



*Nurturing Every Learner's Potential*

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**JUNIOR SCHOOL CURRICULUM DESIGN**

**INDIGENOUS LANGUAGES**

**GRADE 8**



First Published 2023

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN: 978-9914-43-799-7**

Published and printed by Kenya Institute of Curriculum Development.



## **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.

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



## 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.

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



## **ACKNOWLEDGEMENT**

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

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 8 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary-State Department of Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

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

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



## TABLE OF CONTENTS

FOREWORD .....	i
PREFACE .....	ii
ACKNOWLEDGEMENT .....	iii
TABLE OF CONTENTS .....	iv
NATIONAL GOALS OF EDUCATION .....	vi
LESSON ALLOCATION .....	viii
LEARNING OUTCOMES FOR JUNIOR SCHOOL .....	ix
ESSENCE STATEMENT .....	ix
SUBJECT GENERAL LEARNING OUTCOMES .....	x
THEME 1: GENDER ROLES .....	1
THEME 2: INFORMATION COMMUNICATION TECHNOLOGY (ICT) – NETIQUETTE .....	7
THEME 3: WILDLIFE .....	13
THEME 4: SAFETY AT SCHOOL .....	19
THEME 5: COMMON COMMUNITY VALUES ( <i>UNITY, RESPECT AND HARD WORK</i> ) .....	25
THEME 6: INDIGENOUS TRADE .....	31
THEME 7: SPORTS AND GAMES .....	37



THEME 8: INDIGENOUS MUSIC .....	43
THEME 9: INTER-ETHNIC COHESION (ONE KENYA, ONE NATION) .....	49
SUGGESTED ASSESSMENT RUBRIC .....	55
APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT .....	61
APPENDIX 2: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES.....	63

DRAFT



## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

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

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

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

#### **a) Social Needs**

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

#### **b) Economic Needs**

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

#### **c) Technological and Industrial Needs**

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

### **3. Promote individual development and self-fulfillment**

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 equity and responsibility.**

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

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

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

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

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

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

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



## LESSON ALLOCATION

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	5
	Pastoral/Religious Instruction Programme	1*
<b>Total</b>		<b>40 +1*</b>



## **LEARNING OUTCOMES FOR JUNIOR SCHOOL**

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

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

## **ESSENCE STATEMENT**

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

This course is intended to expose the learner to ideas and appropriate contexts for language acquisition and deductive reasoning. It will also focus on developing further the language skills and competencies acquired at the lower levels of education. The confidence gained will motivate the learner to engage in the active process of learning to discover principles, concepts and facts



for themselves, as suggested by social constructivist scholars. In addition, the potential for the learner to become proficient in the language of their choice to ensure effective communication and educational progress will be enhanced.

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

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

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

## SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub strand	Suggested Number of Lessons
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>• Listening for information</li> <li>• Listening for comprehension</li> <li>• Attentive listening</li> <li>• Public speaking (impromptu speech)</li> <li>• Storytelling</li> <li>• Self expression (interviews)</li> <li>• Presentation skills (debate, songs)</li> </ul>	2 2 2 2 4 2 4
	Total	18
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Extensive reading (library Skills, grade appropriate texts)</li> <li>• Reading for information</li> <li>• Intensive reading</li> </ul>	4 4 8 2
	Total	18
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Essay Writing</li> <li>• Social writing (cards)</li> <li>• Creative writing</li> <li>• Writing for information</li> <li>• Functional writing (posters)</li> </ul>	4 2 4 6 2
	Total	18
Showcasing Concepts and Skills in Indigenous Language (Exhibitions)		6
<b>Total Number of Lessons</b>		<b>60</b>
<p><b>NOTE:</b> The suggested number of lessons per sub strand may be less or more depending on the context.</p>		

## THEME 1: GENDER ROLES

**Suggested Vocabulary:** gender, roles, chores, responsibility, stereotypes, unity, shared responsibility, support, human rights, education, fairness, cultural practice

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.1 Listening and Speaking</b>	<b>1.1.1 Listening for information</b> <i>(2 lessons)</i> <ul style="list-style-type: none"> <li>• <i>Gender roles</i></li> <li>• <i>Responding to questions</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify gender roles from aural texts for information,</li> <li>b) respond to questions on gender roles in the community from texts for comprehension,</li> <li>c) recognise the importance of listening purposefully for comprehension.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collaborate with peers to hold a discussion forum on gender roles in communities,</li> <li>• listen to a recording or talk on the theme,</li> <li>• identify vocabulary related to the theme,</li> <li>• prepare a vocabulary list with the words related to the theme,</li> <li>• work with peers to identify the meaning of new words and words related to them (<i>e.g. synonyms and opposites</i>)</li> <li>• make simple sentences using the vocabulary identified,</li> <li>• answer direct and inferential questions from a text related to the theme,</li> <li>• work collaboratively to conduct</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we listen to get information from an aural text?</li> <li>2. Why should some opportunities be equal among both girls and boys?</li> </ol>

			<p>a debate on the theme - gender roles,</p> <ul style="list-style-type: none"> <li>• team up with peers to record the debate session,</li> <li>• organise the recorded session in a digital portfolio.</li> </ul>	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Digital Literacy: This is enhanced as the learner uses digital technology to accomplish tasks when teaming up with peers to record the debate session.</li> <li>• Communication and Collaboration: the learner speaks engagingly with facts and examples when holding a discussion forum on gender roles in communities.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Respect: This is enhanced as the learner accommodates diverse opinions when collaborating with peers to hold a discussion forum on gender roles in communities.</li> <li>• Responsibility: It is nurtured as the learner handles the digital or electronic devices carefully as they organise the recorded session in a digital portfolio.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Gender Issues: These are addressed as the learner interacts with ideas on gender issues and debates on them to embrace a common understanding despite views from varied communities.				
<b>Link to other Learning Areas:</b>				
The learner is able to relate the concept of gender roles to their learning of duties and responsibilities in Religious Education.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.2 Reading</b>	<b>1.2.1 Reading for comprehension</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Vocabulary</i></li> <li>• <i>Direct and inferential questions</i></li> <li>• <i>Tense- present and past tense</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>answer questions from texts related to the theme for comprehension,</li> <li>use the vocabulary on the theme to construct sentences in appropriate tenses for communication,</li> <li>embrace the use of interpersonal skills to enhance positive gender roles in society.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>conduct a reader's theatre to read texts related to the theme,</li> <li>work with peers to identify vocabulary related to the theme,</li> <li>answer direct and inferential questions from the texts,</li> <li>work with peers to discuss how action (verbs) can be described in their <b>present and past tense</b>,</li> <li>work as a class to create a table to differentiate between verbs in their present and past tense,</li> <li>display the table on the language corner and take turns to read,</li> <li>make sentences using the verbs in their <b>present and past tense</b>,</li> <li>use substitution tables to make sentences related to the theme,</li> <li>share their sentences with peers for peer review.</li> </ul>	1. How can we differentiate between actions done in the past and in the present? 2. Why is it important to apply comprehension skills in reading?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner contributes to group decision making as they work with peers to create a table to differentiate between verbs in their present and past tense.</li> </ul>				

- Learning to learn: This is promoted as the learner plans and manages tasks effectively when conducting a reader's theatre to read texts related to the theme.

**Values:**

- Integrity: This is developed as the learner displays transparency by sharing their sentences with peers for peer review.
- Unity: It is enhanced as the learner cooperates with peers to identify vocabulary related to the theme.

**Pertinent and Contemporary Issues (PCIs):**

Social Cohesion: This will be enhanced as the learner works with peers collaboratively to construct sentences using vocabulary learnt.

