



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 6

First Published in 2021

Revised in 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 Junior School.

Best wishes to all learners and curriculum implementers.



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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-fulfillment

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.

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
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

LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of 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 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 the country's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Indigenous Languages at this level develops the language skills acquired in Lower Primary as well as positive attitudes and behaviour towards learning and life in general. Having been previously exposed to concrete learning activities and basic literacy skills in a formal dimension to learning, the learner's thought processes are more mature. This is supported by Piaget who emphasises that at this level, the learner is capable of solving problems in a more logical manner. In this Grade, the learner will be provided with a rich and supportive environment to develop their Indigenous Language through the non-formal learning dimension. They will also be equipped with language skills to enable them acquire a second language more proficiently and competently. In addition, learning in a language they are already familiar with will give the learners the required confidence to express themselves clearly, participate more actively in the learning process, think critically and imaginatively.

The Indigenous Language will further enable the learner to interact with others effectively thus enhancing their cognitive and affective development. This resonates with Vygotsky's social cultural development theory which asserts that learning is majorly a social activity. Moreover, the learning area will provide opportunities for nurturing acceptance and appreciation of cultural diversity. Further, the knowledge and skills acquired at this level will support cognitive learning development at the Junior School level. Continuous advancement of knowledge in Indigenous Languages could guide the learner to make decisions on future career choices such as acting, broadcasting, development of orthography and editing among others.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) respond appropriately to a variety of communication in the indigenous language,
- b) express themselves confidently and appropriately in a variety of social contexts,
- c) comprehend information in different contexts in the indigenous language,
- d) read texts accurately and fluently with comprehension,
- e) write legibly in different formats to express a variety of ideas and opinions,
- f) enjoy communicating using a variety of cultural language strategies.

SUMMARY OF STRANDS AND SUB STRANDS		
STRANDS	SUB STRANDS	NUMBER OF LESSONS
LISTENING AND SPEAKING	• Attentive Listening	2
	• Listening for Information (vocabulary building, interrogatives)	6
	• Listening for Comprehension	2
	• Self-expression	4
	• Language Strategies on Daily Experiences	2
	• Socialising and Taking Action (debate, discussions)	2
	Total	
READING	• Reading for Information	8
	• Reading Fluency (intonation, pause, speed, accuracy)	4
	• Reading Comprehension	4
	• Extensive reading	2
Total		18
WRITING	• Handwriting	4
	• Mechanics of Writing (punctuation)	2
	• Sequencing Ideas	2
	• Creative Writing (essays, narratives, poetry)	6
	• Functional Writing (formal letter, apology letter)	4
Total		18
Showcasing concepts and skills in Indigenous Languages		6
TOTAL NUMBER OF LESSONS		60

NOTE: The suggested number of lessons per Sub Strand may be less or more depending on the context.

THEME 1: CEREMONIES AND FESTIVALS

Suggested Vocabulary: gather, dancers, elders, gifts, decoration, parade, celebrate, anniversary, cheer, tradition, attire, instruments, soloists, style

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Attentive Listening (2 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Adverbs-introduction</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary from a story for comprehension, b) construct sentences using vocabulary and adverbs correctly for expression, c) cultivate attentive listening skills for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • listen to a story based on the theme and identify vocabulary related to the theme, • work collaboratively to pick out adverbs used in the story, • make sentences using vocabulary identified, • work jointly to make a presentation using vocabulary identified, • take notes on the presentations made and give peer reviews, • team up to sing songs commonly used in ceremonies and festivals, • collaborate with peers to stage the songs during the class exhibitions. 	<ol style="list-style-type: none"> 1. How do we demonstrate attentive listening? 2. When do we use adverbs?

Core Competencies to be developed:

- Creativity and Imagination: The learner embraces creative ideas when making presentations based on the theme.
- Learning to Learn: This is enhanced as the learner builds on their own learning experiences when listening to peer presentations and gives peer review.

Values:

- Unity: This is developed as the learner works with peers harmoniously to sing songs.
- Responsibility: It is acquired as the learner takes initiative to make a presentation using vocabulary identified.

Pertinent and Contemporary Issues (PCIs):

Talent development and nurturing: This is promoted as the learner sing songs used for different ceremonies and festivals.

Link to other Learning Areas:

The learner is able to learn and relate the concept of singing to their learning of performance in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Reading for Information: Note Making (2 lessons) <ul style="list-style-type: none"> • <i>Key points in a text</i> • <i>Summarising</i> • <i>Adverbs</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify key points in a text for information, b) summarise key information from a text for expression, c) appreciate the role of making summaries in reading. 	The learner is guided to: <ul style="list-style-type: none"> • read a passage and identify key points to note, • work jointly to pick out adverbs used in the passage, • read the adverbs aloud with peers, • work with peers to use digital devices to search for information on the theme, • work jointly to use key points from a story to summarise information, • collaborate with peers to peer review written summaries. 	Why do we make notes?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: This is enhanced as the learner contributes to group decision making when using key points from a story to summarise information. • Digital Literacy: This is promoted as the learner interacts with technology to search for information on the theme. 				

Values:

- Unity: This is promoted as the learners work harmoniously with peers to review and correct mistakes in the summaries.
- Responsibility: It is nurtured as the learner uses digital devices correctly to search for information on the theme without diverting to inappropriate sites.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness: This is promoted as the learner interacts with various songs from communities on cultural festivals and ceremonies.

Link to other Learning Areas:

The learner can relate the concept of note making and summary writing to their reading strategies in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Handwriting (2 lessons) <ul style="list-style-type: none"> • <i>Features</i> • <i>Neatness and legibility</i> • <i>Adverbs</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify features of a good handwriting for effective communication, b) re-write an essay using neat and legible handwriting for comprehension, c) appreciate neatness and legibility in handwriting. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on features of a good handwriting with peers, • work jointly to note down the various cultural festivals and ceremonies using neat and legible handwriting, • work jointly with peers to compose sentences using adverbs, • re-write a short essay on the theme in neat and legible handwriting, • proofread the written essays with peers, • publish their neatly written essays in the school or public magazine. 	Why should we write legibly and neatly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner engages actively using facts and examples to proofread the written essays with peers. • Learning to Learn: This is cultivated as the learner engages in collective learning when brainstorming on features of a good handwriting with peers. 				

