistic devices such as personification and flashback are relevant in the creation scripts in Creative arts and sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.5 Writing	**13.5.1 Creative Narrative Composition: Idioms** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) explain the meaning of the specified idioms in context, b) compose a narrative composition using the specified idioms, c) appreciate the value of idioms in spoken and written communication.	The learner is guided to: • search online and offline for the meaning of the following idioms: - *have the guts* - *burn the midnight oil* - *apple of one's eye* - *come in handy* - *time is ripe* - *hit the nail on the head* - *cry over spilt milk* • engage in a language game *such as use of task cards*, on sentence construction featuring the given idioms such, • write a narrative composition using the specified idioms, • share the compositions in groups for peer review.	1. What makes a story outstanding? 2. How can we improve our writing skills?

Core Competencies to be developed:
- Collaboration: It is enhanced as the learner reflects on progress made as they share their compositions.
- Digital literacy: It is achieved as learner interacts with technology when confirming online the meaning of the specified idioms.

Values:
Respect: It is fostered as the learner listens to peers´ opinions and views about their compositions.

Pertinent and Contemporary Issues (PCIs):
Effective communication: It is achieved as the learner expresses their ideas creatively in narrative composition.

Links to other Learning Areas:
The learner is able to apply the skills of narrative composition writing to their learning of creative writing in Creative arts and sports.

THEME 14: SPORTS: OLYMPICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.1 Listening and Speaking	**14.1.1 Pronunciation and Intonation** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify silent consonant letters in words, b) pronounce words with silent consonant letters in sentences, c) use the correct intonation in declarative and exclamatory sentences, d) acknowledge the importance of correct pronunciation and intonation in communication.	The learner is guided to: • search online and offline for words with the following silent consonant letters */r//h//k//g//p//t/and /b/* and practise the pronunciation of the given words, • listen from the online dictionaries and tutorials for the correct articulation of the specified sounds, • listen to the teacher or a recording of some sentences on sports and indicate whether a falling or rising intonation has been used, • use correct intonation when reading *declarative and exclamatory* sentences, • practise reading words with silent letters in pairs and give feedback, • underline silent letters in words.	1. Why should we use the right intonation when speaking? 2. What are some of the words with silent letters?

Core Competencies to be developed:
• Self-efficacy: It is fostered as the learner identifies what they find difficult as they endeavour to use correct intonation when reading declarative and exclamatory sentences, and addressing the issue.
• Digital literacy: It is enhanced as the learner interacts with recording of words on digital devices.
Values:
Social justice: It is promoted as learner practises reading words with silent letters in pairs and giving constructive feedback
Pertinent and Contemporary Issues (PCIs):
Effective communication: It is enriched as the learner learns the correct pronunciation.
Links to other Learning Areas:
The learner is able to relate correct pronunciation of words and intonation in sentences in all subjects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	14.2.1 Study Skills (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the main ideas in a descriptive text, b) make notes from a descriptive text, c) summarise a descriptive text in a paragraph of stated number of words, d) acknowledge the role of note making and summarise texts.	The learner is guided to: • discuss steps to follow when making notes and writing summaries, • search for and read samples of well written summaries and notes, • share ideas on qualities of well written notes and summaries, • read a descriptive text on safety in sports and identify the key points, • make notes from a descriptive text, • in groups, combine the points into a coherent paragraph using connectors to make a summary in a specified number of words, • display the paragraphs in class for peer review.	1. Why is it important to summarise information? 2. How can key points be identified in a text?

Core Competencies to be developed:
• Learning to learn: It is achieved as the learner engages in self-driven tasks by displaying their paragraphs for peer review.
• Self-efficacy: It is enhanced as the learner identifies what they find confusing while making notes and writing summaries.