**Link to other Learning Areas:**

The learner is able to relate their knowledge on gender roles to their learning of responsibilities towards each other in Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.3 Writing</b>	<b>1.3.1 Essay writing – Expository essay</b> <i>(2 lessons)</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) research on an issue related to the theme for information,</li> <li>b) write an expository essay on gender roles for effective communication,</li> <li>c) embrace the importance of organising ideas into a coherent sequence for communication.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• work with peers to carry out a research on an issue related to the theme,</li> <li>• make notes on their findings,</li> <li>• work with peers to brainstorm and write an outline of an expository essay on the theme,</li> <li>• create a vocabulary bank using the vocabulary picked,</li> <li>• collaborate with peers to sort flashcards with ideas on gender roles in the community,</li> <li>• organise the ideas on the gender roles into a coherent sequence,</li> <li>• construct paragraphs from the ideas on the cards and sequence them into a meaningful expository essay,</li> <li>• edit and review the essay for coherence and effective communication,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we organise information logically in writing?</li> <li>2. Why is it important to understand gender roles in the community?</li> </ol>

			<ul style="list-style-type: none"> <li>display the best written essay in the class language wall.</li> </ul>	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>Creativity and imagination is enhanced as the learner works with peers to brainstorm and write an outline of an expository essay on the theme.</li> <li>Self-efficacy is achieved as the learner shows concerted attention to construct paragraphs from the ideas on the cards and sequence them into a meaningful expository essay.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>Unity is enhanced as the learner collaborates with peers to sort flashcards with ideas on gender roles in the community.</li> <li>Love is nurtured as the learner displays trustworthiness when editing and reviewing the paragraphs for coherence and effective communication.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Cultural practices are addressed as the learner discusses gender roles and write paragraphs on the theme.				
<b>Link to other Learning Areas:</b>				
The learner is able to relate the concept of expository essay writing to their learning of essays in English and Kiswahili.				

## THEME 2: INFORMATION COMMUNICATION TECHNOLOGY (ICT) – NETIQUETTE

**Suggested Vocabulary:** technology, netiquette, internet, respect, hacker, search, download, computer, mobile phone, browse, chat, site, language

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.1 Listening and Speaking</b>	<b>2.1.1 Listening for comprehension</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>The internet</i></li> <li>• <i>Tense-future tense</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline the advantages and disadvantages of the internet for information,</li> <li>b) identify future tense from aural texts for information,</li> <li>c) value the importance of listening attentively as a way of acquiring information.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm the uses and dangers of the internet with peers,</li> <li>• list on separate charts the advantages and disadvantages of the internet and display in class,</li> <li>• listen to a passage on the proper use of the internet and take notes,</li> <li>• discuss the do's and don'ts of the use of the internet with peers,</li> <li>• create a glossary of new words related to the theme from the text listened to,</li> <li>• conduct a discussion on how to describe actions in <b>future tense</b>,</li> </ul>	1. How do we listen to acquire information? 2. Why is it important to observe netiquette when using the internet?

			<ul style="list-style-type: none"> <li>• work with peers to make sentences related to the theme with verbs in their future tense.</li> </ul>	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Digital Literacy: This is enhanced as learner brainstorms the uses and dangers of the internet with peers.</li> <li>• Communication and Collaboration: The learner works jointly with peers to discuss the do's and don'ts of the use of the internet.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Responsibility: This is nurtured as the learner diligently lists on separate charts the advantages and disadvantages of the internet and displays in class</li> <li>• Integrity: This is exercised as the learner works with peers to make sentences related to the theme with verbs in their future tense.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Social Cohesion: This is promoted as the learner collaborates with peers to discuss the do's and don'ts of using the internet.				
<b>Link to other Learning Areas:</b>				
The learner is able to relate the concept on netiquette and proper use of the internet with similar concepts in technology use in Pre-Technical Studies.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.2 Reading</b>	<b>2.2.1 Extensive reading – Library skills</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to:  a) trace specific reading materials from online or print sources, b) track their reading progress by creating a reading log, c) embrace safe use of the internet as a source of information for lifelong learning	The learner is guided to: <ul style="list-style-type: none"><li>• search for texts related to technology, social media or the internet, using digital devices or the library,</li><li>• collaborate with peers to conduct a silent reading session,</li><li>• list down the vocabulary identified from the read texts,</li><li>• pick out names of digital devices from the texts read and write them on charts for display,</li><li>• prepare a reading log on the resources read including key details (e.g. <i>title, author, main idea, vocabulary</i>),</li><li>• identify sentences written in future tense and note them down,</li><li>• create a reading club with peers and exchange reading resources.</li></ul>	1. How do we get information on something we want to understand more?  2. Why is it important to use the internet safely and cautiously?
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"><li>• Self-efficacy: This is developed as learner effectively orders and prioritises tasks when conducting a silent reading session.</li><li>• Digital Literacy: The learner uses digital technology to search for texts related to technology, social media or the internet.</li></ul>				

**Values:**

- Responsibility: This is nurtured as the learner exhibits accountability when manipulating digital devices to find information related to technology, social media and the use of internet to read.
- Social Justice: This is promoted as the learner advocates for harmonious relationships with peers by creating a reading club with peers and exchanging reading resources.

**Pertinent and Contemporary Issues (PCIs):**

Cyber Security: The learner gains skills from texts on how to ensure safety while using the internet.

**Link to other Learning Areas:**

The learner is able to relate the skill on searching for information in extensive reading to the concept of research in all other subjects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	<b>2.3.1 Social writing – Cards</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Invitation card</i></li> <li>• <i>Appreciation card</i></li> <li>• <i>Congratulatory card</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the key components of a card for information,</li> <li>b) design a card (<i>invitation card, appreciation card, congratulatory card</i>) for effective communication,</li> <li>c) advocate for the role of social writing in enhancing communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work with peers to collect sample cards from online and print sources,</li> <li>• study the cards to identify the key message passed,</li> <li>• identify the features of the cards,</li> <li>• work with peers to design a thank you card, congratulatory card and invitation card,</li> <li>• display the cards in the class gallery for peer review,</li> <li>• use a digital device to create a variety of e-cards (<i>invitation, appreciation, congratulatory cards</i>),</li> <li>• present the designed e-cards to the class for peer review.</li> </ul>	1. Why do we present cards to people? 2. How can we make cards more appealing when designing them?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner works jointly with peers to present the designed e-cards to the class for peer review.</li> <li>• Creativity and imagination: This is developed as the learner exchanges new ideas that inspire creativity by working with</li> </ul>				

peers to design a thank you card, congratulatory card and invitation card.

**Values:**

- Love: This is developed as the learner respects others when designing a thank you card, congratulatory card and invitation card.
- Respect: The learner accommodates diverse opinions when presenting the designed e-cards to the class for peer review.

**Pertinent and Contemporary Issues (PCIs):**

ICT: This is promoted as the learners use a digital device to create a variety of e-cards.

**Link to other Subjects**

The learner is able to relate the skill of designing cards to the concept of arts in Creative Arts and Sports.

### THEME 3: WILDLIFE

**Suggested Vocabulary:** wildlife, wild animals, forest, fish, tourist, lion, cheetah, giraffe, buffalo, hare, conserve, poaching

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.1 Listening and Speaking</b>	<b>3.1.1 Attentive listening</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Common conversational errors</i></li> <li>• <i>Responding to questions</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify common conversational errors for information,</li> <li>respond to questions from an aural text for comprehension,</li> <li>acknowledge the role of conversational skills in day-to-day communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>discuss with peers common conversational errors among speakers,</li> <li>listen to a conversation on human-wildlife conflict between a game warden and a farmer (<i>complaining about wild animals destroying crops in his or her farm</i>),</li> <li>identify conversational errors that may be as a result of poor turn-taking and interrupting impolitely,</li> <li>role play the conversation again while correcting the conversational errors made,</li> <li>respond to questions from texts.</li> </ul>	1. Why is it important to interrupt politely in a conversation? 2. How do we avoid conflict with wild animals?

