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

**JUNIOR SCHOOL CURRICULUM DESIGN**

**GERMAN**

**GRADE 7**

First published 2022

Revised 2024

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## **FOREWORD**

The Government of Kenya 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, the National Curriculum Policy 2019, 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 implementation of the Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far-reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle and feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 7 curriculum designs build on competencies attained by learners at the end Grade 6. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

The curriculum designs present the National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub-strands. The designs also outline suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and the assessment rubric. It is my hope that all government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.



**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Grade 7 is the first grade of Junior School in the reformed education structure.

The reviewed Grade 7 curriculum furthers implementation of the CBC from Grade 6 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests, and abilities before selection of pathways and tracks at the Senior School education level. This is very critical in the realisation of the Vision and Mission of the ongoing curriculum reforms as enshrined in the Sessional Paper No. I of 2019: *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 **Nurturing Every Learner's potential**.

Therefore, the Grade 7 curriculum designs are intended to enhance the learners' development of the CBC core competencies, namely: 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 sub-strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for a smooth transition to Grade 8. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



**DR. BELIO KIPSANG', CBS**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR BASIC EDUCATION**  
**MINISTRY OF EDUCATION**

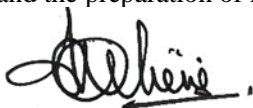
## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking, and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017. The curriculum responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate the achievement of its stipulated mandate and implementation of the Government and Sector (Ministry of Education -MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 7 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. Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support. Specifically, special thanks goes to the Cabinet Secretary-MoE and the Principal Secretary - State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 7 and the preparation of learners for transition to Grade 8.



**PROF. CHARLES O. ONG'ONDO, PhD, MBS**  
**DIRECTOR/CHIEF EXECUTIVE OFFICER**  
**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

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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 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 the wake of rapid modernisation. Education should assist our youth in adapting 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 needs an adequate and relevant domestic workforce.

**c) Technological and Industrial Needs**

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

**3. Promote individual development and self-fulfilment.**

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

- 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 that 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 instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development 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 for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



### LESSON ALLOCATION

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

## **LEARNING OUTCOMES FOR JUNIOR SCHOOL**

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

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

## **ESSENCE STATEMENT**

As part of the international community, Kenyan learners will have the opportunity to learn foreign languages in addition to the national, official, and indigenous languages. These foreign languages include: Arabic, French, German, and Mandarin. The curriculum aims for learners to acquire basic proficiency in the four language skills: listening, speaking, reading, and writing. This will give the learner an opportunity to develop language competencies in an experiential, innovative, and flexible ways. Foreign language learning at this level is guided by social-constructivist and environmental theories. Learning these languages will promote international awareness and appreciation of one's own and others' cultures. By transitioning to Senior School, the learner will have achieved basic proficiency equivalent to A1(Basic level.)

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. communicate information effectively about everyday issues,
2. listen actively to varied speakers in varied contexts and respond appropriately,
3. read varied simple texts on familiar matters for information and enjoyment,
4. interact with others on familiar topics in a simple manner,
5. write simple texts on subject matter relating to their everyday experiences,
6. use varied media to access and create information to enhance German language learning,
7. appreciate own and other people's culture for national cohesion and international consciousness,
8. apply acquired knowledge and skills to address challenges in everyday life.

### SUMMARY OF STANDS AND SUB-STRANDS

S/No	Strand	Sub-Strand	Suggested Time Allocation
1.	Listening and Speaking	<ul style="list-style-type: none"><li>• Active listening</li><li>• Listening for information</li><li>• Interactive speaking</li><li>• Oral expression</li></ul>	27 Lessons
2.	Reading	<ul style="list-style-type: none"><li>• Reading Comprehension</li><li>• Reading aloud (Articulation)</li><li>• Reading Aloud (Fluency)</li></ul>	18 Lessons
3.	Writing		9 Lessons
<b>Total Number of Lessons</b>			54 + 6 Lessons for showcasing

## STRAND 1.0: LISTENING AND SPEAKING

### THEME 1: GREETINGS AND INTRODUCTION (BASIC GREETINGS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.1 Active listening, Oral expression</b> (3 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify listening markers in a text for communication,</li> <li>b) listen actively for comprehension,</li> <li>c) use acquired vocabulary to communicate in varied contexts,</li> <li>d) appreciate the role of vocabulary in foreign language learning.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on greetings with peers (<i>Assoziogram</i>),</li> <li>• watch an audio-visual on typical German greetings and match them to the given pictures,</li> <li>• listen to a text on typical German greetings and simulate them with peers while observing social etiquette rules,</li> <li>• role-play greeting and introducing oneself with peers using phrases like, <i>wie geht's? Woher kommst du? Mir geht es prima, danke gut..usw</i>”,</li> <li>• research on greetings from German-speaking countries from various sources (online/ offline) and make presentations to peers.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we show that we are listening?</li> <li>2. How do we acquire vocabulary in a foreign language?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: the learner enhances their skills of speaking effectively and logically as they research on greetings from German-speaking countries from various sources (online/ offline) and make presentations to peers.
- Creativity and Imagination: the learner enhances their skills of making connections as they research on greetings from German-speaking countries from various sources (online/ offline) and make presentations to peers.

