



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 7

INDIGENOUS LANGUAGE



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

2021

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FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate *'to develop curriculum and curriculum support materials'* has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on 'Reforming Education and Training in Kenya for Sustainable Development'. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country's future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education, Grades 4 and 5. The roll out for Grade 6 and Junior Secondary (Grade 7-9) will subsequently follow.

It is my hope that the curriculum designs for Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

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PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). The implementation progressed to Upper Primary (Grade 4, 5 and 6) based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level.

The Grade 7 curriculum designs for the respective learning areas will enable the development of twenty first century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’.

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ACKNOWLEDGEMENT

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

The Kenya Institute of Curriculum Development has developed the Grade 7 curriculum designs taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubrics linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies

(SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical and Pre-Career Education	5
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	2
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45

LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

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

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

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

Learners will also be provided with opportunities to participate in programmes and visits to vernacular radio and television stations to help them gain confidence and expose them to possible future careers through rigorous career guidance programmes. They will also be exposed to experiences and information that will enable them to make informed choices as they transit to senior school. It is expected that this exposure will motivate the learner to develop a reading culture, not only to gain knowledge but also to make themselves eligible for exciting academic and job opportunities. A reasonable proficiency in mother tongue at this level will be a prerequisite for a mother tongue course at senior secondary.

SUBJECT GENERAL LEARNING OUTCOMES

By end of junior secondary school, the learner should be able to:

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

THEME 1.0: INFORMATION COMMUNICATION TECHNOLOGY

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.1 LISTENING AND SPEAKING	1.1.1 Listening for information (2 Lessons)	By the end of the sub strand, the learner should be able to: a) respond to oral information from varied texts b) construct sentences using appropriate vocabulary c) acknowledge listening for information as a crucial link in communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to texts read by the teacher or from pre-recorded audio clips on care of technological devices and orally respond to questions on the clip • surf the internet for and listen to information on care of technological devices • take notes as they listen to online audio clips or texts read by the teacher • use the notes taken on care of technological devices to share with peers • record each other as they share information on care of technological devices • keep a copy of personal rendition in a digital portfolio. 	<ol style="list-style-type: none"> 1. How should we listen in order to get specific information from a text? 2. Why is it important to take care of technological devices?

Core Competencies to be developed:

- **Communication** is developed as learners listen keenly and respond to questions on care of technological devices.

- **Collaboration** is developed as learners work in groups to search for information on care of technological devices while recognising the value of other’s ideas.
- **Digital literacy** is enhanced as learners interact with digital technology while searching for information on care of technological devices from the internet.

Values:

- **Respect** is achieved as learners collaborate in seeking information on care of technological devices, from the internet.
- **Responsibility** is achieved as learners practise appropriate ways of caring for technological devices.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is developed as learners work in groups to listen to information on care for technological devices.
- **Social cohesion** is enhanced as learners work in groups surfing the internet, discussing, and recording each other other’s presentation on the care of technological devices.
- **Self-esteem and self-awareness** are enhanced as learners record and keep a copy of their work in a digital portfolio.

Link to other subjects:

- **Kiswahili and English** address listening for information.
- **Computer Studies** addresses ICT and care of technological devices.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to respond with accuracy to oral information on	Responds to oral information on care of technological	Responds with accuracy to oral information on care	Partially responds to oral information on care	Struggles to respond to oral information on care

care of technological devices	devices confidently with accuracy	of technological devices	of technological devices.	of technological devices
Ability to construct sentences using appropriate vocabulary	Excellently constructs correct sentences using appropriate vocabulary	Constructs correct sentences using appropriate vocabulary	Constructs sentences but uses appropriate vocabulary with assistance	Struggles to construct sentences using the appropriate vocabulary

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Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.2 READING	1.2.1 Reading comprehension (2 lessons)	by the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) Answer direct and inferential questions from texts b) create a word bank of thematic vocabulary c) use the dictionary to find the meaning of words used in texts, d) acknowledge the importance of comprehension in communication. 	The learner is guided to: <ul style="list-style-type: none"> • read texts on the care of technological devices and answer questions individually • manipulate digital devices to get information on care of technological devices in groups • write a list of vocabulary on care of technological devices, • infer the meanings of the unfamiliar words from context in pairs • use the dictionary to clarify the meaning of the vocabulary identified • use vocabulary related to care of technological devices to construct short paragraphs. 	<ol style="list-style-type: none"> 1. How should we read a text to get accurate information? 2. Why is it important to take care of technological devices?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is developed as learners manipulate technological devices in search of relevant information from the internet. • Learning to learn is achieved as learners work collaboratively make out the meaning of words from the contexts. 				

<ul style="list-style-type: none"> • Critical thinking and problem solving is attained as learners interpret and infer the meaning of new words from context or using a dictionary. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is achieved as learners work together to get the meaning of words from context. • Responsibility is nurtured as learners practise how to take care of technological devices. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is achieved as learners read texts on care for technological devices. • Critical thinking is developed as learners read different texts and identify information on care for technological devices. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Computer Studies covers the use of technological devices. • English and Kiswahili address reading as a basic language skill. 				
<p>Assessment Rubric</p>				
Ability to answer direct and inferential questions from texts	Excellent answers direct and inferential questions from texts	Answers direct and inferential questions from texts	Answers direct and inferential questions from texts but does not give examples	Answers few direct and inferential questions from texts
Ability to create a word bank of thematic vocabulary	Comprehensively creates a word bank of thematic vocabulary	Creates a word bank of thematic vocabulary	Partially creates a word bank of thematic vocabulary	Creates a personal bank of limited thematic vocabulary
Ability to use the dictionary to find the meaning of words used in texts	Always uses the dictionary correctly to find out the	Uses the dictionary to find out the meaning of words used in texts	Uses the dictionary to find out the meaning of words	Is not able to use the dictionary to find the meaning of words used

	meaning of words used in texts		used in texts with assistance	in texts even with assistance
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Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.3 LANGUAGE STRUCTURE	1.3.1 Word classes (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) distinguish between common and proper nouns in sentences b) identify nouns from texts on social media c) use common and proper nouns to construct sentences on social media d) recognise the role of nouns in language use. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • name things related to social media in groups • categorise the nouns they have named into common and proper nouns • work in pairs to identify and read a passage on social media from print and online sources • identify the nouns in the passage • draw a table with two columns labelled common nouns and proper nouns and write down the nouns in the appropriate column • complete sentences with appropriate common or proper noun in small groups • use nouns related to social media to construct sentences in groups • review the work done by their peers in other groups. 	<p>Why is it important to use nouns appropriately in communication?</p>

Core competencies to be developed:

- **Communication** is developed as learners construct sentences correctly using nouns related to social media.
- **Collaboration** is developed as learners contribute to group decision making by working in pairs to identify and read a passage on social media.
- **Digital literacy** is achieved as learners use technology to search for a passage on social media from the internet.

Values:

- **Respect** is achieved and nurtured as learners listen to one another.
- **Responsibility** is developed as learners follow instructions to complete different tasks.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is achieved as learners construct and write correct sentences using nouns related to social media.
- **Critical thinking** is developed as learners demonstrate ability to follow simple instructions while constructing sentences.

Link to other subjects:

- **English and French** cover the use of nouns.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify nouns in given texts related to social media	Identifies nouns in given texts related to social media with variation	Identifies nouns in given texts related to social media	Partially identifies nouns in given texts related to social media	Identifies nouns in given texts related to social media with assistance

Ability to distinguish between common and proper nouns in sentences	Perfectly distinguishes between common and proper nouns in sentences	Distinguishes between common and proper nouns in sentences	Distinguishes between common and proper nouns in sentences with prompting	Distinguishes between common and proper nouns in sentences with difficulty
Ability to construct sentences using nouns related to social media	Creatively constructs sentences using a variety of nouns related to social media	Constructs sentences using nouns related to social media	Constructs sentences using nouns related to social media with help	Constructs some sentences using nouns related to social media with difficulty

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.4 WRITING	1.4.1 Social writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between the features of an SMS and email messages b) write a friendly SMS to a classmate c) apply social etiquette and norms in writing an email d) apply digital etiquette and norms in writing an email e) recognize the importance of social writing in communication.	The learner is guided to: <ul style="list-style-type: none"> • talk about the features of an SMS in groups • Practice writing an SMS using a mobile device in pairs • peer review each other's SMS texts in pairs • identify the parts of an email individually • discuss social media etiquette when writing an email message giving specific information in groups • compose an informal email to a relative using relevant platforms • practise using digital devices to send an email to a friend abroad. 	How do we use digital devices to communicate through social media?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is developed as learners connect using technology by using digital devices to write and send SMS and emails. • Communication is developed as learner write clear and organised emails to their relatives and friends. 				

<ul style="list-style-type: none"> • Collaboration is enhanced as learners peer review each other’s SMS texts in pairs • Creativity and imagination are achieved as learners undertake group tasks such as discussing social media etiquette that helps them gain new perspectives. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is enhanced as the learners communicate in social media following the rules of etiquette. • Unity is developed as learners work together to seek information on SMS and emails. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Global citizenship is achieved as learner apply netiquette in online communication while writing emails. • Effective communication is achieved as learners write and edit email messages. • Social cohesion is developed as learners discuss social etiquette in writing SMS and email. • Citizenship is achieved as learners use communication to build strong supportive family ties as they write emails to relatives. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English and Kiswahili cover email writing. • Computer Studies covers the use and care of technological devices. 				
<p>Assessment Rubric</p>				
Ability to distinguish between the features of an SMS and an email message	Excellently distinguishes between the features of an SMS and an email message	Distinguishes between the features of an SMS and an email message	Partially distinguishes between the features of an SMS and an email message	Needs assistance to distinguish between the features of an SMS and an email message
Ability to write a friendly SMS to a classmate	Creatively writes a friendly SMS to a classmate	Writes a friendly SMS to a classmate	Writes a friendly SMS to a classmate with help	Writes a friendly SMS to a classmate with a lot of difficulty

Ability to apply social etiquette and norms in writing an email	Excellentlly applies social etiquette and norms in writing an email	Applies social etiquette and norms in writing an email	Applies social etiquette and norms in writing an email with help	Struggles to apply social etiquette and norms in writing an email
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THEME 2.0: UNITY AND CITIZENSHIP

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.1 LISTENING AND SPEAKING	2.1.1 Listening for Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) respond to information on conflict resolution from a variety listening texts b) infer the meaning of words from texts c) apply recall and critical response skills to answer questions d) recognise the importance of conflict resolution skills in everyday life.	The learner is guided to: <ul style="list-style-type: none">• listen to stories on interpersonal conflicts and discuss the causes in small groups,• listen to recorded stories on inter-personal conflicts and relate the key events in the story to everyday life• listen to texts on inter-personal conflicts and resolutions, and make notes• find the meaning of words related to conflict resolution in groups• team work to manipulate digital devices in their groups to view a video clip on street children and make critical responses on child rights	<ol style="list-style-type: none">1. When do we use analysis and interpretation skills?2. How do we exercise child rights?3. Why is it important to resolve interpersonal conflicts?

			<ul style="list-style-type: none"> • identify sentence structures that can be used in conflict resolution from texts. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is developed as learners listen critically to recorded stories on inter-personal conflicts and relate the key events in a story to everyday life. • Collaboration is enhanced as learners team work to manipulate digital devices in their groups to view a video clip on street children and make critical responses on child rights • Citizenship is developed as learners express and understand different viewpoints as they interact with texts on conflict resolution and child rights. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism and peace are enhanced as learners access information on conflict resolution and child rights. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is developed as learners listen critically to recorded stories on inter-personal conflicts and relate the key events in a story to everyday life. • Social cohesion is achieved as learners express and understand different viewpoints as they interact with texts on conflict resolution and child rights. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Kiswahili and English address listening comprehension. • Religious Studies covers conflict resolution and child rights. 				

Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to respond to information on conflict resolution from a variety listening texts	Responds excellently to information on conflict resolution from a variety listening texts	Responds to information on conflict resolution from a variety listening texts	Partially responds to information on conflict resolution from a variety listening texts	Responds to pieces of information on conflict resolution from a variety listening texts
Ability to infer the meaning of words from context	Infers the meaning of all words from context accurately	Infers the meaning of all words from context	Infers the meaning of some of the words from context	Has not mastered how to infer the meaning of words from context
Ability to apply recall and critical response skills to answer questions	Always answers recall questions and responds critically to questions	Answers recall questions and responds critically to questions	Partially answers recall questions and responds critically to questions	Has difficulty in answering recall questions and responding critically to questions

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.2 READING	2.2.1 Extensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) select and read appropriate materials from the library. b) use a dictionary to find meaning of acquired vocabulary. c) construct sentences using vocabulary related to citizenship. d) advocate for the use of libraries as a source of information on citizenship.	The learner is guided to: <ul style="list-style-type: none"> • participate in a library orientation exercise and apply the rules in everyday use • identify appropriate materials on citizenship and unity • team work to connect and manipulate internet sources to read materials on unity and citizenship and summarise key messages. • work in small groups to practise using the dictionary to find the meaning of new words related to citizenship and create personal vocabulary lists in groups • use vocabulary related to citizenship in their own sentences. 	<ol style="list-style-type: none"> 1. How do we locate materials in the library? 2. How do we use the dictionary to find the meaning of new words? 3. How do we foster unity and citizenship in the society?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is enhanced as learners present messages on citizenship education in an organised manner. • Collaboration is developed as learners team work to connect and manipulate internet sources to read materials on unity and citizenship and summarise key messages. 				

- **Critical thinking and Problem solving** are enhanced as learners find extra information when reading texts on unity and citizenship education.
- **Learning to learn** is developed as learners are motivated to learn continuously through identifying appropriate materials on citizenship and unity and using vocabulary acquired in sentences.