**Core competencies to be developed:**

- Communication and Collaboration: The learner speaks engagingly with facts and examples when discussing with peers the common conversational errors among speakers.
- Critical Thinking and Problem Solving: This is developed as the learner analyses concept logically to identify conversational errors that may be as a result of poor turn-taking and interrupting impolitely.

**Values:**

- Unity: This is enhanced as the learner cooperates with others to role play the conversation again while correcting the conversational errors made.
- Respect: The learner displays patience when discussing with peers common conversational errors among speakers.

**Pertinent and Contemporary Issues (PCIs):**

Environmental Education: This is instilled as the learner interacts with texts on wildlife and human-wildlife conflict.

**Link to other Subjects:**

The learner is able to relate the knowledge on human-wildlife conflict to the concept of wildlife conservation in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.2 Reading</b>	<b>3.2.1 Extensive Reading</b> (2 lessons) <i>Grade Appropriate Texts</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Paraphrasing main idea</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: a) explain vocabulary related to the theme for effective communication, b) paraphrase the main idea from a text for comprehension, c) embrace reading as a source of acquiring information.	The learner is guided to: <ul style="list-style-type: none"> <li>• read texts related safety of wild animals on our roads (for example, road signs, being cautious, animal ambulance),</li> <li>• identify vocabulary related to the theme- wildlife,</li> <li>• team up with peers to play a language game to match the vocabulary identified to their meaning,</li> <li>• work with peers to construct sentences using the vocabulary identified,</li> <li>• paraphrase the main idea from the text,</li> <li>• share the summary with peers for review,</li> <li>• collaborate with peers to prepare a creative mosaic of a wild animal of choice and display during the interclass festival.</li> </ul>	1. Why should we read extensively? 2. Why is it important to take care of wildlife? 3. What can be done to avoid road clashes involving wild animals?

**Core competencies to be developed:**

Learning to Learn: This is promoted as the learner is motivated to learn continuously by sharing the summary with peers for review.

**Values:**

- Responsibility: The learner offers leadership and guidance when playing a language game to match the vocabulary.
- Respect: This is nurtured as the learner displays patience with peers when playing a language game to match the vocabulary identified to their meaning.

**Pertinent and Contemporary Issues (PCIs):**

Animal Welfare Education: This is promoted as the learner reads about preservation of wildlife.

**Link to other Subjects**

The learner is able to relate knowledge gained in reading on preservation of wildlife to their learning of living things in Integrated Science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.3 Writing</b>	<b>3.3.1 Writing for information – Paragraph writing</b> <i>(2 lessons)</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify the features of a well-developed paragraph,</li> <li>b) compose two well sequenced paragraphs on the theme for information,</li> <li>c) acknowledge writing as a channel for addressing pertinent issues and ideas.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• brainstorm with peers the features of a well-developed paragraph,</li> <li>• work with peers to study a collection of paragraphs,</li> <li>• collaborate with peers to review the paragraphs and identify whether they are well developed and written,</li> <li>• prepare a sketch of ideas related to the theme,</li> <li>• use the sketched ideas to compose a paragraph on the theme,</li> <li>• share their paragraphs with peers for review,</li> <li>• display the best written paragraphs in the class gallery,</li> <li>• conduct a writing contest to identify well developed paragraphs from the class.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we write paragraphs?</li> <li>2. Why is it important to preserve wildlife?</li> </ol>

**Core competencies to be developed:**

- Communication and Collaboration: The learner speaks engagingly when brainstorming with peers the features of a well-developed paragraph.
- Creativity and Imagination. This is developed as the learner shares creative ideas when conducting a writing contest to identify well developed paragraphs from the class.

**Values:**

- Unity: This is enhanced as the learner cooperates with others to share their paragraphs with peers for review.
- Integrity: The learner shows transparency by displaying the best written paragraphs in the class gallery.

**Pertinent and Contemporary Issues (PCIs)**

Environmental Education. This is promoted as the learner prepares a paragraph sketch on a topic related to the theme.

**Link to other Subjects:**

The learner is able to relate the concept of paragraph writing to their learning in English.

## THEME 4: SAFETY AT SCHOOL

**Suggested Vocabulary:** Safe, school, rules, emergency, precautions, fire, teacher on duty, bullying, punishment, red cross club, scouts, collective responsibility, ramps, laboratory, care.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.1 Listening and Speaking</b>	<b>4.1.1 Public speaking – Impromptu speech</b> (2 lessons) <i>Non-verbal cues</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify the non-verbal cues in communication,</li> <li>present a short talk on the theme using appropriate non-verbal cues for effective communication,</li> <li>recognise the value of non-verbal cues in enhancing communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>watch and listen to a video recording of a story on safety at school,</li> <li>identify the non-verbal cues (<i>e.g. gestures, facial expressions, movement</i>) used in presentation of the story,</li> <li>discuss how the cues help to enhance understanding in speaking,</li> <li>present the short talk using appropriate non-verbal cues at a class assembly or during club activities,</li> <li>visit an institution that provides first aid services (<i>hospital, the Red Cross, St. John's Ambulance or the Kenya Police</i>) and listen keenly to</li> </ul>	1. How do non-verbal cues enhance understanding? 2. Why is it important to follow the appropriate steps of first aid in case of an accident?

		<ul style="list-style-type: none"> <li>• a talk on how to give first aid in case of a school emergency,</li> <li>• conduct a discussion forum in clubs and societies on safety measures to be taken in school to avoid accidents.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn: The learner is motivated to learn continuously when they visit an institution that provides first aid services and listens keenly to a talk on how to give first aid in case of an emergency.</li> <li>• Self-efficacy: This is promoted as the learner shows concerted attention when conducting a discussion in clubs and societies on safety measures to be taken in school to avoid accidents.</li> </ul>			
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: This is enhanced as the learner cooperates with peers to discuss how the cues help to enhance understanding in speaking.</li> <li>• Love: This is promoted as the learner shows compassion by conducting a discussion forum in clubs and societies on safety measures to be taken in school to avoid accidents.</li> </ul>			
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Disaster Risk Reduction. This is promoted as the learner gets tips on how to appropriately administer first aid from practitioners for safety in school.</p>			
<p><b>Link to other Subjects:</b></p> <p>The learner is able to relate the concept of non-verbal cues to their learning of similar concepts in English.</p>			

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.2 Reading</b>	<b>4.2.1 Reading for information – Poetry</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Responding to questions</i></li> <li>• <i>Vocabulary building</i></li> <li>• <i>Sentence construction</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) respond to questions from texts for information,</li> <li>b) create a glossary with words related to the theme for information,</li> <li>c) construct sentence using the new vocabulary for effective communication,</li> <li>d) appreciate the role of reading as a way of acquiring information.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• surf the internet or check the library for poems on safety at school,</li> <li>• conduct a reader's theatre to read the poems,</li> <li>• discuss some of the safety precautions that should be taken to ensure safety in school,</li> <li>• answer direct and inferential questions from the poems read,</li> <li>• create a collection of new vocabulary related to safety in school from the poems read,</li> <li>• infer meaning of the vocabulary from the context of the poems,</li> <li>• construct sentences using the vocabulary identified,</li> <li>• recite the poems read during club activities.</li> </ul>	Why should there be security measures in school?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital Literacy: This is developed as the learner uses digital technology to surf the internet or check the library for poems on safety at school.</li> </ul>				

- Self-efficacy is realised as the learner shows defining personal skills when reciting the poems read during club activities.

**Values:**

- Respect: This is developed as the learner displays patience when conducting a reader's theatre to read the poems.
- Love: The learner exhibits care and compassion by discussing some of the safety precautions that should be taken to ensure safety in school.