**Values:**

- Respect: the learner engages respectfully as they watch an audio-visual on typical German greetings and simulate them in pairs while observing social etiquette rules.
- Unity: the learner values the need to work together as they role-play greeting and introducing oneself with peers using phrases like, *wie geht's? Woher kommst du? Mir geht es prima, danke gut..usw*".

**Pertinent and Contemporary Issues (PCIs)**

Citizenship (Ethnic and social relations): the learner enhances their knowledge of social relations as they research on greetings from German-speaking countries from various sources (online/ offline) and make presentations to peers.

**Link to other Learning Areas**

Learner links their learning to introducing oneself in other languages namely English and Kiswahili.

<b>Theme 2: Family (Nuclear family)</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and speaking</b>	<b>1.2 Listening for information, Interactive Speaking</b> (3 lessons)	By the end of the sub-strand, the learner should be able to: a) listen to texts for information, b) interact with peers on varied topics, c) value the role of listening texts in language acquisition.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch audio-visual of someone introducing their family (nuclear),</li> <li>• listen to texts and answer given questions on members of the family,</li> <li>• introduce members of their nuclear family to classmates by their name, age, and profession in plenary,</li> <li>• research with peers on how introductions are done in German-speaking countries and present in a plenary.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we ensure we get all the needed information from a listening text?</li> <li>2. How do we make our conversations interactive?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> the learner enhances their teamwork skills as they research with peers how introductions are done in German-speaking countries and presents in plenary.</li> <li>• <b>Self-efficacy:</b> the learner enhances their self-awareness skills as they introduce members of their nuclear family by name, age, and profession in a plenary.</li> </ul>				

**Values:**

Love: the learner demonstrates love as they introduce their family by name, age, and profession in a plenary.

**Pertinent and Contemporary Issues (PCIs)**

Citizenship (Ethnic and racial relations): the learner develops a global outlook as they research in groups how introductions are done in German-speaking countries and present in a plenary.

**Link to other Learning Areas**

Learner links their knowledge of the family to what they learn in Religious Studies and Social studies.



**THEME 3: MY SURROUNDINGS (THE MARKET PLACES)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Listening and speaking</b></p>	<p><b>1.3 Active listening, Oral expression</b> (3 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify vocabulary related to the given context for learning,</li> <li>b) listen actively to varied speakers for communication,</li> <li>c) value the role vocabulary plays in language acquisition.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• watch audio-visual materials on the marketplace and mark the items being bought,</li> <li>• listen to audios on the marketplace and answer given questions,</li> <li>• role-play situations in the market with peers,</li> <li>• research on markets in Germany and present findings in a plenary,</li> <li>• discuss with peers the need to follow a budget while shopping at the market.</li> </ul>	<ul style="list-style-type: none"> <li>1. How do we show someone we are listening to them?</li> <li>2. How do we acquire vocabulary in a new language?</li> </ul>

**Core Competencies to be developed:**

Critical thinking and problem-solving: the learner enhances their research skills as they research on markets in Germany and present findings in a plenary.

**Values:**

Respect: the learner observes respect as they role-play situations in the market with peers.

**Pertinent and Contemporary Issues (PCIs)**

Financial Literacy: the learner enhances their financial literacy skills as they discuss with peers the need to follow a budget while shopping at the market.

**Link to other Learning Areas**

Learner links this sub-strand to concepts of the market in Agriculture.

<b>THEME 4. TIME (IMPORTANT DATES)</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and speaking</b>	<b>1.4 Listening for information, Interactive speaking</b> (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify required information from listening texts, b) speak interactively on given topics, c) appreciate the role listening texts play in language acquisition.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to given texts and answer given questions,</li> <li>• practise with peers counting in German,</li> <li>• discuss important dates in their lives (<i>Geburtsjahr, Feste usw</i>) with peers,</li> <li>• research important dates in Kenyan and German history in groups and present in a plenary.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we avoid distractions while listening to a text?</li> <li>2. Which aspects can enhance the understanding of a listening text?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn: the learner enhances their research skills as they research important dates in Kenyan and German history with peers and present in a plenary.</li> <li>• Citizenship: the learner develops their national and cultural identity skills as they research important dates in Kenyan and German history with peers and present in plenary.</li> </ul>				

**Values:**

- Patriotism: the learner develops a love and appreciation of their own country as they research important dates in Kenyan and German history in groups and present them in plenary.
- Respect: the learner observes respect as they discuss important dates in their lives (*Geburtsjahr, Feste usw*) with peers.