Values:

- **Responsibility** is nurtured as learners apply learnt library rules during the library lesson.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** will be developed as learners present messages on citizenship education in an organised manner.
- **Critical thinking** is enhanced as learners find extra information from texts on unity and citizenship education

Link to other subjects:

- **Social Studies and History** cover unity and citizenship.
- **English and Kiswahili** address extensive reading and library skills.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to select and read appropriate materials from the library.	Excellently selects and reads appropriate materials from the library.	Selects and reads appropriate materials from the library.	Attempts to select and read materials from the library but not appropriately.	Has not mastered how to select and read materials from the library
Ability to use a dictionary to find meaning of acquired vocabulary	Perfectly uses a dictionary to find meaning of acquired vocabulary	Uses a dictionary to find meaning of acquired vocabulary	Uses a dictionary to find meaning of acquired vocabulary with assistance	Uses a dictionary to find meaning of the acquired vocabulary but not appropriately

Ability to use vocabulary related to citizenship in sentences	Confidently uses vocabulary related to citizenship in sentences	Uses vocabulary related to citizenship in sentences	Partially uses vocabulary related to citizenship in sentences	Struggles to use vocabulary related to citizenship in sentences
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Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.3 LANGUAGE STRUCTURES	2.3.1 Word classes (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify personal pronouns in sentences b) identify possessive pronouns in sentences c) use personal and possessive pronouns to construct sentences. d) acknowledge the importance of personal and possessive pronouns in communication. 	The learner is guided to: <ul style="list-style-type: none"> • identify personal pronouns from sentences on unity and citizenship in pairs. • work in pairs to identify possessive pronouns from a text and use them to create sentences on unity and citizenship • use the pronouns identified to fill in blank spaces in given sentences • use personal pronouns to construct sentences on unity from visual cues. • team work and share resources to construct sentences from pictures using possessive pronouns. 	<ol style="list-style-type: none"> 1. How do we express possession when speaking or writing? 2. How do we use personal pronouns in communication? 3. Why is it important to uphold unity in school?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is developed as learners work in pairs to identify possessive pronouns from a text and use them to create sentences on unity and citizenship • Collaboration is enhanced as learners team work and share resources to construct sentences from pictures using possessive pronouns. 				

<ul style="list-style-type: none"> • Self-efficacy is achieved as learners show concerted attention to detail while constructing sentences using personal and possessive pronouns • Learning to learn is developed as learners work collaboratively in pairs to identify pronouns. 				
Values: <ul style="list-style-type: none"> • Patriotism is developed as learners acquire information about citizenship from the sentences given. • Responsibility is nurtured as learners complete the given tasks on pronouns. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Effective communication is developed as learners create sentences using personal and possessive pronouns. • Social cohesion is achieved as learners talk about themselves in relation to others. • Peace education is enhanced as learners make sentences on the importance of unity from visual cues. 				
Link to other subjects: <ul style="list-style-type: none"> • Religious Studies and Social Studies address issues on unity and citizenship. • English and Kiswahili cover the use of pronouns. 				
Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify personal and possessive pronouns in sentences	Identifies personal and possessive pronouns in sentences perfectly.	Identifies personal and possessive pronouns in sentences	Partially identifies personal and possessive pronouns in sentences	Identifies personal pronouns and possessive pronouns in given sentences with difficulty
Using personal and possessive pronouns to construct sentences	Constructs correct sentences using personal and possessive pronouns creatively	Constructs correct sentences using personal and possessive pronouns	Makes effort to construct correct sentences but does not use personal and possessive pronouns	Needs assistance to construct correct sentences using personal and possessive pronouns

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.4 WRITING	2.4.1 Writing for information (2 lessons)	by the end of the sub strand, the learner should be able to: a) identify words that describe a good citizen from texts b) write an essay on the qualities of a good citizen c) acknowledge essay writing as a medium of communication.	The learner is guided to: <ul style="list-style-type: none"> • write down words that describe a good citizen in small groups • write sentences using the words identified above to describe a good citizen • compare and contrast qualities of a good citizen from digital texts and share content in their virtual learning groups. • write a two-paragraph essay describing a good citizen. 	<ol style="list-style-type: none"> 1. How do we write descriptive essays? 2. Why is it important to uphold good citizenship?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship is enhanced as learners write words and sentences that describe a good citizen. • Creativity and imagination are developed as learners write essays describing a good citizen. • Digital Literacy is achieved as learners compare and contrast qualities of a good citizen from digital texts and share content in their virtual learning groups. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is achieved as learners apply active community skills as good citizens. 				
<p>Pertinent and Contemporary Issues (PCIs):</p>				

- **Social cohesion** is enhanced as learners actively engage in activities to promote common good by writing down words that describe a good citizen.

Link to other subjects:

- **English and Kiswahili** address essay writing.
- **Social Studies** covers citizenship.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify words that describe a good citizen from texts	Identifies words that describe a good citizen from texts with ease	Identifies words that describe a good citizen from texts	Partially identifies words that describe a good citizen from texts	Identifies words that describe a good citizen from texts with assistance
Ability to write a short essay describing a good citizen	Writes an essay describing a good citizen excellently	Writes an essay describing a good citizen	Writes an essay describing a good citizen with a few errors	Struggles to write an essay describing a good citizen

THEME 3.0: SAFETY AND SECURITY

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<p>3.1 LISTENING AND SPEAKING</p>	<p>3.1.1 Attentive listening (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise ideas in a comprehension passage</p> <p>b) respond to comprehension questions on safety at home</p> <p>c) explain ways of preventing common accidents at home.</p> <p>d) acknowledge the importance of listening attentively for information</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch an audio-visual clip on an accident at home and in pairs describe what they have seen in the clip • discuss the common accidents at home based on the audio-visual clip in groups • listen to information on common accidents at home and how to prevent them and answer comprehension questions orally • mention the ways of preventing common accidents at home 	<ol style="list-style-type: none"> 1. How do we listen attentively? 2. Why is it important to observe safety at home?

Core competencies to be developed:

- **Communication** is developed as learners listen keenly to information and respond to questions on safety at home.
- **Collaboration** is enhanced as learners contribute to group decision making when preparing and performing skit.
- **Creativity and imagination** are developed as learners discover ways of preventing accidents through discussions and skits.

Values:				
<ul style="list-style-type: none"> • Responsibility is nurtured as learners learn about on common accidents at home and how to prevent them 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Social and civic responsibility is achieved as learners listen to information about safety in the home. • Effective communication is enhanced as learners speak and listen to one another during the discussions. • Safety and security education is acquired as learners listen to information about safety in the home. 				
Link to other subjects:				
<ul style="list-style-type: none"> • Home science addresses safety at home. • Kiswahili and English address attentive listening as a skill. 				
Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to recognise ideas in a comprehension passage	Recognises ideas in a comprehension passage with variation	Recognises ideas in a comprehension passage	Recognises a number of ideas in a comprehension passage	Struggles to recognize ideas in a comprehension passage
Ability to respond to oral information on safety at home and answer questions	Excellent answers all the comprehension questions using complete sentences	Answers comprehension questions using complete sentences	Answers comprehension questions but does not use complete sentences	With prompting, is able to answer few comprehension questions but not in complete sentences
Ability to explain how to prevent common accidents at home	Explains how to prevent accidents at home fluently and with confidence	Explains how to prevent accidents at home	Explains how to prevent some accidents at home with assistance	Struggles to explain how to prevent accidents at home

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.2 READING	3.2.1 Library skills (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) summarise key points from texts on roles of security agents, b) create a personal collection of new words from texts c) use vocabulary related to security agents in sentences d) acknowledge the role of reading in enhancing communication. 	The learner is guided to: <ul style="list-style-type: none"> • share devices to read appropriate material on the role of security agents in the community from online devices • answer comprehension questions on the role of security agents in the society • note down the main points on the role of security agents in the community • identify new words from the sources read and use the dictionary to find their meaning • use the new words to construct sentences accurately in pairs • peer review each other's sentences. 	<ol style="list-style-type: none"> 1. How do we develop library skills? 2. How can we identify appropriate material for reading? 3. What is the role of security agents in the society?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is developed as learners construct clear sentences using the correct spelling ow words. • Collaboration as learners participate in group decision making while identifying relevant materials for reading in their groups. 				

- **Learning to learn** is enhanced as learners identify new words from the sources read and use the dictionary to find their meaning.

Values:

- **Responsibility** is realised as learners look for appropriate materials on the role of security agents in the community from the library.
- **Unity** is nurtured as learners work in pairs and groups to write and review sentences.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is realised as learners identify the key points and summarise texts on role of security agents in society from varied text.
- **Creative thinking** is achieved as learners look for appropriate materials on the role of security agents in the community from the library.
- **Safety and security education** are enhanced as learners find materials and learn the role of security agents in the community.

Link to other subjects:

- **Social Studies** addresses safety and security.
- **English and Kiswahili** cover library skills.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to summarise key points from texts on roles of security agents	Summarises all the key points from texts on roles of security agents with a lot of clarity	Summarises key points from texts on roles of security agents	Summarises some key points from texts on roles of security agents	Struggles to summarise key points from texts on roles of security agents

Ability to create a personal collection of new words from texts	Effectively creates a personal collection of new words from texts	Creates a personal collection of new words from texts	Creates a personal collection of new words from texts with assistance	Does not keep a record of new words from texts even with assistance
Ability to use vocabulary related to safety agents to make sentences	Uses vocabulary related to security agents to make sentences creatively	Uses vocabulary related to security agents to make correct sentences	Attempts to make some correct sentences but does not use vocabulary related to security agents	Struggles to use vocabulary related to security agents to make few sentences

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.3 LANGUAGE STRUCTURE	3.3.1 Word classes (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify verbs used in passages on safety and security. b) use verbs to construct sentences. c) recognise the use of a variety of verbs in communication.	The learner is guided to: <ul style="list-style-type: none"> • read a passage on safety and security • identify words that denote actions in groups • solve word puzzles using appropriate verbs • make sentences using varied verbs related to safety and security in pairs and individually • peer review the sentences written in pairs. 	<ol style="list-style-type: none"> 1. How do we use verbs in a sentence? 2. Why is it important to ensure safety and security around you?
Core competencies to be developed: <ul style="list-style-type: none"> • Learning to learn is developed as learners work collaboratively in pair and group activities. • Critical thinking and problem solving will be acquired as learners experiment with verbs to solve word puzzles. 				
Values: <ul style="list-style-type: none"> • Social justice is achieved as learners fairly review each other's work. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Safety and security education will be enhanced as learners make sentences using varied verbs related to safety and security. 				
Links to other subjects: <ul style="list-style-type: none"> • English and Kiswahili address the use of verbs. 				

Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify verbs used in passages on safety and security.	Identifies all verbs used in texts on safety and security excellently	Identifies verbs used in texts on safety and security	With assistance, identifies some verbs used in texts on safety and security	Has difficulty identifying verbs used in texts on safety and security
Ability to use verbs to construct sentences	Uses verbs to construct correct sentences with ease	Uses verbs to construct correct sentences	Uses verbs to construct some correct sentences	Struggles to use verbs to construct even few correct sentences

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.4 WRITING	3.4.1 Writing to give information (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain key considerations in writing short notes on a given topic. b) write short notes on safety at home c) appreciate value of brevity in communication.	The learner is guided to: <ul style="list-style-type: none"> • surf the internet and read short notes on safety and security in groups • discuss what they would consider in writing short notes in groups • brainstorm ideas on safety at home • use ideas generated during brainstorming to write short notes on safety at home in groups • exchange their short notes with other groups in class for peer review • display their short notes to the class 	<ol style="list-style-type: none"> 1. How do you write short notes? 2. Why do we write short notes?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy is achieved as learners brainstorm ideas and use them to write short notes on safety at home. • Citizenship is developed as learners acquire and give information on safety at home. • Digital literacy is developed as learners adopt digital technology in surfing the internet and reading short notes on safety and security 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is enhanced as learners work together in groups to write and review short notes. 				

- **Responsibility** is nurtured as learners safely surf the internet for information on how to write short notes.

Pertinent and Contemporary Issues (PCIs):

- **Self-awareness** is enhanced as learners acquire and give information on safety at home.
- **Social cohesion** is achieved as learners collaborate to write and review short notes on safety at home.
- **Safety and security education** is achieved as learners acquire and give information in writing about safety at home.

Link to other subjects:

- **English and Kiswahili** cover note making skills.
- **Social Studies and Integrated Science** address issues on safety at home.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explain key considerations in writing short notes on a given topic	Explains key considerations in writing short notes on a given topic confidently	Explains key considerations in writing short notes on a given topic	With assistance explains some key considerations in writing short notes on a given topic	Has difficulty explaining key considerations in writing short notes on a given topic
Ability to write short notes on safety at home	Writes short notes on safety at home perfectly	Writes short notes on safety at home	With help writes short notes on safety at home	Struggles to write short notes on safety at home

THEME 4.0: ENVIRONMENTAL CONSERVATION				
Strand	Sub strand	Specific learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.1 LISTENING AND SPEAKING	4.1.1 Conversational Skills (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the common ways of beginning and ending a conversation,</p> <p>b) take part in a conversation about environmental pollution,</p> <p>c) value the importance of conserving the environment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a conversation and identify common ways of beginning and ending a conversation • use digital devices to view presentations on environmental pollution then discuss in their groups how the school environment can be polluted • role play a dialogue on environmental pollution in groups • work in pairs to discuss different ways of making the environment safe • come up with an environmental club and conserve the school and the community environments. 	<ol style="list-style-type: none"> 1. How do we make conversations interesting? 2. Why is it important to discuss topical issues like environmental pollution?

Core competencies to be developed:

- **Communication** is achieved as learners listen critically and use tone and language while role playing a dialogue on environmental pollution in groups.
- **Collaboration** is developed as the learners contribute to group decision making coming up with an environmental club and conserve the school and the community environments.
- **Citizenship** is enhanced as learners come up with an environmental club and conserve the school and the community environments.

Values:

- **Respect** is developed as learners listen to each other's opinion during the dialogues
- **Responsibility** is instilled as learners learn to care for the environment and express it in the dialogues.
- **Unity** will be enhanced as learners role play a dialogue on environmental pollution in groups.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is realised as learners listen critically and use tone and language while role playing a dialogue on environmental pollution in groups.
- **Environmental education** is acquired when learners come up with an environmental club and conserve the school and the community environments.
- **Critical thinking** is enhanced as learners discuss ways in which the school environment can be polluted.

