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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

GERMAN

GRADE 6

First Published 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework (BECF)* was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.


Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		35

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5 Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level. Focus of learning at this level will be socialization and the learner will be given an opportunity to acquire language competencies in experiential, innovative and flexible programs Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning of these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1 (Basic Language Level).

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the course the learner should be able to:

- a) communicate information effectively about everyday issues.
- b) listen actively to varied speakers in varied contexts and respond appropriately.
- c) read varied simple texts on familiar matters for information and enjoyment.
- d) interact with others on familiar topics in a simple manner.
- e) write simple texts on subject matter relating to their everyday experiences.
- f) use varied media to access and create information to enhance German language learning.
- g) appreciate own and other people's culture for national cohesion and international consciousness.
- h) apply acquired knowledge and skills to address challenges in everyday life

SUMMARY OF STRANDS AND SUB STRANDS

S/No	Strand	Sub Strand	Lesson Allocation
Strand 1.0	Listening and Speaking	Listening for gist Imitative Speaking Phonological awareness	27 Lessons
Strand 2.0	Reading	Reading aloud Guided reading Reading for comprehension	18 Lessons
Strand 3.0	Writing	Guided writing	9 Lessons
TOTAL			54 Lessons + 6 Lessons for Showcasing

STRAND 1.0: LISTENING AND SPEAKING

Theme 1: Greetings and Introduction				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Selective Listening, Imitative speaking (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify specific information from given texts, b) apply appropriate language structures in communication, c) appreciate the value of greetings in fostering respect.	The learner is guided to: <ul style="list-style-type: none"> • listen to audio texts of people introducing themselves and saying their ages and answer given questions, • listen/watch audio-visual text of people introducing others using name and age (<i>z.B. Das ist ___; Er/sie ist ___ Jahre alt</i>) and match to given pictures, • research on how formal greetings are done in 	How do you get all the needed information from a listening text?

			German and present in plenary, <ul style="list-style-type: none"> • simulate greetings and introduction with peers while observing etiquette of formal settings. 	
Core competency to be developed: Communication and Collaboration: Learner develops the skill of listening keenly and actively as s/he simulates greetings and introduction using appropriate phrases.				
Values: Respect: This is enhanced as the learner simulates greetings and introduction with peers while observing etiquette of formal settings.				
Pertinent and contemporary issues (PCIs): Citizenship: Learner develops awareness for the role of greetings and introduction in maintaining social cohesion.				
Link to other Learning Areas Learner relates the concept of greetings, self- and others' introduction with similar concept in English and Kiswahili.				

STRAND 1.0 LISTENING AND SPEAKING

Theme 2: Family (Nuclear)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.2 Listening for gist (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify general information from given texts, b) listen to given texts for comprehension, c) value the role of listening comprehension in communication.	Learner is guided to: <ul style="list-style-type: none"> • compare how numbers 20-100 are spoken in their various languages, • discuss the differences in counting numbers above 20 in various languages, • listen/watch audio-visual texts on people talking about their family members (z.B. <i>Das ist mein Vater/meine Mutter. Er/sie ist fünfzig Jahre alt.</i>), • talk about their families with peers (z.B. <i>Wie alt bist du? Wie alt ist dein/e Vater/Mutter? usw.</i>). 	How can one wrong pronunciation impair understanding?

Core competencies to be developed:

Learning to Learn: The learner develops skills of making connections as they discuss the differences in counting numbers above 20 in various languages.

Values:

Love: This is demonstrated as the learner talks about their families with peers (z.B. *Wie alt bist du? Wie alt ist dein/e Vater/Mutter? usw.*).

Pertinent and contemporary issues (PCIs):

Social Cohesion: This is enhanced as the learner talks about their families with peers (z.B. *Wie alt bist du? Wie alt ist dein/e Vater/Mutter? usw.*).

Link to other Learning Areas:

The learner links the concept of numbers and age to the concept of numbers in Mathematics

LISTENING AND SPEAKING

Theme 3: My Surroundings (My School)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.3 Phonological awareness (pronunciation, articulation) (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify main information from given texts, b) imitate given language structures for effective communication, c) show appreciation for phonological awareness in a language.	Learner is guided to: <ul style="list-style-type: none"> • mention all the facilities in the school, • discuss the functions of the facilities, • listen to audio texts about school facilities, • speak aloud the names of various school facilities, • play an oral matching game where one person says a word (an aspect of the facility) and the partner guesses the facility (z.B. <i>lesen - Bibliothek; spielen/Fußball – Sportplatz, usw</i>), 	What is the best way to learn new vocabulary?