Values:
Unity: It is fostered as the learner collaborates with peers to identify main ideas brought out in texts.

| **Pertinent and Contemporary Issues (PCIs):** |
| Safety: It is promoted as the learner reads a text on safety in sports and identifies key points. |
| **Links to other Learning Areas:** |
| Note making and summary writing skills are important in all subjects such as Religious Education and Integrated Science. |

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Grammar in Use	**14.3.1 Sentences: Active and Passive Voice** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify sentences in the active and passive voice, b) transform sentences from active to passive voice and vice versa, c) construct sentences in the active and passive voice, d) appreciate the use of active and passive voice in effective communication.	The learner is guided to: • read print or non-print texts on the Olympics and underline active and passive sentences, • change simple sentences from active to passive voice and vice versa, • work with peers to create sentences in active and passive voice and display them in a gallery for peer review, • search online and offline for more active and passive sentences.	1. Why should one use a variety of sentences? 2. How can one tell the doer and the receiver of an action in a sentence?

Core Competencies to be developed:
- Communication and collaboration: It is boosted as the learner works with peers to create sentences thereby improving their ability to express themselves in a variety of situations.
- Self-efficacy: It is enhanced as the learner gains confidence by using passive and active voice in communication.

Values:
Respect: It is fostered as the learner gives their opinions during peer review of sentences.

Pertinent and Contemporary Issues (PCIs):
Career opportunities in sports: This is explored as the learner reads texts on the Olympics and underline active and passive sentences.

Links to other Learning Areas:
The concept of active and passive voice is related to learning of sentence construction in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Reading	**14.4.1 Extensive reading:** **Short story** **(Class Reader)** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the ideas in the short story, b) relate the ideas from the short story to real life experiences, c) appreciate the value of short stories in reflecting social issues.	The learner is guided to: • read a short story and identify ideas it conveys, • discuss the events and characters in a short story and the issues the writer brings out through them, • work with peers to make connections between the ideas in the short story and their own experiences and those of the people they know, • dramatise and record sections of the short story that reflect real life experiences.	1. Where does a writer get what to write about? 2. How are stories related to what happens in real life?

Core Competencies to be developed:
• Problem solving: It is inculcated as the learner makes connections between the short stories and their own experiences.
• Communication and collaboration: It is achieved as the learner works in pairs or groups to undertake different tasks.

Values:
Social justice: It is enhanced as all learners with varied abilities dramatise and record sections of the short story that reflect real life experiences.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: It is promoted as the learner relates the text to real life experiences and makes informed decisions in their lives.

Links to other Learning Areas:
The examination of the short story as a genre is related to analysis of texts in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.5 Writing	**14.5.1 Creative Writing: Descriptive Writing** **(2 Lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify words and expressions for describing people, places and events, b) write a descriptive composition on people, places and events, c) value the place of description in written and spoken communication.	The learner is guided to: • search online and offline for words and expressions that can he used to appeal to the five senses (of touch, smell, sight, taste and hearing) and classify them in a table, • read a passage on various issues in Olympics such as avoiding and responding to sporting accidents and underline descriptive words and sentences, • watch a video or a visual on one of the sports their country participates in at the Olympics and draft a descriptive paragraph from it, • create a descriptive composition based on one of the sports featured in the Olympics, • share the compositions in class for feedback from peers, revise and publish their writing through different means such as posters, school website or class blogs.	1. Which words or expressions do we use to describe things, events or people? 2. How can descriptions make our writing better?

Core Competencies to be developed:
- Creativity and imagination: It is sharpened as the learner crafts descriptive essays in composition writing.
- Communication and collaboration: It is enhanced as learners assist each other to correct and revise their compositions.

Values:
Patriotism: It is enhanced as the learner reads texts about their country's participation in various sports in the Olympics.

Pertinent and Contemporary Issues (PCIs):
Safety and security: It is enhanced as the learner reads passages on Olympics to acquire knowledge on how to avoid or respond to sporting accidents.

