



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

**JUNIOR SCHOOL CURRICULUM DESIGN**

**ENGLISH**

**GRADE 9**

First published in 2024

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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

**i) 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.

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

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

**a) Social Needs**

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

**b) Economic Needs**

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

**c) Technological and Industrial Needs**

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

**iii) Promote individual development and self-fulfilment**

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

**iv) 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.

**v) Promote social equality and responsibility.**

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

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

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

**vii) 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.

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

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

### LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Programme	1
<b>Total</b>		<b>40 +1</b>

## **LEARNING OUTCOMES FOR JUNIOR SCHOOL**

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

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

## **ESSENCE STATEMENT**

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

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

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

### **GENERAL LEARNING OUTCOMES FOR ENGLISH**

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

1. Listen and respond appropriately to relevant information in a variety of contexts.
2. Read a wide variety of texts fluently, accurately, and interpretively for lifelong learning.
3. Develop critical thinking skills for life.
4. Read and analyse literary works and relate them to real life experiences.
5. Develop a lifelong interest in reading on a wide range of subjects.
6. Use grammatical forms to communicate appropriately in different settings.
7. Write texts legibly, creatively, and cohesively for life-long learning.
8. Apply digital literacy skills to enhance proficiency in English.
9. Appreciate the role of English as a medium for creativity and talent development.

## SUMMARY OF STRANDS AND SUBSTRANDS

STRAND	SUB STRAND
Listening	Selective listening (listening for main idea, details, information) Extensive listening (listening for pleasure, for general idea)
Speaking	Pronunciation (stress, intonation, articulation of vowel and consonant sounds)
	Use of polite language (polite expressions, etiquette, turn-taking, courteous interruption)
	Oral presentation (performance of narratives, interviews, conversation skills)
Reading	Fluency (speed, accuracy and expression)
	Reading comprehension (for meaning, for inference, for details, comprehension strategies)
	Interpretive reading (Analysing poems and class reader character traits)
Grammar	Word classes (Nouns, Pronouns, Verbs, Adjectives, Conjunctions)
	Tenses (Present, Past)
	Sentences (Simple, Affirmative, Negatives)
Writing	Handwriting
	Mechanics of writing



	(capitalization, commas, full stop, paragraphing)
	Types of writing (narrative, descriptive, friendly letters, posters and notices) Organisation

## THEME 1.0: CITIZENSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>1.1 Listening and Speaking</b>	<b>1.1.1 Polite Language  (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) outline words and phrases used to express euphemism, b) use euphemism to show politeness in communication, c) conduct a debate while adhering to conventions of polite language, d) acknowledge the importance of politeness in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>define the term euphemism,</li> <li>identify examples of polite words and expressions used in a poem or story,</li> <li>listen to an audio interview and identify euphemism,</li> <li>simulate an interview from a text and identify euphemism,</li> <li>use euphemism in a conversation,</li> <li>make rules for a debating session in groups,</li> <li>conduct a debate related to the theme, in small groups,</li> <li>watch or listen to a recorded clip of a debating session in parliament,</li> <li>create posters with euphemistic words and phrases,</li> <li>share the posters through social media or the school notice board.</li> </ul>	<ol style="list-style-type: none"> <li>Why should we use polite language?</li> <li>Why is it embarrassing to say some words in public?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Communication and collaboration is enhanced as the learner speaks enhangingly and listens critically to compare perspectives when participating in debates</li> </ul>				

<ul style="list-style-type: none"> <li>Citizenship is nurtured as the learner engages in constructive dialogue when practising the use of polite language</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>Social cohesion is enhanced as the learner practises the use of euphemism in various contexts</li> </ul>
<b>Values</b> <ul style="list-style-type: none"> <li>Respect is inculcated as the learner displays patience with others when adhering to debating conventions and using polite language</li> </ul>
<b>Link to other subjects</b> <ul style="list-style-type: none"> <li>The learner is able to relate the concept of polite words and expressions to their learning of living with others in Religious Studies.</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.2 Reading</b>	<b>1.2.1 Independent Reading - Grade Appropriate Text</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) select reading materials from digital or non-digital sources, b) read grade appropriate materials for lifelong learning, c) create a reading log for monitoring reading activities,	The learner is guided to: <ul style="list-style-type: none"> <li>identify reading materials in a variety of subjects</li> <li>search for online fiction and non-fiction texts</li> <li>skim through a text to obtain the gist (main idea)</li> <li>scan a text to obtain specific details</li> <li>read the text</li> <li>maintain a reading log showing their reading activities and thoughts about</li> </ul>	Why is it important to read different types of materials?

		d) recommend to peers suitable fiction and non-fiction materials to read.	<p>what they read. The items to include in the log are:</p> <ul style="list-style-type: none"> <li>- the title and author of the text</li> <li>- the dates you read</li> <li>- the amount of time you spend reading each day</li> <li>- the key themes in the text</li> <li>- the major characters</li> <li>- the plot development</li> <li>- the questions you have as you read</li> </ul> <ul style="list-style-type: none"> <li>• engage in follow up activities such as: <ul style="list-style-type: none"> <li>- creating chain stories</li> <li>- forming a book club</li> <li>- keeping vocabulary journals</li> <li>- preparing a reading log for the titles of the fiction and non-fiction texts.</li> </ul> </li> </ul>	
<b>Core Competencies to be Developed</b> <ul style="list-style-type: none"> <li>• Learning to learn takes place as the learner builds on their own learning experience when selecting reading materials</li> <li>• Critical thinking and problem solving is promoted as the learner follows simple instruction to develop a good reading culture</li> <li>• Self-efficacy is nurtured as the learner shows cocerted attention when creating a reading log</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is developed as learner shares reading materials and experiences				
<b>Values</b> <ul style="list-style-type: none"> <li>• Responsibility is inculcated as the learner engages in assigned roles when searching for reading materials, reads, and keeps a</li> </ul>				

reading log

- Integrity is enhanced as the learner displays transparency in using the internet when searching for online fiction and non-fiction texts

**Link to other subjects**

The learner is able to relate the concept of intensive and extensive reading to their learning of similar concepts in Kiswahili

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>1.3 Grammar in Use</b>	<b>1.3.1 Gender Neutral Language</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify gender biased words and phrases in oral and written texts, b) use gender neutral words and phrases in sentences, c) acknowledge the importance of gender sensitivity in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to common English songs and pick out gender biased words and phrases</li> <li>• read sections of a poem or story and pick out words with gender bias</li> <li>• watch a video and identify gender biased and gender neutral terms used by the speakers</li> <li>• replace the words with gender bias in the poem or story with gender neutral words and phrases</li> <li>• use the gender neutral words and phrases to make sentences</li> <li>• rewrite/paraphrase short texts to eliminate gender bias</li> <li>• collaborate with peers to create posters showing gender neutral words and phrases and share them on the school notice board or through social media</li> <li>• fill in a crossword puzzle featuring gender neutral words/phrases.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can one avoid gender bias in communication?</li> <li>2. Which words demonstrate gender sensitivity in communication?</li> </ol>

<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy is enhanced as the learner shows concerted attention when forming different types of sentences using gender sensitive words</li> <li>• Critical thinking and problem solving is enhanced as the learner analyses concepts by logical reasoning to fill in a crossword puzzle featuring gender neutral words/phrases</li> </ul>
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <p>Social cohesion is developed as the learner cooperates with peers to practise the use of gender neutral language</p>
<p><b>Values</b></p> <p>Unity is enhanced as the learner cooperates with peers when participating in group tasks</p> <ul style="list-style-type: none"> <li>• Respect is enhanced as the learner accommodates diverse opinions when reading sections of a poem or story and pick out words with gender bias</li> </ul>
<p><b>Link to other subjects</b></p> <p>The learner is able to relate the concept of gender sensitive language to their learning of equality and fairness in Social studies</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>1.4 Intensive Reading: Play</b>	<b>1.4.1 Play: Structure and Setting</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the structure and setting of a play, b) analyse the acts and scenes of a play for literary appreciation, c) recognise the role of literary appreciation in critical thinking.	The learner is guided to: <ul style="list-style-type: none"> <li>outline the order of events in a play,</li> <li>analyse the acts and scenes in a play,</li> <li>discuss the action in a play in groups,</li> <li>describe the time the actions in a play occur,</li> <li>work jointly with peers to discuss where the events in a play take place,</li> <li>write a summary of a scene in a play,</li> <li>collaborate with peers to role play some of the actions and characters in a play,</li> <li>paraphrase sections of a play.</li> </ul>	<ol style="list-style-type: none"> <li>What are the features of a play?</li> <li>Why is it necessary to know when and where the action in a play took place?</li> </ol>
<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 talking about the actions in a play</li> <li>Communication and collaboration is promoted as learner contributes to group decision making when working in groups</li> <li>Creativity and imagination is nurtured as the learner exchanges ne ideas that inspire creative thinking when role-playing actions and characters in a play</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Nationalism is promoted as the learner analyses and comes up with a play related to the theme on Citizenship.				
<b>Values</b> <ul style="list-style-type: none"> <li>Unity is promoted as the learner collaborates with peers to role play some of the actions and characters in a play</li> </ul>				



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|---|
| <ul style="list-style-type: none"><li>• Responsibility are enhanced as the learners cooperate with peers when working in groups</li></ul>                       |
| <p><b>Link to other subjects:</b><br/>The learner is able to relate the concept of playwriting to their learning of drama and performance in Creative Arts.</p> |

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>1.5 Writing</b>	<b>1.5.1 Legibility and Neatness</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify sections of a piece of writing that require breaking of words and indentation, b) indent paragraphs when writing a composition, c) create a neat and legible text, d) appreciate the importance of legibility and neatness in written communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• distinguish between tidy and untidy pieces of writing,</li> <li>• indent paragraphs appropriately,</li> <li>• find out the advantages of a neat and legible handwriting from the internet or non-digital sources,</li> <li>• break words correctly at the end of a line,</li> <li>• assess their own handwriting,</li> <li>• work jointly to review a text written by a peer,</li> <li>• take notes during an oral presentation,</li> <li>• take notes while listening to an audio or watching a video recording,</li> <li>• rewrite portions of a dictated text,</li> <li>• work in partnership with peers to discuss techniques of improving legibility in writing.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to write legibly?</li> <li>2. Why do we indent paragraphs?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Digital literacy is enhanced as the learner interacts with digital content to research on the advantages of a neat and legible handwriting from the internet</li> </ul>				

<ul style="list-style-type: none"> <li>• Learning to learn takes place as the learner is motivated to learn continually by taking notes while listening to a text</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner acquires techniques of improving their handwriting, indenting paragraphs and note taking.
<b>Values</b> <ul style="list-style-type: none"> <li>• Responsibility is cultivated as the learner exhibits self-driven attitude when working at improving their handwriting and engaging in self and peer assessment.</li> <li>• Respect is enhanced as the learner ensures positive regard for others when reviewing a text written by a peer</li> </ul>
<b>Link to other subjects</b> The learner is able to relate the concept of neat and legible handwriting to their written work and apply it in all other learning areas

## THEME 2.0: SCIENCE: FICTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>2.1 Listening and Speaking</b>	<b>2.1.1 Oral Literature: Short Forms</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the characteristics of riddles, tongue twisters and proverbs, b) explain the functions of riddles, tongue twisters and proverbs, c) perform riddles, tongue twisters and proverbs, d) appreciate the importance of short forms in fostering fluency in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>collect riddles, proverbs and tongue twisters from books, the internet, and the community,</li> <li>play riddling games in small groups,</li> <li>discuss the functions of proverbs, riddles and tongue twisters,</li> <li>respond to riddles correctly,</li> <li>fill in crossword puzzles using riddles and proverbs,</li> <li>suggest alternative responses to given riddles,</li> <li>create a collection of riddles, proverbs and tongue twisters and display them on charts or school notice board.</li> </ul>	<ol style="list-style-type: none"> <li>Why are riddles, proverbs and tongue twisters important?</li> <li>How do we perform riddles, proverbs and tongue twisters?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Communication and collaboration is developed as the learner uses riddles, tongue twisters and proverbs</li> <li>Critical thinking and problem solving is enhanced as the learner connects ideas to solve riddles</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>Ethnic and racial relationships is fostered as the learner familiarises themselves with riddles and proverbs from different communities</li> </ul>				

<ul style="list-style-type: none"> <li>Effective communication is developed as the learner learns to articulate words correctly</li> </ul>
<b>Values</b> Unity is encouraged as the learner appreciates the effort of peers when participating in riddling games
<b>Link to other subjects</b> , Kiswahili teaches riddles, proverbs and tongue twisters

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.2 Reading	2.2.1 Intensive Reading: Simple Poems	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify basic aspects of style such as repetition and rhyme in a poem,</li> <li>describe the functions of rhyme and repetition in a poem,</li> <li>appreciate the role of repetition and rhyme in a poem.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>read provided simple poems individually and in groups,</li> <li>respond to questions based on a poem,</li> <li>recite simple poems,</li> <li>identify the parts of a poem in which repetition and rhyme are used,</li> <li>search the internet or other sources for more examples of poems that use repetition and rhyme,</li> <li>relate the ideas in a poem to real life,</li> <li>Compose a simple poem with rhyme and repetition and present in groups.</li> </ul>	Why do we repeat some sounds, words and lines in a poem?
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Self-efficacy is nurtured as the learner recites poems</li> <li>Learning to learn is encouraged as the learner studies on their own</li> </ul>				

<ul style="list-style-type: none"> <li>• Communication and collaboration is enhanced as the learner reads and recites poems</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner learns to articulate words correctly as they read and recite poems
<b>Values</b> <ul style="list-style-type: none"> <li>• Unity is cultivated as the learner collaborates with others to recite poems</li> <li>• Respect is fostered as the learner displays patience when taking turns to read and respond to different lines in a poem</li> </ul>
<b>Link to other subjects</b> Kiswahili, French, German and indigenous languages expose learners to poetry

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>2.3 Grammar in Use</b>	<b>2.3.1 Nouns and Quantifiers</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) use quantifiers in sentence, b) categorise count and non-count nouns in oral and written texts, c) acknowledge the importance of quantifiers in oral and written communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• read a short passage in which quantifiers are used to describe count and non-count nouns,</li> <li>• listen to a text that uses quantifiers with count and non- count nouns,</li> <li>• identify quantifiers that are used with count, non-count or both categories,</li> <li>• work in small groups to identify count, non-count nouns and quantifiers from a passage,</li> <li>• match count and non-count nouns with the correct quantifiers,</li> <li>• search for more examples of quantifiers from books, newspapers, magazines, and the internet,</li> <li>• form sentences using different quantifiers with count and non-count nouns and read them aloud in groups.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do count nouns differ from the non-count nouns?</li> <li>2. Why is it important to express the quantity of something correctly?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Learning to learn is enhanced as the learner searches for more examples of quantifiers from books, newspapers, magazines, and the internet</li> </ul>				

<b>Pertinent and Contemporary Issues (PCIs)</b>
<ul style="list-style-type: none"><li>• Effective communication is enhanced as the learner uses quantifiers correctly in sentences</li></ul>
<b>Values</b>
<ul style="list-style-type: none"><li>• Unity is fostered as the learner collaborates with others to identify count and non-count nouns in small groups</li><li>• Responsibility is nurtured as the learner offers guidance to others when helping each other in identifying and using quantifiers correctly</li></ul>
<b>Link to other subjects</b>
Kiswahili, French, German and indigenous languages expose the learner to quantifiers and count and non-count nouns



