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SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

GERMAN



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
2024

DRAFT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

GERMAN

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfillment

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

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equity and responsibility.

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

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

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

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

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

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

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

LEARNING OUTCOMES FOR SENIOR SCHOOL

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

1. Communicate effectively and utilise information and communication technology across varied contexts;
2. Apply mathematical, logical and critical thinking skills for problem solving;
3. Apply basic research and scientific skills to manipulate the environment and solve problems;
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training;
5. Uphold national, moral and religious values and apply them in day to day life;
6. Apply and promote health care strategies in day to day life;
7. Protect, preserve and improve the environment for sustainability;
8. Demonstrate active local and global citizenship for harmonious co-existence;
9. Demonstrate appreciation of diversity in people and cultures; and
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre-career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that **AT LEAST TWO** learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for **ONE** learning area from the chosen Pathway and a maximum of **TWO** learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. <i>Physical Education (C)</i> 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

For centuries, German has continued to serve as a *lingua franca* in Europe, especially in Central and Eastern Europe. With approximately 100 million native speakers, German is the second most spoken language in all of Europe. In the English-speaking world, German is the third most taught foreign language. Throughout history, the German language has been and continues to be the language of inventors, innovators, literary, artistic, musical, and philosophical minds. In academia, German is ranked second among the scientific research languages. Germany is an economic powerhouse, with German companies ranked as global market leaders. Additionally, German has a big online presence; therefore, speaking the language gives one access to over 15 million websites.

German language learning at Senior School will build on the skills the learner acquired in upper primary and junior School. Apart from the four language skills, the learner will be exposed to literary texts and non-literary texts from both the Kenyan and German contexts so as to enhance creativity, critical thinking, and literary appreciation. The functional approach to grammar and correctness in usage will be given prominence. Senior School will not only give the learner a foundation for studying at the tertiary level, but it will also prepare the learner to competently and authentically communicate in varied real-life situations. Through research, the learner will explore and develop deeper awareness, understanding, and appreciation of other cultures. Self-directed learning is encouraged with a view to creating peer learning circles.

From Senior School, the learner will be expected to exit as a capable user of the German language (with a language competence level of B1 as per the European framework of reference for languages). This will prepare them for seamless absorption into tertiary levels of education as well as for various career fields such as translation, academia, international relations, tourism, the hospitality industry, and other related fields. In other careers, a combination of language skills and other qualifications may be needed. It is

common practice that people destined to work in IT, law, medicine, finance, marketing, and sales are multilingual and highly sought-after.

SUBJECT GENERAL LEARNING OUTCOMES

1. Listen to varied speakers in diverse contexts and respond appropriately.
2. Interact on varied topics for effective communication.
3. Read varied literary and non-literary texts for comprehension and literary appreciation.
4. Write texts on a range of topics.
5. Apply language structures appropriately in different contexts.
6. Apply media and technology to enhance German language learning.
7. Solve everyday challenges using critical thinking and problem-solving skills.
8. Appreciate own and other people's cultures for national cohesion and international consciousness.

SUMMARY OF STRANDS AND SUB STRANDS

S/No.	Strand	Sub Strand	Suggested Number of Lessons
1.	1.1 Listening and Speaking	<ul style="list-style-type: none"> • Dialogic Listening • Pronunciation and Intonation • Conversational skills • Biassed Listening • Listening for gist • Sentence melody • Vocabulary and expression • Listening for details 	48

S/No.	Strand	Sub Strand	Suggested Number of Lessons
2.	1.2 Reading	<ul style="list-style-type: none"> • Extensive reading • Reading for comprehension • Extensive reading • Scanning 	42
3.	1.3 Writing	<ul style="list-style-type: none"> • Descriptive writing • Writing for enjoyment • Functional writing 	48
4.	1.4 Grammar	<ul style="list-style-type: none"> • Conjugation of verbs (regular and irregular, “haben” and “sein”) • Personal pronouns • Possessive pronouns • Questions words (W-Frage/ Ja-kein Fragen) • Definite, indefinite, and negative articles (nominative). • Plural forms. • Adjectives (Predicate) 	42
Total Number of Lessons			180

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

THEME 1. SOCIAL LIFE: MY FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.1 Listening and Speaking</p>	<p>1.1.1 Dialogic listening skills</p> <p>Pronunciation and intonation</p> <p>(8 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify typical German sounds in communication,</p> <p>b) articulate German sounds in communication,</p> <p>c) carry out a dialogue for communication,</p> <p>d) appreciate the role of pronunciation and intonation in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen and identify given sounds from listening texts on greetings and introduction, ● simulate sounds from listening comprehension texts on family members, ● listen to texts on greetings and introductions and answer questions, ● draw and present a family tree to peers, ● talk about family and relations with peers, ● research online on family set ups in Germany and present to peers, ● perform dialogues on introducing family members with peers, ● count from 0 to 20 in German, ● play <i>Bingo</i> game for numbers from 0-20. 	<ol style="list-style-type: none"> 1. Why is pronunciation & intonation important in a language? 2. How do you ensure successful communication in conversations?