Links to other Learning Areas:
Writng of descriptive essays is relevant in the writing of factal essays in Socail Studies and religious Education

THEME 15: TOURIST ATTRACTION SITES: AFRICA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.1 Listening and Speaking	**15.1.1 Oral Reports: Events** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) recount events that take place outside the classroom, b) present a report on occurences taking place out of the classsroom using verbal and non-verbal cues, c) acknowledge the role of oral reports in communication.	The learner is guided to: • scan through pictures or videos taken in a tourist attraction site and discuss the activities involved and how the roads are used to ensure safety, • search online or offline for oral reports and note the steps taken during the presentations, • review an out of class activity and order the sequence of events of the activity, • rehearse an oral report paying attention to verbal and non-verbal cues, • present oral reports on the activities as they took place using verbal and non-verbal cues, • provide feedback on reports presented by peers and suggest improvements.	1. How can you make your presentation convincing? 2. Why do we give oral reports?

Core Competencies to be developed:
- Creativity and imagination: It is enhanced as the learner reviews and orders activities taking place outside the classroom.
- Digital literacy: It is enhanced as the learner interacts with technology while generating ideas from pictures and oral presentations online.

Values:
Patriotism: It is fostered as the learner is exposed to activities involved in a tourist attraction site.

Pertinent and Contemporary Issues (PCIs):
Environmental education awareness: It is promoted as the learner scans through pictures taken in a tourist attraction site.

Links to other Learning Areas:
The skills acquired through making of oral reports are relevant in the learning of subjects such as Religious Education which require learners to give reports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)

15.2 Reading	**15.2.1 Reading Fluency**
	
	(2 lessons)
		By the end of the Sub Strand, the learner should be able to:
		a) outline reading fluency aspects and strategies observed while reading aloud,
		b) read texts accurately, with expressions and at the right speed,
		c) apply fluency strategies when reading a text,
		d) Appreciate the significance of poems in communication.
			The learner is guided to:
			• brainstorm on the reading fluency aspects such as accuracy, speed and reading with expression, and display them in a chart,
			• work with peers to find online or offline sample stories and choral verses on different subjects such as tourist attraction in Africa and read them aloud in turns,
			• practice the following fluency strategies as they read:
			  - preview a text before reading,
			  - skim a text to obtain the main idea,
			  - scan a text to obtain specific details, and
			  - ignore unknown words when reading a text.
			• engage in a reader's theatre in small groups,
			• recite the choral poem in small groups.
				1. What emotions or feelings can we display when reading a text?
				2. Why should we read a text at the right speed?

135

Core Competencies to be developed: Citizenship: This is fostered as the learner explores texts on tourist attraction in Africa and this in turn enhances their global awareness.
Values: Peace: It is promoted as the learner avoids hurting others as they collaborate to recite the choral verses.
Pertinent and Contemporary Issues (PCIs): Effective communication: This is sharpened as the learner perfects their reading skills.
Links to other Learning Areas: The concept of reading fluency is applicable in the learning of Creative arts and sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.3 Grammar in Use	**15.3.1 Types of Sentences: Interrogative sentences** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify interrogative sentences and question tags from a text, b) use interrogative sentences and question tags in varied contexts, c) appreciate the role of correctly framed questions in communication.	The learner is guided to: • read a text online or offline on varied topics including tourist attraction sites in Africa, • identify interrogative sentences such as WH- questions, Yes/ No questions and alternative questions, • identify question tags from a given text and practise asking and answering them, • form interrogatives and tag questions and display them on a graphic organiser, with peers, • use interrogatives in a role play relevant to the theme of tourism in Africa, • read a dialogue featuring interrogatives and tag questions, with peers, • search the internet for more examples of question tags and interrogatives.	1. How do we ask questions? 2. How do we answer questions?

Core Competencies to be developed:
• Communication and collaboration: It is developed as the learner accomplishes different tasks while dramatising and recording sections of the short story that reflect real life experiences.   • Self- efficacy: It is sharpened as the learner documents successes achieved while constructing different types of interrogatives.
Values:
Respect: It is emphasised as the learner appreciates others while engaging in a dialogue featuring interrogative sentences and question tags.
Pertinent and Contemporary Issues (PCIs):
Problem solving: It is promoted as the learner asks and answers questions on tourism in Africa.
Link to other Learning Areas:
Social Studies, Religious Education and Mathematics involve asking and answering questions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 Reading	**15.4.1 Poems** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) identify the ideas in the Poems, b) derive the lessons learnt in the poem, c) recognise the role of poems in addressing societal issues.	The learner is guided to: • recite and dramatize the given poems for enjoyment in groups, • outline the subject matter and share with peers, • identify the messages conveyed in the poems and make notes, • highlight lessons learnt from the poems and discuss the lessons brought out through the relationship between characters in the poem, • present them in posters to be displayed in the notice boards for peer review.	1. Which lessons have you learnt from poems before? 2. How can you say what is in the poem in your own words?