<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.4 Reading</b>	<b>2.4.1 Intensive Reading: Plot</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the sequence of events in a play, b) relate the events in a play to real life experiences, c) acknowledge the importance of a plot in a literary work.	The learner is guided to: <ul style="list-style-type: none"> <li>• read a play individually and in small groups</li> <li>• identify the key events in a play</li> <li>• role-play a section of a play in groups</li> <li>• analyse the events in a play</li> <li>• answer questions based on the plot</li> <li>• create a summary of the key events</li> <li>• assess the summary in pairs or small groups</li> <li>• make connections between events in a play and real life.</li> </ul>	How do we know the key events in a play?
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Learning to learn is enhanced as the learner analyses and writes a summary of the events in a play</li> <li>• Communication and collaboration is developed as the learner interacts with others in groups</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is enhanced as the learner analyses events in a play and relates the events with real life experiences				
<b>Values</b> Unity is enhanced as the learner collaborates with peers to complete a task				
<b>Link to other subjects</b> Drama and plays are studied in Kiswahili, German and French				

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>2.5 Writing</b>	<b>2.5.1 Mechanics of Writing: Punctuation</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the double quotation marks and the bracket in a text b) use the double quotation marks and the bracket in written texts c) appreciate the role of the double quotation marks and the bracket in written texts.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify the double quotation marks and the bracket in digital texts, newspapers, books or magazines</li> <li>• make sentences using the double quotation marks and the bracket</li> <li>• assess the work of peers</li> <li>• make posters displaying the correct use of the double quotation marks and the bracket.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to use punctuation marks correctly?</li> <li>2. How do we use the double quotation marks and the bracket in writing?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Self-efficacy is enriched as the learner uses punctuation marks correctly in writing</li> <li>• Creativity and imagination is enhanced as the learner constructs sentences</li> <li>• Learning to learn is achieved as the learners assess peers' work</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>• Effective communication is promoted as the learner uses punctuation marks in writing</li> <li>• Creative thinking is enhanced as the learner creates sentences</li> </ul>				
<b>Values</b> <ul style="list-style-type: none"> <li>• Love is promoted as the learner portrays a caring attitude when assessing the work of peers for correctness</li> <li>• Unity is strengthened as the learner shares available resources when working in groups to complete tasks</li> </ul>				
<b>Link to other subjects</b> Kiswahili, French, indigenous languages and German emphasise the need for correct punctuation in writing				

### THEME 3.0: ENVIRONMENTAL CONSERVATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>3.1 Listening and Speaking</b>	<b>3.1.1 Listening Comprehension (Grade Appropriate Texts)</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the main idea and specific details from an argumentative text b) listen for the main idea and specific information (details) in an argumentative text c) acknowledge the need for comprehension in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a passage read out by the teacher based on the theme,</li> <li>• pick out specific details such as time, places, events and people from a listening passage</li> <li>• identify the main idea from a listening text in small groups</li> <li>• listen to a news bulletin and pick out the main idea and specific details</li> <li>• watch a debate or interview and pick out required information</li> <li>• watch a video of a presentation of a poem, song or story and identify specific details</li> <li>• infer the meaning of unfamiliar words in groups</li> <li>• answer questions based on the passage.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to listen attentively?</li> <li>2. How do the specific details in a text enhance comprehension?</li> </ol>

<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Learning to learn is stimulated as the learner listens for the main idea and specific details</li> <li>• Digital literacy is advanced as the learner interacts with audio and video texts</li> <li>• Critical thinking and problem solving is broadened as the learner identifies the main idea and specific details from a text</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is enhanced as the learner works with peers
<b>Values</b> <ul style="list-style-type: none"> <li>• Patriotism is promoted as the learner exhibits consciousness of their social duties when acquiring knowledge on how to preserve their environment from the thematic texts</li> <li>• Responsibility is inculcated as the learner acknowledges their roles and responsibilities when being sensitised on ways of conserving the environment</li> </ul>
<b>Links to other subjects</b> Kiswahili, indigenous languages, German and French teach learners the importance of good listening skills

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>3.2 Reading</b>	<b>3.2.1 Reading for Information and Meaning (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) infer the meaning of words, phrases and sentences from the context, b) make connections between events in a text and real life situations,	The learner is guided to: <ul style="list-style-type: none"> <li>• read a grade appropriate text</li> <li>• make predictions about a reading text</li> <li>• infer the meaning of new words, phrases and sentences from the context</li> <li>• look up the meaning of new words and phrases from the dictionary</li> </ul>	1. Why is it important find the meaning of new words and phrases? 2. How do we derive information from a given

		c) value the need to comprehend the information in written texts.	<ul style="list-style-type: none"> <li>• relate the characters, events and places in a text to real life</li> <li>• answer questions from a text</li> <li>• make notes as they read a text</li> <li>• summarise the events in a text</li> <li>• form sentences using the new words and phrases</li> <li>• fill in a crossword puzzle in pairs or small groups using the new words.</li> </ul>	text?
<b>Core competencies to be developed</b> Communication is enhanced as the learner answers questions from a text				
<b>Pertinent and Contemporary Issues (PCIs)</b> Environmental education is enhanced as the learner interacts with content on environmental conservation				
<b>Values</b> Respect is developed as the learner understands and appreciates others when working with peers to complete tasks				
<b>Link to other subjects</b> Kiswahili exposes learners to comprehension skills				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>3.3 Grammar in Use</b>	<b>3.3.1 Modal Auxiliaries</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify modal auxiliaries in a passage b) use modal auxiliaries to express different moods c) value the importance of using modal auxiliaries in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>identify the modal auxiliaries – <b>may, might, will, shall, would, should, can</b> and <b>could</b> – in a print or digital text</li> <li>form sentences using the modal auxiliaries</li> <li>read a dialogue featuring modal auxiliaries in pairs</li> <li>create a dialogue featuring modal auxiliaries in pairs, record the dialogue and share it with peers</li> <li>listen to a song or read a poem and identify the modal auxiliaries used</li> <li>view pictures and diagrams and ask questions using modal auxiliaries</li> <li>use modal auxiliaries correctly to express permission, requests, ability and obligation</li> <li>in groups, discuss the functions of modal auxiliaries.</li> </ul>	Which words do we use to express different moods such as requests, permission, ability and obligation?
<b>Core competencies to be developed</b> Self efficacy is enhanced as the learner identifies and uses modal auxiliaries correctly				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is developed as the learner reads a dialogue featuring modal auxiliaries				

**Values**

Respect is inculcated as learners appreciate diverse opinions when participating in group activities to complete tasks

**Link to other subjects**

Kiswahili, French, German and Arabic teach modal auxiliaries

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.4 Reading	3.4.1 Poems: Structure  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the structure of a poem b) analyse the use of personification in a poem c) create a poem based on a topic of interest d) appreciate the reading of poetry for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>• recite a poem</li> <li>• identify the number of lines in a poem</li> <li>• pick out the short and long lines in a poem</li> <li>• in small groups, discuss how personification has been used in the poem</li> <li>• infer the meaning of new words from the context of a poem</li> <li>• come up with a class project in which they: <ul style="list-style-type: none"> <li>○ identify a topic of interest</li> <li>○ carry out research about the topic</li> <li>○ compose a poem based on the selected topic</li> <li>○ ask a peer to review the poem</li> <li>○ make corrections on the poem</li> <li>○ share the poem on the school noticeboard or through social media.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we read or recite poems?</li> <li>2. Why are non-living things or animals made to behave like human beings in poems or stories?</li> </ol>
<b>Core competencies to be developed</b> Communication and collaboration is promoted as the learners review their peers' poems				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced through recitation of poems and composition of new ones				



**Values**

Respect is developed as learner embraces open-mindedness when working in groups to accomplish tasks

**Link to other subjects**

Kiswahili, German, French and indigenous languages use poems to teach communication skills

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>3.5 Writing</b>	<b>3.5.1 Structure of a paragraph</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) outline the four characteristics of a well formed paragraph b) create a paragraph that is well developed, coherent and unified c) acknowledge the need for concise paragraphs in written communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• read excerpts from newspaper articles, magazines, textbooks or online articles</li> <li>• identify the: <ul style="list-style-type: none"> <li>- topic sentence</li> <li>- supporting sentences</li> <li>- clincher sentence</li> </ul> </li> <li>• discuss the steps for paragraph writing, namely: <ul style="list-style-type: none"> <li>- Step 1 —write an outline of the paragraph that includes the topic and supporting information</li> <li>- Step 2 — write the topic sentence</li> <li>- Step 3 – write a supporting sentence for each point. Use facts or examples to support your points</li> <li>- Step 4 — write a concluding sentence to sum up</li> <li>- Step 5 — write the final paragraph</li> </ul> </li> <li>• write a paragraph on a topic of interest that is: <ul style="list-style-type: none"> <li>- coherent</li> <li>- unified</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to organise the ideas in your paragraphs coherently?</li> <li>2. How can you ensure that your paragraphs are well formed?</li> </ol>

			<ul style="list-style-type: none"> <li>- contains well-developed thoughts</li> <li>• assess the paragraphs in groups.</li> </ul>	
<b>Core competencies to be developed</b> Digital literacy is advanced as the learner reads excerpts from digital sources				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is developed as the learner writes well-formed paragraphs				
<b>Values</b> Unity is enhanced as the learner appreciates the efforts of others when assessing their peers' work				
<b>Link to other subjects</b> The importance of well formed paragraphs is learnt in Kiswahili, French and German				

#### THEME 4.0: CONSUMER PROTECTION: CONSUMER LAWS AND POLICIES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>4.1 Listening and Speaking</b>	<b>4.1.1 Selective Listening</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) select required information from a listening text b) make judgement on the message in the listening text c) advocate the need for selective listening in various contexts.	The The learner is guided to: <ul style="list-style-type: none"> <li>listen to a news bulletin and select the required information while disregarding irrelevant information</li> <li>answer specific questions on <b>dates</b>, <b>time</b> and <b>facts</b> based on the news bulletin</li> <li>list the order of events mentioned in the bulletin</li> <li>discuss in groups how to become a better listener</li> <li>give an opinion on what they like or do not like about the text</li> <li>watch a video of a presentation and pick out required information.</li> </ul>	<ol style="list-style-type: none"> <li>Why should we listen attentively?</li> <li>How can we ensure we pick out relevant details from a text?</li> </ol>
<b>Core competencies to be developed</b> Critical thinking and problem solving is enhanced as learners selectively pick out relevant information while leaving out irrelevant details				
<b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is enhanced through group tasks				
<b>Values</b> <ul style="list-style-type: none"> <li>Social justice is promoted as the learner accords equal opportunities for peers to contribute when discussing in groups how to</li> </ul>				

become a better listener.

**Link to other subjects**

French, German, Kiswahili, Arabic and indigenous languages expose learners to selective listening skills

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.2 Reading	4.2.1 Intensive Reading  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) predict events in a reading text b) outline the key events in a text c) answer direct and inferential questions for comprehension d) infer the meaning of new words and phrases using contextual clues e) relate the characters, events and places in the text to real life f) appreciate the importance of comprehension in lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> <li>• make predictions about the outcome of the story from the title and illustrations</li> <li>• deduce the meaning of words using contextual clues</li> <li>• make connections between events in the story and real life</li> <li>• answer direct and inferential questions from a comprehension passage on consumer laws and policies</li> <li>• make notes from a passage on consumer laws and policies</li> <li>• write a summary using the notes.</li> </ul>	<ol style="list-style-type: none"> <li>1. How are characters and events in a text related to real life?</li> <li>2. Why is summary writing an important reading skill?</li> </ol>
<b>Core competencies to be developed</b> Critical thinking and problem solving is fostered as the learner makes inferences and summarises information from the text				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>• Social cohesion is enhanced as the learner participates in group activities</li> <li>• Consumer protection is addressed as the learner makes notes from a passage on consumer laws and policies</li> </ul>				
<b>Values</b> Unity is enhanced as the learner collaborates with peers to work in groups to complete tasks				
<b>Link to other subjects</b> <ul style="list-style-type: none"> <li>• Comprehension strategies such as drawing conclusions and making inferences are learnt in Kiswahili.</li> </ul>				

- Integrated Science and Agriculture and Nutrition expose learners to experiments which require the skill of drawing conclusions

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>4.3 Grammar in Use</b>	<b>4.3.1 Present and Past Perfect Aspect</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) distinguish the present and past perfect aspect in sentences b) use present and past perfect aspect in sentences c) appreciate the importance of using tense in sentences.	The learner is guided to: <ul style="list-style-type: none"> <li>• recognise present and past perfect aspects</li> <li>• engage in a sentence completion guessing game to practise present and past perfect aspect</li> <li>• compare present and past perfect aspect forms in sentences</li> <li>• use has/have + -ed participle form of the verb to form the present perfect tense</li> <li>• use had + past participle form of the verb to form the past perfect tense</li> <li>• construct sentences on a variety of issues such as consumer laws and policies using the present and past perfect aspect</li> <li>• pick out sentences in present and past perfect tense from newspaper articles, magazines and books</li> <li>• search for examples of sentences in the present and past perfect forms from the internet.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we show that an action is complete?</li> <li>2. Why should we use tense correctly in sentences?</li> </ol>
<b>Core competencies to be developed</b> Self-efficacy is achieved as the learner uses present and past perfect aspect in sentences				
<b>Pertinent and Contemporary Issues (PCIs)</b> Consumer protection is enhanced as the learner interacts with content related to consumer laws and policies				



<b>Values</b>
Social justice is fostered as the learner appreciates the need for fairness to consumers when forming sentences related to the theme of consumer protection
<b>Link to other subjects</b>
Pre-Technical has issues on consumer protection

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>4.4 Intensive Reading</b>	<b>4.4.1 Play: Identification of Characters</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the characters in a play b) use appropriate adjectives to describe the characters c) describe the actions of the characters using appropriate adverbs d) value the need to	The learner is guided to: <ul style="list-style-type: none"> <li>list the characters and their roles in a play</li> <li>assume (hot seat) the personality of a certain character and say why 'they say and do certain things'</li> <li>role play various characters</li> <li>participate in a reader's theatre as they read sections of a play</li> <li>use appropriate adjectives to describe the characters, with illustrations</li> </ul>	<ol style="list-style-type: none"> <li>How can one tell the qualities of a character in a play?</li> <li>How does describing actions of characters aid our understanding of a play?</li> </ol>

		describe people and situations appropriately.	<ul style="list-style-type: none"> <li>• describe the actions of the characters using various adverbs</li> <li>• relate the characters in a play to people in real life</li> <li>• discuss the behaviour of the characters in small groups</li> <li>• write an essay on their favourite characters.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Critical thinking is achieved as learners identify the characters and their traits</li> <li>• Problem solving is fostered as learners brainstorm on the characters' behaviour</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Critical thinking is developed as the learner role-plays or assumes the role of certain characters in a hot seating activity				
<b>Values</b> Unity is enhanced as the learner strives to achieve a common goal by engaging others in group tasks				
<b>Link to other subjects</b> Characterisation is a concept learnt in Kiswahili, indigenous languages and Performing Arts				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>4.5 Writing</b>	<b>4.5.1 Narrative and Descriptive Paragraphs</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) highlight the qualities of a well formed paragraph b) write narrative and descriptive paragraphs c) use the first person and second person in narrative and descriptive paragraphs d) value the need for well formed paragraphs in written communication.	The learner is guided to: <ul style="list-style-type: none"> <li>distinguish between narrative and descriptive paragraphs</li> <li>search for examples of narrative and descriptive paragraphs from the internet or print sources</li> <li>discuss the qualities of a well formed paragraph in groups</li> <li>outline the characteristics of a narrative paragraph</li> <li>discuss the features of a descriptive paragraph in groups</li> <li>create a descriptive paragraph that appeals to the sense of sight, smell, hearing, taste and touch</li> <li>create a narrative paragraph</li> <li>recognise the first and second person in various paragraphs</li> <li>review a paragraph written by peers</li> <li>make corrections to the paragraph as per comments given by peers.</li> </ul>	<ol style="list-style-type: none"> <li>How can we make a narrative composition interesting?</li> <li>How can we ensure unity in a paragraph?</li> </ol>
<b>Core competencies to be developed</b> Creative thinking and problem solving is developed as learners review a paragraph written by peers				