Link to other subjects:

- **Kiswahili and English** cover conversation skills.
- **Integrated Science** addresses environmental pollution

Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the common ways of beginning and ending a conversation	Confidently gives the different ways of beginning and ending a conversation	Gives the different ways of beginning and ending a conversation	Partially gives ways of beginning and ending a conversation	Struggles to give ways of beginning and ending a conversation even with assistance
Ability to take part in a conversation about environmental pollution	Creatively and confidently participates in a conversation about environmental pollution	Participates in a conversation about environmental pollution	With cues, participates in a conversation about environmental pollution	Has difficulty in participating in a conversation about environmental pollution even with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 READING	4.2.1 Reading for information (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main points in a variety of texts b) create a personal collection of thematic vocabulary c) desire to read varied texts as a source of information.	The learner is guided to: <ul style="list-style-type: none"> • work in small groups to practice how to study the pictures and make observations and make observations in a text about soil conservation • read about soil conservation in the grade 7 course book to identify main points and make personal notes, • silently read texts on soil conservation and discuss the effects of soil conservation as a whole class • practice in pairs how to infer the meaning of thematic vocabulary items from context • Use the thematic words learnt to create a personal collection of vocabulary related to environmental conservation. 	<ol style="list-style-type: none"> 1. Why is it important to read a variety of texts to find information? 2. How do we control environmental pollution?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship will be enhanced as learners demonstrate responsible decision making as learners read texts on environmental conservation and respond to relevant questions 				

<ul style="list-style-type: none"> • Learning to learn will be acquired through working collaboratively in pairs to discuss the meaning of thematic vocabulary items from context 				
Values: <ul style="list-style-type: none"> • Respect will be achieved as learners listen to each other’s interpretation of vocabulary items. • Unity will be realised as learners work in pairs discuss the meaning of vocabulary items from context. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Effective communication is enhanced as learners discuss the effects of soil conservation. • Environmental education is acquired as learners read texts on soil conservation and answers questions orally. • Critical thinking is inculcated as the learners infer the meaning of vocabulary items. 				
Link to other subjects: <ul style="list-style-type: none"> • Integrated Science and Agriculture address environmental conservation. • English covers reading for information 				
Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the main points in a text on soil conservation	Confidently identifies the main points in a text on soil conservation	Identifies the main points in a text on soil conservation	Attempts to identify some of the main points in a text on soil conservation	Identifies few points in a text on soil conservation
Ability to demonstrate responsible decision making in responding to questions from texts	Creatively demonstrates responsible decision making by	Demonstrates responsible decision making by responding to	With cues, demonstrates responsible decision making by responding to questions from texts	Has difficulties in demonstrating responsible decision making by responding to questions from texts

	responding to questions from texts	questions from texts		
Ability to use thematic words from texts to create a personal collection of vocabulary	Creatively uses thematic words from texts to create a personal collection of vocabulary	Uses thematic words from texts to create a personal collection of vocabulary	With help, uses some thematic words from texts to create a personal collection of vocabulary	Struggles to use thematic words from texts to create a personal collection of vocabulary

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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.3 LANGUAGE STRUCTURE	4.3.1 Word classes (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify possessive adjectives in sentences about environmental conservation, b) select demonstrative adjectives from paragraphs to make sentences about environmental conservation, c) use demonstrative adjectives to complete sentences in texts, d) create simple descriptions using possessive adjectives, e) acknowledge the importance of demonstrative and possessive adjectives in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • engage in group activities to manipulate digital devices to find and read texts about environmental conservation and identify possessive adjectives • silently read a paragraph on environmental conservation to identify demonstrative adjectives and write them down • identify possessive adjectives in songs about environmental conservation and use them to write short texts • create short descriptions using possessive adjectives about pictures in a text book related to environmental conservation • work in pairs, to use demonstrative adjectives in 	<ol style="list-style-type: none"> 1. How do we indicate possession? 2. Why should we conserve the environment?

			<p>making sentences about environmental conservation</p> <ul style="list-style-type: none"> • read text in the grade 7 course book and fill in blank spaces to complete paragraphs on environmental conservation using possessive and demonstrative adjectives. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy will be enhanced as learners use digital technology to read digital texts on about environmental conservation and identify possessive adjectives • Communication is developed as learners participate actively in making sentences about environmental conservation using demonstrative adjectives in pairs. • Collaboration is enhanced as learners engage in group activities to manipulate digital devices to find and read texts about environmental conservation and identify possessive adjectives 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is experienced as learners participate actively in making sentences about environmental conservation using demonstrative adjectives in pairs. • Respect will be developed as they appreciate each other’s opinion when working in pairs. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Self-esteem is achieved as learners confidently use digital technology to read digital texts on about environmental conservation and identify possessive adjectives. • Effective communication is enhanced as learners participate actively in making sentences about environmental conservation using demonstrative adjectives in pairs. • Environmental education is acquired as learners read a paragraph on environmental conservation and write down the demonstrative adjectives. 				

Link to other subjects:

- **Kiswahili and English** address possessive and demonstrative adjectives.
- **Integrated Science** addresses environmental pollution

Assessment Rubric

Ability to identify possessive adjectives in sentences about environmental conservation	Effectively identifies possessive adjectives in sentences about environmental conservation	Identifies possessive adjectives in sentences about environmental conservation	With assistance, identifies possessive adjectives in sentences about environmental conservation	Has difficulty identifying possessive adjectives in sentences about environmental conservation even with assistance
Ability to select demonstrative adjectives from paragraphs to make sentences about environmental conservation	Excellentlly selects demonstrative adjectives from paragraphs to make sentences about environmental conservation	Identifies demonstrative adjectives in paragraphs to make sentences about environmental conservation	With help identifies demonstrative adjectives in paragraphs to make sentences about environmental conservation	Struggles to identify demonstrative adjectives in paragraphs to make sentences about environmental conservation
Ability to use possessive and demonstrative adjectives to complete sentences in texts	Exemplarily uses possessive and demonstrative adjectives to complete sentences in texts	Uses possessive and demonstrative adjectives to complete sentences in texts	Uses some possessive and demonstrative adjectives to complete sentences in texts	Needs assistance to use possessive and demonstrative adjectives to complete sentences in texts

Ability to create simple descriptions using possessive adjectives	Perfectly creates simple descriptions using possessive adjectives	Creates simple descriptions using possessive adjectives	Attempts to create simple descriptions but does not use possessive adjectives	Hardly creates simple descriptions using possessive adjectives
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 WRITING	4.4.1 Imaginative and creative Writing (3 lessons)	By the end of the sub strand, the learner should be able to: a) apply the main features to write a creative dialogue, b) write a short imaginative dialogue on effects of air pollution, c) adopt creative writing as a medium for addressing topical issues.	The learner is guided to: <ul style="list-style-type: none"> • participate in discussions on the features of dialogue and practice applying them as they develop short dialogues on environmental conservation, • engage in activities in pairs to discuss, draft and write a short imaginative conversation on the effects of air pollution • access online resources to find imaginative dialogues and study the features then apply them to develop own dialogue about air pollution • discuss the different ways air can be polluted and generate discussion points for a dialogue • write down paragraphs on how to prevent the air pollution and exchange for peer review in their groups. 	<ol style="list-style-type: none"> 1. How do we write dialogues? 2. Why is it important to control air pollution?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication will be developed as learners write coherently short imaginative conversation on the effects of air pollution 				

<ul style="list-style-type: none"> • Collaboration will be enhanced as learners contribute to group decision making as they write their dialogues. • Digital literacy will be acquired as learners use digital devices to Share the dialogues through social media platforms 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect will be experienced as learners listen to each other’s ideas as they develop the dialogues. • Responsibility will be inculcated as learners learn how to prevent air pollution. • Unity is developed as learners work collaboratively in groups to write dialogues. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental education is acquired as learners write down paragraphs on how to prevent the air pollution in groups • Critical thinking is achieved as learners discuss the features of dialogue from texts • Peace education is enhanced as they collaborate when writing their dialogues. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Kiswahili and English address dialogue writing. • Integrated Science addresses environmental protection 				
<p>Assessment Rubric</p>				
Ability to apply the main features to write a creative dialogue	Effectively applies the main features to write a creative dialogue	Applies the main features to write a creative dialogue	Applies main features to write a dialogue but not creatively	Struggles to apply main features in writing a dialogue
Ability to collaborate in writing imaginative dialogues on effects of air pollution	Perfectly collaborates in writing imaginative dialogues on effects of air pollution	Collaborates in writing imaginative dialogues on effects of air pollution	Collaborates in writing a short imaginative dialogue on effects of air pollution	Hardly collaborates but writes few lines of a dialogue on effects of air pollution, with assistance.

THEME 5.0: CULTURE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 LISTENING AND SPEAKING	5.1.1 Conversational skills (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish closely related sounds in tongue twisters b) outline the riddling session in their culture c) acknowledge the importance of riddles and tongue twisters in enhancing conversational skills.	The learner is guided to: <ul style="list-style-type: none">• work in groups to listen to pre-recorded audio clips on tongue twisters and practice saying• participate in group work to record themselves as they practice articulating tongue twisters, listen and give peer review• practise turn taking skills in a riddling session• compose tongue twisters and take turns to perform them in small groups• present the tongue twister they composed to the rest of class and get peer review• watch pre-recorded audio-visual clips on a riddling session in their culture and	<ol style="list-style-type: none">1. Why are tongue twisters important in language development?2. How do you develop conversational skills?

			simulate the same in small groups <ul style="list-style-type: none"> • discuss the process of a riddling session and practise turn taking, negotiation and interjections as they riddle • participate in a class competition in riddling. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Communication will be enhanced through speaking clearly as learners distinguish the sounds in tongue twisters • Collaboration will be experienced by influencing teams as learners participate in group work composing tongue twisters and competing in riddling. • Critical thinking and problem solving will be realised as learners follow simple instructions to compose and perform tongue twisters and participate in riddling • Learning to learn will be developed as learners work collaboratively as learners work in groups to compose and present tongue twisters to the rest of the class. • Citizenship will be enhanced as learners demonstrate interest in interacting with others as they work in groups to perform tongue twisters and riddles. 				
Values: <ul style="list-style-type: none"> • Unity will be achieved as learners work in groups to compose and present tongue twisters to the rest of the class and take part in riddling activities • Respect will be developed as learners accept others' opinions in the process of composing tongue twisters. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Effective communication is enhanced as learners articulate tongue twisters • Creative thinking is acquired as learners identify combination of sounds and words to compose tongue twisters • Social cohesion is experienced as learners in groups participate in riddling competition 				

Link to other subjects:

- **English and German** cover conversational skills, tongue twisters and riddles.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish closely related sounds in tongue twisters	Perfectly distinguishes closely related sounds in tongue twisters	Distinguishes closely related sounds in tongue twisters	With help distinguishes closely related sounds in tongue twisters	Distinguishes closely related sounds in tongue twisters with difficulty
Ability to outline the riddling session in their culture	Exceptionally outlines the riddling session in their culture	Outlines the riddling session in their culture	Partially outlines the riddling session in their culture	Struggles to outline the riddling session in their culture
Ability to take turns in a riddling session	Confidently takes turns in a riddling session	Habitually takes turns in a riddling session	With assistance takes turns in a riddling session	Has difficulty in taking turns during a riddling session

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 READING	5.2.1 Reading for Information (2 lessons)	By the end of the sub strand, the learner should be able to: a) respond to direct and inferential questions from texts, b) construct sentences using thematic vocabulary, c) recognize the importance of reading in enriching cultural knowledge.	The learner is guided to: <ul style="list-style-type: none"> • discuss the meaning of their names in small groups • take turns to read aloud sections of texts about child naming • answer questions from the texts on child naming • identify vocabulary related to child naming from online sources and discuss their meaning in groups • use vocabulary related to child naming to construct sentences and peer review each other's sentences. 	<ol style="list-style-type: none"> 1. Why is it important to read texts with cultural information? 2. What is the significance of naming children?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication will be demonstrated through speaking clearly and effectively as learners read the texts aloud • Collaboration is developed as learners contribute in group decision making to identify the meaning of vocabulary related to child naming. • Citizenship is enhanced as learners develop cultural identity and a sense of belonging by getting information about child naming in their culture • Digital literacy is acquired as learners connect using technology to use internet and access reading material on naming in their culture 				

Values:

- **Unity** will be developed as learners work in groups to identify the meaning of vocabulary related to child naming and to construct sentences.
- **Patriotism** will be inculcated as learners discuss naming in their community
- **Respect** will be fostered as learners listen to one another's explanation of the meaning of their names

Pertinent and Contemporary Issues (PCIs):

- Effective communication is developed as learners take turns to read aloud texts on naming
- Social cohesion will be acquired as learners talk about the meaning of names in their community

Link to other subjects:

- **Arabic and French** address reading skills
- **Religious Studies** covers child naming
- **Social Studies** addresses cultural activities like naming ceremonies

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to respond to direct and inferential questions from texts.	Confidently responds to direct and inferential questions from texts	Responds to direct and inferential questions from texts with information	Partially responds to direct and inferential questions from texts	Needs assistance to respond to direct and inferential questions from texts
Ability to construct sentences using thematic vocabulary	Perfectly constructs sentences using thematic vocabulary.	Constructs sentences using thematic vocabulary.	With assistance constructs sentences using thematic vocabulary	Struggles to construct sentences using thematic vocabulary

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 LANGUAGE STRUCTURE	5.3.1 Word classes (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify determiners from texts on culture, b) construct sentences using determiners, c) acknowledge the role of determiners in enhancing meaning	The learner is guided to: <ul style="list-style-type: none"> • participate in group work to read and respond to questions on passages with a cultural message • work in groups to identify words that determine the reference of nouns in the sentences • discuss the role of determiners play in modifying nouns, in small groups, and give peer review • work in pairs do an exercise on filling blanks with appropriate determiners • engage in pair work to construct sentences with cultural message using a variety of determiners • peer review the sentences constructed by each other in their pairs. 	How do determiners influence meaning in a sentence?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication will be developed as learners construct and write sentences clearly and correctly using determiners 				

- **Collaboration** will be demonstrated as learners recognise the value of other’s ideas while reviewing sentences with cultural messages
- **Citizenship** will be acquired as learners show social cultural awareness while constructing sentences with cultural messages.