Core Competencies to be developed:
- Problem solving: It is enhanced as the learner gets ideas from poems on how to solve problems of self and others.
- Self-efficacy: It is enhanced as the learner focuses on achieving set tasks while reciting and dramatising poems.

Values:
Respect: It is enriched as the learner provides feedback on lessons identified by peers with dignity.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: It is nurtured as the learner appreciates the role of their peers as they recite and dramatise the poems.

Links to other Learning Areas:
The skills acquired by learners as they dramatise poems and other genres are related to performance techniques in Creative arts and sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.5 Writing	**15.5.1 Functional Writing: Personal Journals** **(2 lessons)**	By the end of the Sub Strand, the learner should be able to: a) outline the components of a personal journal, b) create a personal journal on varied experiences, c) evaluate a journal for correctness and relevance.	The learner is guided to: • explain the purpose of keeping a diary or journal, • view sample journals and identify the components, • in groups, brainstorm and choose ideas to write about using prompts like: - what was your experience during the visit to the national park? • bring to school a physical journal or sign-up for an online journal or improvise one and make entries, • reflect on an experience, and record thoughts and feelings about it and enter them in the journal, • re-read the entries and add additional thoughts, • publish the journals they have created through posters and social media.	1. Why do we write journals? 2. What would you like to remember about an experience?

Core Competencies to be developed
• Self efficacy: It is promoted as the learner engages in self-driven tasks as they practise writing journals.
• Communication and collaboration: It is enhanced as the learner makes suggestions on improvements to be made while brainstorming on journal entries in groups.
Values:
Love: It is inculcated as the learner jointly reviews journals written by peers with compassion.
Pertinent and Contemporary Issues (PCIs):
• Creative thinking skills: They are enhanced as the learner generates experiences to record in the journals
• Citizenship education: It is brought out as the learner talks about a visit to a national park
Links to other Learning Areas:
Journaling is a skill that relates to formative assessment in all subjects including Agriculture .

SUGGESTED ASSESSMENT RUBRIC STRAND:

STRAND: LISTENING AND SPEAKING

	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Presentation skills	Ability to write, perform songs and poems using relevant features of performance	The learner writes, performs songs and poems using relevant features from different cultural and historical contexts	The learner writes, performs songs and poems using relevant features	The learner writes, performs songs and poems using relevant features which are only known to them	The learner writes, performs song and poems which are only known to them and only uses selected features which they know.
	Ability to deliver speeches and oral reports	The learner fluently delivers speeches, oral reports and confidently and with ease	The learner fluently delivers speeches, oral reports and confidently	The learner delivers speeches, oral reports with some inconsistencies	The learner delivers speeches, oral reports with many inconsistencies
Listening for information	Ability to distinguish between specific and general information from written texts	The learner distinguishes between general and specific information from a wide array of written texts	The learner distinguishes specific and general information from written texts	The learner distinguishes between general and specific information from written texts that they are familiar with	The learner distinguishes only specific information from texts they are familiar with, with help
	Ability to infer	The learner infers	The learner infers	The learner infers	The learner infers