<b>Pertinent and Contemporary Issues (PCIs)</b> Consumer Protection is enhanced as the learner interacts with materials related to the theme
<b>Values</b> Unity and responsibility are developed as the learner respects other's opinions when discussing the qualities of a well formed paragraph in groups
<b>Link to other subjects</b> The importance of well formed paragraphs is emphasised in Kiswahili, indigenous languages and foreign languages

### THEME 5.0 RELATIONSHIPS: COMMUNITY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>5.1 Listening and Speaking</b>	<b>5.1.1 Pronunciation</b> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) pronounce the semi vowels /j/ /w/ and the diphthongs /ai/ and /ei/ words with clarity, b) apply stress on content and function words appropriately for speech clarity, c) appreciate the importance of correct pronunciation in	The learner is guided to: <ul style="list-style-type: none"> <li>identify the semi-vowels /j/ and /w/ as in the words <b>you, yes; woo and way,</b></li> <li>pick out the diphthongs /ai/ as in <b>buy</b> ; and /ei/ as in <b>pain</b> from an audio or oral text,</li> <li>listen to a passage or sentences from an audio-recording or from the teacher,</li> <li>write down and read out words with the specified semi-vowels /j/ and /w/ (as in <b>you,</b></li> </ul>	<ol style="list-style-type: none"> <li>Why should we pronounce sounds accurately?</li> <li>How can the same word express different meanings?</li> </ol>

		communication.	<p><b>yes; woo, way) ,</b></p> <ul style="list-style-type: none"> <li>• pronounce words with the diphthongs /aɪ/ and /eɪ/ (as in <b>buy, file; pain, gate</b>) accurately,</li> <li>• practise correct pronunciation of the learnt words in pairs,</li> <li>• find out and listen to the correct pronunciation of sounds from the internet,</li> <li>• stress content words,</li> <li>• stress function words when necessary,</li> <li>• bring out varied meanings of words through stress.</li> </ul>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Digital literacy is enhanced as the learner listens to a passage or sentences from an audio-recording</li> <li>• Communication and collaboration is developed as learner practises correct pronunciation in groups</li> <li>• Learning to learn is developed as the learner listens to the correct pronunciation of sounds from the internet on their own</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <p>Effective communication is enhanced as the learner improves their articulation of sounds and words</p>				
<p><b>Values</b></p> <p>Unity is promoted as the learner collaborates with others to work in pairs to practice correct pronunciation.</p>				

**Link to other subjects**

- Social Studies and Religious Education address topics on relationships
- All languages teach correct pronunciation

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>5.2 Reading</b>	<b>5.2.1 Reference Materials: Dictionary, Thesaurus, Encyclopaedia</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline various types of reference materials and their uses b) use the dictionary, thesaurus and subject specific encyclopaedia to check the meaning and usage of words c) conduct research on a topic of interest using the dictionary, thesaurus and encyclopaedia d) acknowledge the value of reference materials in research.	The learner is guided to: <ul style="list-style-type: none"> <li>• search the internet for more information about the dictionary, thesaurus, encyclopaedia and the purpose for each,</li> <li>• compare print and digital dictionary, thesaurus, encyclopaedia,</li> <li>• read a passage from a textbook, newspaper, or magazine,</li> <li>• identify unfamiliar words in the passage,</li> <li>• look up the meaning of the words in a dictionary,</li> <li>• conduct research on a given topic using subject specific encyclopaedia,</li> <li>• look up the synonyms of various words using a thesaurus,</li> <li>• make sentences using the synonyms of given words,</li> <li>• utilise the dictionary, thesaurus and the encyclopaedia for reference purposes,</li> </ul>	Why do we use reference materials?

			<ul style="list-style-type: none"> <li>• spell words correctly,</li> <li>• classify words into various classes,</li> <li>• conduct research on contemporary issues from a subject specific encyclopaedia.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Digital literacy is promoted as the learner searches for information using the digital dictionary, thesaurus, encyclopaedia</li> <li>• Learning to learn is enhanced as the learner uses the dictionary, thesaurus and encyclopaedia for research</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>• Effective communication is developed as the learner pronounces and spells words correctly with the help of reference material</li> <li>• Critical thinking is improved as the learner makes own sentences using newly acquired words</li> </ul>				
<b>Values</b> Integrity is inculcated as the learner applies laid down procedures when conducting research on various topics using the dictionary thesaurus and subject specific Encyclopaedia				
<b>Link to other subjects</b> <ul style="list-style-type: none"> <li>• Language such as Kiswahili teaches use of reference material</li> <li>• Subject specific encyclopaedias are used in all learning areas</li> </ul>				



<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>5.3 Grammar in Use</b>	<b>5.3.1 Order of Adjectives</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify various types of adjectives in texts, b) use the correct order of adjectives in oral and written texts, c) appreciate the role of ordered adjectives in communication for clarity.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify opinion, shape, size, age, colour, origin, material, purpose adjectives in texts,</li> <li>• search for examples of various types of adjectives from the internet,</li> <li>• use mind maps to generate different adjectives</li> <li>• form sentences using adjectives of opinion, shape, size, age, colour, origin, material and purpose,</li> <li>• listen to an audio text or watch a video and pick out different adjectives</li> <li>• construct sentences orally in pairs from posters, pictures and other visuals,</li> <li>• work in small groups to fill in crossword puzzles featuring different types of adjectives,</li> <li>• participate in a chain story telling game where they describe a character or place using adjectives.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we use words to create vivid pictures of a person or place?</li> <li>2. Why is it important to order adjectives correctly?</li> </ol>

<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Learning to learn is promoted as the learner interacts with the order of different types of adjectives in various texts</li> <li>• Digital literacy is enhanced as the learner searches for examples of various adjectives from the internet</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Critical thinking is developed as the learner practices how to order adjectives correctly in own sentences
<b>Values</b> Unity and responsibility are enhanced as the learner advocates for fairness when participating in group tasks
<b>Link to other subjects</b> Adjectives are learnt in the language learning areas such as indigenous languages, French, Kiswahili and German

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>5.4 Reading</b>	<b>5.4.1 Play: Style</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the features of style used in a play with examples, b) relate the stylistic features to the message in a play, c) value the role of varied style in reinforcing the message in a play.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify the oral literature features (narration, riddles, songs, proverbs, local words and tongue twisters) used in a play,</li> <li>• pick out the similes and metaphors used in a play,</li> <li>• read about the meaning of the features of style used in a play from digital and non-digital resources,</li> <li>• read excerpts of a play and pick out the stylistic features used,</li> <li>• participate in a readers' theatre as they read sections of a play,</li> <li>• relate the features of style to the message in a play,</li> <li>• role-play the actions of the characters in a play,</li> <li>• use hot seating to bring to life aspects of a play,</li> <li>• write a summary of the features of style used in a play.</li> </ul>	<ol style="list-style-type: none"> <li>1. What makes a play interesting to read?</li> <li>2. How do stylistic features enhance the message in a play?</li> </ol>
<b>Core competencies to be developed</b> Critical thinking and problem solving is fostered as the learner relates the aspects of style to the message in a play				

**Pertinent and Contemporary Issues (PCIs)**

Peace education enhanced as the learner takes part in collaborative group tasks such as the readers' theatre, role plays and hot seating

**Values**

Unity is promoted as the learner collaborates with peers when participating in group tasks

**Link to other subjects**

Stylistic features are studied in Kiswahili and other language learning areas

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
5.5 Writing	5.5.1 Letter of Application  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the components of a letter of application, b) write a letter of application for placement at Senior Secondary School using all the components, c) advocate the need to adhere to the format of formal letter writing.	The learner is guided to: <ul style="list-style-type: none"> <li>identify the components of a letter of application from a sample letter,</li> <li>work in groups to brainstorm on the purpose of writing a letter of application,</li> <li>look for more samples of letters of application from books, magazines, newspapers and the internet,</li> <li>outline a letter of application,</li> <li>write a letter of application for placement at Senior Secondary School using the taught components,</li> <li>exchange the letter with other learners for peer assessment,</li> <li>edit the letters of application in small groups for correctness,</li> <li>revise the letter and input corrections suggested by peers,</li> <li>share the letters of application on the class noticeboard, school noticeboard or online.</li> </ul>	<ol style="list-style-type: none"> <li>Why do we write letters of application?</li> <li>How can one ensure a letter of application meets the expected standards?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Collaboration is enhanced as the learner participates in collaborative letter writing tasks</li> </ul>				

<ul style="list-style-type: none"> <li>• Digital literacy is promoted as the learner searches for samples of letters of application from the internet</li> <li>• Creativity and imagination is nurtured as the learner composes a letter of application for placement at Senior Secondary School which boosts their level of innovativeness</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Creative thinking is developed as the learner participates in group tasks
<b>Values</b> <ul style="list-style-type: none"> <li>• Unity is promoted as the learner embraces other's contributions when exchanging the letter of application for peer assessment</li> <li>• Responsibility is fostered as the learner takes up tasks and duties when participating in collaborative letter writing and editing</li> </ul>
<b>Link to other subjects</b> Letter writing is learnt in learning areas such as Kiswahili, French and German

## THEME 6.0: LEISURE TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>6.1 Listening and Speaking</b>	<b>6.1.1 Conversational skills: Negotiation skills</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify words and phrases used during negotiations, b) use verbal and non-verbal cues during negotiations, c) acknowledge the importance of negotiation skills in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip in which people are engaged in a <i>negotiation</i>,</li> <li>• listen to a conversation related to the theme,</li> <li>• pick out words and phrases that facilitate a negotiation,</li> <li>• work in pairs and search for more examples of words and phrases used during negotiations,</li> <li>• use verbal and non-verbal cues in conversations,</li> <li>• role play a negotiation scene,</li> <li>• simulate a negotiation scene,</li> <li>• engage in a hot seat negotiation for the freedom of a prisoner or a favour,</li> <li>• perform a conversational poem in which people are negotiating or bargaining for money, dowry or price of land.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words or expressions would one use when negotiating?</li> <li>2. How can one enhance their negotiation skills?</li> </ol>

<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Problem solving is developed as the learner negotiates or requests for a favour during a hot seating activity</li> <li>• Collaboration is enhanced as the learner discusses the use of verbal and non-verbal cues in conversations</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner is equipped with negotiation skills
<b>Values</b> <ul style="list-style-type: none"> <li>• Responsibility is enhanced as the learner diligently uses language appropriately to hold negotiations</li> <li>• Unity is developed as the learner appreciates diverse opinions when working with peers to hold mock negotiations</li> </ul>
<b>Link to other subjects</b> Negotiation skills are also learnt in Social studies and Kiswahili

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>6.2 Reading</b>	<b>6.2.1 Reading Fluency</b>  <b>(2 Lessons)</b>	By the end of sub strand the learner should be able to: a) outline ways of enhancing fluency in reading, b) read a text at the right speed, accurately and with expression for effective communication, c) acknowledge the role of reading fluently in extensive reading.	The learner is guided to: <ul style="list-style-type: none"> <li>• preview a text,</li> <li>• ignore unknown words,</li> <li>• scan through a text to find a word, a pair of words or a phrase in pairs or groups,</li> <li>• skim through articles or chapters in a book,</li> <li>• read portions of a narrative in turns,</li> <li>• engage in a timed, repeated reading of a portion of a text,</li> </ul>	1. Why is reading a text fluently important? 2. How can one read a text fluently?



			<ul style="list-style-type: none"> <li>• pronounce sounds and words accurately</li> <li>• read with expression,</li> <li>• find a text, set a reading rate goal, for example, one hundred words per minute, time themselves and read and reread the text until they attain the desired number of words per minute,</li> <li>• read a portion of a text in groups and correct each other,</li> <li>• perform a conversational poem in a reader's theatre,</li> <li>• read a text within a specified time,</li> <li>• read out texts from flash cards.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Self-efficacy is enhanced as the learner accurately reads a text at the right speed and with expression</li> <li>• Learning to learn is achieved as the learner learns how to read fluently</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner effectively communicates ideas by fluently reading texts				
<b>Values</b> Love is instilled as the learner nurtures peer's confidence when taking part in group tasks like timing each other's reading				
<b>Link to other subjects</b> Kiswahili, German, French and indigenous languages emphasise the acquisition of effective reading skills				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>6.3 Grammar in Use</b>	<b>6.3.1 Comparison of Adverbs</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the degrees of comparison in adverbs, b) use positive, comparative and superlative degrees of adverbs in sentences, c) appreciate the importance of the correct usage of adverbs.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify the positive, comparative and superlative degrees of adverbs,</li> <li>• practise using different degrees of adverbs in sentences,</li> <li>• listen to an audio clip or read a passage featuring the <i>comparison of adverbs</i>,</li> <li>• discuss the rules for comparison of adverbs,</li> <li>• in small groups, correct mistakes in sentences that have comparison of adverbs,</li> <li>• use substitution tables to categorise adverbs in pairs,</li> <li>• use various degrees of adverbs during a role play,</li> <li>• use adverbs of various degrees in a dialogue, record a video or audio clip and share it through the internet.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we compare things?</li> <li>2. Which words are used to make comparison?</li> </ol>

<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Digital literacy is promoted as the learner listens to an audio clip on the comparison of adverbs</li> <li>• Communication and collaboration is enhanced as the learner participates in a dialogue featuring degrees of adverbs</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Creative thinking is enhanced as the learner appropriately identifies which degrees of adverbs to use
<b>Values</b> Integrity is inculcated as the learner commits to using their leisure time to read a passage on comparison of adverbs
<b>Link to other subjects</b> Comparison of adverbs is a concept learnt in Kiswahili, French, German and indigenous languages