Values:

- **Respect** is acquired as learners engage in groups and value the contribution of each other in constructing and reviewing sentences
- **Unity** is enhanced as learners in groups discuss the role of determiners in sentences with cultural messages.
- **Responsibility** is developed as learners evaluate each other’s work on sentence construction.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is acquired as learners write clearly and correctly while constructing sentences using determiners
- **Social cohesion** is enhanced as learners in groups discuss the role of determiners in sentences with cultural messages.
- **Patriotism** is fostered as learners construct sentences with cultural messages

Link to other subjects:

- **English and Kiswahili** address the use of determiners to modify nouns

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify determiners from texts on culture	Perfectly identifies determiners from texts on culture	Identifies determiners from texts on culture.	Identifies determiners from texts on culture with assistance	Struggles to identify determiners from texts on culture even with assistance

Ability to construct sentences using determiners	Excellently construct sentences using determiners	Constructs sentences using determiners	With assistance constructs sentences using determiners	Constructs sentences using determiners with difficulty
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.4 WRITING	5.4.1 Narrative writing (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify the features of a narrative on a given event, b) write a narrative about cultural religious events, c) acknowledge the place of writing in communication.	The learner is guided to: <ul style="list-style-type: none"> • engage in group activities to watch and discuss an audio-visual clip on a cultural religious event • work in pairs to talk about the different cultural religious events they have participated in • read a narrative composition on a cultural religious event and identify the features of a narrative • discuss the features of a narrative composition in groups and apply them to develop short narratives about cultural events • participate in pair work to make an outline of a narrative composition on a cultural religious event • write the first paragraph of a narrative composition on a cultural religious event and share it to a different group to 	<ol style="list-style-type: none"> 1. What constitutes narrative writing? 2. Why should we write about cultural religious events?

			<p>generate the next paragraph, who will then pass it to a third group to complete writing the narrative composition on a cultural religious event</p> <ul style="list-style-type: none"> • work in small groups peer review each other's narrative composition on a religious event and keep a copy of one's narrative composition in the portfolio 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication will be enhanced as learners write narrative compositions on cultural religious events fluently and in an organised manner. • Collaboration is developed as learners review each other's narrative compositions and influencing teams • Self-efficacy is acquired as learners show concerted attention to deal while planning and writing narrative composition on a cultural religious event through task management • Citizenship is inculcated as learners write narratives on cultural religious events hence acquiring active community social skills. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is developed as they work together in groups to discuss features of narrative composition. • Respect is enhanced as learners review each other's narrative compositions • Responsibility is acquired as learners plan, write and review their narrative compositions on a cultural religious event. 				

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** as learners write narrative composition on cultural religious events fluently and in an organised manner
- **Social cohesion** is enhanced as learners work in groups review each other's narrative compositions
- **Patriotism** is developed as learners talk about the different cultural religious events they have participated in

Link to other subjects:

- **English and Kiswahili** address narrative writing.
- **Social Studies** covers religious events.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the features of a narrative on a given event	Perfectly identifies the features of a narrative on a given event	Identifies the features of a narrative on a given event	Partially identifies features of a narrative on a given event	Struggles to identify features of a narrative even with assistance
Ability to write a narrative about cultural religious events.	Exceptionally writes a narrative about cultural religious event.	Writes a narrative about cultural religious event.	With assistance writes a narrative about cultural religious event.	With difficulty writes a narrative about cultural religious event.

THEME 6.0: INDIGENOUS TRADE				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.1 LISTENING AND SPEAKING	6.1.1 Listening for information (2 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify traditional modes of trade from texts,</p> <p>b) use vocabulary on consumer awareness in sentence construction,</p> <p>c) respond to recall questions from a text on types of consumers</p> <p>d) respond to inferential questions on consumer awareness</p> <p>e) acknowledge the importance of listening carefully for information.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • discuss traditional modes of trade known to them • identify traditional modes of trade in the community from aural comprehension texts • listen to on a talk from an audio clip and note down types of consumers • listen to an aural comprehension passage and identify vocabulary related to consumer awareness • listen to a passage and answer recall and inferential questions on consumer awareness • role play in groups traditional modes of trade using the learnt vocabulary. 	<ol style="list-style-type: none"> 1. Why is attentive listening important when identifying specific information? 2. How is consumer awareness beneficial?

Core competencies to be developed:

- **Critical thinking and problem solving** is developed as learners listen to a passage and answer recall and inferential questions on consumer awareness
- **Digital literacy** is enhanced as learners use digital devices to retrieve digital content listen to on a talk from an audio clip and note down types of consumers

Values:

- **Unity** is developed as they role play in groups traditional modes of trade.
- **Responsibility** will be enhanced as learners listen to a passage and answer recall and inferential questions on consumer awareness

Pertinent and Contemporary Issues (PCIs):

- **Critical thinking** is enhanced as learners listen to a talk from an audio clip and note down traditional modes of trade.
- **Financial literacy** is acquired as learners learn about traditional modes of trade in the community.
- **Consumer education** is enhanced as learners a passage and answer recall and inferential questions on consumer awareness
- **Self-esteem** is developed as learners role-play in groups traditional modes of trade using the learnt vocabulary.

Link to other subjects:

- **Mathematics and Business Studies** address trade and consumer awareness.

Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify traditional modes of trade from texts	Confidently identifies traditional modes of trade from texts	Identifies traditional modes of trade from texts	Partially identifies traditional modes of trade from texts	Struggles to identify traditional modes of trade from texts
Ability to use vocabulary on consumer awareness in sentence construction	Excellently uses vocabulary on consumer awareness in sentence construction	Uses vocabulary on consumer awareness in sentence construction	Uses some vocabulary on consumer awareness in sentence construction	Needs assistance to use vocabulary on consumer awareness in sentence construction
Ability to respond to recall questions from a text on types of consumers	Confidently responds to all recall questions from a text on types of consumers	Responds to all recall questions from a text on types of consumers	Responds to some recall questions from a text on types of consumers	Struggles to respond to recall questions from a text on types of consumers
Ability to respond to inferential questions from a text on consumer awareness.	Confidently responds to inferential questions from a text on consumer awareness.	Responds to inferential questions from a text on consumer awareness.	Responds to some inferential questions from a text on consumer awareness	Responds to a few inferential questions from a text on consumer awareness.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 READING	6.2.1 Reading comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify traditional modes of trade from a passage, b) use vocabulary related to traditional modes of trade, c) answer comprehension questions on consumer awareness, d) appreciate the importance of reading for information. 	The learner is guided to: <ul style="list-style-type: none"> • read a passage from print and digital sources and name the traditional modes of trade • work in pairs to read a passage and identify examples of consumer awareness • construct sentences using the vocabulary they have identified • play language games using vocabulary related to consumer awareness for gap filling • read and answer recall and inferential questions on traditional modes of trade • create a personal collection of vocabulary related to 	<ol style="list-style-type: none"> 1. How is reading important in acquiring information? 2. How is consumer awareness beneficial?

			traditional modes of trade and share with peers.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy is enhanced as learners show concerted attention when creating personal collection of vocabulary related to traditional modes of trade and share with peers. • Digital literacy is developed as learners access passages from digital sources and name the traditional modes of trade. • Creativity and imagination is acquired as learners remember scenarios from memory while playing language games using vocabulary related to consumer awareness for gap filling 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is acquired as learners play language games using vocabulary related to consumer awareness for gap filling • Integrity is enhanced as learners create a personal collection of vocabulary related to traditional modes of trade and share with peers. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Self-esteem is developed as learners show concerted attention when creating personal collection of vocabulary related to traditional modes of trade and share with peers. • Integrity is developed as learners create a personal collection of vocabulary related to traditional modes of trade and share with peers. • Financial literacy is acquired as learners learn about traditional modes of trade. • Consumer education is enhanced as learners remember scenarios from memory while playing language games using vocabulary related to consumer awareness for gap filling 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Business studies addresses trade as a topic. • Mathematics addresses the topic on entrepreneurship. 				

Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify traditional modes of trade from a passage.	Confidently identifies multiple traditional modes of trade from a passage.	Identifies traditional modes of trade from a passage.	Partially identifies traditional forms of trade from a passage.	Has difficulty identifying traditional forms of trade from a passage even with assistance.
Ability to use vocabulary related to traditional modes of trade.	Confidently uses vocabulary related to traditional modes of trade.	Uses vocabulary related to traditional modes of trade.	Uses some vocabulary related to traditional modes of trade.	Struggles to use vocabulary related to traditional modes of trade.
Ability to answer comprehension questions on meaning of consumer awareness	Creatively answers comprehension questions on meaning of consumer awareness	Answers comprehension questions on meaning of consumer awareness	Answers some comprehension questions on meaning of consumer awareness	Answers few comprehension questions on meaning of consumer awareness

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 LANGUAGE STRUCTURE	6.3.1 Word classes- Adverbs (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify adverbs of place and manner in a paragraph, b) use adverbs of place and manner in paragraphs, c) Acknowledge the role of adverbs of place and manner in communication.	The learner is guided to: <ul style="list-style-type: none"> • engage in pair work to read sentences on trade and identify adverbs of place • work in pairs, read sentences on trade and identify adverbs of manner • identify adverbs of manner from paragraphs about types of consumers, and peer review each other in the group • work in small groups to identify adverbs and use them to make sentences on trade • participate in activity to fill in blank spaces using adverbs of place and manner • dramatise a dialogue on trade featuring adverbs of manner and place. 	<ol style="list-style-type: none"> 1. Why are adverbs important in communication? 2. How is consumer awareness beneficial to the society?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn will be enhanced as learners seek information and discover facts about trade from given sentences and paragraphs. • Collaboration is achieved as learners recognize each other's ideas, listen and respond to each other's sentences. 				

Values: Unity and respect will be developed as learners dramatise a dialogue featuring adverbs of manner and place.				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Effective communication is enhanced as learners dramatise a dialogue featuring adverbs of manner and place. • Financial literacy is developed as learners dramatise a dialogue on trade featuring adverbs of manner and place. • Consumer Education is enhanced as learners identify adverbs of manner in paragraphs about types of consumers 				
Link to other subjects:				
<ul style="list-style-type: none"> • English and Kiswahili address adverbs • Business Studies addresses consumer awareness 				
Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify adverbs of place and manner in paragraphs	Confidently identifies adverbs of place and manner in paragraphs	Identifies adverbs of place and manner in paragraphs	Partially identifies adverbs of place and manner in paragraphs	Identifies adverbs of place and manner in sentences with assistance
Ability to use adverbs of place and manner in paragraphs	Creatively uses adverbs of place and manner in paragraphs	Uses adverbs of place and manner in paragraphs	Partially uses adverbs of place and manner in paragraphs	Needs assistance to use adverbs of place and manner in paragraphs

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.4WRITING	6.4.1 Writing for information (2 lessons)	By the end of the sub strand, the learner should be able to: a) Discuss consumer awareness and its benefits, b) narrate the need for integrity and responsibility in business, c) write short compositions on traditional forms of trade, d) acknowledge the role of writing in communication. . .	The learner is guided to: • read digital texts and identify information on the benefits of consumer awareness and write them down • discuss and write short narrations on the need for integrity and responsibility in business • identify the concept of values in trade and business from the texts they have read and write short compositions on the same • write short compositions, in groups, on the benefits of consumer awareness • infuse the concept of integrity and responsibility in compositions about trade • share their compositions on digital platforms, give	1. Why should we write clearly? 2. How do we write short compositions? Why is consumer awareness important?

			feedback and share their work in class.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is acquired as learners read digital texts and identify information on the benefits of consumer awareness and write them down • Citizenship is enhanced as infuse the concept of integrity and responsibility in their compositions about trade • Learning to learn is developed as learners work collaboratively while developing short compositions on consumer awareness and its benefits 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is developed as learners share digital devices to read digital texts and identify information on the benefits of consumer awareness and write them down • Self-esteem is acquired as the learners make presentations in class. • Respect is achieved as learners infuse the concept of values in their compositions. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is enhanced as learners work in groups to write short compositions. • Financial literacy is developed as learners read digital texts and identifies different modes of trade. • Consumer education is enhanced as learners read digital texts and identify information on the benefits of consumer awareness and write them down • Self-esteem is acquired as learners express themselves in writing 				
<p>Link to other subjects: English and Kiswahili address writing skills Business studies cover consumer awareness</p>				

Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss consumer awareness and its benefits	Excellently discusses consumer awareness and its benefits	Discusses consumer awareness and its benefits	With assistance discusses consumer awareness and its benefits	Struggles to discuss consumer awareness and its benefits
Ability to discuss the need for integrity and responsibility in business.	Creatively discusses the need for integrity and responsibility in business.	Discusses the need for integrity and responsibility in business.	Attempts to discuss the need for integrity and responsibility in business.	Has difficulty in discussing the need for integrity and responsibility in business.
Ability to write short compositions on traditional forms of trade	Creatively writes short compositions coherently on traditional modes of education	Writes short compositions coherently on traditional modes of education	Needs assistance to write coherently short compositions on traditional modes of education	Struggles to write short compositions on traditional modes of education

THEME 7.0: CAREERS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 LISTENING AND SPEAKING	7.1.1 Intensive listening (2 lessons)	By the end of the sub strand, the learner should be able to: a) respond to questions on personal talents and abilities, b) transcribe a short paragraph from an audio clip, c) advocate for importance of intensive listening in communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio clip on how talents and abilities influence career choice and summarise the information • work in groups discuss how career choice depends on one's abilities and talents • orally answer comprehension questions on the audio clip on how talents and abilities influence career choice • surf the internet to find a short audio clip on how talents and abilities influence career choice 	<ol style="list-style-type: none"> 1. How can listening attentively for information help us in making decisions? 2. Why is it important to know your talents and abilities?