	meanings of words and phrases	meanings of words and phrases from universal texts from different geographical and historical contexts	meanings of words and phrases from texts	meanings of words and phrases from texts with the assistance of teachers and peers	meanings of words and phrases from texts inaccurately even with the aid of peers and teachers
	Ability to identify features of myths, narrate key events, explain the moral lesson and relate characters to real life	The learner easily identifies all the features of myths from a variety of sources, eloquently narrates all the key events, explains varied moral lessons and relates characters to real life	The learner identifies all the features of myths from a given narrative, narrates all the key events, explains the moral lesson, and relates characters to real life	The learner identifies most features of myths from a given narrative, narrates most events, scantily explains the moral lesson and barely relates characters to real life	The learner identifies a few features of myths from a given narrative, narrates a few events, is unable to explain the moral lesson and relate the characters to real life
Pronunciation skills	Ability to articulate vowel and consonant sounds and use stress correctly	The learner articulates all vowel and consonant sounds eloquently and uses word and emphatic stress correctly and with ease	The learner articulates all vowel and consonant sounds and uses stress correctly	The learner articulates some vowel and consonant sounds correctly but experiences challenges with correct use of stress	The learner articulates few vowel and consonant sounds and falters on correct use of stress

Conversational skills	Ability to express politeness in speech	The learner always expresses politeness in speech in varied contexts	The learner expresses politeness in speech	The learner expresses politeness in speech only when reminded	The learner expresses politeness in speech when reminded and with difficulty

STRAND: READING

	Level ⟍ Indicator	Exceeding Expectations	Meeting Expections	Approaching expectations	Below Expectations
Reading for information and comprehension	Ability to distinguish between reading for meaning, information and infer meanings of words and phrases and use contextual clues.	The learner effortlessly distinguishes between reading for meaning, information and infers meanings of all the words and phrases and use contextual clues with ease.	The learner distinguishes between reading for meaning, information and infers meanings of all words and phrases and uses most contextual clues.	The learner partially distinguishes between reading for meaning, information and infer meanings of some words and phrases and uses some contextual clues.	The learner rarely distinguishes between reading for meaning, information and infer meanings of few words and phrases and struggles to use some contextual clues.
	Ability to distinguish between main ideas from supporting ideas	The learner distinguishes between main ideas from supporting ideas	The learner distinguishes between main ideas from supporting ideas with ease	The learner distinguishes between main ideas from supporting ideas with ease	The learner as difficulty distinguishing between main ideas from supporting

		with ease and provides illustrations		with prompts	ideas even with prompts
	Ability to make connection between texts and real life, summarise events and answer direct and inferential questions from poems	The learner effortlessly makes all connections between texts and real life and provides examples, summarises events and answers all direct and inferential questions from poems	The learner makes most connections between texts and real life, summarises events and answers all direct and inferential questions from poems	The learner makes some connections between texts and real life, summarises events and answers some direct and inferential questions from poems	The learner makes few connections between texts and real life, struggles to summarise events and answers few direct and inferential questions from poems
	Ability to create mental images from texts	The learner creates a variety of mental images from texts with ease	The learner creates mental images from texts with ease	The learner creates mental images from texts	The learner creates few mental images from texts
Oral literature	Ability to analyse characters, derive moral lessons and relate different narratives to real life.	The learner analyses all characters, aptly derives moral lessons and relates different narratives to real life with	The learner analyses all characters, derives moral lessons and relates different narratives to real life.	The learner analyses most characters, derives moral lessons and has difficulty relating different narratives to real	The learner analyses a few characters, struggles to derive moral lessons and has difficulty relating different narratives to real

		ease		life.	life.
	Ability to pick specific messages from songs and use appropriate performance techniques.	The learner articulately picks all specific messages from songs and creatively uses appropriate performance techniques with ease	The learner picks all specific messages from songs and creatively uses appropriate performance techniques	The learner picks most specific messages from songs and uses appropriate performance techniques.	The learner picks some specific messages from songs and lacks creativity when using performance techniques
Poetry	Ability to recite, analyse the structure, characters and subject matter of poems	The learner eloquently recites poems and exhaustively analyses the structure, characters and subject matter of poems with ease	The learner recites poems and analyses the structure, characters and subject matter of poems with ease	The learner recites poems and scantily analyses the structure, characters and subject matter of poems	The learner incoherently recites poems and barely analyses the structure, characters and subject matter of poems
Class reader	Ability to preview, analyse characters and their traits, explain the sequence of events, discuss subject	The learner conclusively previews the class reader, analyses all the characters and their traits with	The learner satisfactorily previews the class reader, analyses all the characters and their traits, explains	The learner scantily previews the class reader, analyses some e characters and their traits, explains the	The learner barely previews the class reader, analyses few characters and their traits, has difficulty explaining the