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>6.4 Reading</b>	<b>6.4.1 Intensive Reading – Play (2 Lessons)</b>	By the end of the sub strand the learner should be able to: a) identify the themes in a play or a section of a play, b) analyse the themes in a play, c) relate the themes in a play to real life, d) appreciate the role of literary appreciation in the development of critical thinking skills.	The learner is guided to: <ul style="list-style-type: none"> <li>• read excerpts of a play,</li> <li>• outline and illustrate the themes in a play,</li> <li>• in groups discuss the themes in a play,</li> <li>• engage in a hot seating activity featuring some of the themes,</li> <li>• relate the themes to real life experiences,</li> <li>• role play some of the scenes in a play,</li> <li>• perform readers’ theatre in small groups involving sections of a play,</li> <li>• record video clips as they dramatise, sections of a play, share the video clips through the internet.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are some of the issues authors write about?</li> <li>2. How are literary texts different from factual ones?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Creativity and imagination is enhanced as the learner participates in hot seats and relates themes to real life experiences</li> <li>• Digital literacy is developed as the learner makes video recordings and shares them on the internet</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Critical thinking is developed as learners respond to questions during a hot seating session				
<b>Values</b> Responsibility is enhanced as the learner offers guidance to others when discussing with peers the best suited illustrations for different themes				

**Links to other subject**

The concept of themes in plays is studied in Kiswahili and Creative Arts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>6.5 Writing</b>	<b>6.5.1 Mechanics of Writing: Spelling</b>  <b>(2 Lessons)</b>	By the end of the sub strand the learner should be able to: a) recognise homonyms, homophones, double consonants and double vowels in written texts, b) spell commonly misspelt words for writing fluency, c) value the importance of correct spelling in written communication.	The learner is guided to: <ul style="list-style-type: none"> <li>identify words with double consonants and those with double vowels,</li> <li>search for the commonly misspelt words such as homonyms and homophones from the internet or print sources,</li> <li>practise spelling homonyms and homophones in pairs or small groups,</li> <li>listen to a dictation of words with double consonants and those with double vowels and write them,</li> <li>engage in spelling games such as spelling bee, scramble, crosswords and word search,</li> <li>use the target words in sentences of their own,</li> <li>fill in crossword puzzles and other word games and share them through the internet, magazines or the school noticeboard.</li> </ul>	<ol style="list-style-type: none"> <li>Why are some words commonly misspelt?</li> <li>Why is it important to spell words correctly?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Self-efficacy is developed as the learner appropriately uses the target words in sentences of their own</li> </ul>				

<ul style="list-style-type: none"> <li>• Digital literacy is boosted as the learner interacts with technology creating crossword puzzles and other word games and sharing them through social media</li> <li>• Learning to learn is enhanced as the learner searches for the commonly misspelt words from the internet thus acquiring information on their own</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is developed as the learner practises spelling words correctly
<b>Values</b> Peace is promoted as the learner displays tolerance when taking part in group tasks
<b>Link to other subjects</b> Correct spelling is emphasised in subjects such as Integrated Science, Kiswahili, French and German

## THEME 7.0: NATURAL RESOURCES: MARINE LIFE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>7.1 Listening and Speaking</b>	<b>7.1.1 Listening Comprehension: Listening for Detail</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) select the main idea from a listening passage, b) respond to questions based on the listening passage, c) acknowledge the importance of attentive listening.	The learner is guided to: <ul style="list-style-type: none"> <li>pick out details from a listening text,</li> <li>rewrite the passage in their own words,</li> <li>work in pairs to discuss any new information that they have learnt from the passage,</li> <li>answer questions based on the passage</li> <li>use a digital device to search for more information,</li> <li>watch a video and pick out specific details in groups,</li> <li>recall specific details from a listening passage.</li> </ul>	<ol style="list-style-type: none"> <li>Why should we distinguish between relevant and irrelevant information during a presentation?</li> <li>Why is it important to listen keenly?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Digital literacy is enhanced as the learner uses a digital device to search for more information on marine life</li> <li>Learning to learn is fostered as the learner practises picking out details from a listening text</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>Environmental Conservation is enhanced as the learner listens to passages based on the theme</li> <li>Critical thinking is developed as the learner rewrites or paraphrases the listening passage</li> </ul>				



**Values**

Responsibility is nurtured as the learner exhibits self drive when interacting with texts on how to take care of natural resources

**Link to other subjects:**

- Social Studies covers aspects of natural resources
- Kiswahili, German, French and indigenous languages teach good listening and speaking skills

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>7.2 Reading</b>	<b>7.2.1 Intensive Reading: Interpretation and Evaluation</b> <b>(2 Lessons)</b>	By the end of the sub strand the learner should be able to: a) distinguish between reading for interpretation and reading for evaluation for information, b) interpret a reading text for lifelong learning, c) summarise information in a reading text, d) appreciate the role of correct interpretation and evaluation of a text in learning.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch video clips on a text and interpret the text,</li> <li>• outline the key issues discussed in the video clip,</li> <li>• summarise the content of the video</li> <li>• study and identify visuals from texts related to the theme,</li> <li>• brainstorm, in groups differences between reading for interpretation and evaluation,</li> <li>• read a short text related to the theme and interpret it in pairs,</li> <li>• paraphrase portions of the text,</li> <li>• read and summarise digital texts related to the theme,</li> <li>• make detailed notes of digital and print texts they have read.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you give the correct interpretation of a text?</li> <li>2. How can you interpret a text correctly?</li> </ol>
<b>Core competencies to be developed</b> Digital literacy is advanced as the learner reads and summarises digital texts related to the theme				

<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner makes notes of digital and print texts they have read
<b>Values</b> Respect is fostered as the learner is open minded when forming own judgments on texts read
<b>Link to other subjects</b> The languages, Mathematics and Integrated Science all emphasise the need for good skills in interpretation and evaluation

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.3 Grammar in Use</b>	<b>7.3.1 Relative Pronouns</b> <b>Interrogative Pronouns</b>	By the end of the sub strand the learner should be able to: a) recognise relative and interrogative pronouns in a text, b) use relative and interrogative pronouns in sentences, c) acknowledge the value of relative and interrogative pronouns in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify relative and interrogative pronouns from a passage,</li> <li>• differentiate between relative and interrogative pronouns,</li> <li>• construct sentences using interrogative and relative pronouns,</li> <li>• work in small groups and use relative and interrogative pronouns, record the activity on video and share the video with</li> </ul>	1. How do you obtain information from people? 2. Which words do you use to ask questions and to join simple sentences?

			<p>others,</p> <ul style="list-style-type: none"> <li>• role play a dialogue featuring interrogative and relative pronouns,</li> <li>• use relative and interrogative pronouns as they participate in a hot seating activity on the conservation of marine life/natural resources,</li> <li>• create a crossword puzzle featuring relative and interrogative pronouns,</li> <li>• use interrogative pronouns to ask questions based on visuals.</li> </ul>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Communication is enhanced as learners engage in an activity out of class in small groups where they use relative and interrogative pronouns</li> <li>• Collaboration is reinforced as the learners look for examples of interrogative and relative pronouns from the internet in pairs</li> <li>• Digital Literacy is enhanced as the learner searching for examples of interrogative and relative pronouns from the internet in pairs enables the learner to interact with technology</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Critical and creative thinking are developed as the learner works with peers to distinguish between interrogative and relative pronouns</li> <li>• Learner support programmes are promoted as the learner participates the activities of the wildlife and the environmental clubs in school</li> </ul>				

**Values**

Social Justice is promoted as the learner constructs and reads sentences related the preservation and conservation of marine life

**Link to other subjects**

Subjects such as Kiswahili and French expose the learner to grammar concepts related to interrogative and relative pronouns

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>7.4 Reading</b>	<b>7.4.1 Intensive Reading: Play (2 Lessons)</b>	By the end of the sub strand the learner should be able to: a) identify the characters in a play for deeper understanding, b) analyse the characters in a play and their relationship, c) value the role of literary appreciation in developing critical thinking.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch muted video clips based on a play and discuss what they think the characters are saying to each other,</li> <li>• read excerpts of a play,</li> <li>• answer questions based on a play,</li> <li>• identify the conflicts between characters in a play,</li> <li>• relate the characters in a play to real life,</li> <li>• role play the characters in a play</li> <li>• simulate the action in sections of the play,</li> <li>• dramatise sections of a play,</li> <li>• make video recordings of the role play and share them with peers.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we establish the relationship between the characters in a play?</li> <li>2. How does understanding the relationship between characters help our understanding of the play?</li> </ol>
<b>Core competencies to be developed</b> Creativity and imagination is sharpened as the learners dramatise sections of a play				
<b>Pertinent and Contemporary Issues (PCIs)</b> Creative thinking is developed as the learner participates in role play				

**Values**

Unity is enhanced as the learner collaborates with others in groups to create and share videos

**Link to other subjects**

Performing Arts and Kiswahili also develop critical thinking in learners through exposure to characterisation

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>7.5 Writing</b>	<b>7.5.1 The Writing Process (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) outline the stages of the writing process, b) create a composition, story or poem following the steps of the writing process, c) advocate the need for creativity in life.	The learner is guided to: <ul style="list-style-type: none"> <li>• in pairs, outline the steps of the writing process,</li> <li>• brainstorm, in groups, on different topics such as natural resources-marine life, respect and life skills for writing a factual composition,</li> <li>• select one topic, in each group, and write a factual composition by following the writing process,</li> <li>• share factual composition pieces among the groups for peer assessment and correction.</li> </ul>	How does the writing help us improve the quality of our writing?
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Collaboration is fostered as the learners work in pairs or groups</li> <li>• Critical thinking and problem solving is fostered as the learners share factual composition pieces among groups</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Decision making is developed as learners negotiate all the steps of the writing process				
<b>Values</b> Respect is fostered as the learner appreciates varied opinions as they brainstorm on topics related to respect and develop factual compositions on the same				



**Link to other subjects**

- The writing process is a concept learnt in German, French, Arabic and Indigenous Languages
- The scripting of plays, songs and poems which require the writing process skills is taught in Performing Arts

## THEME 8.0: TOURISM: INTERNATIONAL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>8.1 Listening and Speaking</b>	<b>8.1.1 Oral Poetry</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) interpret oral poems on varied issues, b) perform an oral poem using of techniques, c) acknowledge the role of oral poetry in the preservation of our cultural heritage.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen and respond to audio recordings of oral poetry,</li> <li>• listen and respond to an oral poem recited by the teacher,</li> <li>• retell a poem using own words,</li> <li>• infer the meaning of words and phrases in a given oral poem,</li> <li>• listen to different renditions of the same oral poem,</li> <li>• use appropriate performance techniques to perform oral poems,</li> <li>• relate the ideas in an oral poem to real life,</li> <li>• recite oral poems in groups,</li> <li>• participate in a readers' theatre,</li> <li>• compose oral poems in pairs and share with the class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you interpret an oral poem correctly?</li> <li>2. How can you make the performance of an oral poem interesting?</li> </ol>
<b>Core competencies to be developed</b> Critical thinking is enhanced as the learner relates the ideas in an oral poem to real life				
<b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is fostered as learners perform and compose oral poems in groups				

**Values**

Patriotism is instilled as the learner develops awareness of own cultures when interacting with poems that raise awareness on tourism in the country

**Link to other subjects**

Oral poetry is learnt in Kiswahili and Performing Arts

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>8.2 Reading</b>	<b>8.2.1 Reading for Interpretation</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the point of view in a poem, b) analyse the point of view in a poem, c) acknowledge the importance of the point of view in the understanding of a poem.	The learner is guided to: <ul style="list-style-type: none"> <li>• read a given poem and identify the point of view,</li> <li>• search for poems with different points of view from the internet and non-digital sources,</li> <li>• listen to poems read by the teacher,</li> <li>• relate the subjects of different poems to real life,</li> <li>• compose a short poem individually,</li> <li>• discuss the various points of view in the poems in small groups.</li> </ul>	Why is it important to understand the point of view in a poem?
<b>Core competencies to be developed</b> Critical thinking is nurtured as the learner interprets poems				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as learners work together in groups to interpret poems				
<b>Values</b> Love is inculcated as learners patiently listen to each other as they read poems				
<b>Link to other subjects</b> Reading for interpretation and evaluation is a concept learnt in Performing Arts, Kiswahili, German and French				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>8.3 Grammar in Use</b>	<b>8.3.1 Complex Prepositions (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise complex prepositions in texts, b) use complex prepositions in sentences, c) appreciate the role of prepositions in oral and written communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• read a passage from a book, magazine or newspaper article in which complex prepositions are used,</li> <li>• identify complex prepositions from the passage,</li> <li>• listen to a text read by the teacher and note the complex prepositions used,</li> <li>• in pairs, read and underline complex prepositions used in various texts,</li> <li>• form sentences using complex prepositions,</li> <li>• in small groups, correct mistakes in sentences formed by peers,</li> <li>• search for more examples of complex prepositions from the internet and other sources.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words let you know where someone is going?</li> <li>2. How do you describe where something is located?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Communication is enhanced as the learner uses complex prepositions correctly</li> <li>• Digital literacy is promoted as the learner searches for examples of complex prepositions from the internet</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enriched as the learner uses complex prepositions correctly in sentences				

**Values**

Responsibility is fostered as learners accomplish tasks in groups

**Link to other subjects**

Complex prepositions are learnt in the following subjects: Kiswahili, German and French

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>8.4 Reading</b>	<b>8.4.1 Poetry: Characters (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the persona and other participants in a poem, b) analyse the character of the speaker (persona) and the other participants in a poem, c) acknowledge the importance of characters in literary appreciation.	The learner is guided to: <ul style="list-style-type: none"> <li>• read a grade appropriate poem,</li> <li>• use appropriate adjectives to describe the behaviour of characters in poem,</li> <li>• illustrate character traits in varied poems,</li> <li>• relate actions of the persona to real life,</li> <li>• role play different characters in a poem in small groups,</li> <li>• infer information from the poem,</li> <li>• fill and share in groups a table showing character/character's behaviour/character trait,</li> <li>• create a poem, recite it, make a recording,</li> <li>• upload the recording on social media platforms or share it on the school notice board.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we tell the behaviour of the characters in a poem?</li> <li>2. What are some of the words we use to describe the behaviour of characters?</li> </ol>
<b>Core competencies to be developed</b> Creativity and Imagination are developed as the learner creates, recites, records and uploads a poem on social media platforms				
<b>Pertinent and Contemporary Issues (PCIs):</b> Critical thinking is enhanced as the learner writes poems and also identifies the character traits of the persona and other participants in a poem				

<b>Values</b>
Unity is enhanced as the learner works in pairs or groups to describe character traits
<b>Link to other subjects</b>
Languages such as Kiswahili, German and French use adjectives when highlighting character traits



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>8.5 Writing</b>	<b>8.5.1 Assessing Writing</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the qualities of a well written composition, b) write a composition related to the theme, c) assess a composition against a predesigned criteria, d) value the need for clarity and cohesion in writing communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• read a passage about the qualities of a good composition,</li> <li>• write down a criterion or checklist for assessing compositions. the criterion should have parameters such as : variety of sentences, relevance and creativity, cohesion, grammar and editorials,</li> <li>• read samples of well written compositions from the coursebook,</li> <li>• write a composition related to the theme,</li> <li>• assess a peer's composition and give comments as guided by the checklist,</li> <li>• make corrections to the composition,</li> <li>• display the compositions on the school noticeboard.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the qualities of a good composition?</li> <li>2. How can one make a composition interesting?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Collaboration is strengthened as learners assess peers' compositions</li> <li>• Critical thinking and problem solving is promoted as the learner writes good compositions</li> </ul>				