**Pertinent and Contemporary Issues (PCIs):**

Social Cohesion: It is developed as the learner discusses with peers safety precautions that should be taken for security in school.

**Link to other Learning Areas:**

The learner is able to relate the concept of poetry to their learning in English and Kiswahili.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.3 Writing</b>	<b>4.3.1 Writing to give information</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Connectors of sequence</i></li> <li>• <i>Composition writing</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline the steps of responding to an emergency in school,</li> <li>b) write a composition on the process of responding to an emergency in school,</li> <li>c) recognise process writing as a way of passing information.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a short video or read a passage on the process of responding to an emergency,</li> <li>• work with peers to summarise what happens in the video or passage,</li> <li>• outline the main steps taken in responding to the emergency in the video or passage,</li> <li>• compile a list of connectors of sequence used to sequence ideas in paragraphs (<i>e.g. first, second, then, finally</i>)</li> <li>• write a composition laying out the process of responding to an emergency based on the main steps outlined using the connectors of sequence,</li> <li>• present the composition to other members of class for peer review,</li> <li>• organise their best compositions in</li> </ul>	Why is it important to understand how to respond to an emergency?

			a portfolio.	
<b>Core Competencies to be Developed:</b> <ul style="list-style-type: none"><li>• Digital Technology: The learner interacts with digital content to watch a short video or read a passage on the process of responding to an emergency.</li><li>• Critical Thinking and Problem Solving: This is enhanced as the learner analyses concepts logically to outline the main steps taken in responding to the emergency in the video or passage.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>• Responsibility: The learner exhibits accountability to accept constructive feedback by presenting the composition to other members of class for peer review.</li><li>• Love: This is promoted as the learner displays trustworthiness when organising their best compositions in a portfolio.</li></ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <p>Safety and security: This is promoted as the learner interacts with information on how to respond to an emergency.</p>				
<b>Link to other Learning Areas:</b> <p>The learner is able to relate the concept of safety at school to their learning of safety in Pre-Technical Studies.</p>				

**THEME 5: COMMON COMMUNITY VALUES (UNITY, RESPECT AND HARD WORK)**

**Suggested Vocabulary:** values, unity, respect, hard work, lazy, ridicule, respect, unity, harmony, pride,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.1 Listening and Speaking</b>	<b>5.1.1 Storytelling</b>  (2 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) re-tell a short story on the theme for expression,</li> <li>b) explain proverbs and wise sayings used in oral presentations for information,</li> <li>c) embrace the common community values for lifelong learning.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to a story from a good narrator or a digital or electronic device on the African community values (<i>respect, unity and hard work</i>),</li> <li>• discuss the lessons learnt from the story,</li> <li>• identify the features that made the story telling session interesting,</li> <li>• work with peers to put together a collection of proverbs and wise sayings,</li> <li>• discuss the meaning of the proverbs and wise sayings,</li> <li>• write the proverbs and wise sayings on sentence strips and display them in class,</li> <li>• create a proverbs and sayings</li> </ul>	Why is it important to pass culture from one generation to another?

			<p>basket and randomly pick the proverbs to explain the meaning to peers,</p> <ul style="list-style-type: none"> <li>• create short stories using proverbs and wise sayings focusing on good values of their community and narrate during community events, drama and music festivals.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner speaks engagingly when narrating the short story created to other learners in class.</li> <li>• Creativity and Imagination: This will be realised as the learner exchanges ideas that inspire creativity when composing a short story with proverbs and sayings on good values of a community.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: This is nurtured as the learner cooperates with peers to play a game on proverbs and wise sayings.</li> <li>• Responsibility: It is enhanced as the learner diligently reads or watches a story with proverbs and wise sayings.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Cultural Awareness: This is promoted as learners are acquainted with cultural knowledge from wise sayings and proverbs.</p>				
<p><b>Links to other Learning Areas:</b></p> <p>The learner is able to relate the concept on stories, proverbs and wise sayings to their learning in English and Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.2 Reading</b>	<b>5.2.1 Reading for information</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Responding to questions</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify vocabulary related to the theme for information,</li> <li>b) respond to questions from texts for comprehension,</li> <li>c) acknowledge the role of reading for acquisition of information.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• surf the internet or read books with texts related to the theme,</li> <li>• identify meaning of vocabulary in the texts,</li> <li>• answer direct and inferential questions from the texts,</li> <li>• make a summary of the key ideas from the texts,</li> <li>• identify specific details from the texts (<i>e.g. characters, vocabulary</i>)</li> <li>• discuss the importance of each of the values mentioned from the context of the text,</li> <li>• prepare a skit on community values and roleplay during club activities or school events.</li> </ul>	Why are community values important?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy: The learner interacts with digital content when surfing the internet or reading books with texts related to the theme.</li> <li>• Communication and Collaboration: The learner contributes to group decision making when discussing the importance of each of the values mentioned from the text.</li> </ul>				

**Values:**

- Unity: This is enhanced as the learner strives to achieve a common goal when preparing a skit on community values and role-plays it during club activities or school events.
- Patriotism: This is promoted as the learner exhibits honesty when discussing the importance of each of the values mentioned from the text.

**Pertinent and Contemporary Issues (PCIs):**

Peace Education: The learner interacts with texts that explore common values that bind communities irrespective of their differences.

**Link to other Learning Areas:**

The learner is able to relate the concept of common community values to their learning of values in Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.3 Writing</b>	<b>5.3.1 Creative writing – Poetry</b>  (2 lessons) <ul style="list-style-type: none"> <li>• <i>Features of poems</i></li> <li>• <i>Aspects of style</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify features of a poem for information,</li> <li>b) write a simple poem on the theme for creative expression,</li> <li>c) advocate for the use of poetry in the promotion of community values.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work collaboratively to discuss aspects of poetry (<i>e.g. theme, diction, line, stanza, imagery and persona</i>),</li> <li>• watch a presentation of or read a simple poem on the theme,</li> <li>• explain the main message from the poem,</li> <li>• identify aspects of style (<i>e.g. repetition, rhyme, imagery, symbolism, and rhythm</i>),</li> <li>• compose simple poems on community values,</li> <li>• recite the verses for peer review,</li> <li>• discuss how language is used in poetry,</li> <li>• compare language use in poetry with ordinary language.</li> </ul>	Why are poems important in transmitting culture?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner speaks engagingly when discussing aspects of poetry.</li> <li>• Creativity and Imagination: This is developed as the learner exchanges new ideas that inspire creativity when composing</li> </ul>				

simple poems on community values.

**Values:**

- Unity: This is achieved as the learner collaborates with peers to recite the verses for peer review.
- Respect is enhanced as the learner appreciates varied opinions when reciting the verses for peer review.

**Pertinent and Contemporary Issues (PCIs):**

Ethnic and racial Relations: This is promoted as the learner identifies and appreciates the common values.

**Link to other Learning Areas**

The learner is able to relate the concept of poetry to the concept of composition and presentation in Creative Arts and Sports.

**THEME 6: INDIGENOUS TRADE**
**Suggested Vocabulary:** trade, trader, buyer, goods, money, sell, market, exchange, market day

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.1 Listening and Speaking</b>	<b>6.1.1 Self-expression – interviews</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Characteristics of a good presentation</i></li> <li>• <i>Audience awareness</i></li> <li>• <i>Turn taking and interrupting politely</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the characteristics of a good oral presentation for information,</li> <li>b) apply audience awareness in a mock interview session for expression,</li> <li>c) observe the skills of turn-taking and interrupting politely in a dialogue for expression,</li> <li>d) value the need for confidence in oral presentation for self-expression.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work with peers to listen to a recording of an interview panel on the theme,</li> <li>• identify vocabulary used in the interview,</li> <li>• work in partnership with peers to find out the meaning of the new words identified,</li> <li>• conduct a mock interview with peers on a topic related to the theme,</li> <li>• apply turn taking and interrupting politely in the mock interview,</li> <li>• peer review peers' performance,</li> <li>• discuss with peers on effects of poor turn taking</li> </ul>	1. How do we apply audience awareness in public speaking? 2. Why is it important to take turns and interrupt politely in dialogues?