			<ul style="list-style-type: none"> • play a guessing game where one mimes what s/he wants to do and the others tell him/her where to go, • listen and imitate people talking about going to different places in a school setting. 	
<p>Core competencies to be developed: Creativity and Imagination: Learner develops the skill of communication and self-expression when s/he plays a matching/guessing game.</p>				
<p>Values: Responsibility: Learner demonstrates excellence by creatively engaging in the assigned roles during the guessing game.</p>				
<p>Pertinent and contemporary issues (PCIs): Safety and Security: Learner develops an awareness for safety in the class and school environment as they discuss the functions of the school facilities.</p>				
<p>Link to other Learning Areas: Learner relates the concept of school to the same concept in Social studies.</p>				

LISTENING AND SPEAKING

Theme 4: Time (Months of the year)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.4 Selective Listening, Imitative speaking (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify specific information from given texts, b) use learnt structures for communication, c) appreciate the role of imitation in language.	Learner is guided to: <ul style="list-style-type: none"> • say aloud the months of the year, • say which months of the year are important to them and why, • discuss what seasons they have in their region, • discuss when they have school holidays, • listen to audio of peers talking about when they have their school holidays, • listen to audio about people talking about holidays, • listen and repeat how words about holidays are pronounced (<i>z.B. Weihnachten, Ostern, Schulferien, Osterferien, usw.</i>). 	Why is it important to imitate new words during listening?

Core competencies to be developed:

Learning to learn: Learner develops the skill of developing relationships when s/he talks about which months are important to him/her and why.

Values:

Respect: Learner demonstrates the value of acceptance when s/he appreciates diverse opinions as s/he talks about which months are important with peers.

Pertinent and contemporary issues (PCIs):

Life skills: Learner develops awareness for assertiveness when s/he says which months of the year are important to him/her and why.

Link to other Learning Areas:

Learner links the concept of seasons to the same concept in Social studies and the concept of months of the year to the same in English and Kiswahili.

LISTENING AND SPEAKING

Theme 5: Fun and enjoyment (Sports and games)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.5 Phonological awareness (pronunciation, articulation) (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify typical German sounds from given texts, b) articulate typical German sounds for communication, c) appreciate the importance of fluency in a language.	Learner is guided to: <ul style="list-style-type: none"> • talk about what they like doing, • compare favourite activities with peers, • listen to background sounds of various activities and identify them, • pantomime favourite activities with peers, • listen to audio texts of peers talking about their like and dislikes, • speak to peers about favourite activities using the word <i>gern</i> (z.B. <i>Ich spiele gern Fußball; ich lese gern</i>, etc), 	How does awareness for sounds influence language learning?

			<ul style="list-style-type: none"> • speak to peers about activities they don't like doing using <i>nicht gern</i> (z.B. <i>Ich schwimme nicht gern; ich spiele nicht gern Fußball</i>, etc). 	
<p>Core competencies to be developed: Communication and Collaboration: Learner develops the skill of speaking effectively when s/he speaks about likes and dislikes using appropriate language, expression and gestures.</p>				
<p>Values: Unity: Learner demonstrates awareness for the value of cooperation and displays team spirit when s/he pantomimes favourite activities with peers.</p>				
<p>Pertinent and contemporary issues (PCIs) Peer pressure: Learner develops awareness for peer pressure as s/he shares opinions on activities s/he likes and dislikes.</p>				
<p>Link to other Learning Areas: Learner links the concept of hobbies to the same concept in Creative arts.</p>				

LISTENING AND SPEAKING

Theme 6: Food and drinks (Food Preferences)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.6 Listening for information (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify structures for communication, b) use acquired structures for communication, c) demonstrate appreciation for structures in language learning.	Learner is guided to: <ul style="list-style-type: none"> • list various foods from different mealtimes, • talk to peers about favourite foods, • talk about favourite flavours, • listen to/watch recorded audio/video about various foods, • listen and imitate sounds (<i>z.B. süß, salzig, schmecken, usw</i>), • listen to people talking about their favourite foods (<i>z.B. Was isst du gern? Ich esse gern Brot; usw</i>), • talk about favourite foods with peers, • listen to people describing various foods (<i>z.B. Der Kuchen ist süß; Die Suppe ist salzig; usw</i>), 	What do you do get information from a listening text?

			<ul style="list-style-type: none"> • talk about various flavours of foods to peers. 	
<p>Core competencies to be developed: Communication and Collaboration: Learner develops the skill of speaking adaptively as s/he talks about various food flavours with peers.</p>				
<p>Values: Respect: Learner develops awareness for open-mindedness and appreciation for diverse opinions as s/he talks to peers about favourite foods and flavours.</p>				
<p>Pertinent and contemporary issues (PCI's): Health education – healthy eating habits: Learner develops an awareness for healthy eating habits when s/he listen to people talking about their favourite foods.</p>				
<p>Link to other Learning Areas: Learner links the expressions of likes and dislikes to the same concept in English.</p>				

LISTENING AND SPEAKING

Theme 7: My Body (I love my body)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.7 Interactive speaking (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify language structures for appropriate oral expression, b) employ appropriate language structures in interactive situations, c) value the role of vocabulary in interactions.	Learner is guided to: <ul style="list-style-type: none"> • discuss what they do routinely throughout the day, • discuss with peers how one talks about personal grooming activities, • listen to audio about people talking about grooming activities, • talk about own grooming activities in pairs, • talk to peers about grooming activities (<i>z.B. Ich putze mir die Zähne/Ich kämme mir die Haare/Ich wasche mir die Hände,</i> etc), 	How do we make our conversations interactive?