Values:

- Responsibility: This is developed as the learner engages in assigned roles and duties when working with peers to compose sentences using adverbs.
- Unity: This is enhanced as the learner cooperates with peers to note down the various cultural festivals and ceremonies using neat and legible handwriting.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness: This is enhanced as the learner interacts with indigenous content on various cultural celebrations and festivals.

Link to other Learning Areas:

The learner can relate the concepts on handwriting to their learning of similar concepts in Kiswahili and English.

THEME 2: ENVIRONMENTAL CONSERVATION				
Suggested Vocabulary: surrounding, conserve, pollute, energy, recycle, preserve, reduce, reuse, trees, rivers, environment, litter				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Listening for Information: Active and passive voice (2 lessons) <ul style="list-style-type: none"> • <i>Active voice</i> • <i>Passive voice</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) respond to oral instructions related to theme for effective communication, b) use passive and active voice in sentences correctly for effective communication, c) appreciate attentive listening in comprehending instructions. 	The learner is guided to: <ul style="list-style-type: none"> • listen to oral instructions from a recording, • work jointly to identify sentences in active and passive voice, • team up with peers to convert sentences from active to passive voice and vice versa, • pick sentence cards from a basket and say whether the sentence is in active or passive voice, • construct sentences showing active and passive voice, • collaborate to identify the subject and the object in sentences, • team up to compose a poem or a song containing sentences in active and passive voice. 	How do we use active and passive voice in sentences?

Core competencies to be developed:

- Critical thinking and problem solving: This is developed as the learner explores views when composing poems and songs in active and passive voice.
- Communication and Collaboration: This is cultivated as the learner listens to oral instructions and identifies sentences in active and passive voice.

Values:

- Responsibility: This is nurtured as the learner diligently takes up assigned roles when picking sentence cards from the word basket.
- Respect: The learner appreciates attempts made by their peers to convert sentences into active or passive voice.

Pertinent and Contemporary Issues (PCIs):

Environment awareness: This is enhanced as the learner interacts with content on the theme - environmental conservation.

Link to other Learning Areas:

The learner can relate the concept of active and passive voice to similar concepts in Kiswahili and English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Reading Fluency (2 lessons) <ul style="list-style-type: none"> • <i>Intonation</i> • <i>Pause</i> 	By the end of the Sub Strand, the learner should be able to: a) explain the meaning of intonation and pause in reading for expression, b) read texts using the right intonation and pause for expression, c) desire to apply reading strategies on texts for fluency.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm the meaning of intonation with peers, • listen to an audio recording based on the theme and identify instances of pauses, • collaborate with peers to search for texts from print and non-print sources on the theme and read, • work jointly with peers to practice reading with correct intonation and pause, • role play a news item bulletin based on the theme using the right intonation. 	<ol style="list-style-type: none"> 1. Why is it important to read fluently? 2. How can one conserve the environment?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: This is enhanced as the learner engages actively to read texts about the theme with correct intonation and pause. • Learning to Learn: This is enhanced as the learner plans and manages time effectively when role playing a news item bulletin based on the theme using the right intonation. 				

Values:

- Responsibility: The learner performs tasks assigned to them diligently as they collaborate with peers to search for texts from print and non-print sources on the theme.
- Love: This is enhanced as the learner exhibits a caring attitude when brainstorming the meaning of intonation with peers.

Pertinent and Contemporary Issues (PCIs):

Safety and security: This is promoted as the learner interacts with information about environmental conservation.

Link to other Learning Areas:

The learner can relate the concept on environmental conservation to similar content on the environment in Social studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Mechanics of writing (2 lessons) <ul style="list-style-type: none"> • Imperatives • Punctuation marks- the hyphen, apostrophe, brackets 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify imperatives from a written text for comprehension, b) use punctuation marks (<i>the hyphen, apostrophe, brackets</i>) in a written text for effective communication, c) appreciate the place of punctuation in writing for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • read a text discussing environmental conservation with peers, • pick out imperatives from a text on environmental conservation, • collaborate with peers to punctuate a text using the target punctuation marks (<i>the hyphen, apostrophe, bracket or any other language specific punctuation mark</i>), • take turns to assess each other's work, • work jointly to draw the various punctuation marks on flashcards and display in class. 	Why is punctuation important?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Collaboration: This is promoted as the learner works harmoniously with peers to punctuate a text using the target punctuation marks. • Learning to Learn: This is nurtured as the learner contributes to collective learning by assessing their peers' work and making necessary corrections for improvement. 				

Values:

- Unity: This is cultivated as the learner cooperates with peers to discuss topics on environment conservation.
- Respect: This is developed as the learner appreciates the ideas from peers as they assess each other's work.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learner interacts with information on environmental conversation.

Link to other Learning Areas:

The learner can relate the concepts on environmental conservation to their learning of similar content in Agriculture.

THEME 3: DISASTER AWARENESS

Suggested Vocabulary: emergency, disaster, hazard, response, drought, tremor, floods, fire, terror attack, rescue, locusts, donate, support, evacuate

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Listening Comprehension (2 lessons) <ul style="list-style-type: none"> • <i>Adjectives (colour, shape and size)</i> • <i>Vocabulary building</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise adjectives (<i>colour, shape, size</i>) from an oral text accurately for comprehension, b) use adjectives correctly in conversations related to the theme for effective communication c) enjoy using adjectives to make inferences in varied communication contexts. 	The learner is guided to: <ul style="list-style-type: none"> • identify adjectives in an oral text on, for example, causes of accidents and how to assist those who are involved in the accidents, and use them to make sentences, • listen to sentences containing adjectives from digital devices and repeat saying them aloud, • complete sentences, by filling in gaps with appropriate adjectives from the choices given, • brainstorm the various adjectives on colour, shape and size of objects, 	<ol style="list-style-type: none"> 1. How do we describe objects? 2. How can we assist those affected during a disaster?