<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner is equipped with good composition writing skills
<b>Values</b> <ul style="list-style-type: none"> <li>• Patriotism is imparted as the learner interacts with materials on the theme</li> <li>• Unity is cultivated as learners work together in group tasks</li> </ul>
<b>Link to other subjects</b> Languages such as German, Kiswahili and French emphasise the need for good writing skills for effective communication

### THEME 9.0: HEROES AND HEROINES: WORLD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>9.1 Listening and Speaking</b>	<b>9.1.1 Diphthongs and sentence stress  (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify words with the diphthongs /aʊ/ and /ʊə/ in a text,</li> <li>use emphatic stress in words to convey meanings,</li> <li>advocate the need for accurate pronunciation in oral communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• identify the diphthongs /aʊ/ as in <b>out</b>, <b>house</b> /ʊə/ as in <b>sure</b>, <b>cure</b>,</li> <li>• identify the stressed and unstressed words in a sentence,</li> <li>• read a passage featuring the diphthongs/aʊ/ and /ʊə/,</li> <li>• recite poems featuring the diphthongs/aʊ/ and /ʊə/,</li> <li>• underline words with the diphthongs from texts,</li> <li>• apply stress appropriately when reading a poem,</li> <li>• read the same sentence while placing</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to pronounce words correctly?</li> <li>2. How does stress help us to convey different meanings?</li> </ol>

			<p>stress on different words,</p> <ul style="list-style-type: none"> <li>• in groups, read aloud words with the diphthongs /<b>au</b>/ and /<b>uə</b>/ from flashcards,</li> <li>• use the dictionary to find more examples of words with the diphthongs,</li> <li>• recite a poem while distinguishing the stressed and unstressed words, make a recording and upload the video on You Tube, social media platforms or share it through the mobile phone.</li> </ul>	
<b>Core competencies to be developed</b> Effective communication is developed as the learner acquires proper pronunciation skills				
<b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion and patriotism are fostered as the learner interacts with material on the theme				
<b>Values</b> Respect and love are inculcated during the pronunciation drills as learners give each other feedback				
<b>Link to other subjects</b> Kiswahili and other languages such as French emphasise correct pronunciation of words				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>9.2 Reading</b>	<b>9.2.1 Extensive Reading (Grade Appropriate Fiction) (2 Lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>select a reading text from a collection of books or the library,</li> <li>read a text for information and enjoyment,</li> <li>appreciate the role of extensive reading in lifelong learning.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>watch a video clip on how to select a reading text,</li> <li>read a passage based on how to select a text,</li> <li>select a reading from a collection,</li> <li>preview a text to determine its suitability,</li> <li>skim through a text to obtain the gist,</li> <li>scan through a text to obtain specific information,</li> <li>read independently and silently,</li> <li>interpret what they read in their own way,</li> <li>infer meanings of unfamiliar vocabulary from the context,</li> <li>look up the meaning of unfamiliar words in the dictionary,</li> <li>outline the subjects addressed in the text,</li> <li>make notes on what has been read,</li> <li>discuss the topics of the texts with peers,</li> <li>explain why they find a particular text</li> </ul>	<ol style="list-style-type: none"> <li>How does reading widely help us learn better?</li> <li>What should one consider when choosing a reading text?</li> </ol>

			interesting, • write a book review of their favourite fictional text.	
<b>Core competencies to be developed</b> Learning to learn is developed as the learner reads fictional texts of their choice				
<b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is promoted as learners interact with texts about heroes				
<b>Values</b> Social justice and unity are promoted as learners take part in group activities				
<b>Link to other subjects</b> Social Studies exposes learners to materials about heroic individuals				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>9.3 Grammar In Use</b>	<b>9.3.1 Conjunctions: Correlative Conjunctions (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify correlative conjunctions in texts, b) use correlative conjunctions in sentences, c) appreciate use of	The learner is guided to: • identify correlative conjunctions such as - <b>either... or</b> - <b>neither...nor</b> - <b>both ... and</b> - <b>not only... but ...also</b> • read passages in which correlative conjunctions are used, • in pairs, search for sentences with	How do we join sentences?

		correlative conjunctions for effective communication.	correlative conjunctions from the internet, newspapers, books or magazines, <ul style="list-style-type: none"> <li>• form sentences using correlative conjunctions,</li> <li>• ask and answer questions using correlative conjunctions,</li> <li>• in groups, role play an event and use correlative conjunctions,</li> <li>• match correlative conjunctions in charts,</li> <li>• rewrite sentences using correlative conjunctions.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Self efficacy is enhanced as the learner practises using conjunctions through role playing</li> <li>• Effective communication is fostered as the learner uses conjunctions correctly in oral and written communication</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Critical thinking is promoted as the learner forms sentences using correlative conjunctions				
<b>Values</b> Respect is inculcated as the learner participates in group tasks				
<b>Link to other subjects</b> Kiswahili, French and German teach the correct use of conjunctions				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>9.4 Reading</b>	<b>9.4.1 Play: Style</b>	By the end of the sub strand, the learner should be able to: a) identify features of style used in a play, b) relate features of style to the meaning of a play, c) acknowledge the importance of stylistic features in literary appreciation.	The learner is guided to: <ul style="list-style-type: none"> <li>• read aloud excerpts of a play,</li> <li>• answer questions based on the excerpt,</li> <li>• highlight aspects of style such as <b>flashback, flash-forwards</b> and <b>personification</b> in a play,</li> <li>• discuss, in groups, the role of memories, dreams and a story within the story in a flashback,</li> <li>• analyse the features of style in relation to the meaning of a play,</li> <li>• in groups, role play some events in which the <b>flashback, flash forward</b> and <b>personification</b> feature in the play,</li> <li>• dramatise some of the events in a play and make video recordings,</li> <li>• engage in hot seating activities mirroring events and people in the play.</li> </ul>	Why do authors use flashback, flashforward and personification in plays?
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Digital literacy is promoted as the learner makes video recordings of peers dramatising some of the events in a play</li> <li>• Creativity and imagination is stimulated as the learner interacts with stylistic features in plays</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Critical thinking is enhanced as the learner engages in hot seating activities				

**Values**

Responsibility and unity are fostered as learners engage in role play and hot seating activities

**Link to other subjects**

The learner is also introduced to style in plays in Kiswahili.



<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>9.5 Writing</b>	<b>9.5.1 Narrative compositions</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the elements of a narrative composition, b) Uses the elements of a narrative composition in a story, c) appreciate the role of background information in the creation of credible stories.	The learner is guided to: <ul style="list-style-type: none"> <li>• read samples of <b>narrative compositions</b> from text books,</li> <li>• identify the introduction, body and conclusion of a sample composition,</li> <li>• brainstorm possible topics for narrative compositions,</li> <li>• tell a story from their own experiences,</li> <li>• plan a narrative composition,</li> <li>• write a narrative composition,</li> <li>• edit the composition,</li> <li>• revise the narrative composition,</li> <li>• read one another's composition and obtain feedback from peers,</li> <li>• make corrections to the narrative,</li> <li>• display the compositions in a gallery walk, class noticeboard or through social media.</li> </ul>	How should we organise our compositions?
<b>Core competencies to be developed</b> Creativity and imagination are stimulated as the learner writes a narrative composition				
<b>Pertinent and Contemporary Issues (PCIs)</b> Creative thinking is developed as the learner plans and writes a narrative composition				

**Values**

Love is inculcated as learners share their compositions and give each other feedback

**Link to other subjects**

Creative Arts requires good quality narrative composition skills in order to create compelling scripts

## THEME 10.0: SOCIAL AND MASS MEDIA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>10.1 Listening and Speaking</b>	<b>10.1.1 Impromptu Speeches</b>  (2 Lessons)	By the end of the sub strand the learner should be able to: a) outline the procedure for preparing for an impromptu speech, b) make an impromptu speech on a selected topic, c) acknowledge the importance of excellent presentation skills in speech delivery.	The learner is guided to: <ul style="list-style-type: none"> <li>search for the meaning of the term <i>impromptu speech</i> from the dictionary or the internet,</li> <li>listen to an impromptu speech made by the teacher,</li> <li>brainstorm on the procedure for preparing for an impromptu speech in small groups,</li> <li>make an impromptu speech on a topic related to social and mass media,</li> <li>record the speech, discuss its strengths and weaknesses in a plenary and suggest ways of improvement.</li> </ul>	<ol style="list-style-type: none"> <li>In what instances could one be called upon to make a speech without prior notice?</li> <li>What makes an impromptu speech effective?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Digital literacy is enhanced as the learner makes a recording of the speech</li> <li>Self-efficacy is achieved as the learner prepares and delivers impromptu speeches at short notice</li> <li>Collaboration is enhanced as the learner uses the plenary discussions to sharpen their communication skills</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Self-esteem is developed as the learner listens to and makes impromptu speeches				

**Values**

Responsibility is enhanced as the learner makes speeches on an issue like responsible use of social and mass media

**Link to other subjects**

- Social Studies addresses proper use of social and mass media
- Creative Arts tackles impromptu speech making

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10.2 Reading	10.2.1 Note Making  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify main points or ideas in an argumentative passage, b) make notes from an argumentative passage, c) value the importance of note making while reading for pleasure or academic purposes.	The learner is guided to: <ul style="list-style-type: none"> <li>practise, in groups, the <i>note-making</i> procedures such as <i>sq4r</i>,</li> <li>read argumentative passages based on the theme of social and mass media as well as health education,</li> <li>in groups, make notes on different health and media issues presented in any of the passages,</li> <li>graphically prepare charts using their notes,</li> <li>exchange the charts for peer review and correction,</li> <li>use the notes, in groups, to compose a poem or a song and present it in class.</li> </ul>	<ol style="list-style-type: none"> <li>In what situations could notes be made?</li> <li>Why is it important to make notes?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Learning to learn occurs as the learner reads and makes notes on argumentative passages</li> <li>Collaboration is enhanced as the learner works with peers to make notes and prepare charts</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner interacts with material related to argumentative essays				
<b>Values</b> Peace is enhanced as the learners engage in harmonious group and class tasks				

**Link to other subjects**

Kiswahili, indigenous languages and foreign languages expose learners to argumentative essays and note-making

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>10.3 Grammar in Use</b>	<b>10.3.1 Determiners: Numerals and Ordinals</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify numerals and ordinals used as determiners in a text, b) use numerals and ordinals as determiners in sentences, c) appreciate the need for well -formed sentences in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>search for ordinals such as <b>first, second, third</b> and numerals such as <b>one, two, three</b> from digital or non-digital sources,</li> <li>recite poems with numerals and ordinals as others listen and pick out the target determiners,</li> <li>in small groups, read short passages and underline numerals and ordinals used as determiners,</li> <li>mention objects in the school that could be modified using numerals and ordinals,</li> <li>construct sentences using numerals and ordinals,</li> <li>rewrite sentences replacing numerals with ordinals and vice versa.</li> </ul>	<ol style="list-style-type: none"> <li>How are quantities of nouns expressed?</li> <li>Why is it important to quantify nouns?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Self-efficacy is promoted as the learner correctly uses numerals and ordinals as determiners in communication</li> </ul>				

<ul style="list-style-type: none"> <li>Communication is improved as the learner constructs sentences using numerals and ordinals as determiners with peers</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is inculcated as the learner works with peers on numerals and ordinals
<b>Values</b> Unity is enhanced as the learner works with peers to construct sentences with numerals and ordinals as determiners
<b>Link to other subjects</b> <ul style="list-style-type: none"> <li>Numerals and ordinals are the main components of mathematics</li> <li>Computer Science, Business Studies, Integrated Science and Agriculture use numerals and ordinals in different concepts</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>10.4 Reading</b>	<b>10.4.1 Play: Project</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify simple props and costumes that create mood and atmosphere, b) present dramatised parts of a play to an audience,	The learner is guided to: <ul style="list-style-type: none"> <li>watch video clips on how to dramatise and record a section of a play,</li> <li>in groups select simple props and costumes that enhance performance,</li> <li>write the story charts and scripts to follow in the performance,</li> <li>rehearse with props and costumes,</li> <li>dramatise simple scenes for classmates while focusing on voice, gestures and</li> </ul>	1. How does an acted play differ from a written one? 2. What makes a performance successful?



		c) acknowledge the effectiveness of the performance in delivering the play's message.	<p>movements,</p> <ul style="list-style-type: none"> <li>• discuss how to use role play and mime in the performance,</li> <li>• give and receive feedback on the performance,</li> <li>• record the performance on a video or audio device.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Self efficacy is enhanced as the learner performs in front of an audience</li> <li>• Digital literacy is promoted as the learner interacts with digital devices to record performances</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Critical thinking is advanced as learners relate their performance to real life situations				
<b>Values</b> Respect is inculcated as learners collaboratively select simple props and costumes for the performance				
<b>Link to other subjects</b> Kiswahili emphasises the role of drama as a vehicle for promoting language proficiency				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>10.5 Writing</b>	<b>10.5.1 Filling Forms: Application Forms</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognize bursary and scholarship application forms from a list of forms, b) fill in bursary and scholarship application forms while adhering to conventions, c) value the importance of giving accurate and sufficient information in forms.	The learner is guided to: <ul style="list-style-type: none"> <li>in groups, collect <b>bursary</b> and <b>scholarship application</b> forms from digital and print sources,</li> <li>note down the common features of each type of the form,</li> <li>analyse, in groups, the type of data sought by different forms,</li> <li>fill in different forms that require data on issues such as social and mass media,</li> <li>share different filled in forms for peer observation and feedback,</li> <li>discuss as a plenary the importance of providing accurate data in forms,</li> <li>create a form in small groups.</li> </ul>	Why is it important to fill in all parts of a form?
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Self efficacy is promoted as the learner fills forms correctly</li> <li>Learning to learn is developed as the learner fills other types of forms</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Financial literacy is inculcated as the learner gives amounts, estimates, budgets and justification for bursary and scholarship applied for				

<b>Values</b> Integrity is instilled as the learner learns to give correct and accurate information about self in the form filling process
<b>Link to other subjects</b> Computer Science involves formulation of forms for various purposes

### THEME 11.0: INCOME GENERATING ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>11.1 Listening and Speaking</b>	<b>11.1.1 Conversation Skills: Job Interviews</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline preparations undertaken by an interviewer and interviewee before a job interview, b) ask and answer appropriate questions in mock job interviews, c) recognise excellent interview skills as a	The learner is guided to: <ul style="list-style-type: none"> <li>• watch an interview on a relevant topic like income generating activities,</li> <li>• brainstorm on the preparations undertaken by an interviewer and interviewee before a job interview,</li> <li>• in groups, search online and offline for possible questions that are commonly asked in a job interview and write them down,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you succeed in a job interview?</li> <li>2. Why is it important to prepare for a job interview?</li> </ol>

		positive step towards getting a job.	<ul style="list-style-type: none"> <li>• in pairs, role-play asking and answering questions in a mock job interview, and record the session electronically or as a written dialogue,</li> <li>• share the recorded interviews for peer review,</li> <li>• discuss how success in a job interview is a step towards generating income for the individual and the community.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Self-efficacy is enhanced as the learner communicates effectively by asking and answering questions in a mock interview</li> <li>• Collaboration is cultivated as the learners work together to review an interview and role play an interview session</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Financial literacy is enhanced as the learner links success in a job interview to income generation				
<b>Values</b> Integrity is inculcated as learners appreciate that getting a job depends on preparedness for an interview, excellent interview skills and providing truthful information				
<b>Link to other subjects</b> Business Studies and Pre-Technical and Pre-Career Education address issues of job interviews				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.2 Reading	11.2.1 Extensive Reading: Fiction (2 Lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between fiction and non-fiction reading materials, b) select and read grade appropriate fiction materials, c) keep a portfolio of the subject matter, d) appreciate the importance of reading fiction for exposure.	The learner is guided to: <ul style="list-style-type: none"> <li>research on the <i>differences between fiction and non-fiction materials</i> and give examples of each,</li> <li>read self-selected fiction materials and use a graphic organizer to write short summaries of the subject,</li> <li>in groups, make a readers' gallery by displaying the material read with a caption indicating its subject matter,</li> <li>take photos of their display and keep a soft and hard copy of the photo in their portfolio <b>or</b>,</li> <li>write a card with the title and the subject matter of the material read and keep it in their portfolio,</li> <li>discuss why reading fiction materials is important.</li> </ul>	<ol style="list-style-type: none"> <li>Which story books or plays have you read?</li> <li>What makes a book interesting?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Critical thinking and problem solving is cultivated as the learner researches from different sources the difference between fiction and non-fiction materials</li> <li>Digital Literacy is advanced as learners capture images of the readers galleries and keep them in their digital portfolio</li> </ul>				