			<ul style="list-style-type: none"> • ask peers about grooming activities (z.B. <i>Was machst du um 7 Uhr?</i>), • mime a grooming activity and the rest guess. 	
<p>Core competencies to be developed: Learning to learn: Learner develops the skill of learning independently as s/he discusses with peers about how one talks regarding personal grooming activities.</p>				
<p>Values: Responsibility: Learner demonstrates awareness to take care of own body as s/he discusses grooming activities.</p>				
<p>Pertinent and contemporary issues (PCIs): Personal hygiene: Learner appreciates the need for good grooming in personal hygiene.</p>				
<p>Link to other Learning Areas: Learner relates the topics of grooming one’s body and talking about their health status to the same concept in Science & Technology.</p>				

LISTENING AND SPEAKING

Theme 8: Weather and Environment (Weather conditions)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.8 Oral expressions (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) relate concepts in given contexts, b) employ oral expression strategies for communication, c) appreciate interactive speaking skills in everyday communication.	Learner is guided to: <ul style="list-style-type: none"> • talk about favourite weather in pairs, • discuss weather conditions in pairs/groups, • listen to simple texts on weather conditions, • listen to a simplified weather forecast, • listen and take note of weather-related terms, • talk about the weather (<i>z.B. Es scheint/regnet, Es ist warm in Kisumu/Es ist kalt in Nyeri, usw.</i>). 	How does one build their vocabulary?
<p>Core competencies to be developed: Creativity and Imagination: Learner develops the skill of making observations as they relate weather conditions to places.</p>				

Values:

Respect: Learner demonstrates awareness for acceptance as s/he understands and appreciates others as they talk about favourite weather.

Pertinent and contemporary issues (PCIs):

Care of the environment: Learner develops an awareness for the need to conserve the environment when s/he discusses weather conditions with peers.

Link to other Learning Areas: Learner relates the concepts of weather and weather conditions with those in Social Studies.

LISTENING AND SPEAKING

Theme 9: Getting Around (In the school)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.9 Interactive speaking (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify information for communication, b) use oral expressions appropriately in given contexts, c) value the role of vocabulary in every day interactions.	Learner is guided to: <ul style="list-style-type: none"> • name facilities found in school, • name items found within the school in pairs/ groups, • listen to a text about facilities and items found in a school, • discuss where the facilities and items are found in the school, • listen to audio about people talking on where items are located in the classroom (z.B. <i>Wo liegt das Deutschbuch? Das Deutschbuch liegt auf dem Stuhl, usw</i>), • ask peers about the location of classroom items, • listen to audio texts about people talking on facilities in the school 	How do you describe the location of things?

			<p>(z.B. <i>Wo ist das Klo? Das Klo ist hinter dem Lehrerzimmer, usw</i>),</p> <ul style="list-style-type: none"> ask each other about where facilities are located in the school. 	
<p>Core competencies to be developed: Self-efficacy: Learner develops the skill of knowing my school and home as s/he identifies and talks about facilities and items within the school.</p>				
<p>Values: Responsibility: Learner demonstrates awareness for accountability as s/he maps out facilities in the school with peers.</p>				
<p>Pertinent and contemporary issues (PCIs) Social cohesion: Learner develops a sense of belonging and pride in his/her school when s/he discusses where the facilities and items are found in the school.</p>				
<p>Link to other Learning Areas: Learner relates his/her surroundings (the school) and facilities therein with content learned in Environmental Activities and Creative Activities, Science and Technology, Creative Arts, Agriculture and Nutrition.</p>				

SUGGESTED ASSESSMENT RUBRIC FOR LISTENING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify general information from given texts	Learner correctly identifies more than the required general information from given texts.	Learner correctly identifies all the required general information from given texts.	Learner correctly identifies most of the required general information from given texts.	Learner correctly identifies most of the required general information from given texts.
Ability to speak imitatively	Learner imitates given simulations appropriately in given contexts, makes an exerted effort to sound like a native speaker.	Learner imitates given simulations appropriately in given contexts.	Learner imitates given simulations appropriately in most of the given contexts.	Learner imitates given simulations appropriately in some of the given contexts.
Ability to articulate and pronounce words	Learner correctly articulates and pronounces all the required words in given contexts, makes an exerted effort to sound like a native speaker.	Learner correctly articulates and pronounces all the required words in given contexts.	Learner correctly articulates and pronounces most of the required words in given contexts.	Learner correctly articulates and pronounces some of the required words in given contexts.

STRAND 2.0: READING

Theme 1: Greetings and introductions				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading aloud (decoding) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify information from given texts, b) extract information from given texts for communication, c) appreciate the value of greetings in fostering respect.	Learner is guided to: <ul style="list-style-type: none"> • read simple dialogues in pairs, • read and simulate simple greetings and introductions, • read numbers up to 100, • match pictures to the correct texts, • rearrange cut up jumbled pieces of paper to make simple sentences and read them aloud, • bring flash cards in order and read, • read short texts of people talking about their family members. 	<ol style="list-style-type: none"> 1. What do you need to be able to read texts aloud? 2. Why is it important to read texts aloud?

Core competencies to be developed:

Self-efficacy: Learner develops the skill of knowing who s/he is when working with peers to introduce each other.

Values:

Respect: Learner observes etiquette as s/he works with peers in pairs to introduce each other and find out about others.

Pertinent and contemporary issues (PCIs):

Citizenship: Learner develops awareness for the role of greetings and introduction in maintaining social cohesion.