			<ul style="list-style-type: none"> work jointly to create mind maps on various objects and adjectives (<i>of colour, shape and size</i>) that best describe them. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication: This is developed as the learner identifies and constructs sentences using a variety of adjectives correctly. Digital Literacy: The learner interacts with technology when they listen to sentences containing adjectives from digital devices and repeat saying them aloud. 				
<p>Values:</p> <ul style="list-style-type: none"> Love: This is enhanced as the learner harmoniously enjoys creating mind maps on various objects and adjectives that best describe them. Social Justice: This is cultivated as the learner accords equal opportunities to peers when brainstorming the various adjectives on colour, shape and size of objects. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Safety and security: This is addressed as the learner is exposed to content and understanding of their roles in preventing and managing disasters in their environment.</p>				
<p>Link to other subjects:</p> <p>The learner can relate knowledge on disaster management to their learning in Social Studies.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Reading for Information (2 lessons) <ul style="list-style-type: none"> • <i>Proverbs</i> • <i>Riddles</i> • <i>Sayings</i> 	By the end of the Sub Strand, the learner should be able to: a) identify proverbs, riddles and sayings in passages for information, b) discuss meaning of proverbs and sayings in texts for information, c) appreciate using proverbs, sayings and riddles for language acquisition.	The learner is guided to: <ul style="list-style-type: none"> • team up to collect proverbs, riddles and sayings from the community or from texts, • write the proverbs and sayings on charts and display in a language corner, • brainstorm on meanings of proverbs and sayings and when they are used, • conduct a riddling session based on the theme, • collaborate to compose songs using proverbs and wise sayings, • share their songs with peers for peer review, • team up to sing songs to the other learners during interclass festivals, • work jointly to discuss the meaning of the proverbs and wise sayings based on the theme and create a class collection. 	<ol style="list-style-type: none"> 1. Why is disaster awareness important? 2. How do proverbs and wise sayings make language interesting?

Core Competencies to be developed:

- Communication and Collaboration: This is enhanced as the learner contributes to group decision making when working with others to collect proverbs, riddles and sayings from the community.
- Creativity and Imagination: This is enhanced as the learner composes songs containing proverbs and sayings on the theme.

Values:

- Patriotism: This is cultivated as the learner recognises efforts of others when teaming up to sing songs to the other learners during interclass festivals.
- Social Justice: This is promoted as the learner gives peers a fair chance and hearing during peer review.

Pertinent and Contemporary Issues (PCIs):

Healthy living: This is promoted as the learner identifies ways of preventing disasters from happening from texts on disaster awareness.

Link to other Learning Areas:

The learner can relate the concept of riddles, sayings and proverbs to their learning of short forms of literary concepts in Kiswahili and English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.1 Sequencing Ideas (2 lessons) <ul style="list-style-type: none"> • <i>Parts of a composition</i> • <i>Writing in logical sequence</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify main parts of a composition for expression, b) write a composition in a logical sequence for effective communication, c) develop a desire to present ideas in a logical sequence. 	The learner is guided to: <ul style="list-style-type: none"> • discuss the main parts of a composition collaboratively, • read and rearrange jumbled up sentences to form a meaningful paragraph, • work with peers to observe pictures related to the theme (for example a road crash scene, a drought scene, a terror scene) then write a composition, • team up with peers to proofread compositions for better output, • read a variety of compositions from a digital device with peers and talk about the introduction, body and conclusion, • complete an open ended composition. 	<ol style="list-style-type: none"> 1. How do we sequence ideas in paragraphs? 2. How can we prevent some disasters in the environment?

Core Competencies to be developed:

- Creativity and Imagination: This is developed as the learner embraces new ideas that inspire creative thinking to complete an open ended composition.
- Digital Literacy: This is enhanced as the learner interacts with technology to read and talk about parts of compositions.

Values:

- Responsibility: This is promoted as the learner exhibits accountability by accepting input from peers when proofreading compositions for better output.
- Respect: This is enhanced as the learner appreciates diverse ideas as they discuss the main parts of a composition.

Pertinent and Contemporary Issues (PCIs):

Social economic issues: Issues such as prevention of losses are addressed as the learner takes initiative to mitigate disasters through raising awareness.

Link to other Learning Areas:

The learner can relate and apply composition-writing skills to their writing of texts in English and Kiswahili.

THEME 4: PEER INFLUENCE				
Suggested Vocabulary: peers, influence, friends, behavior, mentor, risky, clique, adolescence, drink, dress, rules, consequences, discipline				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Self-expression: Pronunciation (2 lessons) <ul style="list-style-type: none"> • <i>Punctuation marks</i> • <i>Pause</i> • <i>Intonation</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify punctuation marks for accurate articulation, b) use correct pronunciation and pauses in sentences for self-expression, c) appreciate punctuation for accurate pronunciation in self-expression. 	The learner is guided to: <ul style="list-style-type: none"> • discuss different punctuation marks and how they affect pronunciation, intonation and pause in phrases, • work jointly to pronounce phrases and sentences to show different intonation and pauses depending on punctuation marks used, • team up to record themselves reading paragraphs aloud using correct pronunciation and pauses, • role-play reading a news bulletin fluently and peer review each other's presentation. 	Why is it important to observe punctuation marks in self-expression?

Core Competencies to be developed:

- Communication and collaboration: This is developed as the learner pronounces words, sentences and phrases accurately in a variety of contexts.
- Self- efficacy: This is enhanced as the learner shows concerted attention when discussing various punctuation marks and how they affect pronunciation of words, sentences and phrases.

Values:

- Respect: This is acquired as the learner appreciates each other's opinion when discussing different punctuation marks.
- Love: This is developed as the learner assists peers to acquire good pronunciation when peer reviewing each other's presentation.

Pertinent and Contemporary Issues (PCIs):

ICT: This is promoted as the learner embraces technology when teaming up to record themselves reading paragraphs aloud using correct pronunciation and pauses.

Link to other subjects:

The learner can apply the concept of pronunciation to their learning in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Reading Comprehension (2 lessons) • <i>Reading strategies- prediction, visualizing</i>	By the end of the Sub Strand the learner should be able to: a) identify various reading strategies for information, b) apply various reading strategies (<i>prediction, visualizing</i>) in reading texts for information, c) recognise the importance of using strategies for extensive reading.	The learner is guided to: • brainstorm various reading strategies with peers, • work jointly to search from print and non-print sources for reading materials related to the theme, • make predictions on a text based on pictures and its title, • team up to create a collection of thematic vocabulary from the text, • organise their collection of thematic vocabulary in a portfolio, • work jointly to prepare a visual representation of a text to summarise information, • display their pictures for peer review.	Why are reading strategies important?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: This is promoted as the learner exchanges ideas that inspire creative thinking as they organise a collection of thematic vocabulary in a portfolio. • Learning to Learn: This is enhanced as the learner interacts with technology when searching for reading materials on the theme. 				