	matter and style in a class reader	ease, explains the sequence of events with ease and exhaustively discusses subject matter and style	the sequence of events and discusses subject matter and style	sequence of events with difficulty and struggles to discuss subject matter and style	sequence of events and discussing subject matter and style
Extensive reading	Ability to identify and read fictional and non- fictional texts for independent reading and information	The learner excellently identifies and reads a variety of non-fictional texts independent reading and records experiences from the reading sessions for tracking progress.	The learner identifies and reads a variety of fictional and non-fictional texts for independent reading and information	The learner identifies some texts for independent reading with assistance	The learner makes an attempt to identify some texts for independent reading even with assistance
Study skills	Ability to read a text expressively- at the right speed, accurately and with expression.	The learner eloquently and fluently reads a text at the right speed, with expression and accurately	The learner fluently reads a text at the right speed, with expression and accurately	The learner reads a text at a slow speed, and lacks expression and accuracy.	The learner struggles to read a text at a slow speed, and lacks expression and has many pronunciation errors.

	Ability to interpret visuals for information	The learner easily interprets visuals for information with exceptional insight	The learner easily interprets visuals for information	The learner interprets some visuals for information	The learner interprets some visuals for information with support
	Ability to identify main points, make notes and write a summary	The learner accurately identifies all the main points, makes notes and writes a summary with ease	The learner identifies all the main points, makes notes and writes a summary	The learner identifies some main points, makes notes and writes a summary in exhaustively	The learner identifies few main points, make shoddy notes and write a sketchy summary
	Ability to apply fluency strategies while reading	The learner aptly and easily applies all fluency strategies while reading	The learner applies all fluency strategies while reading	The learner applies some fluency strategies while reading	The learner applies few fluency strategies while reading
STRAND: GRAMMAR					
	Ability to identify, distinguish and use different types of word classes correctly	The learner easily identifies, distinguishes and uses different types of words classes in different contexts correctly	The learner identifies, distinguishes and uses different types of words classes correctly	The learner identifies and distinguishes most word classes which are only known to them but struggles to use them correctly	The learner identifies and distinguishes some word classes with the help of peers but is unable to use them correctly
	Ability to write	The learner	The learner writes	The learner writes	The learner writes

	different types of sentences, use different types of verbs and tense correctly	meticulously writes different types of sentences, uses different types of verbs and tense correctly and with ease	different types of sentences, uses different types of verbs and tenses correctly	some types of sentences but makes some errors on types of verbs and tense	only one type of sentence with errors, and makes many errors on types of verbs and tenses
	Ability to select relevant reference materials and use them to obtain information on varied subjects	The learner aptly selects relevant reference materials and easily uses them to obtain information on varied subjects	The learner selects relevant reference materials and uses them to obtain information on varied subjects	The learner selects some relevant reference materials and uses some of them to obtain information on varied subjects	The learner selects few relevant reference materials and rarely uses them to obtain information on varied subjects

STRAND: WRITING

	Level Indicator	Exceeding Expectations	Meeting expectations	Approaching expectations	Below expectations
Paragraph a writing	Ability to write a well-developed paragraph	The learner writes a well- developed Paragraph effortlessly and consistently	The learner writes a well- developed Paragraph consistently	The learner writes a Paragraph but leaves out some details.	The learner writes a paragraph but it lacks most details.
Functional writing	Ability to write different documents using correct format	The learner writes different documents using	The learner writes different documents using correct format	The learner writes some documents using correct	The learner barely writes any documents using

		correct format with ease and uses correct tone and vocabulary	with ease	format but struggles with tone and vocabulary	correct format, and vocabulary
Creative writing	Ability to a write composition using correct punctuation, handwriting and specified idioms.	The learner writes a composition in neat and legible handwriting, correctly spells words, punctuates it and creatively uses specified idioms with ease	The learner writes a composition in neat and legible handwriting, correctly spells words, punctuates it and creatively uses specified idioms	The learner writes a composition in neat and legible handwriting, has some spelling errors, struggles to punctuate it, and uses some specified idioms	The learner writes a composition illegible handwriting, has little command of punctuation is unable to use specified idioms
	Ability to apply the writing process in writing and assess appropriately.	The learner all the time applies the writing process and accurately assesses own composition	The learner many times applies the writing process and accurately assesses own composition	The learner occasionally applies the writing process and assesses own composition	The learner barely applies the writing process and assesses own composition