Link to other Learning Areas: Learner relates the concept of greetings, self- and others' introduction with similar concept in English and Kiswahili.

READING

Theme 2: Family (Nuclear)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Guided reading (Skimming) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify language features in given texts, b) read texts correctly using acquired phonemes, c) appreciate the value of language structures in communication.	Learner is guided to: <ul style="list-style-type: none"> • read numbers up to 100, • read along to numbers being counted, • compare how numbers 20-100 are read in their various languages, • discuss the differences in counting numbers above 20 in various languages, • read short texts on people talking about their family members (z.B. <i>Das ist mein Vater/meine Mutter. Er/sie ist fünfzig Jahre alt</i>), • read short texts about people talking about ages (z.B. <i>Wie alt bist du? Wie alt ist dein Vater/deine Mutter? usw</i>). 	What do you do to get information from a text when reading?

Core competencies to be developed:

Communication and Collaboration: Learner develops the skills of speaking clearly and effectively when s/he reads short texts on greetings and introduction.

Values:

Unity: Learner demonstrates awareness for the value of cooperation as s/he collaborates with peers in talking about family.

Pertinent and contemporary issues (PCIs):

Life skills: The learner appreciates relationships as s/he reads about family members.

Link to other Learning Areas: Learner links the concept of numbers to the same concept in Mathematics.

READING

Theme 3: My Surroundings (My School)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Reading aloud (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify language features in given texts, b) read texts aloud for articulation, c) appreciate the value of language structures in communication.	Learner is guided to: <ul style="list-style-type: none"> • read aloud texts on school facilities, • read brief texts on functions of school facilities (<i>z.B. lesen - Bibliothek; spielen/Fußball – Sportplatz, usw</i>), • read along to audio texts about school facilities, • read to a peer who matches a given picture to a school facility, • play bingo to match flash cards to school facilities, • search out hidden facilities in a word-search. 	What do you pay attention to when reading a text aloud?

Core competencies to be developed:

Creativity and Imagination: Learner develops the skill of communication and self-expression when s/he plays a matching/guessing game.

Values:

Responsibility: Learner demonstrates excellence by creatively engaging in the assigned roles during the guessing game.

Pertinent and contemporary issues (PCIs):

Safety and Security: Learner develops an awareness for safety in the class and school environment as they read brief texts on the functions of the school facilities.

Link to other Learning Areas: Learner relates his/her surroundings (the school) with the same concept in Social studies.

READING

Theme 4: Time (Months of the Year)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Guided Reading (Comprehension) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify information from given texts, b) read simple texts for comprehension, c) appreciate the need for short texts in language learning.	Learner is guided to: <ul style="list-style-type: none"> • read the months of the year out loud, • read short texts on what seasons they have in their region, • read short texts of peers talking about when they have their school holidays, • read along to an audio text of people talking about holidays and match to given pictures, • read texts about holidays and underline vocabulary (<i>z.B. Weihnachten, Ostern, Schulferien, Osterferien, usw.</i>). 	What is good reading?
<p>Core Competencies to be developed: Communication and Collaboration: Learner develops the skill of speaking clearly and effectively s/he reads along and imitates how words about holidays are pronounced.</p>				

Values:

Respect: Learner demonstrates the value of acceptance when s/he appreciates diverse opinions while talking about which months are important with peers.

Pertinent and contemporary issues (PCIs):

Life skills: Learner develops awareness for empathy when s/he reads short texts on what seasons they have in their region.

Link to other Learning Areas: Learner associates the concepts of time; (date, months, seasons etc.) with similar concepts in Mathematics.

READING

Theme 5: Fun and Enjoyment (Fun and Games)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.5 Reading aloud (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify appropriate language structures from given texts, b) read aloud given texts fluently, c) appreciate the importance of guided writing in language learning.	Learner is guided to: <ul style="list-style-type: none"> • read short and simple profiles of people talking about their likes and dislike, • read a list of activities and indicate whether they like them or not using Emojis/ thumbs- up/down, • read aloud activities provided on flash cards and mimic, • read simple sentences with the language structures (z.B. <i>Ich spiele gern Fußball; ich lese gern, usw</i>), • read short texts from peers about activities they don't like doing using <i>nicht gern</i> (z.B. <i>Ich schwimme nicht gern; ich spiele nicht gern Fußball, usw</i>). 	What steps do you take before you start reading a text?

Core competencies to be developed:

Creativity and Imagination: Learner develops the skill of communication and self-expression when s/he reads aloud activities provided on flash cards and mimics them.

Values:

Unity: Learner demonstrates awareness for the value of cooperation and displays team spirit when s/he pantomimes favourite activities in pairs/groups.

Pertinent and contemporary issues (PCIs)

Peer pressure: Learner develops awareness for peer pressure as s/he read a list of activities and indicate whether s/he like them or not using Emojis/ thumbs- up/down.

Link to other Learning Areas: Learner links the concept of likes and dislikes to the concept of adjectives in English.