Values:

- Unity: This is promoted as the learner works harmoniously with peers to prepare a visual representation of a text to summarise information.
- Responsibility: This is enhanced as the learner exhibits accountability when displaying their pictures for peer review.

Pertinent and Contemporary Issues (PCIs):

- Peer education: This is promoted as learners interact with texts with information on peer influence.

Link to other Learning Areas:

The learner can relate the concept of peer influence to their learning in Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.1 Creative Writing: Topical Essay (2 lessons) <ul style="list-style-type: none"> • <i>Features</i> • <i>Writing a topical essay</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify features of a topical essay for comprehension, b) write topical essays creatively for expression and information, c) value the importance of writing a topical essay for communication. 	The learner is guided to: <ul style="list-style-type: none"> • identify personal experiences based on the theme and share with peers, • discuss features of topical essays collaboratively, • practice writing short essays based on the theme, • work jointly to find texts from a digital device based on the theme, • use picture cut outs to develop a topical essay, • share their essays with peers for peer review, • team up to publish their best version essays in the school or public children’s magazine. 	<ol style="list-style-type: none"> 1. What is a topical essay? 2. How is creativity developed?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: This is promoted as the learner views picture cut outs and uses them to compose a topical essay. • Self -efficacy: This is nurtured as the learner shows concerted attention to publish their best version essays in the school or public children’s magazine. 				

Values:

- Unity: This is developed as the learner cooperates with peers to analyse and give feedback on sample topical essays during peer review.
- Love: This is cultivated as the learner displays trustworthiness by sharing their essays with peers for peer review.

Pertinent and Contemporary Issues (PCIs):

Peace education: This is enhanced as the learner is exposed to content on living together and influencing each other positively.

Link to other Learning Areas:

The learner can relate and apply the knowledge acquired on topical essays to English and Kiswahili.

THEME 5: FARM TOOLS				
Suggested Vocabulary: farm, tool, plant, dig, jembe, slasher, tractor, modern, traditional tool, store, sharp, harvest, weed, tool store, farmer, rake				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Giving Directions (2 lessons) <ul style="list-style-type: none"> • <i>Spelling</i> • <i>Sentences</i> 	By the end of the Sub Strand, the learner should be able to: a) write words with correct spelling for accuracy, b) construct sentences to give directions for information, c) value correct spelling in written texts for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • work jointly to fill word puzzles with words related to the theme on the farm, • write words from a dictation using accurate spelling, • share their work with peers for review, • work jointly to organise jumbled up words to make meaningful sentences, • collaborate to fish word cards and make sentences from target words on giving directions, • collaborate to play word games to practice spelling words accurately. 	Why are directions important?

Core Competencies to be developed:

- Communication: This is inculcated as the learner engages actively to fish word cards and make sentences from target words to give directions.
- Self-efficacy: This is promoted as the learner shows concerted attention when working jointly to fill word puzzles with words related to the theme on the farm.

Values:

- Unity: This is enhanced as the learner collaborates with peers as they play word games to practice spelling words accurately.
- Respect: This is cultivated as the learner displays patience with peers when organising jumbled up words to make meaningful sentences.

Pertinent and Contemporary Issues (PCIs):

Civic education: This is enhanced as the learner is exposed to content on farm tools and their use in the community.

Link to other Learning Areas:

The learner can apply the concept of giving directions to their learning of map work in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Reading for Information (2 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Adverbs of time and degree</i> • <i>Advertisements</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify adverbs of degree and time in a text for comprehension, b) infer the meaning of vocabulary from texts for information, c) appreciate reading varied texts to acquire information. 	The learner is guided to: <ul style="list-style-type: none"> • team up to search for passages from print and non-print sources based on the theme, • identify adverbs of degree and time from the passages read, • read the adverbs of degree aloud to peers, • work jointly to collect adverts from the community and identify vocabulary, • infer the meaning of the vocabulary from adverts, • team up to create mind maps with a collection of vocabulary related to the theme on farm tools. 	How are adverts important in communication?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn: This is enhanced as the learner engages in collective learning by collecting adverts from the community and inferring meaning of vocabulary from them. • Communication: This is developed as the learner identifies adverbs correctly from sentences in texts and passages. 				

Values:

- Love: This is promoted as the learner works harmoniously with peers to search for passages from print and non-print sources based on the theme to identify adverbs.
- Respect: This is enhanced as the learner appreciates each other's opinion as they team up to create mind maps with a collection of vocabulary related to the theme on farm tools.

Pertinent and Contemporary Issues (PCIs):

Sustainable Development: This is cultivated as the learner is able to understand the concept of farming for crop production and subsistence.

Link to other Learning Areas:

The learner can relate the concept of farm tools to their learning of similar concepts in Agriculture.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.1 Creative Writing: Creative language (2 lessons) <ul style="list-style-type: none"> • <i>Creative language- proverbs, metaphors, sayings, similes</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify aspects of creative language in texts based on the theme for fluency, b) write texts based on the theme neatly and legibly for effective communication, c) appreciate creativity and handwriting in effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • discuss the use of creative language in writing: <i>proverbs, metaphors, saying and similes,</i> • read sample compositions online and offline to identify creative language, • team up to create a collection of proverbs, similes, sayings and metaphors from texts, • write a creative composition neatly and legibly, • participate in a writing contest to practice creativity and handwriting. 	How do we develop good handwriting?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: This is developed as the learner exchanges ideas that inspire creativity when composing own compositions neatly and in good handwriting. • Digital Literacy: This is cultivated as the learner interacts with technology to read sample compositions online and offline to identify creative language. 				

Values:

- Unity: This is cultivated as the learner teams up to create a collection of proverbs, similes, sayings and metaphors from texts.
- Responsibility: This is developed as the learner takes own initiative to participate in a writing contest to practice creativity and handwriting.

Pertinent and Contemporary Issues (PCIs):

Sustainable development: This is enhanced as learners get exposed to content on farming for crop production.

Link to other Learning Areas:

The learner can relate the concept of good handwriting and creative language to their writing activities in English.