			<p>or interruption modes in an interview,</p> <ul style="list-style-type: none"> <li>• role play two contrasting panel interviews and establish the distinguishing factors regarding turn taking and interrupting politely.</li> </ul>	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Digital Literacy: The learner interacts with digital content when listening to a recording of an interview panel on the theme.</li> <li>• Learning to Learn: The learner discusses with peers on effects of poor turn taking or interruption modes in an interview.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Social Justice: The learner accords each one equal opportunities when applying turn taking and interrupting politely in the mock interview.</li> <li>• Respect: This is developed as the learner ensures positive regard for others when peer reviewing other's performance.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Peace Education: This is promoted as the learner studies turn taking skills and interrupting politely during group conversations for peaceful co-existence.				
<b>Link to other Learning Areas.</b>				
The learner is able to relate the concept of tolerance during turn taking and interrupting politely to the concept of application of tolerance and kindness in speech in Religious Education.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.2. Reading</b>	<b>6.2.1 Reading for comprehension – Play</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Summarising main ideas</i></li> <li>• <i>Responding to questions</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify vocabulary on indigenous trade from a play for information,</li> <li>b) summarise the main ideas from a play for comprehension,</li> <li>c) respond to questions from a play for comprehension,</li> <li>d) acknowledge relating events and ideas to real life for life-long learning.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• conduct a reader's theatre to read an excerpt of a play on indigenous languages,</li> <li>• identify vocabulary related to indigenous trade from the plays read,</li> <li>• conduct a spelling bee mini-contest to spell out and read the vocabulary related to the theme,</li> <li>• work together to match the new words to their meaning,</li> <li>• make notes on the key details from the play,</li> <li>• team up to discuss the characteristics of a play with examples from the plays read,</li> <li>• write down a summary of the main events from the plays,</li> <li>• answer direct and inferential questions from the plays,</li> <li>• role-play a skit on an</li> </ul>	1. How can we enhance comprehension when reading a play? 2. How does indigenous trade differ from modern trade?

			occurrence in indigenous market setting.	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner jointly conducts a reader's theatre to read an excerpt of a play on indigenous languages.</li> <li>• Critical Thinking and Problem-solving: This is enhanced as the learner analyses concepts logically to match the new words to their meaning.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Unity: The learner cooperates with teams to discuss the characteristics of a play with examples from the plays read.</li> <li>• Responsibility: The learner diligently conducts a spelling bee mini-contest to spell out and read the vocabulary related to the theme.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Consumer Awareness: This is acquired as learners interact with texts related to indigenous trade.				
<b>Link to other Learning areas:</b>				
The learner is able to relate the concept of trade to their learning in Social Studies.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.3 Writing</b>	<b>6.3.1 Writing to give information – Dialogue</b> (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) examine the features of a dialogue for effective writing,</li> <li>b) create a dialogue on the theme for information,</li> <li>c) acknowledge the importance of dialogue writing in communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• collaborate with peers to discuss the features of a dialogue,</li> <li>• role play a dialogue with peers on a topic related to the theme of indigenous trade,</li> <li>• sketch an outline of a simple dialogue on a topic related to the theme,</li> <li>• share their sketch with peers for review,</li> <li>• compose the dialogue based on the reviewed outline,</li> <li>• exchange their dialogues with peers and identify the main ideas in the dialogues,</li> <li>• organise their well written dialogues in the class portfolio.</li> </ul>	1. What are the key features of a dialogue? 2. Why are values important when engaging in any business transaction?
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Creativity and Imagination: The learner shares ideas that inspire creativity when composing the dialogue based on the reviewed outline.</li> <li>• Communication and Collaboration: These are enhanced as the learner shares their sketch with peers for review.</li> </ul>				

**Values:**

- Peace: This is promoted as the learner displays tolerance with peers when discussing the features of a dialogue.
- Integrity: The learner diligently organises their well written dialogues in the class portfolio.

**Pertinent and Contemporary Issues (PCIs):**

Financial Literacy: This is promoted as the learner interacts with texts on indigenous trade and identifies the main ideas expressed in the texts.

**Link to other Subjects:**

The learner is able to relate the vocabulary identified from the texts on indigenous trade to their learning of trade in Pre-Technical studies.

## THEME 7: SPORTS AND GAMES

**Suggested Vocabulary:** Sports, games, ball, play, competition, championship, trophy, win, practice, winner, loser, prize

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.1 Listening and Speaking</b>	<b>7.1.1 Presentation skills – Debate</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Vocabulary</i></li> <li>• <i>Organizing ideas logically</i></li> <li>• <i>Audience awareness skills</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify vocabulary related to sports and games for information,</li> <li>b) organise ideas logically for communication for comprehension,</li> <li>c) apply appropriate audience awareness skills during debate for expression,</li> <li>d) acknowledge audience awareness skills in effective public presentations.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work with peers to make a list of vocabulary related to sports and games,</li> <li>• work jointly to organise ideas based on the theme for a debate session,</li> <li>• prepare a mind map with supporting details for their position on the topic for debate,</li> <li>• discuss with peers words and phrases used to introduce contrasting ideas in oral communication,</li> <li>• conduct a debating session on a topic related to the theme while applying appropriate audience awareness skills,</li> <li>• peer assess each other's presentation for feedback.</li> </ul>	1. How do we ensure that the audience follows a presentation? 2. Why are sports and games important in modern living?

**Core Competencies to be developed:**

- Critical Thinking and Problem-solving: The learner analyses concepts logically to prepare a mind map with supporting details for their position on the topic for debate.
- Self-efficacy: This is attained as the learner shows concerted attention when conducting a debating session on a topic related to the theme while applying appropriate audience awareness skills.

**Values:**

- Respect: This is instilled as the learner accommodates diverse opinions when conducting a debating session using appropriate audience awareness skills.
- Peace: This is realised as the learner displays tolerance when discussing with peers words and phrases used to introduce contrasting ideas in oral communication.

**Pertinent and Contemporary Issues (PCIs):**

Social Cohesion: The learner interacts with information on sports and games, and debates around related topics with peers.

**Link to other Learning Areas:**

The learner is able to relate the concept of debate and public speaking to their learning of presentation skills in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.2 Reading</b>	<b>7.2.1 Reading for information</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Responding to questions</i></li> <li>• <i>Vocabulary building</i></li> <li>• <i>Summarising ideas</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) answer questions from texts for information,</li> <li>b) create a personal collection of vocabulary related to the theme for comprehension,</li> <li>c) summarise the key ideas from texts for information,</li> <li>d) embrace the acquisition of knowledge on sports and games through reading.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• search from online and offline sources for short passages on sports and games,</li> <li>• conduct a silent reading session to read short passages related to the theme,</li> <li>• answer direct and inferential questions on the short passages read,</li> <li>• work collaboratively to prepare flashcards with the vocabulary identified from the passage,</li> <li>• display the flashcards for peers to read aloud,</li> <li>• make notes on the main ideas from texts.</li> </ul>	1. How do we read to find information from texts efficiently? 2. Why should we engage in sports and games?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to Learn: The learner plans and manages tasks effectively while displaying the flashcards for peers to read aloud.</li> <li>• Digital Literacy: This is achieved as the learner interacts with digital content to search for short passages on sports and games.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Love: This is promoted as the learner works collaboratively to prepare flashcards with the vocabulary identified from the</li> </ul>				

passage.

- Responsibility: This is achieved as the learner diligently searches from online and offline sources for short passages on sports and games.