READING

Theme 6. Food and Drinks (Food preferences)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.6 Guided reading (Articulation) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify vocabulary in texts for fluency, b) read aloud texts for fluency, c) value the role of reading aloud in a language.	Learner is guided to: <ul style="list-style-type: none"> • read a list of various foods from different mealtimes, • read short texts from peers about favourite foods (<i>z.B. Was isst du gern? Ich esse gern Brot; usw</i>), • read along to audio texts (<i>z.B. süß, salzig, schmecken, usw</i>), • read about people describing various foods (<i>z.B. Der Kuchen ist süß; Die Suppe ist salzig; usw</i>). 	How does reading build fluency in a language?

Core competencies to be developed:

Communication and Collaboration: Learner develops the skill of speaking clearly as s/he reads along to audio texts.

Values:

Respect: Learner develops awareness for open-mindedness and appreciation for diverse opinions as s/he talks to peers about favourite foods and flavours.

Pertinent and contemporary issues (PCIs):

Health education – healthy eating habits: Learner develops an awareness for healthy eating habits when s/he reads short texts from peers about their favourite foods.

Link to other Learning Areas: Learner links the concept of favourite food to the concept of food in Agriculture.

READING

Theme 7: My Body (I love my body)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.7 Guided reading (Comprehension) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify information from texts for comprehension, b) read selected texts for comprehension, c) value the role of reading comprehension in communication.	Learner is guided to: <ul style="list-style-type: none"> • read short texts about people talking on grooming activities, • read along to audio texts of people talking about grooming activities, • read texts about grooming activities (z.B. <i>Ich putze mir die Zähne/ich kämme mir die Haare/Ich wasche mir die Hände, was machst du um 7 Uhr? usw</i>), • read flash cards, mime the grooming activity indicated and guess the rest. 	How do we get all the required information from a text?

Core competencies to be developed:

Creativity and Imagination: Learner develops the skill of communication and self-expression as s/he reads and mimes grooming activities to peers.

Values:

Responsibility: Learner demonstrates awareness to take care of own body as s/he discusses grooming activities.

Pertinent and contemporary issues (PCIs):

Personal hygiene: Learner appreciates the need for good grooming in personal hygiene.

Link to other Learning Areas: Learner relates the topics of grooming one's body to the same concept in Agriculture.

READING

Theme 8: Weather and Environment (Weather Conditions)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0. Reading	2.8 Reading aloud (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify vocabulary for communication, b) read aloud texts for fluency, c) appreciate reading aloud skills in language learning.	Learner is guided to: <ul style="list-style-type: none"> • discuss weather conditions in pairs/groups, • read simple texts on weather conditions, • read a simplified weather forecast, • listen and read along to weather-related terms, • read about describing the weather (z.B. <i>Es scheint/regnet, Es ist warm in Kisumu/Es ist kalt in Nyeri, usw</i>). 	What do you do to read aloud texts fluently?
<p>Core competencies to be developed: Communication and Collaboration: Learner develops the skill of listening critically to show awareness of tone and language as s/he listens and reads along to weather related terms.</p>				

Values:

Respect: Learner demonstrates awareness for acceptance as s/he understands and appreciates others as they talk about favourite weather.

Pertinent and contemporary issues (PCIs):

Care of the environment: Learner develops an awareness for the need to conserve the environment when s/he discusses weather conditions with peers.

Link to other Learning Areas: Learner relates the concepts of weather and weather conditions with those in Social studies.

READING

Theme 9: Getting around (In the school)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.9 Guided Reading (Vocabulary) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify specific language structure in given contexts, b) read texts to build vocabulary, d) recognise the role reading plays in building vocabulary.	Learner is guided to: <ul style="list-style-type: none"> • read a simple text about facilities and items found in a school, • discuss where the facilities and items are found in the school, • read simple texts of people talking about where items are located in the classroom (z.B. <i>Wo liegt das Deutschbuch? Das Deutschbuch liegt auf dem Stuhl, usw</i>), • read simple texts of people talking about facilities in the school (z.B. <i>Wo ist das Klo?</i>) 	How does reading help?

			<p><i>Das Klo ist hinter dem Lehrerzimmer, usw),</i></p> <ul style="list-style-type: none"> • read texts about items in the classroom and locate them with peers. 	
<p>Core competencies to be developed: Communication and Collaboration: The learner develops the skill of contributing to group making decision as s/he reads texts about items in the classroom and locates them with peers.</p>				
<p>Values: Responsibility: Learner demonstrates awareness for accountability as s/he maps out facilities in the school with peers.</p>				
<p>Pertinent and contemporary issues (PCIs): Social cohesion: Learner develops a sense of belonging and pride in his/her school when s/he discusses where the facilities and items are found in the school.</p>				
<p>Link to other Learning Areas: Learner relates the concept of where facilities are located with the same concept in English and Kiswahili.</p>				

SUGGESTED ASSESSMENT RUBRICS FOR READING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read aloud	Learner reads all the given words, phrases and texts with appropriate rhythm, stress, intonation and articulation, makes an exerted effort to sound like a native speaker.	Learner reads all the given words, phrases and texts with appropriate rhythm, stress, intonation and articulation.	Learner reads most of the given words, phrases and texts with appropriate rhythm, stress, intonation and articulation.	Learner reads some of the given words, phrases and texts with appropriate rhythm, stress, intonation and articulation.
Ability to read for comprehension	Learner reads given texts and carries out more than the required tasks appropriately.	Learner reads given texts and carries out all the required tasks appropriately.	Learner reads given texts and carries out most of the required tasks appropriately.	Learner reads given texts and carries out some of the required tasks appropriately.