THEME 6: HEALTH AND DISEASES				
Suggested Vocabulary: prevent, treatment, germs, symptoms, hygiene, sick, health, disease, hospital, doctor, nurse, ambulance, syringe, medicine, bandage, food				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Listening for Information: Interrogatives (2 lessons) <ul style="list-style-type: none"> <i>interrogatives</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify interrogatives for comprehension, use interrogatives appropriately to ask questions for information, take pleasure in using interrogatives in different oral communication contexts. 	The learner is guided to: <ul style="list-style-type: none"> listen to a recorded text on the theme and identify interrogative sentences, read different interrogatives aloud from a wall chart, observe a sample sentence given by the teacher and make own sentences, role play using interrogative sentences and giving responses, collaborate to play a language game involving fishing interrogatives from flashcards, discuss main issues related to the theme using interrogatives. 	How do we use different interrogatives?

Core Competencies to be developed:

- Creativity and Imagination: This is developed as the learner creates own sentences during the fishing game and role play.
- Communication and Collaboration: This is developed as the learner engages actively when discussing main issues related to the theme using interrogatives.

Values:

- Love: This is cultivated as the learner respects others when role playing using interrogative sentences and giving responses.
- Social Justice: This is enhanced as the learner accords each one an equal opportunity when discussing main issues related to health and diseases.

Pertinent and Contemporary Issues (PCIs):

Health issues: These are addressed as the learner interacts with content on health and diseases for information.

Link to other Learning Areas:

The learner is able to acquire and relate vocabulary acquired from the theme on health and diseases to their learning of similar concepts in Science and Technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Reading Fluency (2 lessons) <ul style="list-style-type: none"> • <i>Intonation</i> • <i>Speed / pace</i> 	By the end of the Sub Strand, the learner should be able to: a) differentiate intonation and speed in reading for information, b) read a text using the correct intonation and pace for self-expression, c) enjoy reading various texts using correct intonation and pace.	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm intonation and pace in reading, ● watch a video recording of a conversation on the theme, ● observe the use of intonation and pace in the conversation, ● team up to collect texts from print and non-print sources based on the theme, ● take turns to read the texts with correct intonation and pace, ● team up to conduct a speed reading competition using correct intonation and pace. 	Why is intonation and pace in reading important?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: This is enhanced as the learner engages actively when teaming up to conduct a speed reading competition using correct intonation and pace. • Digital Literacy: This is enhanced as the learner engages with digital content when watching a video recording of a conversation on the theme. 				

Values:

- Love: This is developed as the learner collects texts from print and non-print sources based on the theme with peers.
- Respect: This is enhanced as the learner displays patience when taking turns to read the texts with correct intonation, pace and speed.

Pertinent and Contemporary Issues (PCIs):

Inter-ethnic cohesion: This is promoted as the learner accommodates other's views irrespective of their position or ideology.

Link to other Learning Areas:

The learner is able to learn the concept of health and diseases in the theme and relate it to similar concepts in Agriculture.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Writing	6.3.1 Creative Writing: Poetry (2 lessons) <ul style="list-style-type: none"> • <i>Stanza</i> • <i>Rhythm</i> • <i>Composing poems</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify stanza and rhythm in a poem for information, b) compose a poem for comprehension, c) enjoy indigenous poetry for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • identify aspects of poetry such as stanzas and rhythm, • team up to search for poems from online platforms and copy them, • work jointly to recite simple poems, • brainstorm on ideas incorporated when composing a poem, • compose simple poems and present to the class, • read a variety of poems. 	Why do we compose poems?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: This is developed as the learner exchanges ideas that inspire creativity when composing and reciting poems. • Digital Literacy: This is enhanced as the learner interacts with technology when using digital devices to search for poems online. 				

Values:

- Respect: This is enhanced as the learner takes into consideration the ideas presented by other members and incorporates them when composing a poem.
- Integrity: This is promoted as the learner displays transparency when using technology to access information on poems without visiting other sites.

Pertinent and Contemporary Issues (PCIs):

- Safety and security: This is developed as the learner interacts with the theme and composes different poems on health and diseases and ways of keeping safe from diseases.

Link to other Learning Areas:

The learner can relate the concept of poetry to their learning of creative works in Creative Arts.

THEME 7: CAREERS AND PROFESSIONS

Suggested Vocabulary: career, employment, work, job, profession, train, occupation, hard work, employ, honesty, income, teacher, pilot, doctor, farmer, artist, driver, lawyer

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Socialising and Taking Action: Debates and Discussions (2 lessons) <ul style="list-style-type: none"> • <i>Imperatives</i> • <i>Debating skills</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) use imperative sentences to discuss topics for self-expressions, b) identify debating skills for comprehension, c) appreciate debates and discussions for information sharing and socialisation. 	The learner is guided to: <ul style="list-style-type: none"> • make imperative sentences, • watch a debate from a video recording and identify debating skills observed, • select a topic based on the theme and debate on it with peers, • listen to peers contributing ideas and identify words and phrases used to interrupt, introduce ideas and disagree politely, • work jointly to make reviews and summarise ideas for and against the topic of debate. 	<ol style="list-style-type: none"> 1. Which skills do we use to debate? 2. How do we use imperative sentences?

Core Competencies to be developed:

- **Self- efficacy:** This is developed as the learner shows personal defining skills when contributing their ideas in debates and discussions.
- **Digital Literacy:** This is enhanced as the learner interacts with digital content when watching a debate from a video and identify debating skills.

Values:

- Respect: This is cultivated as the learner accommodates the opinion of peers during debates and group discussions.
- Responsibility: This is enhanced as the learner diligently takes up various roles during group activities.

Pertinent and Contemporary Issues (PCIs):

Career Education: This is enhanced as the learner debates on topics related to the theme of careers and professions.

Link to other Learning Areas:

The learner can relate the debating skills acquired to the learning of concepts in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Reading Comprehension (2 lessons) <ul style="list-style-type: none"> ● <i>Summarising</i> ● <i>Inferring meaning</i> 	By the end of the Sub Strand, the learner should be able to: a) summarise information in a text based on a theme for comprehension, b) infer meaning of vocabulary in a text for comprehension, c) appreciate the use of reading strategies for comprehension.	The learner is guided to: <ul style="list-style-type: none"> ● summarise the key points from texts on careers and professions, ● read the points to the class for peer review, ● listen to a video recording based on the theme, ● work jointly to identify vocabulary related to the theme from the video recording, ● infer the meaning of vocabulary from context, ● work with peers to prepare a mind map on the various careers and professions and display. 	1. Why are careers important? 2. How can we ensure we summarise information accurately?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: This is promoted as the learner explore views when inferring the meaning of vocabulary from context. ● Self-efficacy: This is enhanced as the learner shows concerted effort when working with peers to prepare a mind map on the various careers and professions and display. 				