			<ul style="list-style-type: none"> • individually transcribe one paragraph from the audio clip • engage in small group activities to review each other's transcription then each keeps their transcription in a portfolio. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is enhanced as learners listen keenly and actively to transcribe one paragraph from the audio clip on how abilities and talents influence career choice • Collaboration is acquired as learners recognizing the value of other's ideas during discussions on how career choice depends on one's abilities and talents • Digital literacy is developed as learners surf the internet to find a short audio clip on how talents and abilities influence career choice • Self-efficacy is acquired as the learners identify personal skills and keep a copy of their transcription in their portfolio 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is developed as learners work in groups to discuss how career choice depends on one's abilities and talents • Respect is enhanced as learners review each other's transcription 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social cohesion is achieved as work in groups to discuss how career choice depends on one's abilities and talents, and as they review each other's transcriptions • Self-awareness is developed as learners learn how to discover their own talents, interests and abilities from the discussions 				

Link to other subjects:

- **English and Kiswahili** address listening skills
- **Pre-Technical and Pre-Career Studies** deal with careers

ASSESSMENT RUBRIC

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to respond to questions on personal talents and abilities	Confidently responds to questions on personal talents and abilities	Responds to questions on personal talents and abilities	Partially responds to questions on personal talents and abilities	Responds to questions on personal talents and abilities with assistance
Ability to transcribe a short paragraph from an audio clip	Meticulously transcribes a short paragraph from an audio clip	Transcribes a short paragraph from an audio clip	Partially transcribes a short paragraph from an audio clip	Struggles to transcribe a short paragraph from an audio clip

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 READING	7.2.1 Reading for information (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) respond to questions on a variety of texts b) infer the meaning of words used in a text, c) construct sentences using vocabulary related to abilities and talents, d) recognise the value of reading for information. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • participate in group activities to study the pictures in their course book and identify the different careers portrayed in the pictures • work in groups to discuss the abilities and talents required for the different careers in the picture • take turns in pairs, to read a text on talents and abilities and orally answer questions on a text on abilities and talents • infer the meaning of the given words as used in the text and join another group in class to compare your inference of meaning of words • create a list of vocabulary related to abilities and talents, 	<ol style="list-style-type: none"> 1. How do you read for information? 2. How can talents and abilities develop into careers?

			<p>as a group, and use the vocabulary learnt to construct sentences on talents and abilities</p> <ul style="list-style-type: none"> • work in small groups peer review your sentences on abilities and talents. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is developed as the learners write sentences on abilities and talents clearly and correctly • Collaboration is enhanced as learners contribute to group decision making to compare their inference of vocabulary with other groups • Critical thinking and problem solving is acquired as learners make interpretations and inference from the text on abilities and talents • Creativity and imagination will be developed as learners network to undertake group activities that enhance their inference skills 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is developed as learners work in group to infer meanings of vocabulary related to abilities and talents • Responsibility is acquired as each learner does the assigned exercise • Respect is enhanced as learners in groups compare their inference of vocabulary with other groups 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Creative thinking is acquired as learners undertake group activities that enhance their inference skills • Problem solving is developed as learners make interpretations and inference from the text on abilities and talents • Social cohesion is enhanced as learners in groups as learners compare their inference of vocabulary with other groups 				

Link to other subjects:

- **Kiswahili, French and English** cover reading skills
- **Pre-Technical and Pre-Career Studies** deal with careers

Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to respond to questions on a variety of texts on talents and abilities	Excellently responds to questions on a variety of texts on talents and abilities	Responds to questions on a variety of texts on talents and abilities	Partially responds to some questions on a variety of texts on talents and abilities	Responds to questions on a variety of texts on talents and abilities with assistance
Ability to infer the meaning of words used in a text	Perfectly infers the meaning of words used in a text	Infers the meaning of words used in a text	With assistance infers the meaning of words used in a text	With difficulty, infers the meaning of words used in a text
Ability to construct sentences using vocabulary related to abilities and talents	Exceptionally constructs sentences using vocabulary related to abilities and talents	Constructs sentences using vocabulary related to abilities and talents	With help, constructs sentences using vocabulary related to abilities and talents	Struggles to construct sentences using vocabulary related to abilities and talents

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7.3 LANGUAGE STRUCTURES	7.3.1 Phrases (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify noun phrases in sentences on careers, b) construct sentences using noun phrases, c) identify verb phrases in sentences on career d) construct sentences about careers using verb phrases, e) acknowledge the role of phrases in construction of meaningful sentences. 	The learner is guided to: <ul style="list-style-type: none"> • engage in group activities to read short passages about careers and identify nouns and group of words modifying nouns • underline noun phrases in sentences on their course books and use them to construct sentences related to career using given noun phrases • take turns to read a paragraph on career and identify verb phrases in the paragraph on career • identify verb phrases in the sentences about their career preferences and use them to fill in blanks with appropriate verb phrases in sentences on career • work in pairs to complete sentences on careers by matching phrases given in tables • construct own sentences on careers and underline the verb 	<ol style="list-style-type: none"> 1. Why do we use phrases in sentences? 2. Why do we need to think carefully about careers?

			phrases and peer review others' sentences.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is developed as learners construct sentences using noun phrases and verb phrases clearly and correctly. • Collaboration is enhanced as learners contributing to group decision making by peer reviewing each other's sentences. • Learning to learn is achieved as learners organise own learning to construct sentences using noun and verb phrases. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is developed as they interact in groups to review each other's sentences • Responsibility is enhanced as the learners do the assigned tasks on completing sentences with appropriate phrases • Unity is developed as learners work in pairs and groups to identify noun phrases and verb phrases 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is acquired as learners write clearly and correctly in constructing sentences using noun phrases and verb phrases. • Critical thinking is developed as learners complete sentences on careers using given phrases in construction table • Social cohesion is achieved as learners peer review sentences in groups 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English and Kiswahili address noun phrases and verb phrases • Pre-Technical and Pre-Career Studies deal with careers 				

Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify noun phrases in sentences on careers	Perfectly identifies noun phrases in sentences on careers	Identifies noun phrases in sentences on careers	Identifies some noun phrases in sentences on careers	- Has difficulty identifying noun phrases in sentences on careers
Ability to construct sentences using noun phrases	Creatively constructs sentences using noun phrases	Construct sentences using noun phrases	With help constructs sentences using noun phrases	With difficulty constructs some sentences using noun phrases
Ability to identify verb phrases in sentences on career	Excellent identifies verb phrases in sentences on career	Identifies verb phrases in sentences on career	Identifies some verb phrases in sentences on career	Identifies verb phrases in sentences on career with assistance
Ability to construct sentences using verb phrases	Exceptionally constructs sentences using verb phrases	Constructs sentences using verb phrases	Partially constructs sentences using verb phrases	Struggles to construct sentences using verb phrases even with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.4 WRITING	7.4.1 Writing to give information (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the features of a topical paragraph, b) write a short coherent paragraph on abilities and talents, c) acknowledge the importance of paragraphing in writing 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • work in small groups to surf the internet for and read topical paragraphs related to abilities and talents • discuss in their groups, the features of a topical paragraphs illustrating with the paragraphs sourced online • identify a topic sentence from a list of sentences on talents and abilities and use them at the beginning of paragraphs • rearrange sentences to form a coherent paragraph on talents and abilities and peer review for each other in small groups • write down five-sentence paragraph on how their abilities and talents can benefit the society, peer review each other's topical paragraphs and keep a copy of one's paragraph in the portfolio. 	<ol style="list-style-type: none"> 1. How do we write an effective paragraph? 2. Why should we identify our abilities and talents?

Core competencies to be developed:

- **Communication** is developed as learners write topical paragraphs clearly and correctly
- **Collaboration** is enhanced as learners contribute to group decision making through peer reviewing each other's topical paragraphs
- **Critical thinking and problem solving** is developed as learners explore in writing a paragraph how their abilities and talents can benefit the community.
- **Self-efficacy- self-awareness** is enhanced as learners analyse their abilities and talents, plan, write and review their topical paragraphs.

Values:

- **Unity** is developed as learners work in groups to complete coherent topical paragraphs on abilities and talents
- **Responsibility** is acquired as learners analyse their abilities and talents, plan, write and review their topical paragraphs.

Pertinent and Contemporary Issues (PCIs):

- **Creative thinking** is achieved as learners discover and write paragraphs on how their abilities and talents can benefit the community
- **Self-awareness** is developed as learners discover and write paragraphs on how their abilities and talents can benefit the community
- **Social cohesion** is enhanced as learners work in groups to peer review each other's topical paragraphs on how their abilities and talents can benefit the community
- **Patriotism** is developed as learners analyse how their abilities and talents can benefit the community

Link to other subjects:

- **English and Kiswahili** cover paragraph writing
- **Pre-Technical and Pre-Career Studies** address careers

Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the features of a topical paragraph	Meticulously identifies the features of a topical paragraph	Identifies the features of a topical paragraph	Partially identifies features of a topical paragraph	Identifies features of a topical paragraph with assistance
Ability to write a short coherent paragraph on abilities and talents	Flawlessly writes a short coherent paragraph on abilities and talents	Writes a short coherent paragraph on abilities and talents	Partially writes a short coherent paragraph on abilities and talents	With assistance writes a short coherent paragraph on abilities and talents

THEME 8.0: INDIGENOUS KNOWLEDGE/EDUCATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>8.1 LISTENING AND SPEAKING</p>	<p>8.1.1 Story telling (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify features of fables from their community, b) narrate a fable from their community, c) apply audience awareness skills in story-telling, d) recognize the role of story-telling in developing listening and speaking skills. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • work in small groups listen to an audio recording of a fable, • participate in pair work to identify the characters in the fable • discuss the character traits of the characters and share with the class the results of their discussions on the characters • discuss the moral lessons of the fable • narrate fable to their small groups as they apply audience awareness skills in story-telling • choose one fable from their group and narrate it to the class while applying audience awareness skills in story-telling • video record each group's presentations and watch the 	<ol style="list-style-type: none"> 1. How does storytelling enhance communication? 2. How do we apply audience awareness when narrating stories? 3. Why are fables important to the community?

			<p>presentations and discuss the performances</p> <ul style="list-style-type: none"> • Discuss the moral lessons on each of the fables presented. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is achieved as the learners narrate fables clearly and effectively while applying audience awareness skills • Collaboration is enhanced as learners influence teams by giving feedback and suggest improvement on each other's narrations. • Self-efficacy is developed as learners identify personal skills through telling stories involving animals and practice applying audience awareness skills in story telling • Creativity and imagination is achieved as learners network and undertake group activities in narrating, video-taping and giving each other feedback that help in gaining new perspectives • Citizenship is acquired as learners develop cultural identity and cultivate a sense of belonging by narrating fables 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is developed as learners work in groups to tell stories • Responsibility is enhanced as learners play their assigned roles during story telling • Respect is achieved as learners video-record each other's performance and give feedback • Patriotism is inculcated as learners cultivate a sense of belonging by narrating fables 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is developed as learners speak clearly and effectively while applying audience awareness skills in the narration of fables • Self-awareness is enhanced as learners discover their story telling abilities and use audience awareness skills in story telling 				

- **Patriotism** is fostered as learners cultivate a sense of belonging by narrating fables
- **Social cohesion** is developed as learners work in groups to tell stories, videotape each other and provide feedback.

Link to other subjects:

- **Kiswahili and English** address fables.
- **Social Studies** covers traditional forms of education

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify features of fables from their community	Excellent identify features of fables from their community	Identifies features of fables from their community	Partially identifies features of fables from their community	With help identifies some features of fables from their community
Ability to narrate a fable from their community	Confidently narrates a fable from their community	Narrates a fable from their community	Partially narrates a fable from their community	Has difficulty narrating a fable even with assistance
Ability to apply audience awareness skills in story telling	Perfectly applies audience awareness skills in story telling	Applies audience awareness skills in story telling	Attempts to apply some audience awareness skills in story telling	Uses few audience awareness skills with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 READING	8.2.1 Intensive reading (3 lessons)	By the end of the sub strand, the learner should be able to: a) respond to questions on tricksters, b) analyse tricksters from their community, c) acknowledge oral narratives as means of giving information.	The learner is guided to: <ul style="list-style-type: none"> • name the common animal characters used in stories and briefly discuss characters that often portrayed as tricksters in oral narratives • read a trickster and respond to oral questions and outline the plot of the trickster narrative • work in groups to surf the internet for and read a trickster narrative to discuss the character traits of the characters in the trickster and the moral of the trickster narrative • Read aloud their group trickster to class and present analysis of the trickster in class then give feedback to each other's reading ad presentation. 	<ol style="list-style-type: none"> 1. How do we read intensively? 2. How do we use trickster narratives in the community?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is developed through speaking clearly and effectively as learners read aloud their group trickster to class and present analysis of the trickster • Collaboration is enhanced by contributing to group decision making as learners in group decide on a trickster form the internet, read, analyse and present to class. 				

- **Digital literacy** is acquired through use of digital technology to accomplish tasks as learners surf the internet for an appropriate trickster narrative
- **Citizenship** is developed as learners experience sociocultural sensitivity and awareness through being exposed to the trickster narratives and the moral lessons they teach.
- **Critical thinking and problem solving** as learners interpret and infer while analysing the plot, characterisation and moral lesson of the trickster narrative

Values:

- **Unity** is developed as learners work in groups to discuss the tricksters they have read.
- **Respect** is acquired as they listen to each other's views on the tricksters they have read.
- **Responsibility** is enhanced as learners surf the internet and identify appropriate tricksters for reading and analysis.