STRAND 3.0: WRITING

Theme 1: Greetings and Introduction				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0. Writing	3.1 Functional writing (1 Lesson)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify parts of a sentence for communication, produce short texts using appropriate register and language structures, appreciate the role of writing skills for communication. 	The learner is guided to: <ul style="list-style-type: none"> make a profile with name and age, write short texts to introduce themselves (z.B. <i>Ich heiÙe ____/ich bin ____/Mein Name ist ____; ich bin ____ Jahre alt</i>) write profiles of peers (z.B. <i>Das ist ____; Er/sie ist ____ Jahre alt</i>), fill in cloze tests. 	Why do you write?

Core competencies to be developed:

Self-efficacy: Learner develops the skill of knowing who s/he is when s/he makes own and peers' profiles.

Values:

Respect: Learner observes etiquette as s/he works with peers in pairs to introduce each other and find out about others.

Pertinent and contemporary issues (PCIs):

Citizenship: Learner develops awareness for the role of greetings and introduction in maintaining social cohesion.

Link to other Learning Areas: Learner relates the concept of greetings, self- and others' introduction with similar concept in English and Kiswahili.

WRITING

Theme 2: Family (Nuclear)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Functional writing (1 Lesson)	By the end of the sub strand, the learner should be able to: a) identify language features in given texts, b) write texts using acquired language structures, c) appreciate correct writing skills in communication.	Learner is guided to: <ul style="list-style-type: none"> • write numbers up to 100, • compare how numbers 20-100 are written in their various languages, • discuss the differences in writing numbers above 20 in various languages, • write down number being dictated, • write short texts about their family members (z.B. <i>Das ist mein Vater/meine Mutter. Er/sie ist fünfzig Jahre alt./Wie alt bist du? Wie alt ist dein/e Vater/Mutter?</i>), • fill in cloze tests. 	Why is it important to write texts correctly?

Core competencies to be developed:

Communication and Collaboration: Learner develops the skills of writing clearly and correctly when s/he writes down number being dictated.

Values:

Unity: Learner demonstrates awareness for the value of cooperation as s/he collaborates with peers in talking about family.

Pertinent and contemporary issues (PCIs):

Life skills: The learner appreciates relationships as s/he reads about family members.

Link to other Learning Areas: Learner connects knowledge and skills of numbers, counting, calculation and saying one's age with the concept of numbers in Mathematics.

WRITING

Theme 3: My Surroundings (My School)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Guided writing (Vocabulary) (1 Lesson)	By the end of the sub-strand, the learner should be able to: a) identify language features in given texts, b) write texts using the acquired vocabulary and language structures, c) appreciate the value of language structures in communication.	Learner is guided to: <ul style="list-style-type: none"> ● list names of facilities, ● match activities and facilities, ● listen to audio texts about school facilities and note them down, ● listen to a dictation about school facilities and note them down, ● find hidden words in a word-search and write them down. 	Why is vocabulary important when writing?
<p>Core competencies to be developed: Creativity and Imagination: Learner develops the skill of making connection when s/he finds hidden words in a word-search and writes them down.</p>				

Values:

Responsibility: Learner demonstrates excellence by creatively engaging in the assigned roles during the guessing game.

Pertinent and contemporary issues (PCIs):

Safety and Security: Learner develops an awareness for safety in the class and school environment as they listen a dictation about school facilities.

Link to other Learning Areas: Learner relates his/her surroundings (the school) with the same concepts in Social studies.

Theme 4: Time (Months of the year)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.4 Creative writing (1 Lesson)	By the end of the sub-strand, the learner should be able to: a) identify language features in given texts, b) write texts using the acquired, vocabulary and language structures, c) appreciate the value of language structures in communication.	Learner is guided to: <ul style="list-style-type: none"> • write down the months of the year, • note down which months of the year are important to them and why, • write short texts about when they have their school holidays, • note down months of the year from dictation, • listen to audio text and note down when the people talking have holidays. 	How best can you improve your writing skills?
<p>Core competencies to be developed: Communication and Collaboration: Learner develops the skills of writing clearly and correctly when s/he writes down number being dictated.</p>				

Values:

Respect: Learner demonstrates the value of acceptance when s/he appreciates diverse opinions while talking about which months are important with peers.

Pertinent and contemporary issues (PCIs):

Life skills: Learner develops awareness for assertiveness when s/he notes down which months of the year are important to him/her and why.

Link to other Learning Areas: Learner associates the concepts of time; (date, months, seasons etc.) with similar concepts in Mathematics.

WRITING

Theme 5: Fun and enjoyment (Sports and games)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.5 Guided writing (Sentence Construction) (1 Lesson)	By the end of the sub-strand, the learner should be able to: a) identify appropriate language structures from given texts, b) write texts using the acquired vocabulary and language structures, c) appreciate the importance of guided writing in language learning.	Learner is guided to: <ul style="list-style-type: none"> • write what they like/dislike, • indicate which activities they like/dislike using Emojis/ thumbs- up/down, • write favourite activities on flash cards and share with peers, • write simple texts on what they like using <i>gern</i> (z.B. <i>Ich spiele gern Fußball; Ich lese gern, usw.</i>), • write short texts and share with peers about activities they don't like doing using <i>nicht gern</i> (z.B. <i>Ich schwimme nicht gern; Ich spiele nicht gern Fußball, usw.</i>). 	What do you do that shows you are careful when writing?