<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <p>Critical thinking is nurtured as learners distinguish between fiction and non-fiction materials, and generate points to convince others to read the materials they themselves have read</p>
<p><b>Values</b></p> <p>Respect is upheld as learners recognise the value of each other's contribution in building the readers' gallery</p>
<p><b>Link to other subjects</b></p> <ul style="list-style-type: none"> <li>• Kiswahili and foreign languages emphasise the importance of a reading culture and discipline required in reading fiction materials in other languages</li> <li>• Creative Arts is promoted as learners read plays that could also be performed live on stage</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>11.3 Grammar in Use</b>	<b>11.3.1 Word Classes: Nouns</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify nouns formed from verbs and other nouns from a text, b) use nouns formed from verbs and other nouns in sentences, c) acknowledge the necessity of forming words from other word classes in the process of	The learner is guided to: <ul style="list-style-type: none"> <li>• read a print or non-print text and underline <b>nouns formed from verbs</b> and <b>other nouns</b>,</li> <li>• separate the root word from the suffixes, for example, <b>employment</b> – <b>employ</b> and <b>ment</b>,</li> <li>• search online or offline and compile a list of suffixes for forming nouns from verbs and other nouns,</li> <li>• play a language game involving one learner showing a flash card with a verb and the other forming a noun from it and</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words can be formed from others?</li> <li>2. What changes when a word is formed from another?</li> </ol>

		communication.	vice versa, <ul style="list-style-type: none"> <li>• in groups, use the suffixes to form nouns from verbs and other nouns and present them in print or digital tables,</li> <li>• construct sentences about income generating activities and environmental preservation using nouns formed from verbs and from other nouns,</li> <li>• explain why the knowledge of changing other words into nouns is helpful in communication.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Learning to learn is stimulated as the learner conducts online and offline search and compiles a list of suffixes for forming nouns from verbs and other nouns</li> <li>• Collaboration is fostered as the learner contributes meaningfully in group activities on word formation and sentence construction</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Environmental education is addressed as learners use nouns formed to create sentences that promote environmental conservation				
<b>Values</b> Love is cultivated as learners correct each other's words or sentences as they work in pairs and groups				
<b>Link to other subjects</b> Kiswahili and Foreign Languages have noun derivations in their content				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>11.4 Reading</b>	<b>11.4.1 Grade - appropriate Play: Lessons learnt (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify and illustrate the lessons learnt from a play, b) relate the lessons learnt to real life experiences, c) perceive plays as sources of life lessons and entertainment.	The learner is guided to: <ul style="list-style-type: none"> <li>search from online and offline sources for information on how to derive lessons from words and actions of characters,</li> <li>read different excerpts of a play,</li> <li>discuss lessons learnt and provide illustrations for each lesson identified.in pairs,</li> <li>analyse the lessons elicited by pairs and relate them to real life experiences,</li> <li>use graphic organisers to summarise the lessons learnt and present them in charts displayed on the wall for peer review,</li> <li>discuss the sections of a play that entertain and bring out lessons.</li> </ul>	<ol style="list-style-type: none"> <li>What lessons can one learn from a play?</li> <li>Which issues are addressed in the play?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Critical thinking is stimulated as learners read different excerpts of a play and elicit lessons learnt</li> <li>Collaboration is fostered as learners analyse the lessons elicited by pairs and relate them to real life experiences</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>Critical thinking is nurtured as learners analyse lessons identified in pairs and compile them</li> <li>Social Cohesion is enhanced as learners relate lessons learnt to experiences in the society</li> </ul>				



**Values**

Responsibility is inculcated as each learner looks for lessons from a play

**Link to other subjects**

- Kiswahili explores various issues in the play genre
- Religious Education addresses application of lessons from texts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.5 Writing	11.5.1 Mechanics of Writing – Spelling (2 Lessons)	By the end of the sub strand, the learner should be able to: a) spell words for effective communication, b) write common abbreviations in full, c) appreciate the importance of abbreviations in writing.	The learner is guided to: <ul style="list-style-type: none"> <li>watch demonstration clips and note the rules of <b>abbreviation</b> especially for the following: <ul style="list-style-type: none"> <li><b>titles</b>, for example, Mrs Juma</li> <li><b>time references</b>, for example, 7 a.m.</li> <li><b>organisations, technical words and company names</b>, for example, IEBC, ICU, KBC,</li> </ul> </li> <li>discuss the rules of abbreviation and present them in charts in groups,</li> <li>copy the lists of abbreviations from electronic or print sources respectively in pairs,</li> <li>write a paragraph on how to make savings from income generating activities containing words to be abbreviated,</li> <li>assess the correctness of the paragraph in groups.</li> </ul>	<ol style="list-style-type: none"> <li>What should you consider when splitting words at the end of a line?</li> <li>Which words do we normally abbreviate?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Learning to learn is fostered as the learner writes abbreviations correctly</li> </ul>				

<ul style="list-style-type: none"> <li>• Collaboration is enhanced as the learner interacts with peers to undertake different activities in groups</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Financial literacy is enhanced as the learner writes paragraphs on savings
<b>Values</b> <ul style="list-style-type: none"> <li>• Unity is enhanced as the learner collaborates in pairs and groups to present rules on abbreviation and splitting of words</li> <li>• Responsibility is nurtured as learners write passages on how to make savings from income generating activities</li> </ul>
<b>Link to other subjects</b> <ul style="list-style-type: none"> <li>• All other languages where abbreviations and spelling form a key point of learning</li> </ul>

## THEME 12.0: PERSONAL GROOMING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>12.1 Listening and Speaking</b>	<b>12.1.1 Listening to Respond: Expressing Feelings</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words and expressions used to describe their feelings towards a poem,	The learner is guided to: <ul style="list-style-type: none"> <li>• search digital and print sources for words and expressions used to <b>describe feelings towards a poem,</b></li> <li>• recite and record a poem emphasising words and expressions that reveal their feelings towards the poem,</li> </ul>	1. How can one express their feelings while reciting a poem? 2. Why is it important to

		b) express their feelings towards the subject matter of a poem, c) value the importance of poem recitation for effective communication.	<ul style="list-style-type: none"> <li>• watch a live or recorded poem on personal grooming and, in small groups, describe their feelings towards the subject matter of the poem,</li> <li>• in groups, recite selected poems and present their varied feelings towards each poem's subject matter in detail,</li> <li>• discuss, in plenary, the importance of reciting poems in with feeling.</li> </ul>	recite poems with feeling?
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Learning to learn occurs as the learner uses different words and expressions learnt to describe own feelings</li> <li>• Digital literacy is promoted as the learner uses technology to search for information and record recitations</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>• Personal hygiene is advanced as the learner watches or listens to recitations of poems on personal grooming</li> <li>• Responsibility is developed as the learner recites the poems assigned and expresses their feelings towards them</li> </ul>				
<b>Values</b> <ul style="list-style-type: none"> <li>• Unity is developed as learners recite and record poems emphasizing words and expressions that reveal their feelings towards the poem</li> </ul>				
<b>Link to other subjects</b> <ul style="list-style-type: none"> <li>• Listening to respond is addressed as a skill in Kiswahili, French, German and indigenous languages</li> <li>• Health Education and Home Science address personal grooming</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>12.2 Reading</b>	<b>12.2.1 Intensive Reading: Comprehension Strategies</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify clues in the passage from which conclusions can be drawn, b) infer information and meaning of words and expressions from a passage, c) summarise ideas in a passage, d) apply the skills of making inferences and drawing conclusions in independent reading.	The learner is guided to: <ul style="list-style-type: none"> <li>search for and read print and non-print passages on varied subjects like personal grooming,</li> <li>underline words, phrases or sentences that can serve as clues for <b>making inferences</b> or <b>drawing conclusions</b> as they read,</li> <li>in groups, use the clues to make inferences for information or meaning of vocabulary,</li> <li>read a passage on good grooming and summarise the ideas in the passage,</li> <li>present their summaries on charts and post them on the classroom noticeboard,</li> <li>participate in a gallery walk and review peers' summaries.</li> </ul>	<ol style="list-style-type: none"> <li>Why is it important to summarise information from a text?</li> <li>How can one draw conclusions from a text?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Critical thinking enhanced as the learner draws conclusions, make inferences and writes a summary</li> <li>Learning to happens as the learners take part in the gallery walk and review each other's work</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b>				

Human sexuality is addressed as learners summarise passages on personal grooming.

**Values**

Unity is enhanced as learners work in groups to summarise, display and review each other's work

**Link to other subjects**

- Comprehension strategies are learnt in Kiswahili, French, German and indigenous languages
- Integrated Science, Health Science and Agriculture handle experiments which require the skills of drawing conclusions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>12.3 Grammar in Use</b>	<b>12.3.1 Phrasal Verbs</b> <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify phrasal verbs formed from <b>break, hang, run</b> and <b>turn</b> in texts, b) use the given phrasal verbs in sentences of their own, c) value the importance of using phrasal verbs in spoken and written communication.	The learner is guided to: <ul style="list-style-type: none"> <li>search from digital and print sources for phrasal verbs formed from <b>break, hang, run</b> and <b>turn</b> and compile them in a word list,</li> <li>in small groups, search for the meanings of the phrasal verbs identified from print or non-print dictionaries,</li> <li>form phrasal verbs from the given verbs and use them to fill in tables and broken passages,</li> <li>using phrasal verbs, construct sentences based on personal grooming and health education and display the sentences in charts,</li> <li>post the charts in class and take a gallery walk assessing and reviewing the sentences,</li> <li>suggest examples of writing and speaking situations in which the given phrasal verbs could be used,</li> <li>sing songs with phrasal verbs on health education.</li> </ul>	<ol style="list-style-type: none"> <li>How are phrasal verbs different from other verbs?</li> <li>Why is it important to learn meanings of phrasal verbs?</li> </ol>

<b>Core competencies to be developed</b>
Self-efficacy is developed as learners gain competence in using phrasal verbs
<b>Pertinent and Contemporary Issues (PCIs)</b>
Effective communication is promoted as learners construct sentences on health matters using phrasal verbs
<b>Values</b>
Respect is emphasised as learners conduct a gallery walk assessing and correcting peers' sentences
<b>Link to other subjects</b>
Kiswahili, German, French indigenous languages teach phrasal verbs



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>12.4. Reading</b>	<b>12.4.1 Play: Characterisation</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline the clues for identifying traits of different characters in a play, b) use the clues to describe the characters in a play, c) appreciate the role of characterisation in determining virtues and vices in the society.	The learner is guided to: <ul style="list-style-type: none"> <li>search from digital and print sources for clues in a play that one can use to identify a character trait, for example; what the character does or says; or what is said about a character,</li> <li>brainstorm on the words and phrases used to describe characters and make a phrase book,</li> <li>in groups, watch video clips or read sections of a play and identify the clues used to describe the traits of a character,</li> <li>in groups, use the clues to assign character traits and display them in a gallery in form of character maps, webbing tools or clusters for peer review,</li> <li>play characterisation games</li> </ul>	<ol style="list-style-type: none"> <li>Which words or expressions can you use to describe one's character?</li> <li>Why is characterisation important?</li> </ol>

			<p>that help to summarise traits of all characters,</p> <ul style="list-style-type: none"> <li>• dramatise a section of a play to highlight traits of some characters,</li> <li>• role play different characters in hot seating.</li> </ul>	
<b>Core competencies to be developed</b> Digital literacy is promoted as the learner manipulates digital tools while watching videos on the sections of a play				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>• Critical thinking is advanced as learners use clues to assign traits to different characters</li> <li>• Problem solving is developed as learners help make improvements as they review peers' descriptions of characters</li> </ul>				
<b>Values</b> Responsibility is enhanced as learners do their part in role playing the characters in a play				
<b>Link to other subjects</b> Kiswahili and Performing Arts feature dramatization				

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>12.5 Writing</b>	<b>12.5.1 The Writing Process</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) outline the different stages of the writing process, b) apply the writing process in creating a dialogue on a relevant theme, c) emphasise the importance of each of the stages in the writing process in crafting flawless dialogues.	Learner should be guided to: <ul style="list-style-type: none"> <li>• read on the following steps of the writing process: pre-writing, drafting, editing, revising and publishing,</li> <li>• in groups, discuss the different tasks involved in each stage of the writing process,</li> <li>• brainstorm on different topics related to personal grooming, respect and life skills,</li> <li>• individually, select one topic and write a dialogue adhering to the writing process,</li> <li>• share the dialogues and assess and correct each other's work,</li> <li>• in pairs, dramatise selected dialogues as the others watch and record or note the strengths and weaknesses,</li> <li>• suggest ways of improving dialogues written by peers.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you plan your writing?</li> <li>2. Why is it important to learn dialogue writing?</li> </ol>
<b>Core competencies to be developed</b>				
Problem solving is enhanced as learners identify and correct weaknesses in their peers' dialogues				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Health education is enhanced as learners generate topics on personal grooming for dialogue writing				

**Values**

Respect is addressed as learners brainstorm on topics related to respect and develop dialogues on the same

**Link to other subjects**

- Kiswahili, Arabic, French, Mandarin, German and indigenous languages teach the writing process
- The writing process is also addressed in Performance Arts during the scripting of plays, poems and songs

### THEME 13.0: SEA TRAVEL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>13.1 Listening and Speaking</b>	<b>13.1.1 Extensive Listening: Speeches</b> <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the issue addressed by the different speeches listened to, b) take notes on the points made by the different speakers on the issue, c) acknowledge the importance of getting information from varied sources.	The learner is guided to: <ul style="list-style-type: none"> <li>• search online and offline for varied speeches on an issue of interest and listen to them for enjoyment and general information,</li> <li>• listen to selected speeches on a specific issue such as sea travel played out or read out and <i>identify the issue</i> addressed by the different speeches,</li> <li>• in plenary, share the common theme identified to gain consensus,</li> <li>• listen to the speeches again and, in pairs, <i>take notes</i> on the points from each of the speeches,</li> <li>• in groups, compare the notes taken by different pairs and compile the recurrent points,</li> <li>• use the points noted from the speeches to write and make a</li> </ul>	How can you ensure that you remember what you hear from a speech?