**Pertinent and Contemporary Issues (PCIs):**

Human Rights: This is promoted as the learner is exposed to texts on sports and games which is a key aspect of good health as a human right.

**Link to other Learning Areas:**

The learner is able to relate the vocabulary acquired from texts related to Sports and Games to their learning in Creative Arts and Sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.3 Writing</b>	<b>7.3.1 Essay writing – Descriptive composition</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Descriptive composition</i></li> <li>• <i>Adjectives</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify descriptive words from a text on sports and games,</li> <li>b) write a descriptive composition on a topic related to the theme for information,</li> <li>c) advocate for use of appropriate descriptive words in communication.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read a text on sports and games from online or print sources,</li> <li>• collaborate with peers to identify descriptive words (adjectives) as used in the text,</li> <li>• take turns to play a language game where they describe an object using non-verbal cues and have their peers guess what object it is,</li> <li>• write an outline of a descriptive composition on a sport or game of their choice,</li> <li>• make a list of words that can be used to describe things, people, events or feelings related to the sport or game,</li> <li>• write a composition (<b>240 – 280 words</b>) describing a sport or game of choice,</li> <li>• share their composition with peers for review,</li> <li>• conduct a writing contest to establish the best descriptive</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we present information in descriptive writing?</li> <li>2. Why is it important to consider personal interests when choosing a sport or game?</li> </ol>

			<ul style="list-style-type: none"> <li>compositions on sports and games,</li> <li>organise their best compositions in a portfolio.</li> </ul>	
<b>Core Competencies to be developed:</b>				
			<ul style="list-style-type: none"> <li>Citizenship: The learner demonstrates tolerance when playing a language game where they describe an object using non-verbal cues and have their peers guess what object it is.</li> <li>Digital Literacy: The learner interacts with digital content when reading a text on sports and games from online or print sources.</li> </ul>	
<b>Values:</b>				
<ul style="list-style-type: none"> <li>Integrity: This is nurtured as the learner displays transparency when sharing their composition with peers for review.</li> <li>Love: This is promoted as the learner takes turns to play a language game where they describe an object using non-verbal cues and have their peers guess what object it is.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Civic Responsibility: The learner reviews peers' work for constructive feedback and helps in presenting the reviewed compositions in a writing contest.				
<b>Link to other Learning Areas:</b>				
The learner is able to relate the concept of specific descriptions of sports and games to their active involvement in Creative Arts and Sports.				

## THEME 8: INDIGENOUS MUSIC

**Suggested Vocabulary:** music, instruments, melody, perform, dancers, attire, flute, sing, audience, tune, lead

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.1 Listening and Speaking</b>	<b>8.1.1 Story telling – Ogre narrative</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Characteristics of a good storyteller</i></li> <li>• <i>Moral lessons</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>explain the characteristics of a good story teller for information,</li> <li>retell an ogre narrative from the community for effective communication,</li> <li>acknowledge the role of ogre narratives in the preservation of culture.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work with peers to collect a variety of ogre stories from the community and organize in a class portfolio,</li> <li>• collaborate with peers to identify features that make a story telling session interesting (e.g. <i>gestures, audience involvement, tonal variation, dramatization</i>),</li> <li>• work with peers to draw ogres based on their mental perception,</li> <li>• team up to prepare traditional attire, ornaments or instruments that can be used in a storytelling session,</li> <li>• take turns to conduct a story telling session on ogre stories from African communities,</li> <li>• work jointly to record the story telling session,</li> </ul>	1. Why are ogre stories important? 2. How can we make a storytelling session more captivating?

			<ul style="list-style-type: none"> <li>• peer assess each other's presentation,</li> <li>• discuss moral lessons learnt from the ogre story and relate them to real life.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Self-efficacy is enhanced as the learner shows defining personal skills when conducting a story telling session on ogre stories from African communities.</li> <li>• Communication and Collaboration: The speaks engagingly when discussing moral lessons learnt from the ogre story and relates them to real life.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Unity: This is achieved as the learner works jointly with peers to record the story telling session.</li> <li>• Responsibility: The learner diligently organises the collection of the ogre stories in the class portfolio.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Cultural Awareness: This is promoted as the learner interacts with ogre stories from various communities.				
<b>Link to other Subjects:</b>				
The learner is able to relate the skill of storytelling to the concept of performance in Creative Arts and Sports.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.2 Reading</b>	<b>8.2.1 Intensive reading – Ogre stories</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Features</i></li> <li>• <i>Responding to questions</i></li> <li>• <i>Vocabulary building</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the features of ogre stories for information,</li> <li>b) respond to questions from texts for comprehension,</li> <li>c) use vocabulary related to the theme in sentence construction for comprehension,</li> <li>d) embrace the place of ogre tales in cultural conservation.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to ogre tales from a resource person,</li> <li>• team up to identify the features of ogre stories,</li> <li>• present the features discussed for peer review,</li> <li>• collaborate with peers to find ogre stories from online and offline sources,</li> <li>• conduct a reader's theatre to read the stories,</li> <li>• answer direct and inferential questions from ogre stories,</li> <li>• identify vocabulary related to the theme from the stories,</li> <li>• create a vocabulary bank with new words from the stories,</li> <li>• work with peers to match the new words to their meaning,</li> <li>• work jointly with peers to fill in a word puzzle with vocabulary learnt from the theme,</li> </ul>	1. How can we read to get specific information from a text? 2. How do ogre stories differ from other stories?

		<ul style="list-style-type: none"> <li>• work with peers to use the vocabulary to construct sentences,</li> <li>• collaboratively make notes on lessons learnt from the ogre stories.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner uses logical thinking to match the new words to their meaning.</li> <li>• Self-efficacy: The learner shows concerted attention when conducting a reader's theatre to read the stories.</li> </ul>			
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility: This is enhanced as the learner diligently collaborates with peers to find ogre stories from online and offline sources.</li> <li>• Unity: This is instilled as the learner works jointly with peers to fill in a word puzzle with vocabulary learnt from the theme.</li> </ul>			
<b>Pertinent and Contemporary Issues (PCIs):</b> Human Rights: The learner interacts with ogre stories to picks out lessons learnt on how to apply humanity in modern day life.			
<b>Link to other Subjects:</b> The learner is able to relate the concept of intensive reading to their learning of reading skills in English and Kiswahili.			

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.3 Writing</b>	<b>8.3.1 Creative writing - Songs</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Features</i></li> <li>• <i>Aspects of language</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline the features of a song for information,</li> <li>b) compose a simple song related to the theme for effective communication,</li> <li>c) advocate for song writing as a way of recording indigenous knowledge.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work jointly with peers to discuss the features of songs (<i>e.g. lines, verses, refrain, and rhythm</i>),</li> <li>• listen to varied songs related to the theme,</li> <li>• team up to compose simple songs on the theme,</li> <li>• share the songs with peers for review,</li> <li>• work with peers to record each other as they sing their own compositions,</li> <li>• discuss prominent song writers in the society and identify unique features about their compositions,</li> <li>• watch or listen to a song about a positive aspect of culture,</li> <li>• identify the message that the song communicates,</li> <li>• identify aspects of language use such as repetition, rhyme, imagery, and symbolism,</li> </ul>	1. How do we write an interesting song? 2. Why is writing important for indigenous knowledge?

			<ul style="list-style-type: none"> <li>compose a simple song on an aspect of a common value of your community.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Creativity and Imagination: This is enhanced as the learner shares creative ideas to compose simple songs on the theme.</li> <li>Learning to Learn: This is enhanced as the learner builds on their learning experiences by discussing prominent song writers in the society and identifies unique features about their compositions.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Responsibility: This is realised as learner diligently shares the songs with peers for review.</li> <li>Unity: This is acquired as the learner cooperates with others to record each other as they sing their own compositions.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Cultural Awareness: The learner appreciates their culture and that of others as they compose songs based on the theme.				
<b>Link to Other Subjects:</b> The learner is able to relate the concept of song writing to the concept of composition of creative pieces in Creative Arts and Sports.				