Core competencies to be developed:

Communication and Collaboration: Learner develops the skill of writing sentences when s/he writes short texts about likes and dislikes using appropriate language structure.

Values:

Unity: Learner demonstrates awareness for the value of cooperation and displays team spirit when s/he pantomimes favourite activities in pairs/groups.

Pertinent and contemporary issues (PCIs):

Peer pressure: Learner develops awareness for peer pressure as s/he indicates which activities s/he likes/dislikes using Emojis/ thumbs-up/down.

Link to other Learning Areas: Learner links the expressions of likes and dislikes with the same concept in English.

WRITING

Theme 6: Foods and drinks (Food preferences)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.6 Functional writing (1 Lesson)	By the end of the sub-strand, the learner should be able to: a) identify appropriate vocabulary, phrases and language structures in texts, b) write texts using appropriate vocabulary, phrases and language structures, c) appreciate the need for correct vocabulary in communication.	Learner is guided to: <ul style="list-style-type: none"> • write a list of various foods from different mealtimes, • write short texts about favourite foods (<i>z.B. Was isst du gern? Ich esse gern Brot; usw</i>), • listen to a dictation and write the words down (<i>z.B. süß, salzig, schmecken, usw</i>), • write brief descriptions of food (<i>z.B. Der Kuchen ist süß; Die Suppe ist salzig; usw</i>). 	Why is language structure important when writing?

Core competencies to be developed:

Communication and Collaboration: Learner develops the skill of speaking adaptively as s/he talks about various food flavours with peers.

Values:

Respect: Learner develops awareness for open-mindedness and appreciation for diverse opinions as s/he talks to peers about favourite foods and flavours.

Pertinent and contemporary issues (PCIs):

Health education – healthy eating habits: Learner develops an awareness for healthy eating habits when s/he writes short texts about favourite foods.

Link to other Learning Areas: Learner links the concept of favourite food to the concept of food in Agriculture.

WRITING

Theme 7: My body (I love my body)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.7 Creative writing (1 Lesson)	By the end of the sub-strand, the learner should be able to: a) identify appropriate vocabulary, phrases and language structures in texts, b) write texts using appropriate vocabulary, phrases and language structures, c) appreciate the role of clear instructions in writing tasks.	Learner is guided to: <ul style="list-style-type: none"> • write short texts about people talking on grooming activities, • write down grooming activities from a dictation, • write short texts about grooming activities (<i>z.B. Ich putze mir die Zähne/Ich kämme mir die Haare/Ich wasche mir die Hände, Was machst du um 7 Uhr? usw</i>), • write an activity on a flash card, have a peer mime it for the rest, • fill in cloze tests. 	What do you need to write vocabulary and sentences correctly?

Core competencies to be developed:

Communication and Collaboration: Learner develops the skill of writing clearly and correctly as s/he writes an activity on a flash card for a peer to mime.

Values:

Responsibility: Learner demonstrates awareness to take care of own body as s/he discusses grooming activities.

Pertinent and contemporary issues (PCIs):

Personal hygiene: Learner appreciates the need for good grooming in personal hygiene.

Link to other Learning Areas: Learner relates the concept of grooming one's body to the same concept in Science and Technology.

WRITING

Theme 8: Weather and environment (Weather conditions)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.8 Functional writing (1 Lesson)	By the end of the sub-strand, the learner should be able to: a) identify vocabulary and language structures in given texts, b) use provided structures for writing, c) appreciate the need for vocabulary in communication.	Learner is guided to: <ul style="list-style-type: none"> • discuss weather conditions in their areas in pairs/groups, • write simple texts on weather conditions in their areas, • write a simplified weather forecast for their areas, • listen and write weather-related terms from a dictation (<i>z.B. Es scheint/regnet, usw.; Kisumu ist warm/Nyeri ist kalt, usw</i>), • fill in cloze tests. 	Why do we write things down?

Core competencies to be developed:

Learning to learn: The learner develops the skill of carrying out investigations when s/he writes a simplified weather forecast for his/her area.

Values:

Respect: Learner demonstrates awareness for acceptance as s/he understands and appreciates others as they talk about favourite weather.

Pertinent and contemporary issues (PCIs):

Care of the environment: Learner develops an awareness for the need to conserve the environment when s/he discusses weather conditions with peers.

Link to other Learning Areas: Learner relates the concepts of weather and weather conditions with those in Social Studies.

WRITING

Theme 9: Getting around (In the school)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.9 Guided writing (1 Lesson)	By the end of the sub-strand, the learner should be able to: a) identify language structure in given contexts, b) use provided structures for writing, c) appreciate the role of language structures in denoting location of items and things.	Learner is guided to: <ul style="list-style-type: none"> • write a list of facilities and items found in a school, • write items found on the classroom as dictated, • write facilities found in the school as dictated, • write short texts about where items are located in the classroom (z.B. <i>Wo liegt das Deutschbuch? Das Deutschbuch liegt auf dem Stuhl, usw</i>), • write short texts about facilities in the school (z.B. <i>Wo ist das Klo? Das Klo ist hinter dem Lehrerzimmer, usw</i>), 	What words do you use to denote the location of things?