			<p>speech on the same theme,</p> <ul style="list-style-type: none"> <li>• record and share their speeches on the class vlog or other social media,</li> <li>• discuss the benefits of listening to different speeches on the same subject.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>• Citizenship is promoted as the learner listens to and makes a speech on sea travel</li> <li>• Digital literacy is enhanced as the learner searches for speeches online</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Citizenship education is fostered as the learner listens to and makes notes on speeches on sea travel				
<b>Values</b> Respect is inculcated as the learners respectfully assess each other's points as they compile them				
<b>Link to other subjects</b> Listening to different speeches enhances mastery of all languages				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>13.2 Reading</b>	<b>13.2.1 Intensive Reading: Visualising and Summarising (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify mental images created from a read passage, b) summarise what a paragraph and the passage are about, c) appreciate the role of visualising and summarising in enhancing understanding of a text.	The learner is guided to: <ul style="list-style-type: none"> <li>• search from print and electronic sources and list down the sensory words and expressions used to create mental images in a text,</li> <li>• read a passage on an interesting issue like sea travel and, in pairs, pick out the sensory words or expressions and the mental images they create in a reader,</li> <li>• in groups fill in templates requiring key ideas from the text or parts of the text and display the templates on the wall,</li> <li>• read a text on current issues such as responsible sea travel and identify the main ideas in a paragraph or a passage,</li> <li>• summarise the ideas in own words in charts and share for peer review,</li> <li>• brainstorm on how visualising and summarising aid in comprehension of a passage.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words or expressions appeal to the five senses?</li> <li>2. Why is it important to make a relevant summary of a text?</li> </ol>
<b>Core Competencies to be developed</b> Self-efficacy is achieved as learners write summaries of passages related to sea travel				

<b>Pertinent and Contemporary Issues (PCIs)</b> Critical thinking is stimulated as learners evaluate the importance of visualising in enhancing comprehension of a passage
<b>Values</b> Responsibility is fostered as learners read passages on responsible sea travel
<b>Link to other subjects</b> Visualising is a comprehension strategy that enables the learners to generate pictorials from a passage

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>13.3 Grammar in Use</b>	<b>13.3.1 Sentences: Complex Sentences</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify subordinating conjunctions in sentences, b) construct complex sentences using subordinating conjunctions learnt, c) correct disjointed	The learner is guided to: <ul style="list-style-type: none"> <li>• pick out subordinating conjunctions from a passage,</li> <li>• in groups, use the subordinating conjunctions to make sentences and display them on a chart,</li> <li>• in pairs, underline and label main and subordinate clauses in the sentences on the chart,</li> <li>• join pairs of sentences using subordinating conjunctions</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the role of conjunctions in sentences?</li> <li>2. How can one differentiate between a simple sentence and a complex sentence?</li> </ol>



		sentences using the rule of subordinating conjunctions.	<p>presented in completion and substitution tables,</p> <ul style="list-style-type: none"> <li>• practise punctuating complex sentences on current issues such as global sea travel,</li> <li>• review each other's sentences by changing them into well-formed complex sentences.</li> </ul>	
<b>Core competencies to be developed</b> Collaboration is enhanced as the learners work in groups make sentences using subordinating conjunctions then display them on a chart				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as learners improve sentence construction skills				
<b>Values</b> Unity is enhanced as the learners make and label sentences in groups				
<b>Link to other subjects</b> Kiswahili, German, French and indigenous languages expose learners to complex sentences				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>13.4 Reading</b>	<b>13.4.1 Grade-appropriate Play: Style (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the styles of humour and monologue in a play, b) dramatise instances of humour and monologue in a play, c) acknowledge the role of humour and monologue in enriching a literary work.	The learner is guided to: <ul style="list-style-type: none"> <li>search for examples of humour and monologue from print and non print sources and read them aloud or re-enact them in pairs,</li> <li>in groups, <i>identify and illustrate humour and monologue</i> in the grade-appropriate play and display them in a graphic organiser,</li> <li>watch or read episodes of the grade-appropriate play containing humour and monologue,</li> <li>dramatise the episodes in groups and record themselves,</li> <li>use humour and monologue in created contexts,</li> <li>discuss how humour and monologue make a play interesting and pass its message effectively.</li> </ul>	<ol style="list-style-type: none"> <li>What is the role of humour in a play?</li> <li>Which programmes on radio or television do you find amusing?</li> </ol>
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Digital literacy is enhanced as learners use digital tools to record dramatised sections of the text</li> <li>Creativity and imagination is enhanced as learners identify and illustrate instances of monologue and humour</li> </ul>				

**Pertinent and Contemporary Issues (PCIs)**

Effective Communication is enhanced as learners discuss how monologue and humour help in delivering messages

**Values**

Love is fostered as learners work together as they dramatise examples of humour and monologue found from print and non-print sources

**Link to other subjects**

- Humour and monologue are common stylistic techniques in drama
- Literary texts in different languages use humor and monologue

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.5 Writing	13.5.1 <b>Creative Writing: Idioms</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of given idioms in different contexts, b) use a variety of idioms in writing narrative compositions, c) encourage peers to use idioms appropriately in speech and writing.	The learner is guided to: <ul style="list-style-type: none"> <li>• use the print and digital dictionaries to find the meaning of the following <i>idioms</i> and present them in a graphic organizer: <ul style="list-style-type: none"> <li>- <i>peace of mind</i></li> <li>- <i>bury the hatchet</i></li> <li>- <i>sit on the fence</i></li> <li>- <i>with open arms</i></li> <li>- <i>burning bridges</i></li> <li>- <i>follow in someone's footsteps, monkey business</i></li> <li>- <i>adding insult to injury</i></li> </ul> </li> <li>• in groups, fill sentence gaps with the most appropriate idioms,</li> <li>• play language games where one shows an idiom on a flash card and the other makes a sentence with it,</li> <li>• read short narrative essays on sea travel containing most of the given idioms,</li> <li>• write a narrative composition using the given idioms,</li> <li>• in groups scan through compositions of each member and create a checklist of idioms used</li> </ul>	<ol style="list-style-type: none"> <li>1. What are idioms?</li> <li>2. Which idioms are you familiar with?</li> </ol>

			<ul style="list-style-type: none"> <li>tallying them to find out the most popular,</li> <li>discuss the importance of using idioms in written and spoken language.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>Imagination is enhanced as the learners write a narrative composition using the given idioms</li> <li>Digital literacy is enhanced as the learners use digital tools to check meanings of idioms from digital dictionaries</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Creativity is cultivated as learners create narratives and use idioms in them				
<b>Values</b> <ul style="list-style-type: none"> <li>Respect is cultivated as the learners sensitively scan each other's compositions for idioms</li> <li>Responsibility is inculcated as learners undertake tasks assigned on searching for idioms and presenting them in sentences</li> </ul>				
<b>Link to other subjects</b> Kiswahili and indigenous languages are rich in idiomatic expressions				

#### THEME 14.0: SPORTS – WORLD CUP (FOOTBALL)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>14.1 Listening and Speaking</b>	<b>14.1.1 Intonation in sentences- Question tags (2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) write the correct form of question tags in sentences</li> <li>b) apply question tags</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>listen to a recording or watch a video on the world cup in which the speakers use question tags and correct sentence intonation</li> <li>in pairs, practice reading out sentences with question tags using</li> </ul>	<ol style="list-style-type: none"> <li>How can we improve our speaking skills?</li> <li>Why do we use question tags in speech?</li> </ol>

		<p>appropriately in communication</p> <p>c) compose sentences using question tags correctly</p> <p>d) appreciate the importance of question tags and correct intonation in communication</p>	<p>the correct intonation</p> <ul style="list-style-type: none"> <li>• match affirmative and negative sentences to question tags provided in a list</li> <li>• complete fill-in exercises with the correct question tags</li> <li>• work in small groups to compose and write down sentences that end in question tags</li> <li>• write the sentences generated on large papers and post them on the class notice board</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital literacy</b> is enhanced as learners use digital devices to listen to a recording or watch a video on the world cup on question tags and intonations.</li> <li>• <b>Self-efficacy</b> is promoted as learners gain confidence to use question tags correctly in speech practice</li> <li>• <b>Communication and collaboration</b> is enhanced as learners work in pairs to compose and write down sentences that end in question tags</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• <b>Effective communication</b> is enhanced as learners improve their knowledge of the correct use of question tags</li> <li>• <b>Creative thinking</b> is promoted as learners compose sentences and question tags</li> <li>• <b>Safety and security</b> is promoted as learners interact with materials on safety and security in sporting activities</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Unity</b> is enhanced as learners work together to compose sentences in small groups</li> <li>• <b>Peace</b> is promoted as learners learn about the place of sports in promoting peace in the world</li> </ul>				

**Links to other subjects:**

- All languages emphasise on good sentence intonation
- Physical Education and Sports covers topics related to football and the world cup

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>14.2 Reading</b>	<b>14.2.1 Summarising: argumentative texts</b>  <b>(grade appropriate text)</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) pick out the main points discussed in a text b) organise an outline of points into a coherent whole c) summarise a text correctly in their own words d) realise the importance of good summary writing skills in writing	The learner is guided to: <ul style="list-style-type: none"> <li>• read argumentative texts based on the world cup from a book or using a digital device</li> <li>• select the main idea</li> <li>• outline the supporting points from the text</li> <li>• write an initial summary of this information</li> <li>• revise the written text for clarity.</li> <li>• in groups, search the internet for more examples of reading passages and practice summarising them</li> <li>• search for facts, dates, and important personalities related to football-world cup and share the information on the school notice board.</li> </ul>	1. How do we write summaries? 2. Why should we learn good summary writing skills?



**Core competencies to be developed:**

- Digital literacy is promoted as learners use digital devices to search for reading material online
- Communication and collaboration is promoted as learners improve their writing skills by writing summaries
- Critical thinking and problem solving is enhanced as learners interact with material for good summary writing skills

**Values:**

- Unity is promoted as learners work together to compose sentences
- Peace is enhanced as learners get learn about the ability of sports to promote peace in the world

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

- Effective communication is enhanced as learners improve summarising skills
- Creative thinking is enhanced as learners summarise texts
- Safety and security is promoted as learners interact with material on safety and security in sporting activities

**Links to other subjects:**

- All subjects require good summary writing skills

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>14.3 Grammar in use</b>	<b>14.3.1 Sentences-Direct and Indirect Speech</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate between direct and indirect speech b) convert direct speech into indirect speech c) use the correct punctuation marks in direct speech d) apply direct and indirect speech correctly in communication	The learner is guided to: <ul style="list-style-type: none"> <li>• read provided sentences or paragraphs to learn how direct and indirect speech appear in writing</li> <li>• convert sentences written in direct speech into indirect speech and vice versa</li> <li>• insert the correct punctuation marks in sentences to mark direct speech</li> <li>• work in pairs to rewrite reported questions</li> <li>• work in pairs to compose sentences in direct and indirect speech</li> </ul>	How do we report what others have said?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration is enhanced as learners work together to complete exercises</li> <li>• Self-efficacy is enhanced as learners gain confidence to write direct and indirect speech correctly in communication</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility is promoted as learners work in pairs to compose sentences in direct and indirect speech</li> </ul>				

**Pertinent and Contemporary Issues (PCIs)**

- Problem solving is enhanced as learners work together to covert sentences from direct to indirect speech and vice versa

**Links to other subjects:**

- All languages teach the use of correct punctuation to mark direct or indirect speech

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>14.4 Reading</b>	<b>14.4.1 Intensive Reading: Play-Relating to real life</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the characters in a play b) discuss the various themes in a play c) relate the characters and themes to real life d) participate in a stage performance of a play e) appreciate the beauty of performance of a literary text	The learner is guided to: <ul style="list-style-type: none"><li>• read a prescribed play</li><li>• identify the characters in a play in pairs</li><li>• share out the roles of the various characters in a play</li><li>• discuss the themes that are evident in the play</li><li>• watch short videos of plays to learn how actors present themselves on stage</li><li>• memorise the words of the assigned characters</li><li>• work in groups to rehearse the</li></ul>	<ol style="list-style-type: none"><li>1. What makes plays interesting?</li><li>2. Why is it important for an actor to pronounce words correctly and speak audibly in a performance?</li></ol>

			words and actions of the characters <ul style="list-style-type: none"> <li>• discuss the appropriate costume for each character</li> <li>• use a digital device to search the internet for information on the qualities of a good actor</li> <li>• perform a play for the school audience</li> <li>• use a digital device to record the performance</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration is enhanced as learners work together to rehearse and stage a play</li> <li>• Self-efficacy is enhanced as learners gain confidence to perform in a play</li> <li>• Learning to learn is enhanced as learners seek knowledge on the qualities of a good performer</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity is promoted as learners work together to stage a play</li> <li>• Responsibility is promoted as learners ensure that they rehearse adequately for their roles in a play</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>• Effective communication is enhanced as learners pronounce words correctly for communication</li> <li>• Problem solving is enhanced as learners work together to share out roles and stage a play</li> </ul>				
<b>Links to other subjects:</b> <ul style="list-style-type: none"> <li>• Performing arts teaches the qualities of a good performance</li> </ul>				

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>14.5 Writing</b>	<b>14.5.1 Descriptive writing</b> <b>(280 – 320 words)</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) use the correct writing process to write a composition b) spell words correctly in composition writing c) apply the five senses in writing descriptive compositions d) display creativity and imagination in composition writing e) recognise the importance of creativity in writing	The learner is guided to: <ul style="list-style-type: none"> <li>• write sentences that describe things in the classroom using the five senses</li> <li>• write a composition on a topic related to the world cup</li> <li>• in small groups, engage in relay writing and share the final product with the rest of the class</li> <li>• read a short excerpt of writing on the world cup from a selected writer or a writer they admire and try to write a composition, in their own words, but using the style or words learnt from the writer</li> <li>• look at a set of pictures or items on the world cup provided by the teacher and write a descriptive composition based on these items</li> <li>• rewrite a famous story in their own words</li> <li>• in pairs, write short paragraphs describing an item and have the</li> </ul>	1. What makes a story creative? 2. Which words do we use to describe our different senses?