Core Competencies to be developed:

Critical thinking & problem solving: The learner develops active listening skills as they listen and identify given sounds from listening texts.

Values:

- Love: The learner displays love for their own family as they talk about family and relations with peers.
- Respect: The learner demonstrates respect for themselves and others as they interact with peers when presenting their family trees.

Pertinent and Contemporary Issues (PCIs):

Global Citizenship (social cohesion, Ethnic and racial relations): The learner demonstrates open- mindedness and tolerance as they research online about family set ups in Germany.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.2 Reading for comprehension (7 lessons) - Extensive reading	By the end of the sub-strand, the learner should be able to: a) retrieve main information from reading texts b) analyse information from a reading text c) read texts for enjoyment	The learner is guided to: <ul style="list-style-type: none"> • describe pictures on greetings and introductions, • read texts on family relationships and highlight specific information and vocabulary • read jumbled up texts on family and put the parts in the correct order/sequence with peers • read and match subtitles to texts on family • carry out research on family setups in Kenya and Germany using online and print media. 	<ol style="list-style-type: none"> 1. How does reading promote open mindedness? 2. How do you read a text to understand?
Core competencies to be developed: Critical thinking and problem solving: The learner develops the ability to make logical connections as they sequence parts of a text.				
Values: <ul style="list-style-type: none"> • Unity: The learner works collaboratively as they carry out the task of sequencing parts of a reading text with peers. • Responsibility: The learner demonstrates proper use of media when carrying out research online or using print media. 				

Pertinent and Contemporary Issues (PCIs):

Ethnic and Racial relations: The learner develops open- mindedness and tolerance of others as they research and read texts about family setups in Kenya and Germany.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1: Descriptive writing (8 lessons)	By the end of the sub-strand, the learner should be able to: a) analyse given information for writing, b) compose descriptive texts for communication, c) recognise the place of descriptive writing in communication	The learner is guided to: <ul style="list-style-type: none"> • organise given information on family coherently into paragraphs • design own family trees, • write a text introducing themselves and share it with their peers • compose a text describing their family and share with peers for feedback • write down similarities and/or differences between own text and those of peers • react respectfully to written texts from their peers. • summarise written text on family • design photo collage of their families using technology with peers • research on family trees in Germany from various media , 	How do you write a descriptive text to capture the attention of the audience?

			note the differences, and share their findings with peers	
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Creativity and Imagination: The learner develops the skills of making connections as they research on family trees in Germany, note down the differences, and share their findings with peers. ● Citizenship: The learner develops active community skills as they write texts about their family and share them with peers for feedback. 				
Values:				
<ul style="list-style-type: none"> ● Unity: The learner works collaboratively as they design photo collages of their families using technology with peers. ● Respect: The learner observes respect as they give peers feedback on their written texts. 				
Pertinent and Contemporary Issues (PCIs):				
Ethnic/ racial relations and diversities: The learner appreciates diverse ethnic and racial identities in Kenya and Germany as they research on family trees in Germany from various media, note down the differences, and share their findings with peers.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Grammar	1.4.1 Conjugation of verbs (regular and irregular, “haben” and “sein”) -Personal pronouns -Possessive pronouns -Questions words (W-Frage/ Ja-nein Fragen) (7 lessons)	By the end of the sub-strand, the learner should be able to: a) outline the rules that govern particular grammatical structures for communication, b) apply varied grammar structures in communication, c) appreciate the role of grammar structures for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • conjugate given verbs for introduction of self and family members, • fill in missing personal pronouns in texts about families, • match personal pronouns to pictures of family members, • ask and respond to questions about family from peers, • research on German grammar rules and share with peers in plenary, • write texts about family using question words, • use possessive pronouns to describe their family and relations, • search and play online interactive language games with peers. 	<ol style="list-style-type: none"> 1. Why is grammar important for communication? 2. How do you derive grammar rules from a text?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: The learner develops skills of interacting with technology as they carry out research on online language games and plays them with their peers. ● Learning to learn: The learner enhances their research skills as they research on German grammar rules and share with peers in plenary. 				
<p>Values:</p> <p>Unity: The learner works collaboratively with peers as they research & play online language games.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Online Safety: The learner practices cyber etiquette and sharpens their problem solving skills as they search and play online interactive language games with peers.</p>				

THEME 2. MY ENVIRONMENT: MY HOME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Conversational skills (8 lessons) (dialogue) Biased listening - <i>Prices</i> - <i>Colours</i> - <i>Numbers (20-100)</i>	By the end of the Sub-Strand, the learner should be able to: a) identify features of a dialogue in communication, b) extract specific information from a listening text, c) express their opinion in varied conversational contexts, d) acknowledge the role of biased listening in communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to audio texts about my home and match to given pictures • watch videos on houses in Kenya and in Germany and answer given questions • discuss with peers about items they have at home • carry out a project on different colours and come up with a collage depicting a home with peers • take turns in conducting dialogues on their likes and dislikes about home • research on prices of home items from various sources and share with peers 	How do you make conversations interesting?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: The learner enhances their research skills as they research about prices of items they have at home. 				

- Creativity and imagination: Learner develops creativity by carrying out a project on different colors to come up with a collage.