Values:

- Unity: This is developed as the learner harmoniously works with peers as they share information and peer review each other's work.
- Responsibility: This is promoted as the learner takes up group roles to complete a task.

Pertinent and Contemporary Issues (PCIs):

ICT: This is addressed as the learner interacts with digital texts and audio recordings to access information based on the theme.

Link to other Learning Areas:

The learner can relate and connect the concept of careers to their learning of different occupations in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Writing	<p>7.3.1 Creative Writing: Narrative composition</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> • <i>Narrative composition</i> • <i>Neatness and legibility</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify elements of a narrative composition for comprehension, write texts based on the theme using good handwriting for effective communication, appreciate creativity and good handwriting in effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • work jointly to highlight the elements of a good composition (<i>introduction, body, conclusion</i>) • team up to collect ideas on the theme for a narrative composition, • write a narrative composition on careers and professions creatively, • share their compositions with peers for review based on accuracy, creativity and grammar, • team up to participate in a writing contest to practice writing narratives. 	<p>How do we develop a good narrative?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: This is developed as the learner embraces ideas that inspire creativity to compose their own compositions on the theme. • Self-efficacy: This is promoted as the learner prioritises tasks effectively when teaming up to collect ideas on the theme for a narrative composition. 				

Values:

- Unity: This is cultivated as the learner collaborates to share their compositions with peers for review.
- Responsibility: This is developed as the learner takes initiative to participate in a writing contest to practice writing narratives.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is developed as the learner works jointly with peers to accomplish tasks and participate in writing contests.

Link to other Learning Areas:

The learner can relate the concept of narrative writing to writing strands in English.

THEME 8: TECHNOLOGY**Suggested Vocabulary:** technology, browse, computer, internet, user, mobile phone, printer, television, machine, vehicle

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Expressing Personal Opinions: Direct Object (2 lessons) <ul style="list-style-type: none">• <i>Direct object</i>• <i>Expressing opinions respectfully</i>	By the end of the Sub Strand, the learner should be able to: a) use a direct object in oral sentences for comprehension, b) express personal opinions on care for digital devices for information, c) develop a desire to make personal judgements and opinions appropriately in discussions.	The learner is guided to: <ul style="list-style-type: none">• watch recorded clips to see how direct objects are used in sentences.• listen to a poem and identify lines with direct objects,• make sentences with direct objects and read them aloud,• work jointly to search from online and offline sources for ways to express personal opinions respectfully,• participate in a debate on the theme to express personal opinions on care of digital devices.	<ol style="list-style-type: none">1. Why is it important to express personal opinions respectfully?2. How do we express ourselves when sharing an opinion?

Core Competencies to be developed:

- Critical thinking and problem solving: This is developed as the learner uses the direct object in sentences.
- Digital Literacy: This is enhanced as the learner manipulates digital devices to access and listen to information on self-expression.

Values:

- Unity: This is enhanced as the learner works jointly to search from online and offline sources for ways to express personal opinions respectfully.
- Respect: This is acquired as the learner applies discussion skills such as conceding and respecting other's opinions during the debate.

Pertinent and Contemporary Issues (PCIs):

ICT: This is promoted as the learner interacts with information on technology and appreciates the value of technology in day-to-day living.

Link to other Learning Areas:

The learner can relate the concept of sentence construction with direct objects to the learning in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Reading for Information: Visuals (2 lessons) <ul style="list-style-type: none"> • <i>Summarising information</i> • <i>Interpreting visuals</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify information from visuals for information, b) summarise information using a visual for effective communication, c) appreciate the role of summarising using visuals for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to study a visual related to the theme and discuss with peers, • make notes on information derived from the visuals and share with peers for review, • work jointly to summarise a text using a visual e.g. <i>pictures, graphs, charts, mind maps</i>, • display the visual on charts for peer review, • team up to prepare a mosaic piece using available materials on an idea related to the theme on technology. 	Why do we say a picture is worth a thousand words?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: This is enhanced as the learner prepares a mosaic piece using available materials on an idea related to the theme on technology. • Self-efficacy: This is enhanced as the learner shows defining personal skills when summarising a text using visuals e.g. pictures, graphs, charts, mind maps. 				

Values:

- Unity: This is promoted as the learner works harmoniously with peers to study a visual related to the theme.
- Responsibility: This is promoted as the learner exhibits accountability to accept input by displaying the visual on charts in class for peer review.

Pertinent and Contemporary Issues (PCIs):

ICT: This is promoted as the learner interacts with information on technology for Digital Literacy.

Link to other Learning Areas:

The learner can relate the concept on visuals to their learning of creative pieces in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Writing	8.3.1 Functional Writing: Formal Letter (2 lessons) <ul style="list-style-type: none"> • <i>Features</i> • <i>Components</i> • <i>Composing letters</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify components of a formal letter for information, b) compose a formal letter using correct format for communication, c) appreciate the use of formal letters to communicate in real life situations. 	The learner is guided to: <ul style="list-style-type: none"> • study a collection of sample letters and read, online or offline, • discuss the various components of formal letters, • work jointly to prepare and display a chart showing the structure and the components of a formal letter, • write a formal letter on a given topic using correct format, • read their own letters aloud for review and make corrections, • work jointly to identify ways in which formal information was passed on during the pre-colonial days. 	Why do we write letters?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: This is enhanced as the learner interacts with technology when studying a collection of sample letters and reads, online or offline. • Creativity and Imagination: This is developed as the learner interacts with ideas that inspire creative thinking when preparing charts and discussing components of formal letters. 				

Values:

- Social Justice: This is promoted as the learner accords each other equal opportunities to contribute when discussing the various components of a formal letter.
- Integrity: This is enhanced as the learner displays transparency when reading their own letters aloud for review and makes corrections.

Pertinent and Contemporary Issues (PCIs):

ICT: This is developed as the learner interacts with information on the theme of technology.

Link to other Learning Areas:

The learner can relate the concept of letter writing to their learning in Kiswahili and English.