APPENDIX I: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

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

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: ● Environmental degradation ● Lifestyle diseases, Communicable and non-communicable diseases ● Poverty ● Violence and conflicts in the community ● Food security issues
Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.

Milestone 3	**Planning for the Project** Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution.
Milestone 4	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	**Showcasing /Exhibition and Report Writing** Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback. Learners write a report detailing their project activities and learnings from feedback.
Milestone 6	**Reflection** Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

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

Assessment of CSL integrated Project

Assessment for the integrated CSL project will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities

Listening and Speaking	• Oral reading or dictation recitations
	• Role play
	• Debates
	• Oral interviews
	• Dialogues
	• Oral discussions
	• Oral presentations
	• Public speaking
	• Peer assessment
	• Self-assessment and standardized listening assessments
		• Dictionaries
		• Manilla papers
		• Models
		• Pictures and photographs
		• Diorama
		• Flash cards
		• Charts and realia
		(Digital sources)
		  • Games
		  • Songs
		  • Digital story books
		  • Pictures and photographs
		  • Electronic and digital devices
		  • Flash cards
		  • Charts
		  • Video clips
		  • Audio-visual resources
		  • Other web resources
			• Participation in poetry recitations during music and drama festivals
			• Interclass or club debating contests
			• Improve vocabulary, speech and values through Christian union, Catholic Action, Muslim, Hindu associations
			• Come up with speeches and deliver them during prize giving days, school assembly, extravaganzas among others, to enhance fluency.
			• Participate in music festivals to hone communication and listening skills.

Reading	• Reading aloud • Dictation	• Dictionaries • Manilla papers	• Reading news during assemblies and other

	• Oral interviews • Question and answer • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardized reading assessments • Keeping a record of books read	• Word trees • Posters • Models • Storybooks • Poetry books • Pictures and photographs • Newspapers • Magazines • Junior Encyclopaedia • Journals • Course books • Diorama • Flash cards • Charts and realia *(Digital sources)* • Digital storybooks • Journals • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Other web resources	school functions • Virtual tours using Google maps and establishing the direction of various locations using Google maps • Collecting different forms of oral literature from their community for a school magazine • Showcasing short plays, conversational poems or choral verses within or out of school • Participating in Journalism Club Activities to improve reading.
Writing	• Learner journals • Peer assessment • Self-assessment	• Manilla papers • Word trees • Posters	• Essay writing competitions • Writing clubs,

		Course books	journalism clubs, and compiling articles for the school magazine to nurture writing talent
	• Portfolio • Dictation • Standardized writing assessment	• Course books • Flash cards • Word wheels • Word puzzles • Code words • Charts and realia *(Digital sources)* • Digital course books • Journals • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Other web resources	• Interclass or school Spelling contests • Letter writing drills • Mentorship in writing • Report writing based on activities such as school sports and games
Grammar in Use	• Multiple choice tasks • Discrimination • Gap-filling • Short-answer • Dialogue-complétion, information gap • Role Play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles	• Dictionaries • Workbooks • Word trees • Models • Pictures and photographs • Junior Encyclopaedia • Course books • Diorama • Flash cards • Word wheels • Word puzzles • Code words	• competitions on different topics • Hot seating sessions to enhance their language competence • Language symposiums to sharpen their language capacity • Word based sports or games for example crossword puzzles or scrabble

		• Charts and realia *(Digital sources)* • Digital course books • Pictures and photographs • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources	• Shadowing language users • Language drills • Announcement posters and advertising of school activities as a practice.