Values:

Unity: The learner works collaboratively works with peers to create a photo collage of a home.

Pertinent and Contemporary Issues (PCIs):

Social awareness skills: The learner demonstrates effective communication and assertiveness as they express their likes and dislikes on homes.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.2 Reading for comprehension - Extensive reading (7 lessons)	By the end of the Sub Strand, the learner should be able to: a) interpret a reading text for main information, b) analyse information from a reading text, c) read texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • describe pictures about the home, • read texts and highlight information and vocabulary on the home, • read and sequence parts of a text about the home with peers, • read and match subtitles to texts about homes, • carry out research on home setups in Kenya and Germany using online and print media, read and share with peers. 	<ol style="list-style-type: none"> 1. How does reading promote open mindedness? 2. How do you read a text to understand?
Core Competencies to be developed: Critical thinking and problem solving: The learner develops the ability to make logical connections as they sequence parts of a text.				
Values: <ul style="list-style-type: none"> • Unity: The learner displays unity as they carry out the task of sequencing parts of a reading text with peers. • Responsibility: The learner demonstrates proper use of media when carrying out research about homes online or using print media. 				
Pertinent and Contemporary Issues (PCIs): Ethnic and Racial Relations: The learner demonstrates open- mindedness and tolerance as they research and read texts about home setups in Kenya and Germany.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.2 Descriptive writing (8 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) analyse given information in writing,</p> <p>b) compose descriptive texts for creative writing,</p> <p>c) appreciate the place of descriptive writing in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • list down items in a home, • match words to pictures of rooms at home, • fill in missing information in a text about home, • draw their house and put names of furniture in specific rooms, • write short texts about their home, • write down similarities and/or differences between own text and those of peers, • react to written texts from their peers, • summarise written texts on home, • watch a video on homes in Germany, write short notes, and compare with Kenya. 	<ol style="list-style-type: none"> 1. What is the purpose of descriptive writing? 2. How does descriptive writing help you express yourself?
<p>Core competencies to be developed: Creativity and imagination: The learner tests their ideas and imagination abilities as they draw their homes and place furniture in specific rooms.</p>				

Values:

Respect: The learner appreciates diverse opinions as they react to information from peers about their homes.

Pertinent and Contemporary Issues (PCIs):

Self- awareness: Learner's awareness of various places and furniture in their homes is enhanced as they discuss and share information with peers.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Grammar	2.4.2 Definite, indefinite, and negative articles (nominative). -Plural forms. -Adjectives (Predicate) (7 lessons)	By the end of the Sub Strand, the learner should be able to: a) Differentiate various grammar structures for communication, b) apply varied grammar structures in communication, c) appreciate the role that grammar plays in communication.	The learner is guided to: <ul style="list-style-type: none"> ● select the definite and indefinite articles in a text, ● List down the different types of plural forms of nouns, ● categorise the nouns about the home in the different plural categories, ● identify missing furniture from a picture, ● construct sentences about the missing furniture using the negative articles, ● describe various features and furniture in a home using adjectives, ● Search and play online games about the home, furniture, and grammar structures with peers. 	<ol style="list-style-type: none"> 1. Why is grammar important for communication? 2. How do you derive grammar rules from a text?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Learning to learn: The learner reflects on the various plural forms of nouns and list them down. ● Digital literacy: The learner finds online games about vocabulary of the home and play with their peers. 				

Values:

Integrity: The learner develops a sense of responsible use of technology as they search for language games to support learning.

Pertinent and contemporary Issues (PCIs):

Decision making skills: This is promoted as the learner critically analyses a noun and its plural and then determine the plural category it belongs to.

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THEME 3. SCHOOL AND WORLD OF WORK: SCHOOLS ROUTINES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Biased listening Pronunciation & intonation (8 lessons) - <i>Telling time and times of day</i> - <i>School activities</i> - <i>Subjects, timetables</i> - <i>Days of the week</i>	By the end of the Sub Strand, the learner should be able to: a) distinguish different German sounds for effective communication, b) utilise biased listening skills in listening comprehension, c) appreciate the role of pronunciation and intonation in communication.	The learner is guided to: <ul style="list-style-type: none"> ● listen and imitate different sounds (-z, -d, -t, -g), ● listen to audio texts about school routines and answer questions, ● talk about their school activities with peers, ● record themselves speaking about school subjects and listen with peers for assessment and feedback, ● search online and sing songs on days of the week with peers. 	1. How do you listen to understand? 2. How is pronunciation important in communication?
<p>Core Competencies to be developed: Learning to learn: The learner develops research skills as they carry out online research on songs.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner displays unity by collaborating with others as they record themselves and share information about school subjects. ● Responsibility: The learner enhances accountability as they use different media devices for the assigned tasks. 				

Pertinent and Contemporary Issues (PCIs):

Social awareness skills: The learner develops effective communication skills as they undertake tasks such as recording themselves and listening to peers.