			<ul style="list-style-type: none"> <li>other person guess what the item is</li> <li>share the best creative compositions on the school notice board or the school website</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Creativity and imagination is enhanced as learners write creative compositions</li> <li>Digital literacy is enhanced as learners share their compositions on the school website</li> <li>Communication and collaboration is achieved as learners engage in relay writing</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Unity is promoted as learners work together to write group compositions</li> <li><b>Responsibility</b> is enhanced as learners ensure that their part in the relay composition is well written</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>Creative thinking is promoted as learners compose descriptive compositions</li> </ul>				
<b>Links to other subjects:</b> All languages emphasise on good composition writing skills				

## THEME 15.0: TOURIST ATTRACTION SITES- WORLD

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>15.1 Listening and speaking</b>	<b>15.1.1 Oral Reports- News (role play)</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) read a short report within a specified number of minutes b) analyse a recorded grade appropriate oral news report c) apply the features of oral presentations for effective communication d) appreciate the importance of fluency in News report.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a recorded grade appropriate news report on tourist attraction sites in the world</li> <li>• brainstorm in groups on importance of body language in reading an oral report.</li> <li>• dramatize reading news reports on world tourist attraction sites</li> <li>• practice timed reading in pairs and small groups.</li> <li>• practice reciting famous speeches</li> <li>• in pairs or small groups prepare and present (role play) short news reports on tourist attraction sites in the world</li> <li>• listen and critic others as they orally present reports.</li> </ul>	<ol style="list-style-type: none"> <li>1. Who is your favourite News presenter and why?</li> <li>2. What is an oral report?</li> <li>3. When are you required to present an oral report?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital Literacy is enhanced as they watch and listen to audio visual recordings of News oral reports.</li> <li>• Communication and collaboration is enhanced as they work in pairs and groups.</li> </ul>				

<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect is enhanced as learners listen and critic others as the orally present reports</li> <li>• Love is promoted as learners listen and record others speeches</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is promoted as learners orally present news reports
<b>Links to other subjects:</b> Other subject also require oral presentation of reports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>15.2 Reading</b>	<b>15.2.1 Reading Fluency</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) preview a text while ignoring unknown words, b) make predictions about the characters, events and the message in a given text, c) skim a text to get the gist, d) scan a text to obtain specific information e) advocate the role of reading fluency in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch videos of a text being read,</li> <li>• read the title, blurb of a text in pairs,</li> <li>• read the first line of a paragraph or chapter to establish the subject,</li> <li>• look for specific details from a text such as title, a word, a phrase in pairs,</li> <li>• practise ignoring unknown words while reading,</li> <li>• practise timed reading in groups with fluency,</li> <li>• read a text on tourist attraction sites in the world at the right speed,</li> </ul>	1. How can you tell if a text is appropriate for reading?  2. Why should one read a text fluently?



			<ul style="list-style-type: none"> <li>• pronounce words and sounds accurately,</li> <li>• display the right emotions and feelings when reading a text,</li> <li>• record a text such as a poem, a story or newspaper article and save the recording in a digital device.</li> </ul>	
<b>Core competencies to be developed:</b> Communication and collaboration is fostered as the learner develops reading fluency				
<b>Pertinent and contemporary issues (PCIs)</b> <ul style="list-style-type: none"> <li>• Effective communication is promoted as the learner develops reading fluency</li> <li>• Citizenship is enhanced as the learner reads texts on various tourist attraction sites around the world</li> </ul>				
<b>Values</b> Responsibility is nurtured as the learner makes a recording of text being read in pairs or groups.				
<b>Link to other subjects</b> Social Studies, Kiswahili, Arabic and Chinese encourage reading fluency				

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>15.3 Grammar in use</b>	<b>15.3.1 Sentences-</b> <b>15.3.1.1 Imperative – commands, requests</b> <b>15.3.1.2 Exclamatory</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify instances where the two types of sentences are used correctly in printed handouts or online texts b) punctuate given texts by use of the appropriate punctuation marks c) appreciate the use of exclamatory and imperative sentences in spoken language.	The learner is guided to: <ul style="list-style-type: none"> <li>orally list the kinds of rules that they would want implemented in their school,</li> <li>identify and label sentence types in a given text,</li> <li>construct imperative sentences as they respond to teacher’s questions,</li> <li>in pairs, construct exclamatory sentences based on one of the characters in a text .</li> </ul>	1. When do you use an exclamatory or an imperative sentence in school? 2. How do you decide whether to use an exclamation mark or a period at the end of a sentence
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Digital literacy is promoted as learners identify target sentences from recorded texts</li> <li>Learning to learn is enhanced as learners appreciate the comparison captured in different texts</li> </ul>				
<b>Values:</b> Social justice is enhanced as learners compare societal issues through discussing rules in school				

<b>Pertinent and Contemporary Issues (PCIs)</b>
Problem solving as learners work in pairs/groups to construct exclamatory sentences
<b>Links to other subjects:</b>
Other languages like Kiswahili and foreign languages as they all require the use of variety of sentence types in communication

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>15.4 Reading</b>	<b>15.4.1 Intensive reading: Poems</b> <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) explain why it is important to relate ideas learnt in poems to real life b) relate ideas in poems on tourist attraction sites to real life c) acknowledge the need to relate ideas in poems to real life.	The learner is guided to: <ul style="list-style-type: none"> <li>• read given grade appropriate on poems about tourist attraction sites (world) for enjoyment</li> <li>• discuss the meaning of the poems in groups</li> <li>• pick out the key ideas in the poems</li> <li>• in groups, relate the ideas in the poem with real life experiences,</li> <li>• discuss the importance of relating ideas in poems to real life experiences.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to relate ideas read in works of art to real life?</li> <li>2. What is the role of poems in the society?</li> </ol>
<b>Core competencies to be developed:</b> Critical thinking and problem solving as learners read poems and relate the ideas in the poem to real life.				
<b>Pertinent and Contemporary Issues (PCIs)</b> <ul style="list-style-type: none"> <li>• Life Skills (Effective communication) as learners discuss the meaning of the selected poems in groups.</li> <li>• Education for Sustainable Development as learners read given grade appropriate on tourist attraction sites (world)</li> </ul>				
<b>Values:</b> Patriotism is enhanced as learners read poems on tourist attraction sites				

**Links to other subjects:**

Poetry is a genre in the creative arts

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcome</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>15.5 Writing</b>	<b>15.5.1 Emails (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the key elements of an email b) apply the elements in writing an email. c) appreciate the importance of writing emails.	The learner is guided to: <ul style="list-style-type: none"> <li>• write emails based on tourist attraction sites to peers</li> <li>• in pairs, exchange emails written to their friends</li> <li>• identify the parts of an email in their partner's work by underlining the elements</li> <li>• learners to rework their emails to include any elements that were missing.</li> <li>• display some of the emails on the talking walls</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we write emails?</li> <li>2. What is the difference between emails and letters?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration is enhanced as they share and critique each other's emails.</li> <li>• Digital Literacy is enhanced as learners exchange emails to their friends</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Love is enhanced as the learner reads and critiques others reports.</li> <li>• Unity is enhanced as the learner works in pairs to accomplish tasks</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Safety and security is promoted as the learner uses the internet responsibly when composing and sharing emails				
<b>Links to other subjects:</b> <ul style="list-style-type: none"> <li>• The learner is able to relate the concept of E-mails to contexts of learning experiences in other subjects like computer studies.</li> </ul>				

<b>STRAND</b>	<b>SUB STRAND</b>	<b>LEVEL INDICATOR</b>	<b>EXCEEDING EXPECTATION</b>	<b>MEETING EXPECTATION</b>	<b>APPROACHING EXPECTATION</b>	<b>BELOW EXPECTATION</b>
Listening	Selective listening (listening for main idea, details, information) Extensive listening (listening for pleasure, for general idea)	Ability to select main ideas, details and general idea from listening	Selects main ideas, details and general information from listening texts in varied contexts.	Selects main ideas, details and general information from listening texts.	Selects only main ideas but leaves out details from listening text	Selects only general ideas from listening contexts.
Speaking	Pronunciation (stress, intonation, articulation of vowel and consonant sounds)	Ability to use stress, intonation and articulates vowel and consonant sound to convey meaning correctly	Uses stress, intonation and articulates vowel and consonant sounds extensively to convey meaning correctly.	Uses stress, intonation and articulates vowel and consonant sounds to convey meaning correctly.	Occasionally uses stress, intonation and articulates some vowel and consonant sounds to convey meaning.	Hardly uses stress, intonation but occasionally articulate some vowel and consonant sounds.
	Use of polite language (polite expressions,	Ability to use polite expressions, turn-taking and	Uses polite expressions, turn taking and courteous	Uses polite expressions, turn taking courteously interrupts in	Occasionally uses polite expressions, turn taking and courteous	Hardly uses polite expressions, turn taking and courteous

	etiquette, turn-taking, courteous interruption)	courteous interruption in conversations.	interruption extensively in conversations.	conversations	interruption in conversations.	interruption in conversations.
	Oral presentation (performance of narratives, interviews, conversation skills)	Ability to makes oral presentations, perform narratives and participate in interviews	Intensively makes oral presentations, exceptionally performs narratives and participates in interviews	Makes oral presentations, performs narratives and participates in interviews	Makes oral presentations, performs narratives but does not participate in interviews.	Hardly makes oral presentations, performs narratives and participates in interviews.
Reading	Fluency (speed, accuracy and expression)	Ability to read 100 words per minute, accurately and with expressions.	Reads 100 words per minute in varied texts, accurately and with expressions Pauses are natural and has a native-speaker like tendencies	Reads 100 words per minute, accurately and with expressions.	Reads 50 words per minute with hesitations. Lacks expressions.	Reads less than 30 words per minute with difficulty and without expressions.
	Reading comprehension (for meaning, for inference, for details, comprehension strategies)	Ability to read for meaning, details and makes inferences	Reads for meaning, details and makes inferences from varied texts	Reads for meaning, details and makes inferences.	Reads for meaning and details but does not make inferences.	Reads only for meaning but not details and does not make references.
	Interpretive reading	Ability to analyse, poems,	Analyses poems, class reader.	Analyses poems, class reader	Analyses poems, class reader that	Analyses only poems, class



	(Analysing poems and class reader character traits)	class reader	Evaluates attitude of the speaker and brings out mood in varied texts		have been practised.	reader with visuals.
Grammar	Word classes (Nouns, Pronouns, Verbs, Adjectives, Conjunctions)	Ability to use words classes in texts for information	Uses a variety of words classes in texts for information	Uses words classes in texts for information	Uses some words classes in texts for information	Uses words classes in texts for information with assistance
	Tenses (Present, Past)	Ability to apply tenses in texts for comprehension	applies tenses in texts for comprehension in a variety of contexts	applies tenses in texts for comprehension	applies some tenses in texts for comprehension	applies tenses in texts for comprehension with assistance
	Sentences (Simple, Affirmative, Negatives)	Ability to write sentences (Simple, Affirmative, Negatives)	Writes varied sentences (Simple, Affirmative, Negatives)	writes sentences (Simple, Affirmative, Negatives)	writes some sentences (Simple, Affirmative, Negatives)	writes sentences (Simple, Affirmative, Negatives) with assistance
Writing	Handwriting					
	Mechanics of writing (capitalization, commas, full stop, paragraphing)	Ability to apply mechanics of writing (capitalization, commas, full stop,	Applies mechanics of writing with precision in varied contexts	Applies mechanics of writing for information	Applies some mechanics of writing leaving out minor details	Applies mechanics of writing leaving out critical details

		paragraphing)				
	Types of writing (narrative, descriptive, friendly letters, posters and notices) Organisation	Ability to compose narrative, descriptive, friendly letters, posters and notices information	composes narrative, descriptive, friendly letters, posters and notices information creatively	composes narrative, descriptive, friendly letters, posters and notices information	composes narrative, descriptive, friendly letters, posters and notices information but leaves out some details	compose narrative, descriptive, friendly letters, posters and notices information with assistance

## **GUIDELINES FOR INTEGRATING CSL AT JUNIOR SCHOOL**

### **Guidelines for Grade 9 Community Service-Learning Project**

#### **Introduction**

In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<p><b>Problem Identification</b>  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>  Learners create an intervention to address the challenge identified.</p>
Milestone 3	<p><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</p>
Milestone 4	<p><b>Implementation</b>  The learners execute the project and keep evidence of work done.</p>

Milestone 5	<b>Showcasing /Exhibition and Report Writing</b> 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	<b>Reflection</b> 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 group projects will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

## **APPENDIX: SUGGESTED METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

### **SUGGESTED ASSESSMENT METHODS**

<b>Listening and Speaking</b>	<b>Reading</b>	<b>Grammar in Use</b>	<b>Writing Skills</b>
<ul style="list-style-type: none"> <li>• Oral reading or dictation recitations</li> <li>• Role play</li> <li>• Debates</li> <li>• Oral interviews</li> <li>• Dialogues</li> <li>• Oral discussions</li> <li>• Oral presentations</li> <li>• Public speaking</li> <li>• Peer assessment</li> <li>• Self-assessment and standardized listening assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Dictation</li> <li>• Oral interviews</li> <li>• Question and answer</li> <li>• Learner summaries of what they read</li> <li>• Learner journals</li> <li>• Learner portfolios</li> <li>• Peer assessment</li> <li>• Self-assessment and standardized reading assessments</li> <li>• Keeping a record of books read</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice tasks</li> <li>• Discrimination</li> <li>• Gap-filling</li> <li>• Short-answer</li> <li>• Dialogue-complétion, information gap</li> <li>• Role Play</li> <li>• Simulation</li> <li>• Matching tasks</li> <li>• Substitution tables</li> <li>• Word games</li> <li>• Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Learner journals</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Portfolio</li> <li>• Dictation</li> <li>• Standardized writing assessment</li> </ul>

<b>SUGGESTED LEARNING RESOURCES</b>	
Non-digital	Digital

<ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Posters</li> <li>• Models</li> <li>• Workbooks</li> <li>• Manilla papers</li> <li>• Word trees</li> <li>• Storybooks</li> <li>• Poetry books</li> <li>• Pictures and photographs</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Junior Encyclopaedia</li> <li>• Journals</li> <li>• Course books</li> <li>• Diorama</li> <li>• Flash cards</li> <li>• Word wheels</li> <li>• Word puzzles</li> <li>• Code words</li> <li>• Charts and realia</li> </ul>	<ul style="list-style-type: none"> <li>• Digital course books</li> <li>• Games</li> <li>• Songs</li> <li>• Digital story books</li> <li>• Pictures and photographs</li> <li>• Journals</li> <li>• Electronic and digital devices</li> <li>• Electronic or online dictionaries</li> <li>• Flash cards</li> <li>• Charts</li> <li>• Video clips</li> <li>• Audio-visual resources</li> <li>• Other web resources</li> </ul>
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### **SUGGESTED NON-FORMAL ACTIVITIES**

<b>Listening and Speaking</b>	<b>Reading</b>	<b>Grammar in Use</b>	<b>Writing Skills</b>
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<ul style="list-style-type: none"> <li>• Participation in poetry recitations during music and drama festivals</li> <li>• Interclass or club debating contests</li> <li>• Improve vocabulary, speech and values through Christian union, Catholic Action, Muslim, Hindu associations</li> <li>• Come up with speeches and deliver them during prize giving days, school assembly, extravaganzas among others, to enhance fluency.</li> <li>• Participate in music festivals to hone communication and listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading news during assemblies and other school functions</li> <li>• Virtual tours using Google maps and establishing the direction of various locations using Google maps</li> <li>• Collecting different forms of oral literature from their community for a school magazine</li> <li>• Showcasing short plays, conversational poems or choral verses within or out of school</li> <li>• Participating in Journalism Club Activities to improve reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay writing competitions on different topics</li> <li>• Hot seating sessions to enhance their language competence</li> <li>• Language symposiums to sharpen their language capacity</li> <li>• Word based sports or games for example crossword puzzles or scrabble</li> <li>• Shadowing language users</li> <li>• Language drills</li> <li>• Announcement posters and advertising of school activities as a practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay writing competitions</li> <li>• Writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent</li> <li>• Interclass or school Spelling contests</li> <li>• Letter writing drills</li> <li>• Mentorship in writing</li> <li>• Report writing based on activities such as school sports and games</li> </ul>
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