## THEME 9: INTER-ETHNIC COHESION (ONE KENYA, ONE NATION)

**Suggested Vocabulary:** Kenya, ethnic group, harmony, unity, together, unique, embrace, patriot, conflict, peace, celebrate, culture

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>9.1 Listening and Speaking</b>	<b>9.1.1 Presentation skills – Songs</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Intonation</i></li> <li>• <i>Vocabulary building</i></li> </ul>	By the end of the Sub Strand, learner should be able to: <ol style="list-style-type: none"> <li>identify intonation used in speech for information,</li> <li>use acquired vocabulary to present a song,</li> <li>acknowledge the importance of audience awareness in presentation.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>take turns to read target words with correct intonation to bring out meaning,</li> <li>work collaboratively to sing songs related to the theme,</li> <li>identify vocabulary from the songs,</li> <li>create a list of the vocabulary identified,</li> <li>use the vocabulary to compose a song on the theme <i>One Kenya, One Nation</i>,</li> <li>present the song and work jointly with peers to record the performances,</li> <li>organise an indigenous languages festival and</li> </ul>	1. How can we make a presentation more appealing? 2. Why is correct intonation a key aspect in oral presentations?

			exhibition to present the songs in the session.	
<b>Core Competencies to be Developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: The learner works jointly to read target words with correct intonation to bring meaning.</li> <li>• Digital literacy: The learner is promoted as the learner uses digital technology to work with peers to record the performances.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Unity: This is nurtured as the learner cooperates with peers to sing songs related to the theme.</li> <li>• Patriotism: This is instilled as the learner works with others to compose a song on the theme <i>One Kenya, One Nation</i>.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Social cohesion is enhanced as learner interacts with songs and even composes songs that promote inter-ethnic cohesion.				
<b>Links to Other Learning Areas:</b>				
The learner is able to relate the concept of inter-ethnic cohesion to the concept of nationalism in Social Studies.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>9.2 Reading</b>	<b>9.2.1 Reading for information</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Responding to questions</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify vocabulary used in texts for information,</li> <li>b) respond to texts on inter-ethnic cohesion for comprehension,</li> <li>c) embrace the need for inter-ethnic cohesion for better living.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• work with peers to find online or offline texts on inter-ethnic cohesion,</li> <li>• conduct a silent reading session on the texts,</li> <li>• make notes on key ideas expressed in the texts,</li> <li>• prepare a list of vocabulary identified from the texts read,</li> <li>• work with peers to identify the meaning of the vocabulary identified,</li> <li>• collaborate with peers to create mind maps on the vocabulary and generate other related words,</li> <li>• answer direct and inferential questions from the comprehension texts.</li> </ul>	Why do we need to co-exist as a country despite our differences in culture?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Self-efficacy: This is developed as the learner shows concerted effort to find online or offline texts on inter-ethnic cohesion.</li> <li>• Learning to Learn: The learner builds on their learning experiences when creating mind maps on the vocabulary and generates other related words.</li> </ul>				

**Values:**

- Unity: This is realised as the learner collaboratively works with peers to identify the meaning of the vocabulary identified.
- Peace: This is promoted as the learner displays accountability when conducting a silent reading session on the texts.

**Pertinent and Contemporary Issues (PCIs):**

Peace education: It is promoted as the learner interacts with texts on inter-ethnic cohesion thus promoting peaceful living.

**Link to other Learning Areas:**

The learner is able to relate the concept of presentation of songs with correct intonation to their learning of performance in Creative Arts and Sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Writing	<b>9.3.1 Functional Writing – Posters</b> (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol data-bbox="624 359 1012 730" style="list-style-type: none"> <li data-bbox="624 359 1012 469">identify features of a poster for information,</li> <li data-bbox="624 469 1012 579">design a poster on the theme for effective communication,</li> <li data-bbox="624 579 1012 730">acknowledge the role of posters in creating awareness for inter-ethnic cohesion.</li> </ol>	The learner is guided to: <ul data-bbox="1032 359 1537 1047" style="list-style-type: none"> <li data-bbox="1032 359 1537 427">surf the internet for sample posters on inter-ethnic cohesion,</li> <li data-bbox="1032 427 1537 551">work with peers to put together a collection of posters related to the theme from various sources,</li> <li data-bbox="1032 551 1537 620">identify features of an ideal poster,</li> <li data-bbox="1032 620 1537 730">work with peers to prepare a creative poster emphasising on the <i>One Kenya, One Nation</i> spirit,</li> <li data-bbox="1032 730 1537 799">share their posters with peers for review,</li> <li data-bbox="1032 799 1537 868">make adjustments on the posters based on feedback from peers,</li> <li data-bbox="1032 868 1537 937">display their refined posters in a class gallery,</li> <li data-bbox="1032 937 1537 1047">publish or share the posters with friends and members of the community.</li> </ul>	1. How can posters be used to foster cohesion among people?
<b>Core Competencies to be developed:</b> <ul data-bbox="176 1047 1858 1159" style="list-style-type: none"> <li data-bbox="176 1047 1858 1159">Creativity and Imagination: The learner shares new ideas that inspire creativity when preparing a creative poster emphasising on the <i>One Kenya, One Nation</i> spirit.</li> </ul>				

- Citizenship: This is enhanced as the learner contributes to knowledge when publishing or sharing the posters with friends and members of the community.

**Values:**

- Unity: It is achieved as the learner works with peers to put together a collection of posters related to the theme from various sources.
- Love: It is enhanced as the learner displays trustworthiness by publishing or sharing the posters with friends and members of the community.

**Pertinent and Contemporary Issues (PCIs):**

Ethnic and Racial Relations are promoted as the learner designs and creates posters to advocate for inter-ethnic cohesion.

**Link to other Learning Areas:**

The learner is able to relate the concept of designing and creating posters to their learning in Creative Arts and Sports.

## SUGGESTED ASSESSMENT RUBRIC

Strand: Listening and Speaking					
	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<b>Language in Use</b>	Ability to use parts of speech in sentence construction <ul style="list-style-type: none"> <li>- Adjectives</li> <li>- Verbs</li> <li>- Tenses (Present, past and future)</li> </ul>	Uses parts of speech in sentence construction (Adjectives, Verbs and Tenses) with precision	Uses parts of speech in sentence construction (Adjectives, Verbs and Tenses)	Uses most of the parts of speech in sentence construction (Adjectives, Verbs and Tenses)	Uses a few of the parts of speech in sentence construction (Adjectives, Verbs and Tenses)
<b>Listening for information</b>	Ability to identify specific information (gender roles, vocabulary, proverbs, wise sayings) from oral texts	Identifies specific information from oral texts with rich references	Identifies specific information from oral texts	Identifies most specific information from oral texts	Identifies limited specific information from oral texts
	Ability to respond to direct and inferential questions from texts	Responds to direct and inferential questions from texts with precision	Responds to direct and inferential questions from texts	Responds to most direct and inferential questions from texts	Responds to few direct and inferential questions from texts