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.3 Scanning (7 lessons)	By the end of the substrand, the learner should be able to: a) distinguish specific information in a reading text, b) read texts for specific information, c) recognise the role of reading in learning.	The learner is guided to: <ul style="list-style-type: none"> ● read and underline specific information about school, ● read and fill in missing information in cloze texts on school, ● read and match information to pictures and time, ● read and organise information in the correct order (Days of the week or time of the day), ● read and re-organise jumbled up text/sentences on school subjects and time table, ● research online and read about school routines in different German speaking countries and compare with their own. 	<ol style="list-style-type: none"> 1. How is reading important to you? 2. Why do people read?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical Thinking and Problem solving: The learner develops the ability to understand connections as they rearrange jumbled up texts. ● Digital Literacy: The learner enhances their digital competence as they research online and read about school routines in different German speaking countries. 				

Values:

Patriotism: The Learner displays love for their own country as they compare school routines in other countries with their own.

Pertinent and Contemporary Issues (PCIs):

Safety and Security: Learner develops awareness on responsible use of the internet as they search for information online on school routines.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.3 Functional Writing (Timetables and Schedules) <ul style="list-style-type: none"> - Telling time and times of day - School activities - Subjects, timetables - Days of the week (8 lessons)	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> a) distinguish varied features of functional writing b) develop schedules and time tables for information c) value functional writing for information 	The learner is guided to: <ul style="list-style-type: none"> • fill in missing information on time in sentences/texts • write down a list of different school activities and compare with peers • fill in information in templates (time tables) • write words/phrases about school on flash cards and play with peers • design own timetables and schedules • research online and write about school routines in different German speaking countries 	<ol style="list-style-type: none"> 1. How does writing relate to communication? 2. How do you write to communicate?
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: The learner develops an appreciation and respect for diversity as they research online and write about school routines in different German speaking countries. • Self Efficacy: The Learner develops planning skills as they design their own school timetables and schedules. 				
Values: Responsibility: The Learner displays accountability as they design their own school timetables and schedules.				

Pertinent and Contemporary Issues (PCIs):

Decision making skills: The Learner develops problem solving skills as they come up with school time tables and schedules to manage their time.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Grammar	3.4.3 - official and unofficial time - adverbs of time - modal auxiliaries (können, dürfen) - verbs with separable prefixes (aufstehen, aufräumen) - Conjunctions (ADUSO) (7 lessons)	By the end of the Sub-Strand, the learner should be able to: a) derive rules of grammar structures from given communicative contexts b) apply the acquired language structures in communication c) acknowledge the purpose of Grammar in communication	The learner is guided to: <ul style="list-style-type: none"> • match formal and informal times • highlight verb endings from given contexts • fill in missing endings of the given verbs • match activities to given photos • combine sentences using given conjunctions • match the prefixes to the given verbs • construct sentences using given grammar structures • play with cards to reorganize sentences with peers • complete given sentences • carry out online exercises with peers • complete a cloze text of a song and sing with peers 	How important is grammar in communication?

Core Competencies to be developed:

Critical Thinking and Problem solving skills(Interpretation and Inference): The learner develops ability to analyze and interpret information in order to make inference on grammar rules as they carry out tasks on verb endings

Values:

Unity: The Learner enhances team spirit as they carry out online exercises with peers.

Pertinent and Contemporary Issues:

Analytical and Critical thinking: The learner improves their analytical skills as they analyse grammar structures to derive grammar rules.

THEME 4. HEALTH: FOOD AND EATING HABITS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 -Listening for gist -Sentence melody. - measure words (<i>ein Liter Milch, ein Kilo Zucker</i>) (8 Lessons)	By the end of the Sub Strand, the learner should be able to: a) identify general information in listening comprehension, b) recognise German sound combinations in sentences, c) apply German sound combinations for communication, d) value the role of sentence melodies in communication.	The learner is guided to: <ul style="list-style-type: none"> ● listen to texts on food and eating habits and note down the key words, ● sample/talk about food items and different cuisines with peers, ● simulate dialogues on how to order food in restaurants with peers, ● discuss with peers about healthy lifestyle and note down ideas. ● make use of online videos to learn vocabulary about food in Kenya and in Germany and discuss with peers, ● compare and contrast foodstuff in Kenya and Germany, by responding to oral questions, ● role play dialogues in restaurants and shopping places, using acquired phrases and vocabularies, ● search online for different foodstuffs and their health benefits and share with peers 	How do visual images stimulate our speaking?

			<ul style="list-style-type: none"> ● compile video clips on different eating habits and their effects on human health. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: The learner develops skills of making connections as they simulate dialogues on how to order food in restaurants with peers ● Digital literacy: The learner develops the skills of interacting with technology as they search online different foodstuffs and their health benefits and share with peers 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner reflects on responsible eating habits that promote good health. ● Respect: The learner demonstrates respect for self and others as they interact with peers when practicing dialogues with their classmates. ● Love: The learner reflects a caring attitude, avoids offending others as they present, and discuss different eating habits and their effects on health. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Health education: The learner acquires knowledge on how to care for their bodies and health and avoid lifestyle diseases as they compile videos on the different eating habits and their effects.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.2 Reading for comprehension <i>Measure words (ein Liter Milch, ein Kilo Zucker)</i> (7 lessons)	By the end of the Sub-strand, the learner should be able to: a) analyse information in texts for comprehension, b) read texts for comprehension, c) acknowledge value of reading comprehension in learning.	The learner is guided to: <ul style="list-style-type: none"> • read and underline information on foodstuff, • read and create a list for the vocabulary on food types, • take turns reading the texts on health and eating habits with peers, • read and discuss with peers about ways of keeping healthy, • read and design posters with peers on ways to stay healthy, • advocate for healthy eating habits, • read about food diversity in different cultures and discuss it with peers in plenary. 	How do you read for comprehension?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner develops the ability to make logical connections as they sequence parts of a text. • Learning to learn: The learner develops skills for learning independently as they analyse texts for specific information and organise it for comprehension. 				