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is acquired as learners read aloud their group trickster to class and present analysis of the trickster
- **Social cohesion** is developed as the learners in group decide on a trickster from the internet, read, analyse and present to class.
- **Patriotism** is acquired as learners cultivate a sense of belonging by reading tricksters from their community

Link to other subjects:

- **Kiswahili** covers animal stories
- **English** addresses reading skills and vocabulary

Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to respond to questions on tricksters	Confidently responds to questions on tricksters	Responds to questions on tricksters	Responds to questions on tricksters with assistance	Responds to questions on tricksters with difficulty
Ability to analyse tricksters from their community	Exceptionally analyses tricksters from their community	Analyses tricksters from their community	Partially analyses tricksters from their community	Is not able to analyse tricksters from their community even with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 LANGUAGE STRUCTURE	8.3.1 Active and Passive Sentences (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> distinguish between active and passive voice in sentences, use active passive voice to construct sentences on animal characters recognise the use of active and passive voice in sentences. 	The learner is guided to: <ul style="list-style-type: none"> take turns to read a fable and discuss the use of active and passive voices illustrating with sentences in the fable do an exercise from grade 7 course book to identify active and passive voices use active voice to construct sentences related to fables and peer review your sentences convert your sentences from active to passive voice and peer review each other's sentences 	<ol style="list-style-type: none"> How do we differentiate between active and passive voices in sentences? When do we use the active and passive voices?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication is enhanced as learners use the active and passive voice in sentences clearly and correctly Collaboration is enhanced as learners recognize the value of other's ideas while working in pairs and in groups to review each other's sentences Learning to Learn is developed as learners organise their own learning while constructing sentences in active voice 				

<p>Values:</p> <ul style="list-style-type: none"> • Unity is enhanced as learners work in pairs and in groups to review each other's sentences • Respect is acquired as the learners recognizing the value of other's ideas while peer reviewing the sentences • Responsibility is developed as learners organise their own learning while constructing sentences in active voice 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is developed as learners write clearly and correctly while using active and passive voice in sentences • Social cohesion is achieved as learners work in pairs and in groups to review each other's sentences 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English and French cover active and passive voice 				
<p>Assessment Rubric</p>				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish between active and passive voice in sentences	Sharply distinguishes between active and passive voice in sentences	Distinguishes between active and passive voice in sentences	Partially distinguishes between active and passive voice in sentences	Struggles to distinguish between active and passive voice in sentences
Ability to use active and passive voice to construct sentences on animal characters	Excellent uses active passive voice to construct sentences on animal characters	Uses active and passive voice to construct sentences on animal characters	Uses active and passive voice to construct some sentences on animal characters	Uses active and passive voice to construct few sentences on animal characters

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.4 WRITING	8.4.1 Writing to give information (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) rearrange given sentences to make a coherent one-paragraph story, b) write a short story featuring animal characters, c) advocate for writing of stories as a means of communication. 	The learner is guided to: <ul style="list-style-type: none"> • study pictures in the learner’s course book • discuss in groups, the events portrayed in the pictures • re-arrange sentences to form a coherent animal story portrayed in the pictures • watch an audio-visual clip featuring animals in a traditional set up and discuss the events evident in the audio-visual clip • write an imaginative story featuring animals in traditional and display the story in class for peer reading and review. 	<ol style="list-style-type: none"> 1. How can we write interesting stories with animal characters? 2. Why are animal stories important?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is enhanced as learners write imaginative stories featuring animals in traditional set up fluently and in an organised manner 				

- **Collaboration** is developed as learners recognise the value of other people’s ideas while reading and peer reviewing each other’s stories
- **Self-efficacy** is realised as learners set targets and plan efficiently to achieve tasks while planning and writing their imaginative story featuring animals in traditional set up
- **Citizenship** is developed as learners acquire sociocultural sensitivity and awareness through indigenous knowledge while reading and writing about animal characters in traditional set up

Values:

- **Unity** is developed as learners work in groups watch and discuss audio-visual clips featuring animals in traditional set up
- **Respect** is enhanced as learners read and peer review each other’s stories
- **Responsibility** is achieved as learners plan efficiently and achieve tasks while planning and writing their imaginative story featuring animals in traditional set up

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is developed as learners sequence ideas logically while writing imaginative story featuring animals in traditional set up
- **Social cohesion** is achieved as learners work in groups watch and discuss audio-visual clips featuring animals in traditional set up
- **Patriotism** is enhanced as learners develop a sense of belonging while reading and writing about animals in the traditional set up.

Link to other subjects:

- **English and Kiswahili** address writing to give information and oral narratives featuring animals

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to rearrange given sentences on animal characters to make a coherent one-paragraph story.	Excellentlly rearranges given sentences on animal characters to make a coherent one-paragraph story.	Rearranges given sentences on animal characters to make a coherent one-paragraph story.	With help rearranges given sentences on animal characters to make a coherent one-paragraph story.	With difficulty rearranges given sentences on animal characters to make a coherent one-paragraph story.
Ability to write a short story featuring animal characters	Meticulously writes a short story featuring animal characters	Writes a short story featuring animal characters	With assistance writes a short story featuring animal characters	Struggles to write a short story featuring animal characters

THEME 9.0: HEALTH AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>9.1 LISTENING AND SPEAKING</p>	<p>9.1.1 Presentation skills (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) prepare and give a talk about cultural foods,</p> <p>b) make presentations on preparation of cultural foods,</p> <p>c) appreciate the importance of good presentation skills in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • discuss points to consider when preparing a talk about different types of foods in their culture • listen to oral narratives on traditional food preparation from audio clips and respond to questions • listen to a talk on cultural foods from a resource person and discuss the key points in groups • prepare a talk about cultural foods in a logical sequence and make presentations on preparation of traditional foods and record themselves in groups • watch the recorded video clips and peer review of each other. 	<ol style="list-style-type: none"> 1. What entails presentation skills? How do we improve our presentation skills? 2. Why should we prepare food carefully?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn is enhanced as learners share what they have learnt when make presentations on preparation of traditional foods in groups. 				

<ul style="list-style-type: none"> • Digital literacy is acquired as learners record video clips and peer review of each other 				
Values: <ul style="list-style-type: none"> • Unity is developed as learners listen to a talk on cultural foods from a resource person and discuss the key points in groups • Respect is achieved as learners appreciate each other's opinions while working in groups. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Effective communication is developed as learners make presentations on cultural foods • Health education is acquired as they learn about cultural foods 				
Link to other subjects: <ul style="list-style-type: none"> • Home science addresses food preparation • Agriculture covers traditional foods • Kiswahili and English cover presentation skills 				
Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to prepare and give a talk about cultural foods	Prepares and gives a talk about cultural foods in logical order with precision	Writes down points for a talk on cultural foods in logical order	Writes some points for a talk on cultural foods in logical order	Writes points for a talk on cultural foods but not in logical order
Ability to make presentations on preparation of cultural foods	Confidently makes presentations on preparation of cultural foods	Makes presentations on preparation of cultural foods	Partially makes presentations on preparation of cultural foods	Makes presentations on preparation of cultural foods with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 READING	9.2.1 Reading for information (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify names of cultural foods from passages b) analyse the nutritional value of cultural foods from texts c) read texts on cultural foods and answer questions d) use vocabulary related to cultural food to create a personal collection e) acknowledge reading as a source of information.	The learner is guided to: <ul style="list-style-type: none"> • read digital and print texts and identify names of cultural foods and create personal collections of thematic vocabulary • read articles from newspapers and pick out information on nutritional value of cultural foods in groups and respond to questions from passages on cultural foods • make notes on different types of cultural foods using vocabulary in personal collections • use the dictionary to find the meaning of vocabulary related to cultural food. 	<ol style="list-style-type: none"> 1. How do we scan to get specific information when reading a text? 2. Why is cultural food important in our bodies?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration will be developed as learners contribute to group decision making as they read articles from newspapers and pick out information on nutritional value of cultural foods in groups. • Creativity and imagination is enhanced as learners undertake tasks to create something new by use vocabulary related to cultural foods appropriately and create personal collections. 				

Values:

- **Unity** is achieved as learners contribute to group decision making by reading articles from newspapers and pick out information on nutritional value of cultural foods in groups.
- **Responsibility** is developed as they handle digital devices when reading digital texts

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is acquired as the learners work in groups when reading articles from newspapers.
- **Health education** is enhanced as learners read about nutritional value of cultural foods.

Link to other subjects:

- **English and Kiswahili** address reading.
- **Home Science** addresses nutritional value of cultural foods.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify names of cultural foods from passages	Excellently identifies names of cultural foods from passages	Identifies names of cultural foods from passages	Partially attempts to identify names of cultural foods from passages	Identifies names of cultural foods from passages, with assistance
Ability to analyse the nutritional value of cultural foods from texts	Perfectly analyses the nutritional value of cultural foods from texts	Analyses the nutritional value of cultural foods from texts	Attempts to analyse the nutritional value of cultural foods from texts	Has difficulties analysing the nutritional value of cultural foods from texts

Ability to read texts on cultural foods and answer questions	Fluently reads texts on cultural foods and answer questions	Reads texts on cultural foods and answer questions	Reads some texts on cultural foods and answer questions	Struggles to read texts on cultural foods and answer questions
Ability to use vocabulary related to cultural food to create a personal collection	Easily uses vocabulary related to cultural food to create a personal collection	Uses vocabulary related to cultural food to create a personal collection	Uses some vocabulary related to cultural food to create a personal collection	Uses few vocabularies related to cultural food to create a personal collection

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 LANGUAGE STRUCTURE	9.3.1 Sentences (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) distinguish between declarative, interrogative, imperative and exclamative sentences,</p> <p>b) construct declarative, interrogative, imperative and exclamative sentences on health and nutrition,</p> <p>c) value the importance of different types of sentences in expressing ideas.</p>	<p>The learner will be guided to:</p> <ul style="list-style-type: none"> • identify declarative, interrogative, imperative and exclamative sentences in a text on health and nutrition in turns • construct different types of sentences using nouns that talk about health and nutrition in groups • complete a written dialogue using given interrogative, imperative and exclamative sentences • role play the dialogue they have written using interrogative, imperative and exclamative sentences in groups • write a paragraph using interrogatives, imperatives and exclamative sentences, • create a crossword puzzle using the interrogative, 	<ol style="list-style-type: none"> 1. How do we differentiate types of sentences? 2. Why should we maintain a healthy lifestyle?

			imperative and exclamative sentences they have learnt, share and give feedback in class.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination is developed as learners undertake tasks to create a crossword puzzle using the interrogatives, imperative and exclamative sentences. • Self-efficacy is acquired as they show concerted attention to details while role playing a dialogue in groups. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is achieved as Learners work in group and listen to one another when identifying declarative, interrogative, imperative and exclamative sentences in turns. • Responsibility is developed as Learners create a crossword puzzle using the interrogatives, imperatives and exclamative to completion. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Creative thinking is enhanced as learners undertake tasks to create a crossword puzzle using the interrogatives, imperative and exclamative sentences • Self-efficacy is developed as they show concerted attention to details while role playing a dialogue in groups 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English and Kiswahili address types of sentences. • Home Science addresses health and nutrition. 				

Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish between declarative, interrogative, imperative and exclamative sentences	Confidently tells the difference between declarative, interrogative, imperative and exclamative sentences	Tells the difference between declarative, interrogative, imperative and exclamative sentences	Partially tells the difference between declarative, interrogative, imperative and exclamative sentences	Struggles to tell the difference between declarative, interrogative, imperative and exclamative sentences
Ability to construct declarative, interrogative, imperative and exclamative sentences on health and nutrition	Imaginatively and creatively makes declarative, interrogative, imperative and exclamative sentences about health and nutrition	Makes declarative, interrogative, imperative and exclamative sentences about health and nutrition	Makes some declarative, interrogative, imperative and exclamative sentences about health and nutrition	Has difficulty making declarative, interrogative, imperative and exclamative sentences about health and nutrition

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.4 WRITING	9.4.1 Functional writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the components of a friendly letter, b) write a friendly letter on preparation and preservation of traditional foods, c) Appreciate the importance of letter writing in communication.	The learner is guided to: <ul style="list-style-type: none"> • study a letter on preparation of traditional foods in pairs, • identify the features of a friendly letter and note down the different parts, • Write friendly letters to each other on preparation and preservation of traditional foods, • Share through emails the friendly letters they have written and respond to each other. 	<ol style="list-style-type: none"> 1. How do we write friendly letters? 2. How can we preserve traditional food?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination is developed as learners write friendly letters to each other on preparation and preservation of traditional foods. • Digital literacy is achieved as learners use digital technology to share through emails the friendly letters they have written and respond to each other 				
<p>Values</p> <ul style="list-style-type: none"> • Unity is enhanced as learners work in pairs as they study a letter on preparation of traditional foods • Responsibility is developed as learners handle digital devices when sharing the email messages they have written 				

Pertinent and Contemporary Issues (PCIs):

- **Creative thinking** is acquired as learners write friendly letters to each other on preparation and preservation of traditional foods
- **Health Education** is developed as learners use information about traditional food preparation and preservation to write letters

Link to other subjects:

- **English and Kiswahili** address writing skills.
- **Home Science** addresses food preparation and preservation as a topic.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline components of a friendly letter.	Creatively outlines all components of a friendly letter correctly.	Outlines components of a friendly letter.	Partially outlines some components of a friendly letter.	Struggles to outline components of a friendly letter.
Ability to write a friendly letter on preparation and preservation of traditional foods	Captivatingly writes a friendly letter on preparation and preservation of traditional foods	Writes a friendly letter on preparation and preservation of traditional foods	Writes a letter on preparation and preservation of traditional foods but without features of a friendly letter	Has difficulty writing a friendly letter on preparation and preservation of traditional foods

THEME 10.0: LEISURE				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.1 LISTENING AND SPEAKING	10.1.1 Listening for Pleasure (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify traditional word games in their community, b) explain the role of various traditional word games for children, c) participate in traditional word games with their peers, d) acknowledge the role of word games, riddles and tongue twisters in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • surf the internet for a variety of audio-visual clips featuring traditional word games for children, discuss and list traditional word games for children • work in groups discuss the role of each children's word game identified in their discussion and compose a word game for children • use digital devices to videotape each other as you engage in children's word games you developed and keep a copy of your videotaped performance in digital portfolio • work in groups to present the word games to the class as the others listen and participate. 	<ol style="list-style-type: none"> 1. Why is it important to listen for pleasure? 2. How do word games enhance communication?