<b>Conversational skills</b>	Ability to demonstrate proper turn taking and interrupting politely during panel interviews	Demonstrates proper turn taking and interrupting politely during panel interviews with precision	Demonstrates proper turn taking and interrupting politely during panel interviews	Demonstrates proper turn taking and interrupting politely during panel interviews in most instances	Demonstrates proper turn taking and interrupting politely during panel interviews in limited instances
<b>Presentation skills</b>	Ability to use non-verbal cues in oral presentations like interviews, storytelling and debates <ul style="list-style-type: none"> <li>- Gestures</li> <li>- General presentation</li> <li>- Body and hand movements</li> <li>- Facial expressions</li> </ul>	Uses non-verbal cues in oral presentations like interviews, storytelling and debates creatively	Uses non-verbal cues in oral presentations like interviews, storytelling and debates	Uses a limited variety of non-verbal cues in oral presentations like interviews, storytelling and debates	Uses non-verbal cues in oral presentations like interviews, storytelling and debates with prompts
	Ability to organise ideas for a public presentation	Organises well thought out ideas for a public presentation with rich details	Organises ideas for a public presentation	Partially organises ideas for a public presentation	Organises ideas for a public presentation with clues

	Ability to apply effective audience awareness skills during public speaking	Applies effective audience awareness skills consistently during public speaking	Applies effective audience awareness skills during public speaking	Partially applies effective audience awareness skills during public speaking	Partially applies effective audience awareness skills during public speaking with guidance
--	---	---	--	--	--

**Strand: Reading**

	<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Reading for information and comprehension</b>	Ability to respond to direct and inferential questions from texts	Responds to direct and inferential questions from texts with precision	Responds to direct and inferential questions from texts	Responds to most direct and inferential questions from texts	Responds to few direct and inferential questions from texts
	Ability to summarise main ideas from a text	Summarises main ideas from a text with precision	Summarises main ideas from a text	Summarises main ideas from a text leaving out few ideas	Summarises main ideas from a text leaving out most of the ideas
	Ability to identify the features of an ogre narrative	Identifies the features of an ogre narrative with relevant examples	Identifies the features of an ogre narrative	Identifies most features of an ogre narrative	Identifies few features of an ogre narrative

<b>Extensive reading</b>	Ability to locate specific resources and texts from online and print sources	Locates varied resources and texts from online and print sources in a variety of ways	Locates specific resources and texts from online and print sources	Locates some specific resources and texts from online and print sources	Locates specific resources and texts from online and print sources with assistance
	Ability to read selected grade appropriate texts for enjoyment	Reads a variety of grade appropriate texts for enjoyment	Reads selected grade appropriate texts for enjoyment	Reads portions of grade appropriate texts for enjoyment	Reads portions of grade appropriate texts for enjoyment with prompts
	Ability to track their reading progress by creating a reading log featuring: <ul style="list-style-type: none"> <li>- title</li> <li>- author</li> <li>- main idea</li> <li>- vocabulary</li> </ul>	Tracks their reading progress consistently by creating a reading log featuring title, author, main idea and vocabulary	Track their reading progress by creating a reading log featuring title, author, main idea and vocabulary	Track their reading progress by creating a reading log featuring three items	Track their reading progress by creating a reading log featuring two items

**Strand: Writing**

	<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Paragraph writing</b>	Ability to compose well sequenced paragraphs	Composes well sequenced paragraphs consistently	Composes well sequenced paragraphs	Composes paragraphs which are mostly well sequenced	Composes paragraphs which are hardly sequenced
<b>Social and functional writing</b>	Ability to design: <ul style="list-style-type: none"> <li>- e-cards</li> <li>- posters</li> </ul> using the correct format, language and organization	Designs both items using the correct format, language and organization with creativity	Designs both items using the correct format, language and organization	Designs both items with a few flaws on format, language and organization	Designs both items but the format, language and organization is mostly flawed
<b>Creative writing</b>	Ability to compose: <ul style="list-style-type: none"> <li>- poems</li> <li>- songs</li> <li>- expository essay</li> <li>- descriptive essay</li> </ul> using the correct structure or format,	Composes all the items meticulously using the correct structure or format, language and organization	Composes all the items using the correct structure or format, language and organization	Composes most of the items using the correct structure or format, language and organization	Composes a few of the items using the correct structure or format, language and organization

	language and organization				
--	---------------------------	--	--	--	--

DRAFT

## APPENDIX 1: 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	<p><b>Problem Identification</b></p> <p>Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be:</p> <ul style="list-style-type: none"> <li>• Environmental degradation</li> <li>• Lifestyle diseases, Communicable and non-communicable diseases</li> <li>• Poverty</li> <li>• Violence and conflicts in the community</li> <li>• Food security issues</li> </ul>
Milestone 2	<p><b>Designing a solution</b></p> <p>Learners create an intervention to address the challenge identified.</p>

Milestone 3	<b>Planning for the Project</b> 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	<b>Implementation</b> 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 2: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>• Oral narration</li> <li>• Debates</li> <li>• Public Speaking</li> <li>• Oral discussions</li> <li>• Oral presentations</li> <li>• Role plays</li> <li>• Word games</li> <li>• Oral reading</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Dictation</li> <li>• Question and answer</li> <li>• Aural tests</li> </ul>	<ul style="list-style-type: none"> <li>• Word walls</li> <li>• Posters</li> <li>• Wordplays</li> <li>• Charts</li> <li>• Manilla papers</li> <li>• Dictionaries</li> <li>• Flashcards</li> <li>• Grade appropriate texts</li> <li>• Resource persons</li> <li>• Pictures and photographs</li> <li>• Audio recordings</li> <li>• Electronic and digital devices</li> <li>• Audio-visual clips</li> <li>• Digital dictionaries</li> <li>• Songs</li> <li>• Other web resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in debating sessions to enhance listening and speaking for effective communication</li> <li>• Participating in club and societies activities</li> <li>• Making oral presentations, spoken words and speeches during inter class festivals to enhance fluency</li> <li>• Giving talks on various themes at community events to sharpen language capacity</li> <li>• Composing and performing songs during interclass festivals in school</li> <li>• Holding discussion forums</li> <li>• Conducting mock interview with panels</li> <li>• Holding story telling session during inter-class festivals</li> </ul>

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Oral presentations</li> <li>• Role plays</li> <li>• Word games</li> <li>• Reading aloud</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Dictation</li> <li>• Question and answer</li> <li>• Oral tests</li> <li>• Written tests</li> </ul>	<ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Articles</li> <li>• Journals</li> <li>• Magazines</li> <li>• Word walls/Gallery walls/ Language corners</li> <li>• Poetry books</li> <li>• Posters</li> <li>• Wordplays</li> <li>• Storybooks and readers</li> <li>• Charts</li> <li>• Manilla papers</li> <li>• Dictionaries</li> <li>• Flashcards</li> <li>• Grade appropriate texts</li> <li>• Resource persons</li> <li>• Graphs</li> <li>• Posters</li> <li>• Audio recordings</li> <li>• Electronic and digital devices</li> <li>• Audio-visual clips</li> <li>• Digital dictionaries</li> <li>• Digital storybooks</li> <li>• Other web resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in club and societies activities</li> <li>• Holding discussion forums</li> <li>• Reading news during assemblies and other school functions</li> <li>• Participating in Journalism Club</li> <li>• Conducting and participating in reader's theatre to share information with peers from books read</li> </ul>
----------------	---	--	--

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Essay writing</li> <li>• Functional writing</li> <li>• Social writing</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Written tests</li> <li>• Keeping a portfolio</li> <li>• Dictation</li> <li>• Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>• Word walls/Gallery walls/ Language corner</li> <li>• Charts</li> <li>• Manilla papers</li> <li>• Dictionaries</li> <li>• Resource persons</li> <li>• Samples of different types of writing</li> <li>• Graphs</li> <li>• Posters</li> <li>• Electronic and digital devices</li> <li>• Digital dictionaries</li> <li>• Other web resources</li> </ul>	<ul style="list-style-type: none"> <li>• Essay writing competitions</li> <li>• Participating in the activities of writing and journalism clubs to nurture their writing talent</li> <li>• Interclass or school spelling contests</li> <li>• Functional writing drills</li> <li>• Mentorship in writing</li> </ul>
----------------	---	--	---