- Digital literacy: The learner develops digital literacy skills as they interact with digital devices to search for texts on foodstuffs and eating habits.

Values:

- Love: The learner demonstrates self care as they sample out food stuffs considered to be healthy.
- Responsibility: The learner observes health precautions as they design posters with peers to advocate for a healthy lifestyle.

Pertinent and Contemporary Issues (PCIs):

Health education: learner acquires knowledge on lifestyle diseases as they search online for different eating habits and their effects on human health.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.3: Functional writing - Menu -Recipe (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify characteristics of functional writing in communication b) compose menus and recipes for information c) value the role of functional writing in communication	The learner is guided to: <ul style="list-style-type: none"> • list down ideal healthy food items for shopping, • illustrate new food-related words by creating flashcards, • prepare a puzzle on foodstuffs in a menu. • appreciate different culinary habits from different cultures, • write own reflections of how to stay healthy and fit, • create menus and recipes using the learned vocabulary, phrases, and creative pictures. 	How do we make our writing interesting?
Core Competencies to be developed: Creativity and imagination: The learner develops experimentation skills as they create menus and recipes using the learned vocabulary, phrases, and creative pictures.				
Values: <ul style="list-style-type: none"> • Integrity (self discipline): The learner exhibits self discipline and truthfulness as they carry out self reflections for good health. • Responsibility: The learner demonstrates responsibility as they offer guidance to peers through prescribing recipes for healthy foods. 				

Pertinent and Contemporary Issues (PCIs):

Healthy Living: The learner enhances their awareness of healthy living as they write their own reflections on how to stay healthy and fit.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Grammar	<p data-bbox="430 285 498 312">4.4.4</p> <ul data-bbox="430 360 724 758" style="list-style-type: none"> ● Adjektiv (predicate) ● Akkusativ (definite, indefinite and Negative articles) ● Dativ mit dem Verb schmecken (mir, dir) -verbs, möchten u. mögen, essen <p data-bbox="430 765 575 793">(7 lessons)</p>	<p data-bbox="749 285 1039 422">By the end of the sub-strand, the learner should be able to:</p> <ol data-bbox="749 429 1039 902" style="list-style-type: none"> a) use appropriate words to describe things in communication, b) apply acquired vocabulary for speaking and writing, c) Embrace the role of Grammar in the execution of coherent communication. 	<ul data-bbox="1060 285 1512 1144" style="list-style-type: none"> ● The learner is guided to: ● determine the accusative and dative objects in a sentence, ● make use of adjectives to describe nouns when communicating, ● differentiate between the use of indefinite and negative articles from a given text, ● conjugate verbs correctly, ● sort out the adjectives , verbs and nouns in paragraphs, ● build sentences using grammar elements ● colour grammar word elements in order to distinguish their functions, ● memorise vocabulary by associating them with other pictures or words, ● role play on Akkusativ and Dativ objects in a sentence, ● recognise grammar rules and 	<ol data-bbox="1539 285 1812 532" style="list-style-type: none"> 1. How can you memorise grammar elements? 2. Why is grammar important for communication?

			<p>their application in language learning,</p> <ul style="list-style-type: none"> • enjoy learning grammar rules by working out online exercises that reveal the answers and positively reinforce their achievements. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner develops strategies for learning as they create mnemonics for memorizing words and teaching them to their peers. • Digital literacy: The learner uses technological skills to effectively work out grammar tasks with peers. 				
<p>Values:</p> <p>Love: The learner practices consideration for others as they collaborate with peers to come up with learning strategies.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Health promotion issues: The learner explores tips for staying fit and healthy as they sort out grammar features used for communication.</p>				

THEME 5. TOURISM: MEANS OF TRANSPORT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.1 Listening and Speaking</p>	<p>5.1.1</p> <ul style="list-style-type: none"> • Biased listening • Conversational skills <p>(8 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify specific information from given audio texts, b) utilise biased listening for specific information, c) acknowledge the role of biased listening in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to an audio text on means of transport and answer questions, • discuss with peers the different means of transport from the audio text, • listen to audio texts on asking for information at a train station and identify specific expressions on the topic, • simulate asking for direction with peers • role play scenes on asking for information at the airport with peers, • record themselves asking for direction and means of transport and listen with peers, • search online on train and airplane schedules in kenya and Germany and discuss in plenum. 	<p>How do you listen effectively?</p>

Core Competencies to be developed:

Communication & collaboration: The learner develops dialogical skills as they conduct role plays collaboratively, while learning about traveling and finding information at a train station or airport.