			<ul style="list-style-type: none"> • write a simple treasure guide to find items in the classroom/school. 	
<p>Core competencies to be developed: Communication and Collaboration: The learner develops the skill of writing sentences as s/he writes a simple treasure guide to find items in the classroom/school.</p>				
<p>Values: Responsibility: Learner demonstrates awareness for accountability as s/he maps out facilities in the school with peers.</p>				
<p>Pertinent and contemporary issues (PCIs): Social cohesion: Learner develops a sense of belonging and pride in his/her school while discussing where the facilities and items are found in the school.</p>				
<p>Link to other Learning Areas: Learner relates the concept of location of items to the concept of prepositions in English and Kiswahili.</p>				

SUGGESTED ASSESSMENT RUBRIC FOR READING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to punctuate texts	Learner punctuates more than the required texts appropriately.	Learner punctuates all the required texts appropriately.	Learner punctuates most of the required texts appropriately.	Learner punctuates some of the required texts appropriately.
Ability to apply German Orthography.	Learner appropriately applies more than the given rules of German orthography in writing.	Learner appropriately applies all the given rules of German orthography in writing.	Learner appropriately applies most of the given rules of German orthography in writing.	Learner appropriately applies some of the given rules of German orthography in writing.

APPENDIX I: CSL GUIDELINES AT UPPER PRIMARY (GRADE 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity
1) Preparation Map out the targeted core competencies, values and specific learning area skills for the CSL activity Identify resources required for the activity (locally available materials) Stagger the activities across the term (set dates and time for the activities) Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community Identify and develop assessment tools

2) **Implementation of the CSL Activity**

Assign roles to learners.

Ensure every learner actively participates in the activity

Observe learners as they carry out the CSL activity and record feedback

Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)

Assess the targeted core competencies, values and learning area skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

what went well and why

what did not go well and why

what can be done differently next time

what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

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

Strand	Suggested Learning Resources	Suggested Assessment Methods	Non-Formal activities
1.0 Listening and Speaking.	<ul style="list-style-type: none"> ● Flashcards. ● Pictures. ● Images. ● Drawings. ● Audio and video recordings. ● Standardized tests. ● Internet. ● Course books. ● DVD players. ● Listening texts. ● TV. ● Charts. ● Projectors. ● Laptops. ● Radio. ● Magazines. 	<ul style="list-style-type: none"> ● Role play. ● Discussions. ● Observations. ● Projects. ● Learning logs. ● Quizzes. ● Portfolios. ● Multiple choices. ● Exit or Admit stamps. ● Total physical response. ● Peer assessment. 	<ul style="list-style-type: none"> ● Kenya Music Festival. ● German Language Clubs. ● Tandem (face-to-face or electronic) and Intercultural Learning. ● School Open Days. ● German Cultural Festival. ● Exchange Programs. ● Language Days. ● Inter-House Competitions. ● Inter-Class Competitions. ● Inter-School Contests.

<p>2.0 Reading.</p>	<ul style="list-style-type: none"> • Reading texts • Flashcards • Pictures • Images • Drawings • Poems • Course books • Magazines • Internet • Charts • Posters • Easy readers • Menus • Newspaper cut-outs • Diagrams • Journals • Rhyme books • School readers • Word puzzles • Checklists • Cord words 	<ul style="list-style-type: none"> • Reading aloud • Discussions • Observations • Quizzes • Portfolio • Reading for fluency • Role play • Learning logs • Exit or Admit stamps • Peer assessment • Checklists 	<ul style="list-style-type: none"> • School Open Days • Kenya Music Festival • Language Clubs • Exchange Programs • Tandem (face-to-face or electronic) and Intercultural Learning • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
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3.0 Writing.	<ul style="list-style-type: none"> • Audio and video recordings • Internet • Charts • Posters • Cross word puzzles • Pictures • Drawings • Magazines • Photographs • Newspapers • Flashcards • Illustrations • Journals • Recording devices • Menus • Brochures • Resource person 	<ul style="list-style-type: none"> • Total physical response • Writing texts • Forming sentences • Peer assessment • Writing menus • Observations • Designing brochures • Matching names to pictures • Filling in missing information • Writing simple plays • Matching of sentences 	<ul style="list-style-type: none"> • Exchange Programs • Tandem (face-to-face or electronic) and Intercultural Learning • Language Days • School Open Days • Kenya Music Festival • Language Clubs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
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<p>Special Needs Education.</p>	<ul style="list-style-type: none"> ● Tactile diagrams ● Brailled materials ● Adapted realia ● Pictorial diagrams ● Interactive digital content 	<ul style="list-style-type: none"> ● Observations ● Writing texts ● Construction of sentences ● Designing games ● Discussions ● Role play ● Checklists ● Quizzes 	<ul style="list-style-type: none"> ● Language Clubs ● Tandem (face-to-face or electronic) and Intercultural Learning ● Language Days ● School Open Days ● Kenya Music Festival ● Exchange Programs ● Inter-House Competitions ● Inter-Class Competitions ● Inter-School Contests
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