THEME 9: PATRIOTISM				
Suggested Vocabulary: patriot, country, peace, unity, love, build, community, flag, leaders, patriotic song, betray				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	<p>9.1.1 Listening for Information: Instructions</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> • <i>Responding to instructions</i> • <i>Verbs</i> • <i>Adverbs</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify verbs and adverbs in an oral text for information,</p> <p>b) respond to instructions related to the theme for comprehension,</p> <p>c) desire to express self clearly using verbs and adverbs for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a recorded paragraph on the theme and identify verbs and adverbs, • work jointly to list verbs and adverbs and display in the language corner, • play a language game to create and respond to instructions on classroom activities using verbs and adverbs, • work together to pick cards from a basket containing verbs and match with their most corresponding adverbs, • team up to compose and sing songs using verbs and adverbs related to the theme, • stage their songs during the class exhibitions. 	<p>How do we use verbs and adverbs to give instructions?</p>

Core Competencies to be developed:

- Self-efficacy: This is developed as the learner exhibits personal skills when staging their songs during the class exhibitions.
- Digital Literacy: This is acquired as the learner uses digital devices to play language games on listening and responding to instructions.

Values:

- Unity: This is enhanced as the learner cooperates with peers to play digital language games with peers.
- Respect: This is developed as the learner displays patience with peers when picking cards from a basket containing verbs and matching with their most corresponding adverbs.

Pertinent and Contemporary Issues (PCIs):

Ethnic and racial relations: This are enhanced as the learner derives lessons on nationalism from the songs composed.

Link to other Learning Areas:

The learner can relate the concept of patriotism to their learning of responsibilities of a citizen towards their country in Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.1 Extensive Reading: Dialogues (2 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Comprehension questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary from a text for information, b) respond to direct and inferential questions for comprehension, c) appreciate the importance of reading indigenous texts for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording of a dialogue related to the theme, • identify vocabulary related to the theme from the text, • work jointly to build a vocabulary bank based on the words identified, • collaborate to answer direct and inferential questions from the dialogue, • infer meaning of vocabulary identified from context, • collaborate to paraphrase the key ideas from the text, • read the summarised key information in class for peer review, • prepare a reading log to track indigenous texts read. 	How can we extract information from a text?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: This is enhanced as the learner listens to an audio recording of a dialogue related to the theme. • Learning to Learn: This is enhanced as the learner is motivated to learn continually by building a vocabulary bank based on the words identified. 				

Values:

- Unity: This is promoted as the learner cooperates with peers to paraphrase the key ideas from the text.
- Integrity: This is promoted as the learner displays trustworthiness as they read the summarised key information in class for peer review.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is promoted as the learner works jointly with peers to accomplish tasks.

Link to other Learning Areas:

The learner can relate the concept of patriotism to the learning of the concept of nationalism in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Writing	9.3.1 Functional Writing: Apology Letter (2 lessons) <ul style="list-style-type: none"> • <i>Components</i> • <i>Format</i> • <i>Writing letters</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify key elements of an apology letter for comprehension, b) write an apology letter seeking reconciliation for effective communication, c) appreciate the use of letters in fostering peaceful co-existence in daily living. 	The learner is guided to: <ul style="list-style-type: none"> • discuss the format of writing a letter, • work jointly to identify words and phrases used to express remorse or apology, • work jointly to search for samples of apology letters from print and non-print sources and discuss, • collaborate to engage in a skit on a scene that involves asking for forgiveness, • write an apology letter and exchange them for peer review, • organise their neatly written letters in the class portfolio. 	Why do we write apology letters?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: This is enhanced as the learner explores views when identifying words and phrases used to express remorse or apologies. • Communication and Collaboration: This is acquired as the learner engages actively when discussing samples of apology letters accessed from digital devices, with peers. 				

Values:

- Respect: This is enhanced as the learner accommodates and gives input when sharing their work for peer review and suggestions for improvement.
- Peace: This is acquired as the learner displays tolerance with peers as they role play a scene on asking for forgiveness.

Pertinent and Contemporary Issues (PCIs):

Inter-ethnic relations: This is promoted as the learner appreciates the value of asking for forgiveness from others for peaceful coexistence.

Link to other Learning Areas:

The learner can relate the concept of apologising to their learning of conflict resolution in Religious Studies.

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Language in use (Infused)	Ability to identify parts of speech (nouns, adverbs, adjectives, verbs)	Identifies parts of speech (nouns, adverbs, adjectives, verbs) with precision	Identifies parts of speech (nouns, adverbs, adjectives, verbs)	Identifies some parts of speech (nouns, adverbs, adjectives, verbs)	Identifies parts of speech (nouns, adverbs, adjectives, verbs) with assistance
Attentive listening	Ability to use target words and vocabulary from an oral text	Uses target words and vocabulary from an oral text with precision	Uses target words and vocabulary from an oral text	Uses most target words and vocabulary from an oral text	Uses a few target words and vocabulary from an oral text
Self-expression	Ability to narrate oral narratives	Narrates oral narratives creatively	Narrates oral narratives	Partially narrates oral narratives	Narrates oral narratives with assistance
	Ability to give personal opinions fluently in a discussion or debate	Gives personal opinions fluently in a discussion or debate with precision	Gives personal opinions fluently in a discussion or debate	Gives personal opinions fluently in a discussion or debate with a few inconsistencies	Gives personal opinions fluently in a discussion or debate with many inconsistencies
Conversational skills	Ability to apply turn taking and polite interruption in conversations	Applies turn taking and polite interruption in conversations in varied contexts	Applies turn taking and polite interruption in conversations	Applies turn taking and polite interruption in conversations in some instances	Applies turn taking and polite interruption in conversations with prompts