Values:

Respect: The learner demonstrates politeness as they seek for help from peers when role playing the context at the airport

Pertinent and Contemporary Issues (PCIs):

Global Citizenship: The learner develops an awareness of how other countries operate as they research online about means of transport in Kenya and Germany

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.2 Scanning, Reading comprehension (7 lessons)	By the end of the substrand, the learner should be able to: <ol style="list-style-type: none"> a) identify required information in reading texts for communication, b) use appropriate reading skills to extract specific information from reading texts, c) appreciate the role of reading in communication 	The learner is guided to: <ul style="list-style-type: none"> ● read given texts on transport and underline specific information, ● read and interpret travel schedules with peers, ● read and analyze a text on transport for specific information and present to peers, ● read and highlight destination points in a map from information contained in a text, ● search online/ offline texts on means of transport in Germany and share with peers, ● take turns in reading dialogical texts with peers on giving directions. 	How can we get specific information from a text?
<p>Core competencies to be developed :</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner develops communication skills as they read dialogic texts in turn with peers. ● Citizenship: The learner reads and compares texts on means of transport in own and other countries they develop a sense of appreciation for their country. 				

Values:

Respect: The learner displays patience as they read texts in turns about giving directions.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness: Learner's knowledge on cultural diversities is enhanced as they read and compare texts about means of transport in Germany and own country

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	<p data-bbox="407 388 651 491">5.3.3 Writing for enjoyment and vocabulary</p> <p data-bbox="407 536 651 639"><i>Travel schedule (at the airport and train station)</i></p> <p data-bbox="407 717 548 751">(8 lessons)</p>	<p data-bbox="681 388 1016 491">By the end of the Sub Strand, the learner should be able to:</p> <p data-bbox="681 502 1016 639">a) highlight expressions for diverse communicative contexts,</p> <p data-bbox="681 650 1016 718">b) write interesting texts for communication,</p> <p data-bbox="681 729 1016 798">c) appreciate writing for enjoyment.</p>	<p data-bbox="1047 388 1360 422">The learner is guided to:</p> <ul data-bbox="1047 426 1547 1081" style="list-style-type: none"> ● create flashcards using language Apps on vocabulary on means of transport, ● enlist words and expressions used to describe routes, ● write simple texts about transport, ● write a dialogue with peers seeking for information at the bus/train station, ● note down their favorite tourist destination and discuss with peers, ● write travel schedules (Fahrplan) with peers ● research for interesting blogs and write their own on ideal travel destinations and schedules, ● read and interpret tour guides with peers. 	<p data-bbox="1582 388 1769 532">What do you consider when writing for enjoyment?</p>

Core competencies to be developed:

- Digital literacy: The learner displays knowledge of technology as they research and write blogs of their experiences with the different means of transport.
- Self efficacy: This is displayed when learners demonstrate confidence when asking for information at a train station.

Values:

Respect: The learner displays politeness as they role play on how to ask for information when on a journey.

Pertinent and Contemporary Issues (PCIs):

Social awareness skills: As the learner interacts with peers in a role play, they foster communication skills

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Grammar	<p data-bbox="426 285 666 610">5.4.5 Verbs</p> <p data-bbox="426 358 666 610"><i>-Prepositions : (mit+Dativ, zu Fuß)</i></p> <p data-bbox="426 467 666 610"><i>-Verbs (separable prefixes, -Irregular verb (fahren)</i></p> <p data-bbox="426 687 666 720">(7 Lessons)</p>	<p data-bbox="689 285 1037 385">By the end of the Sub Strand, the learner should be able to:</p> <p data-bbox="689 392 1037 714">a) identify grammar structures in a text, b) apply appropriate language structures in communication c) appreciate the role of language structures in diverse contexts of communication.</p>	<p data-bbox="1060 285 1508 316">The learner is guided to:</p> <ul data-bbox="1060 323 1508 968" style="list-style-type: none"> ● retrieve prepositions that require the dative case from a given text, ● underline irregular verbs from a text, ● conjugate verbs with separable prefixes in sentences, ● use various verbs to write a travel schedule (fahren, ankommen..), ● discuss with peers and write down rules that govern the use of prepositions with dative, ● create a digital portfolio indicating rules for conjugation of irregular verbs and verbs with separable prefixes. 	<p data-bbox="1539 285 1819 385">How can technology help in the learning of a language?</p>
<p data-bbox="204 982 689 1013">Core competencies to be developed:</p> <ul data-bbox="204 1020 1765 1125" style="list-style-type: none"> ● Digital literacy: This promotes their technological abilities as they create digital portfolios to reflect on what they have learned. ● Self-efficacy: They improve their organisational skills as they learn to plan their time by creating a travel schedule. 				

Values:

Responsibility: Learner practices accountability when they plan their time when on a journey.

Pertinent and Contemporary Issues (PCIs):

Self Management Skills: Learner fosters their self management skills as they design travel schedules.