Core competencies to be developed:

- **Communication** is developed as learners listen keenly and actively paying attention and responding to word games from audio-visual clips
- **Collaboration** is enhanced as learners recognizing the value of others' contribution while working in groups to compose word games
- **Creativity and imagination** is acquired as learners network while undertaking a group task to gain new perspectives as learners in groups compose word games for children
- **Citizenship** is developed as learners listen to and participate in traditional word games hence creating self-awareness
- **Self-efficacy** is enhanced as learners set targets, planning efficiently and achieve tasks while composing word games for children, videotape themselves using a digital device and keep a copy of their videotaped performance in digital portfolio

Values:

- **Unity** is developed as learners in groups to present their word games to class as the others listen and participate
- **Responsibility** is acquired as learners compose word games for children and videotape yourselves using a digital device
- **Respect** is enhanced as learners in groups discuss the role of children's word game

Pertinent and Contemporary Issues (PCIs):

- **Effective communication** is developed as learners pay attention and respond to word games from audio-visual
- **Social cohesion** is acquired as learners recognize the value of others' as they work in groups to compose word games
- **Patriotism** is enhanced as learners develop a sense of belonging while listening to, composing and participating in traditional word games for children
- **Citizenship education** is developed as learners listen to and participate in traditional word games hence creating self-awareness

Link to other subjects:

- **German and Arabic** cover word games, and listening for pleasure

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify traditional word games in their community	Perfectly identifies traditional word games in their community	Identifies traditional word games in their community	Identifies traditional word games in their community with assistance	Has difficulty identifying traditional word games in their community even with assistance
Ability to explain the role of various traditional word games for children	Exceptionally explains the role of various traditional word games for children	Explains the role of various traditional word games for children	Partially explains the role of various traditional word games for children	Explains the role of various traditional word games for children with assistance
Ability to participate in traditional word games with their peers	Confidently participates in traditional word games with their peers	Participates in traditional word games with their peers	With assistance participates in traditional word games with their peers	Struggles to participate in traditional word games with their peers

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 READING	10.2.1 Reading for pleasure (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify characteristics of riddles in texts, b) identify vocabulary associated with children play, spoken word, tongue twisters and riddles, c) identify features of children play, spoken word, tongue twisters and riddles, d) appreciate the role of children play, riddles, tongue twisters and spoken word in communication.	The learner is guided to: <ul style="list-style-type: none"> • read texts and identify characteristics of riddles • read texts on children play and identify vocabulary associated with it • read texts on spoken word and identify vocabulary associated with it • read texts on tongue twisters and identify vocabulary associated with it • read texts riddles and identify vocabulary associated with it • identify children’s play, spoken word, tongue twisters and riddles • identify in groups the importance of children’s play, riddles, tongue twisters and spoken word in texts 	<ol style="list-style-type: none"> 1. How do literary short forms enhance reading? 2. How do you derive pleasure from reading?

			<ul style="list-style-type: none"> play language games involving children's play, spoken word, tongue twisters and riddles in groups. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication is developed as learners use appropriate language, expression and gestures when playing language games Collaboration is enhanced as they actively participate in group work by playing language games. 				
<p>Values:</p> <ul style="list-style-type: none"> Unity and respect will be realised as learners discuss in groups and accept each other's opinion while doing group work. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Effective communication is enhanced as learners use appropriate language, expression and gestures when playing language games Self-esteem is developed as learners play language games involving children play, spoken word, tongue twisters and riddles Social cohesion is achieved as learners work harmoniously in groups 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> Social Studies addresses children play songs. English and Kiswahili address reading skills 				

Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify characteristics of riddles in texts.	Confidently identifies characteristics of riddles in texts.	Identifies characteristics of riddles in texts.	Identifies some characteristics of riddles in texts.	With assistance identifies characteristics of riddles in texts.
Ability to identify vocabulary associated with children play, spoken word, tongue twisters and riddles.	Easily identifies vocabulary associated with children play, spoken word, tongue twisters and riddles.	Identifies vocabulary associated with children play, spoken word, tongue twisters and riddles.	Identifies some vocabulary associated with children play, spoken word, tongue twisters and riddles.	Needs assistance to identify vocabulary associated with children play, spoken word, tongue twisters and riddles.
Ability to identify features of children play, spoken word, tongue twisters and riddles.	Perfectly identifies features of children play, spoken word, tongue twisters and riddles.	Identifies features of children play, spoken word, tongue twisters and riddles.	Identifies some features of children play, spoken word, tongue twisters and riddles.	Needs assistance to identify features of children play, spoken word, tongue twisters and riddles.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.3 LANGUAGE STRUCTURE	10.3.1 Affirmative and negative sentences (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify affirmative and negative sentences from given text, b) explain the use of affirmative and negative sentences in communication, c) construct affirmative and negative sentences on leisure, d) Recognize the role of affirmative and negative sentences in communication.	The learner is guided to: <ul style="list-style-type: none"> • read a passage on leisure and identify affirmative and negative sentences from the passage on leisure, • work in groups to demonstrate the difference between affirmative and negative sentences, • identify a list of sentences either as affirmative or negative, • engage in pair work to convert affirmative to negative sentences and vice versa, • construct affirmative and negative sentences on leisure and peer review each other's sentences. 	1. How do we differentiate sentences? 2. Why should we use different types of sentences?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication is achieved as learners construct affirmative and negatives sentences clearly and correctly 				

- **Collaboration** is enhanced as learners recognize the value of other's ideas while working in pairs and in groups to review each other's sentences
- **Learning to Learn** is developed as learners organise their own learning while constructing affirmative and negative sentences

Values:

- **Unity** is acquired as learners work in pairs and in groups to review each other's sentences
- **Respect** is developed as learners discuss the sentence structure of affirmative and negative sentences.

Pertinent and contemporary Issues (PCIs):

- **Effective communication** is achieved as learners write clearly and correctly while constructing affirmative and negatives sentences
- **Social cohesion** is developed as learners work in pairs and in groups to review each other's sentences

Link to other subjects:

- **Kiswahili and German** address types of sentences.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify affirmative and negative sentences from given text.	Consistently identifies affirmative and negative sentences from given text.	Identifies affirmative and negative sentences from given text.	Identifies some affirmative and negative sentences from given text.	Identifies few affirmative and negative sentences from given text.
Ability to explain the use of affirmative and	Excellent explains the use of affirmative and negative	Explains the use of affirmative and negative sentences in communication	With help explains the use of affirmative and negative sentences in communication	With difficulty explains the use of affirmative and

negative sentences in communication	sentences in communication			negative sentences in communication
Ability to construct affirmative and negative sentences on leisure	Perfectly constructs affirmative and negative sentences on leisure	Constructs affirmative and negative sentences on leisure	Partially constructs affirmative and negative sentences on leisure	Constructs own affirmative and negative sentences on leisure with assistance

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.4 WRITING	10.4.1 Creative writing-simple poems and songs (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify features of poems in texts, b) distinguish between poems and songs in texts, c) write simple poems and songs on traditional leisure, d) embrace the importance of creative writing in language use.	The learner is guided to: • watch a video clip on a poetry recital to study a poem and identify its features in groups • discuss the steps in composing a poem in pairs, and distinguish the features of poems from songs and write them down • use digital devices to share the songs with their peers and make presentations of the song to the class.	1. What should we consider when writing poems and songs? How do we write poems and songs? 2. What entails traditional leisure activities? 3. Why are traditional leisure activities important?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is developed as learners use logical reasoning to identifying features of poems and songs • Digital literacy is enhanced as they use share songs with their peers using digital devices • Creativity and imagination is achieved as the learners create their own riddles and tongue twisters. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is developed as learners study a poem and identify its features in groups. • Respect is enhanced as they appreciate each other’s opinion when discussing features of short forms. 				

Pertinent and Contemporary Issues (PCIs):

- **Critical thinking** is developed as learners use logical reasoning to identifying features of poems and songs
- **Effective communication** is realised as learners discuss in groups and make presentations to their peers

Link to other subjects:

- **English and Kiswahili** address creative and imaginative writing.
- **Performing Arts** addresses Songs are addressed in Music

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify features of poems in texts	Confidently identifies features of poems in texts	Identifies features of poems in texts	Partially identifies features of poems in texts	With assistance identifies features of poems in texts
Ability to distinguish between poems and songs in texts	Excellently distinguishes between poems and songs in texts	Distinguishes between poems and songs in texts	With help distinguishes between poems and songs in texts	Struggles to distinguish between poems and songs in texts
Ability to write simple poems and songs on traditional leisure	Creatively writes simple poems and songs on traditional leisure	Writes simple poems and songs on traditional leisure	Attempts to write simple poems and songs on traditional leisure	Has difficulty in writing simple poems and songs on traditional leisure

COMMUNITY SERVICE LEARNING (CSL) PROJECT

The CSL project is based on the strand listening and speaking and the sub strand cultural literary short forms. The project seeks to deepen learners' understanding of the place of cultural literary short forms in fostering ethnic relations and provide an opportunity for them to collect cultural literary short forms from the community. They will utilize the data generated to address the importance of community values in fostering healthy ethnic relations. It is further suggested that learners undertake the project in groups following the following steps:

1. identifying gaps in relationships in the school and community
2. doing a formal request to the headteacher for permission to carry out the project
3. identifying the materials to be used in collecting the cultural literary short forms
4. collecting the cultural literary short forms from the community
5. sharing the short forms within the school and the community
6. reflecting on the success or weakness of the project.

Strands relating to CSL project	Sub-Strands	Project Outcomes	Suggested Learning Experiences	Key Inquiry Questions
11.1 Listening and Speaking	11.1.1 Cultural Literary Short Forms (6 hours)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) analyse the place of cultural literary short forms in fostering ethnic relations, b) document the procedure to be followed for effective implementation of the project, c) apply the knowledge in data collection to gather cultural literary short forms from the community, d) utilize the data generated to address the importance of community values in fostering healthy ethnic relations, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • identify gaps in relationships in the school and community [Learners could identify these gaps by conducting oral interviews or administering questionnaires to members of the school and community.] • brainstorm on cultural literary short forms of the community can address the gaps identified and by so doing show the purpose of the project. • decide on an appropriate title of the project • outline the procedure they will follow for the implementation of the project: area of the study, duration, permit, budget, data collection methods, data presentation 	<ol style="list-style-type: none"> 1. Why do we collect data? 2. How do we represent data? 3. How do we use data in real life?

		<p>e) evaluate the project in relation to its objectives,</p> <p>f) Acknowledge the role of cultural literary forms in promoting social cohesion and community integration.</p>	<p>(including transcription) and analysis and report writing, dissemination (availing report to school and community)</p> <ul style="list-style-type: none"> • form working groups to collect the different cultural literary short forms from the community • identify suitable respondents to give information on the chosen forms • visit the field and collect the short forms • use audio visual equipment to record the literary short forms • transcribe the collected material • analyse the short forms make recommendations to relevant stakeholders • write and edit a report based on the analysis. • bind the report and store a copy in the school library • form virtual learning groups where they continue 	
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			<p>exchanging ideas on how learning of cultural literary forms can foster social cohesion and communication integration</p> <ul style="list-style-type: none"> • perform the short forms in various community forums • discuss their report in various community forums • discuss the contribution of the project to their learning and positive changes to the community, in groups • present their group finding to class as they record themselves, then post the clips in their virtual learning forums. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination will be enhanced as learners network during collection of data and share their findings in the virtual learning forums • Critical thinking and problem solving is achieved as learners identify gaps in learning resources and ethic relations and how to fill these gaps • Communication is acquired as learners write fluently and in an organized manner to compile reports and disseminate project findings to the school and community 				

- **Collaboration** is developed as learners recognize the value of other's ideas by contributing decision making as learners plan, carry out the project and disseminate their findings to the school and community.
- **Self-efficacy** is enhanced as learners manage tasks and show concerted attention to details while analysing data on cultural literary form
- **Learning to learning** is acquired as learners develop relationships and share what they have learnt with the school and community members
- **Digital literacy** will be enhanced as learners use digital devices to record themselves (on the contribution of the project), and post the clips in their virtual learning forums

Values

- **Unity** will be realised as learners work together in groups to collect different cultural literary short form from the community
- **Respect** will be inculcated as learners interact with community members in while collecting and disseminating data
- **Integrity** will be acquired as learners analyse data collected from the community and give recommendations
- **Patriotism** will be developed as learners recognize the values embodied in the cultural literary forms
- **Peace** will be experienced as learners as they identify gaps, conduct research with the aim of positively impacting the society
- **Responsibility** will be enhanced as learners undertake tasks and collect data while using digital devices

Pertinent and Contemporary Issues (PCIs):

- **Active community skills** will be developed as learners interact with community members harmoniously as they collect data
- **Social cohesion** will be realised as learners work together, and with the community, in while accomplishing tasks such as data collection, data presentation, analysis and dissemination
- **Critical thinking** will be enhanced as learners brainstorm on how the study of cultural literary short forms can address the gaps identified in the community relationships
- **Problems solving** will be acquired as learners research on how cultural short forms can enhance social cohesion

- **Self-esteem** will be inculcated as learners perform cultural literary short forms in various community forums
- **Peer education** will be developed as learners, in their virtual learning forums, continue exchanging ideas on how learning of cultural literary forms can foster social cohesion

Link to other subjects

- **Performing Arts** covers performance of cultural literary forms
- **Social studies** addresses fieldwork on geographical locations
- **English and Kiswahili** address oral literary forms

assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyze the place of cultural literary short forms in fostering ethnic relations	Analyzes the place of cultural literary short forms in fostering ethnic relations effectively	Analyzes the place of cultural literary short forms in fostering ethnic relations	Is able to analyze the place of cultural literary short forms in fostering ethnic relations with assistance	Analyzes the place of cultural literary short forms in fostering ethnic relations with difficulty
Ability to document the procedure to be followed for effective implementation of the project	Documents the procedure to be followed for effective	Documents the procedure to be followed for effective implementation of the project	Partially documents the procedure to be followed for effective implementation of the project	Attempts to document the procedure to be followed for effective

	implementation of the project excellently			implementation of the project
Ability to apply the knowledge data collection to gather cultural literary short forms from the community	Exceptionally applies the knowledge data collection to gather cultural literary short forms from the community	Applies the knowledge data collection to gather cultural literary short forms from the community	Applies the knowledge in data collection to gather cultural literary short forms from the community with help	Struggles to apply the knowledge in data collection to gather cultural literary short forms from the community even with assistance
Ability to utilize the data generated to address the importance of community values in fostering healthy ethnic relations	Utilizes the data generated to address the importance of community values in fostering healthy ethnic relations meticulously	Utilizes the data generated to address the importance of community values in fostering healthy ethnic relations in varied contexts	With assistance utilizes the data generated to address the importance of community values in fostering healthy ethnic relations	Utilizes the data generated to address the importance of community values in fostering healthy ethnic relations with difficulty
Ability to evaluate the project in relation to its objectives.	Excellent evaluates the project in relation to its objectives.	Evaluates the project in relation to its objectives	Partially evaluates the project in relation to its objectives	Attempts to evaluate the project in relation to its objectives