STRAND: READING					
Vocabulary building	Ability to identify vocabulary from a text and infer their meaning	Identifies vocabulary from a text and infers their meaning with precision	Identifies vocabulary from a text and infers their meaning	Identifies most vocabulary from a text and infers their meaning	Identifies a few vocabulary from a text and infers their meaning
	Ability to identify similes, metaphors, proverbs and wise sayings	Identifies similes, metaphors, proverbs and wise sayings with rich details	Identifies similes, metaphors, proverbs and wise sayings	Identifies either similes, metaphors, proverbs or wise sayings	Identifies similes, metaphors, proverbs and wise sayings with assistance
Fluency	Ability to read a text with correct intonation, speed and expression	Reads varied texts with correct intonation, speed and expression	Reads a text with correct intonation, speed and expression	Reads a portion of text with correct intonation, speed and expression	Reads a text with correct intonation, speed and expression with assistance
Reading for information	Ability to respond to direct and inferential questions from written texts	Responds to direct and inferential questions from written texts with precision	Responds to direct and inferential questions from written texts	Responds to most direct and inferential questions from written texts	Responds to a few direct and inferential questions from written texts
	Ability to summarise and interpret texts and visuals accurately	Interprets and summarises texts and visuals accurately in a variety of contexts	Interprets and summarises texts and visuals accurately	Interprets and summarises some texts and visuals accurately	Interprets and summarises texts and visuals accurately with clues

Reading strategies	Ability to apply reading strategies (<i>prediction and visualization</i>) when reading	Applies reading strategies (<i>prediction and visualization</i>) when reading meticulously	Applies reading strategies (<i>prediction and visualization</i>) when reading	Applies one of the reading strategies (<i>prediction or visualization</i>) when reading	Applies reading strategies (<i>prediction and visualization</i>) when reading with assistance
STRAND: WRITING					
Handwriting: Neatness and legibility	Ability to write texts neatly and legibly	Writes texts neatly and legibly in a variety of contexts	Writes texts neatly and legibly	Makes an attempt to write some texts neatly and legibly	Writes texts neatly and legibly with assistance
Punctuation	Ability to use punctuation marks (<i>hyphen, apostrophe, brackets</i>) in texts	Uses punctuation marks (<i>hyphen, apostrophe, brackets</i>) in texts meticulously	Uses punctuation marks (<i>hyphen, apostrophe, brackets</i>) in texts	Uses some punctuation marks (<i>hyphen, apostrophe, brackets</i>) in texts	Uses punctuation marks (<i>hyphen, apostrophe, brackets</i>) in texts with prompts
Paragraph writing	Ability to write a logical and well sequenced paragraph	Writes logical and well sequenced paragraphs creatively	Writes a logical and well sequenced paragraph	Writes a portion of a logical and well sequenced paragraph	Writes a logical and well sequenced paragraph with assistance
Creative writing	Ability to compose an essay, narrative and a poem	Creatively composes an essay, narrative and a poem	Composes an essay, narrative and a poem	Makes an attempt to compose an essay, narrative and a poem n	Composes an essay, narrative and a poem with assistance
Functional writing	Ability to write a formal letter and an apology letter using correct format	Writes a formal letter and an apology letter using correct format with rich details	Writes a formal letter and an apology letter using correct format	Writes either a formal letter or an apology letter using correct format	Writes either formal letter or an apology letter using correct format with clues

APPENDIX 1: GUIDELINES FOR INTEGRATING CSL ACTIVITY AT UPPER PRIMARY.

GUIDELINES FOR GRADE 6 COMMUNITY SERVICE LEARNING PROJECT

INTRODUCTION

There will be **one** integrated Community Service Learning activity that will be conducted **annually** for Grade 6 learners. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and will incorporate concepts from the various Learning Areas. Teachers are expected to vary the themes each year to allow learners to address different PCIs within their contexts. A clear linkage should exist between the skills from the learning areas and the chosen themes.

The integrated CSL activity will employ a Whole School Approach (WSA) involving the entire school community including learners, parents/caregivers/guardians, school administration and teachers. Parents/caregivers/guardians are key stakeholders in planning and execution of the CSL activity. While the teacher takes the lead role in planning and integrating the CSL activity, learners are expected to actively participate throughout the 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 annually.

Steps in carrying out the integrated CSL activity

1) Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas 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 CSL Activity

- Assigning 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 subject 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 have they learnt?

ASSESSMENT OF CSL INTEGRATED PROJECT

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured. 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 observation schedules, checklists, rating scales or any other appropriate assessment tool.

APPENDIX 2: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

STRAND	SUGGESTED ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES	SUGGESTED NON-FORMAL ACTIVITIES
Listening and Speaking	<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Peer assessment • Self-assessment 	<ul style="list-style-type: none"> • Dictionaries • Manilla papers • Models • Pictures and photographs • Diorama • Flashcards • Charts and realia <i>(Digital sources)</i> <ul style="list-style-type: none"> • Games • Songs • Digital story books • Pictures and photographs • Electronic and digital devices • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources 	<ul style="list-style-type: none"> • Participation in poetry recitations during music and drama festivals • Coming up with speeches and delivering them during prize giving days, school assembly, extravaganzas among others, to enhance fluency. • Participating in music festivals to hone communication and listening skills. • Participating in exhibitions to display skills, concepts and creative works.
Reading	<ul style="list-style-type: none"> • Reading aloud • Dictation • Question and answer • Learner summaries of what they read • Learner journals 	<ul style="list-style-type: none"> • Dictionaries • Manilla papers • Word trees • Posters • Models • Storybooks • Poetry books 	<ul style="list-style-type: none"> • Reading news during assemblies and other school functions • Collecting different forms of oral literature from their community for a school magazine

	<ul style="list-style-type: none"> • Learner portfolios • Peer assessment • Self-assessment • Keeping a record of books read 	<ul style="list-style-type: none"> • Pictures and photographs • Newspapers • Magazines • Encyclopaedia • Journals • Course books • Diorama • Flashcards • Charts and realia <p><i>(Digital sources)</i></p> <ul style="list-style-type: none"> • Digital storybooks • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Other web resources 	<ul style="list-style-type: none"> • Showcasing short plays, conversational poems or choral verses within or out of school • Participating in Club Activities to improve reading. • Language games.
Writing	<ul style="list-style-type: none"> • Peer assessment • Dictation • Portfolio • Anecdotal records • Checklists and criteria • Sentence construction 	<ul style="list-style-type: none"> • Dictionaries • Manilla papers • Models • Pictures and photographs • Diorama • Flashcards • Charts and realia <p><i>(Digital sources)</i></p> <ul style="list-style-type: none"> • Games • Digital story books • Pictures and photographs • Electronic and digital devices 	<ul style="list-style-type: none"> • Dramatising and filming skits on various themes • Letter writing drills • Composing poems on issues around the theme in music or drama clubs • Writing and compiling articles on various themes to publish in magazines and present in clubs • Language games.