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Theme 6. World Of Business: Shopping				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.6 Listening for details Conversational skills (8 lessons)	By the end of the substrand, the learner should be able to: a) Identify detailed information from a listening text, b) express their needs orally on varied topics, c) acknowledge the role of listening for details in communication.	The learner is guided to: <ul style="list-style-type: none"> ● listen to audio clips on clothes and highlight important details, ● watch videos on different shopping places and respond to questions, ● discuss with peers about shopping for their their favourite clothes, ● listen to a shopping dialogue and simulate it with peers, ● role play with peers different shopping contexts, eg in the supermarket, in the boutique, in the flea market, ● record themselves role playing different shopping contexts, listen with peers, and brainstorm on integrity while shopping/selling. 	<ol style="list-style-type: none"> 1. How can one ensure effective dialogue? 2. How can one improve their listening and conversational skills?

Core Competencies to be developed:

Digital Literacy: The learner improves their digital know-how as they use technology to record themselves as they role play different shopping contexts.

Values:

Integrity: The learner fosters honesty as they role play and brainstorm with peers on different shopping contexts.

Pertinent and Contemporary Issues (PCIs):

Financial Literacy: Learners enhance their financial literacy skills as they negotiate with others and act out their roles in the shopping contexts.

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.6 Reading comprehension (7 lessons)	By the end of the sub-strand, the learner should be able to: a) analyse required information from a given reading text b) utilise comprehension skills in given reading texts c) appreciate reading texts on diverse shopping habits for comprehension	The learner is guided to: <ul style="list-style-type: none"> ● read given text and underline the different clothes on sale ● read texts on shopping and answer questions ● read given text and list down the various shopping venues ● read various texts on shopping habits and match to given titles ● read with peer a given conversation on shopping and answer questions ● search and read description of online products in German speaking countries and match them with provided texts 	How do you get all the required information from a text?
<p>Core competencies to be developed: Digital Literacy: This is developed when learner searches and reads description of online products and matches them with given texts</p>				
<p>Values: Responsibility: The learner develops responsible use of the internet as they search and read description of online products and match them with given texts</p>				

Pertinent and Contemporary Issues (PCIs):

Global Citizenship: This is developed as learner searches for and reads descriptions of online products in German speaking countries and match them with given texts.

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
6.3 Writing	6.3.1 Descriptive writing -	By the end of the substrand, the learner should be able to: a) analyse given information for purposes of writing texts, b) compose descriptive texts for creative writing, c) appreciate the place of descriptive writing in language communication.	The learner is guided to: <ul style="list-style-type: none"> • write texts about their favourite products in the supermarket, • write about services available in various places in the city, • design own shopping list, • write texts about various products and share with peers for feedback, • create descriptive texts about the products and services available in their locality, • organise given information about products coherently into paragraph • write down similarities and/or differences between own text and those of peers, 	Why is descriptive writing important in communication?

			<ul style="list-style-type: none"> • react to written texts from their peers, • summarize written text on shopping, • design photo collage of different products in the supermarket, • research on shopping in Germany from various media , write the differences with Kenya down and share their findings with peers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: The learner experiments with photos on a collage to create appealing products and services. • Digital literacy: The learner uses technological skills to carry out research on various products in Germany, comparing this with Kenya and sharing with peers 				
<p>Values: Respect: The learner demonstrates respect for themselves and others as they interact with peers when writing and comparing their shopping lists.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety and Security: The learner develops awareness on responsible use of the internet as they search for information online on various products and services.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Grammar	6.4.6 Adjectives: Comparative and Superlative <i>(7 lessons)</i>	By the end of the substrand, the learner should be able to: <ol style="list-style-type: none"> a) construct sentences using the given grammatical aspects, b) develop various and relevant grammatical rules, c) Appreciate the use of correct language structures in communication. 	The learner is guided to: <ul style="list-style-type: none"> • construct simple sentences using the comparative and superlative forms, • write out a short text to show the various shopping items and their comparative, superlative aspects, • carry out online research about the various dative verbs and present the findings to their peers, • collect various photos in a shopping set up that bring out comparative and superlative aspects from various sources, make a photo collage, and display it in class, • use demonstrative pronouns to form sentences describing the various activities they carry out in a business setting, 	How can we effectively communicate?

			<ul style="list-style-type: none"> • conduct a role play scenario in a business setting using correct grammatical aspects, • using an online app, learner differentiates between comparative and superlative aspects. 	
<p>Core competencies to be developed: Learning to learn: The learner is able to prioritise the various tasks given as they carry out shopping activities.</p>				
<p>Values: Integrity: Learner exhibits self discipline and utilises resources prudently as they conduct business activities.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Financial literacy: The learner is equipped with essential life skills for making well informed financial decisions.</p>				

ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify listening markers in a text for communication	The Learner identifies more than the required listening markers in a text for communication	The Learner identifies all the required listening markers in a text for communication	Learner identifies most of the required listening markers in a text for communication	Learner identifies some of the required listening markers in a text for communication
Ability to listen actively for comprehension	Learner listens actively and carries out more than the given tasks correctly	Learner listens actively and carries out all the given tasks correctly	Learner listens actively and carries out most of the given tasks correctly	Learner listens actively and carries out some of the given tasks correctly
Ability to identify expressions for communication	Learner correctly identifies more than the required expressions	Learner correctly identifies all the required expressions	Learner correctly identifies most of the required expressions	Learner correctly identifies some of the required expressions
Ability to use acquired vocabulary to communicate	Learner uses acquired and varied vocabulary to communicate in given contexts	Learner uses acquired vocabulary to communicate in given contexts	Learner uses acquired vocabulary to communicate in most of the given contexts	Learner uses acquired vocabulary to communicate in some of the given contexts

ASSESSMENT RUBRIC FOR READING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify expressions from reading texts	Learner identifies more than the required expressions from given reading texts	Learner identifies all the required expressions from given reading texts	Learner identifies most of the required expressions from given reading texts	Learner identifies some of the required expressions from given reading texts
Ability to read aloud texts for articulation	Learner reads aloud texts with the correct articulation and fluency, has near native fluency	Learner reads aloud texts with the correct articulation and fluency	Learner reads aloud texts with the correct articulation and fluency most of the time	Learner reads aloud texts with the correct articulation and fluency some of the time
Ability to read texts for comprehension	learner reads given texts and carries out more than the given tasks correctly	Learner reads given texts and carries out all the given tasks correctly	Learner reads given texts and carries out most of the given tasks correctly	Learner reads given texts and carries out some of the given tasks correctly

ASSESSMENT RUBRIC FOR WRITING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify steps of writing	Learner identifies and explains all the required steps of writing	Learner identifies all the required steps of writing	Learner identifies most of the required steps of writing	Learner identifies some of the required steps of writing
Ability to identify rules of orthography	Learner identifies and explains all the required rules of orthography in given contexts	Learner identifies all the required rules of orthography in given contexts	Learner identifies most of the required rules of orthography in given contexts	Learner identifies some of the required rules of orthography in given contexts
Ability to identify the format in writing	Learner identifies and explains the correct format in writing for the given contexts	Learner identifies the correct format in writing for the given contexts	Learner identifies the correct format in writing for most of the given contexts	Learner identifies the correct format in writing for some of the given contexts
Ability to identify expressions in writing	Learner identifies more than the required expressions in writing for given contexts	Learner identifies all the required expressions in writing for given contexts	Learner identifies most of the required expressions in writing for given contexts	Learner identifies some of the required expressions in writing for given contexts

Ability to write texts	Learner writes more than the required texts using the correct format, orthography and appropriate expressions in given contexts	Learner writes all the required texts using the correct format, orthography and appropriate expressions in given contexts.	Learner writes most of the required texts using the correct format, orthography and appropriate expressions in given contexts.	Learner writes some of the required texts using the correct format, orthography and appropriate expressions in given contexts.
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ASSESSMENT RUBRIC FOR GRAMMAR

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify: - Verb conjugation (<i>haben und sein, regular /irregular</i> - <i>empfehlen, fahren, essen, separable/inseparable prefixes, modal verbs</i> - können, dürfen, möchten, mögen)	The learner explains more than the required language structures	Learner identifies all the required language structures	Learner identifies most of the required language structures	Learner identifies some of the required language structures with assistance

-Articles (<i>definite, indefinite, negative</i>),				
-Conjunctions (<i>aduso, denn, weil</i>),				
-Declension of adjectives (<i>predicate, verbs, Negative, comparative/ superlative adjectives</i>),				
-Prepositions (<i>dative</i>), -Dative verbs (<i>schmecken, gefallen, passen</i>)				
-Question words (<i>W-Fragen, welch-...</i>),				
-Numbers(<i>cardinal and ordinal</i>),				
Plural forms				
Ability to apply given language structures in communication	The learner applies more than the given language structures in communication	The learner applies all the given language structures in communication	Learner applies most of the given language structures in communication	Learner applies some of the given language structures in communication with assistance

APPENDIX: 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 ● Standardised 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 ● Exchange Programs ● Language Days ● Inter-House Competitions ● Inter-Class Competitions ● Inter-School Contests

Strand	Suggested Learning Resources	Suggested Assessment Methods	Non-Formal Activities
2.0 Reading	<ul style="list-style-type: none"> ● Reading texts ● Flashcards ● Pictures ● Images ● Drawings ● Poems ● Course books ● Magazines ● Internet ● Charts ● Posters ● Easy readers ● Menus ● Newspaper cutouts ● 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

Strand	Suggested Learning Resources	Suggested Assessment Methods	Non-Formal Activities
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

Strand	Suggested Learning Resources	Suggested Assessment Methods	Non-Formal Activities
4.0 Language structures	<ul style="list-style-type: none"> ● Libraries ● Projectors ● Course books ● Internet ● Charts ● Pictures ● Drawings ● Illustrations ● Newspapers ● Maps ● Chalkboard ● Sample compositions ● Lists of minimal pairs ● Lists of homophones, synonyms, antonyms, homonyms, rhymes ● Word bush ● Curiosity charts 	<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

Strand	Suggested Learning Resources	Suggested Assessment Methods	Non-Formal Activities
Special Needs Education	<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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