APPENDIX

STRAND	SUB STRAND	SUB STRAND	SUGGESTED NON-FORMAL ACTIVITIES	SUGGESTED ASSESSMENT METHODS	PARENTAL ENGAGEMENT	LIST OF RESOURCES
1.THEME INFORMATION COMMUNICATION TECHNOLOGY	1.1 LISTENING AND SPEAKING	1.1.1 Listening for information	Learners practice giving and responding to information	Responding to questions Observation during recording activities Notes taken	Learners to practice listening attentively and responding appropriately at home	Audio clips Writing materials
	1.2 READING	1.2.1 Reading comprehension	Learners to engage in reading clubs to practice and enhance their comprehension skills	Observation as learners manipulate digital devices Personal collections of vocabulary	Learners to discuss the use of different ICT gadgets with parents and	Recorded clips, selected paragraphs, grade 7 course books,

					guardians at home	digital devices
1.3 LANGUAGE STRUCTURE	1.3.1 Word Classes NOUNS	Learners form reading clubs to promote reading culture.	Question/answer, Observation Text messages and emails	Learners to write messages on social media with the help of parents and guardians	Print and online sources, social media platforms, phones, digital devices	
1.4 WRITING	1.4.1 Social writing formation	Learners practise writing messages and emails in and out of class with peers	Observation, writing messages and emails, manipulating phones and online platforms	Learners to write messages on social media with the help of parents and guardians	Writing materials, organisers, Print and online sources, social media platforms, phones, digital devices	

2.0 UNITY AND CITIZENSHIP	2.1 LISTENING AND SPEAKING	2.1.1 LISTENING FOR COMPREHENSION	Learners to listen and respond to questions on varied themes	Question and answer Observation as they use the dictionary	Learners to listen and respond to questions at home with peers, parents or guardians	Digital tools e.g. computer, storybook, picture cards, audio stories, radios, props, costumes
	2.2 READING	2.2.1 Extensive reading	Learners to engage in library membership or book club membership to enhance their reading skills	Observation as learners use the library Book reports Personal collections of thematic vocabulary	Learners participate in reading activities/hobbies with parents or guardians at home.	Dictionaries Library resources

	2.3 LANGUAGE STRUCTURE	2.3.1 Personal and possessive pronouns	Learners participate in	Practice exercises e.g. gap filling Questions and answer	learners to find and read stories at home with their parents and guardians	Writing materials, course books, print resources, sentence strips, digital sources.
	2.4 WRITING	2.4.1 Writing for information	Learners participate in writing competitions in their clubs and societies.	Writing varied texts	Learners practice writing simple texts with peers, parents and guardians at home	Books, pencils, newspaper cuttings, digital resources
3.0THEME SAFETY AND SECURITY	3.1 LISTENING AND SPEAKING	3.1.1 Attentive listening	Learners Participate in language club activities with	Oral questions and aural questions as learners respond to	Learners discuss safety and security with their parents and	Audio- visual clips Aural comprehensi

			peers in and out of class	questions on occupations	guardians at home	on texts and passages Digital devices.
	3.2 READING	3.2 .1Library skills	Participation in reading clubs and societies	Library use, observation	Learners to discuss role of security officers at home with their peers, parents or guardians	Note books and pens Grade 7 course book Library materials Digital devices, Online resources- songs, poems, texts on roles of security officers

	3.3 LANGUAGE STRUCTURE	3.3.1 Word classes VERBS	Learners Participate in language competitions in clubs and societies and in informal set up. Engage peers in spelling games in their clubs and societies.	Question/answer, oral exercises, cloze tests, quizzes and competition	Read varied texts with the assistance of their parents/guardians.	Digital devices, word puzzles, passages on safety and security, books.
	3.4 WRITING	3.4.1 Writing to give information	Learners to participate in writing competitions organized by their language clubs	Writing activities	Discuss safety and security with their parents and guardians	Writing materials Digital devices Online sources Internet

4.0THEME ENVIRONMENTAL CONSERVATION	4.1 LISTENING AND SPEAKING	4.1.1 Conversational skills	Learners to engage in language clubs to practice speaking skills in and out of school	Questions and answers, observation as they participate in role play about environmental conservation.	Learners engage parents and guardians in discussions about environmental conservation.	Digital devices Online platforms Props and costumes Grade 7 course book
	4.2 READING	4.2.1 Reading for information	Learners to engage in reading club activities to improve reading skills	Role play, observation, question and answer	Learners share information and experiences on environmental conservation with peers, parents and guardians in	Digital devices Level readers Selected online texts Grade 7 course book

					the community	
4.3 LANGUAGE STRUCTURE	4.3.1 Word classes ADJECTIVES	Learners practice using different language structures in language clubs in and out of school	Grammar practice exercises, observation, question and answer.	Learners to discuss environmental conservation at home with peers, parents and guardians	Digital devices Selected texts Activities in grade 7 course book	
4.4 WRITING	4.4.1 Imaginative and creative writing	Learners participate in writing completions in their clubs and societies.	Written exercises, as they write sentences and passages.	Learners discuss environmental conservation with their parents or guardians.	Writing materials Digital devices Online sources	

5.0 THEME CULTURE	5.1 LISTENING AND SPEAKING	5.1.1 Conversational skills	Participate in language games and activities (riddles, tongue twisters and word games) in their language clubs in and out of school.	Observation of learner participation in activities	Learners to discuss cultural conversation e.g. riddle sessions with parents and guardians at home	Collections of tongue twisters, riddles and word games Pre-recorded audio clips Digital devices Recording devices
	5.2 READING	5.2.1 Reading for information	Participate in reading activities of the reading club in and out of school	Asking and answering questions, observation, responding to questions about child naming	Learners to discuss and learn about child naming in their community with parents and guardians	Digital resources, A collection of songs, poems Online resources

				Reading aloud in turns		Grade 7 course book
	5.3 LANGUAGE STRUCTURE	5.3.1 Word classes DETERMINERS	Participate in language games during language club activities	Observation, question and answer, practice exercises	Learners to discuss cultural language use with parents and guardians at home.	Digital resources A collection of practice exercises Grade 7 course book Online resources
	5.4 WRITING	5.4.1 Narrative writing	Participate in creative writing competition through the writing clubs.	Written exercises Portfolios	Learners to discuss cultural language use with parents and guardians at home	Books, pens, online sources

6.0 THEME TRADE	6.1 LISTENING AND SPEAKING	6.1.1 Listening for informatio n	Participate in language games and activities (riddles, tongue twisters and word games) in their language clubs in and out of school.	Observation of learner participation in role play Question and answer Note making	Learners to discuss cultural trade with parents and guardians at home	Props and costumes for role play Pre-recorded audio clips Digital devices Recording devices
	6.2 READING	6.2.1 Reading comprehen sion	Participate in reading activities of the reading club in and out of school	Asking and answering questions Reading aloud in turns	Learners to learn about trends in trade in their community from parents and guardians	Digital devices Online resources Grade 7 course book
	6.3 LANGUAGE	6.3.1 Word classes	Participate in language	Question and answer	Learners to discuss trade	Digital resources

	STRUCTURE	ADVERBS	games during language club activities	Practice exercises- sentence formation using adverbs, gap filling sing adverbs, identifying adverbs in paragraphs	activities in the community with parents and guardians at home.	A collection of practice exercises Grade 7 course book Online resources
	6.4WRITING	6.4.1 Writing for information	Participate in writing competitions in writing clubs.	Written exercises Short compositions Portfolios	Learners to discuss issues of integrity in business with parents and guardians at home	Books, pens Online sources Digital devices

7.0 THEME CAREERS	7.1 LISTENING AND SPEAKING	7.1.1 Intensive listening	Participate in activities of language clubs in and out of school.	Responding to questions orally Transcribing paragraphs Manipulating online sources	Learners to discuss careers with parents and guardians at home	Online sources Print sources Pre- recorded audio clips Digital devices
	7.2 READING	7.2.1 Reading for informatio n	Participate in reading activities of the reading club in and out of school	Answering questions in writing Observation- using the dictionary Practice exercises – inferring the meaning of	Learners to discuss careers in their community with parents and guardians	Digital resources A collection of audio clips on careers Online resources

				words in context		Grade 7 course book
7.3 LANGUAGE STRUCTURE	7.3.1 Phrases NOUN PHRASES	Participate in digital language games during language club activities	Observation Question and answer Practice exercises	Learners to discuss characteristics and work ethics of different careers with parents and guardians at home.	Digital resources Grade 7 course book Online resources	
7.4 WRITING	7.4.1 Writing to give information	Participate in writing competition through the writing clubs.	Practice exercises: Identifying topical paragraphs in texts	Learners to discuss the importance of abilities and talents with parents and	Writing tools Online resources Digital devices	

				<p>Re-arranging sentences to form a coherent paragraph</p> <p>Short compositions to discuss abilities and talents</p> <p>Portfolios</p>	<p>guardians at home</p>	
<p>8.0 THEME</p> <p>INDIGENOUS KNOWLEDGE</p>	<p>8.1 LISTENING AND SPEAKING</p>	<p>8.1.1 Story telling</p>	<p>Participate story telling sessions in their language clubs in and out of school.</p>	<p>Observation of learner participation in activities:</p> <p>Telling stories creatively</p> <p>Audibility, coherence, fluency</p>	<p>Learners to engage in story telling sessions with peers, parents and guardians at home</p>	<p>Collections of fables</p> <p>Pre-recorded audio clips</p> <p>Digital devices</p>

				<p>Team work in story telling sessions</p> <p>Discussions about character traits of animals in fables</p>		Recording devices
	8.2 READING	8.2.1 Intensive reading	Participate in activities of the reading club in and out of school	<p>Asking and answering questions about indigenous knowledge</p> <p>Observation</p> <p>Reading aloud in turns</p> <p>Discussing characters in</p>	Learners to discuss indigenous knowledge with parents and guardians	<p>Digital resources</p> <p>A collection of narratives</p> <p>Online resources</p> <p>Grade 7 course book</p>

				narratives they have read		
	8.3 LANGUAGE STRUCTURE	8.3.1 ACTIVE AND PASSIVE VOICE	Participate in language games during language club activities	Question and answer Practice exercises: Constructing sentences Identifying sentences in passive and active voice from texts Converting sentences	Learners to discuss indigenous language structures with parents and guardians at home.	Digital resources A collection of practice exercises Grade 7 course book Online resources

	8.4 WRITING	8.4.1 Writing to give information	Participate in writing competitions in and out of school	Written exercises Practice exercises: Re-arranging sentences to make a coherent paragraph Writing short stories with animal characters Portfolios	Learners to discuss cultural language use with parents and guardians at home	Books, pens, online sources
9.0 THEME HEALTH AND NUTRITION	9.1 LISTENING AND SPEAKING	9.1.1 Presentation skills	Participate in activities that involve making presentations in language clubs	Observation of learner participation in activities:	Learners to discuss traditional health and nutrition with parents and	Pre-recorded audio clips

			in and out of school.	Discussing different types of food	guardians at home	Guest speaker Digital devices Recording devices
9.2 READING	9.2.1 Reading for information	Participate in activities of the reading club in and out of school	Asking and answering questions Reading newspaper articles and making notes Compiling a personal collection of thematic vocabulary	Learners to discuss cultural foods with parents and guardians	Digital resources A collection of poems about traditional nutrition Online resources Grade 7 course book	

	9.3 LANGUAGE STRUCTUR E	9.3.1 Sentences	Participate in language games related to types of sentences, in club activities in and out of school	<p>Question and answer</p> <p>Practice exercises:</p> <p>Identifying interrogatives, declarative, imperative and exclamative sentences from texts about cultural foods</p> <p>Distinguishing between interrogatives, declarative, imperative and exclamative sentences</p>	Learners to discuss cultural foods with parents and guardians at home.	<p>Digital resources</p> <p>A collection of practice exercises Grade 7 course book</p> <p>Online resources</p>
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	9.4 WRITING	9.4.1 Functional writing	Participate in writing club activities in and out of school, to improve their writing skills	Practice exercises: Outlining components of a friendly letter Written exercises: Writing emails about traditional food preparation or preservation methods Portfolios	Learners to discuss traditional food preparation and preservation with parents and guardians at home	Writing tools Online sources Print sources
10.0 THEME LEISURE	10.1 LISTENING AND SPEAKING	5.1.1 Listen ing for pleasure	Participate in activities of language club activities in and out of school.	Observation of learner participation in activities:	Learners to discuss traditional word games with parents	Collections of tongue twisters, riddles and word games,

				<p>Traditional children’s word games</p> <p>Listening and recording each other’s performance of songs or poems for leisure</p>	<p>and guardians at home</p>	<p>songs, poems</p> <p>Pre-recorded audio clips</p> <p>Digital devices</p> <p>Recording devices</p>
	10.2 READING	10.2.1 Reading for pleasure	Participate in reading activities of the reading club in and out of school	<p>Asking and answering questions</p> <p>Identifying characteristics of riddles, puns</p> <p>Identifying features of</p>	Learners to discuss and learn about child games with parents and guardians	<p>Digital resources, A collection of songs, poems</p> <p>Online resources</p> <p>Grade 7 course book</p>

				children's play songs Reading varied texts for pleasure		
10.3 LANGUAGE STRUCTURE	10.3.1 Affirmative and negative sentences	Participate in language games during language club activities	Question and answer Practice exercises: Identifying sentences from texts Constructing sentences	Learners to discuss types of sentences with parents and guardians at home.	Digital resources A collection of practice exercises Grade 7 course book Online resources	
10.4 WRITING	10.4.1 Creative writing	Participate in creative writing competition	Practice exercises:	Learners to discuss cultural language use with parents	Writing tools Digital devices	

			through the writing clubs.	Identifying features of a poem Written exercises: Writing poems, songs for traditional leisure Portfolios	and guardians at home	
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