**Pertinent and Contemporary Issues (PCIs)**

Nationalism (social cohesion): the learner enhances both their local and international awareness as they research important dates in Kenyan and German history with peers and present in plenary

**Link to other Learning Areas**

The learner links their knowledge of important dates in Kenyan history to concepts of the history of Kenya they have learnt in Social studies.

**THEME 5. FUN AND ENJOYMENT: (WEEKENDS, HOLIDAYS)**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and speaking</b>	<b>1.5 Active Listening, Oral Expressions</b> (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify appropriate vocabulary in given texts, b) listen to texts for comprehension, c) value the role active listening plays in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch an audio-visual on leisure time activities and match to the given pictures,</li> <li>• listen to texts on holiday destinations and activities and answer given questions,</li> <li>• talk about what they do on weekends and during holidays using expressions such as <i>gern, lieber, and am liebsten,</i></li> <li>• research on a holiday destination they would like to visit and make a presentation on the same in a plenary,</li> <li>• discuss in plenary appropriate weekend and holiday activities and which activities to avoid.</li> </ul>	How do we acquire new vocabulary?

**Core Competencies to be developed:**

Critical thinking and Problem-solving: the learner enhances their evaluation and decision-making skills as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.

**Values:**

Integrity: the learner demonstrates integrity as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.

**Pertinent and Contemporary Issues (PCIs)**

Substance and alcohol abuse: the learner develops an awareness of this as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid

**Link to other Learning Areas**

The learner links their knowledge of hobbies and leisure time activities to concepts of the same in English and Kiswahili.

**THEME 6: FOOD AND DRINKS (SHOPPING FOR FOOD)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.6 Listening for information, Interactive speaking</b> (3 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify required information from listening texts,</li> <li>b) speak interactively on given topics,</li> <li>c) value the role vocabulary plays in social interactions.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to texts and underline keywords related to quantities (<i>Kilo, Liter, Dutzend</i>),</li> <li>• listen to texts and answer given questions on shopping,</li> <li>• role-play with peers different shopping situations (at the butchery, at the grocery store, at the supermarket etc),</li> <li>• make presentations in plenary on different shopping situations using acquired vocabulary.</li> </ul>	<p>How do we make our conversations interactive?</p>

**Core Competencies to be developed:**

Self-efficacy: The learner enhances their effective communication skills as they make presentations in plenary on different shopping situations using acquired vocabulary.

**Values:**

Respect: the learner observes rules of social interaction as they role-play with peers different shopping situations (at the butchery, at the grocery store, at the supermarket etc).

**Pertinent and Contemporary Issues (PCIs)**

Life Skills (negotiation): The learner enhances their negotiation skills as they role-play with peers different shopping situations (at the butchery, at the grocery store, at the supermarket etc).

**Link to other Learning Areas**

The learner links their knowledge of numbers and measurement from Mathematics to this sub-strand



<b>THEME 7: MY BODY (PHYSICAL APPEARANCES)</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.7 Active Listening, Oral Expressions</b> (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify required vocabulary in given listening texts for comprehension, b) listen actively to varied speakers for comprehension, c) appreciate the role of adjectives in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch videos of people being described and match them to the given pictures,</li> <li>• watch videos of people being described and underline the adjectives used,</li> <li>• describe people using given pictures/ flashcards/ illustrations etc,</li> <li>• make presentations describing their favourite people by their appearances using adjectives such as <i>nett, freundlich, gross usw,</i></li> <li>• discuss in plenary the appropriate ways of describing one's physical appearance.</li> </ul>	How do we describe someone's appearance?

**Core Competencies to be developed:**

- Communication and Collaboration: the learner develops skills of speaking clearly and effectively as they make presentations describing their favourite people by their appearances using adjectives such as *nett, freundlich, groß usw.*
- Self-efficacy: The learner develops effective personal communication skills as they make presentations describing their favourite people by their appearances using adjectives such as *nett, freundlich, groß usw.*

**Values:**

Respect: the learner learns how to be respectful as they discuss in plenary the appropriate ways of describing one's physical appearance.

**Pertinent and Contemporary Issues (PCIs)**

Mental health issues: The learner is aware of being positive to peers as they discuss in plenary the appropriate ways of describing one's physical appearances.

**Link to other Learning Areas**

Learner links their knowledge of the body from Integrated Science to this sub-strand.

**THEME 8: WEATHER AND ENVIRONMENT (THE FOUR SEASONS)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Listening and speaking</b></p>	<p><b>1.8 Listening for information, Interactive speaking</b> (3 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify required information from listening texts,</li> <li>b) speak interactively on given topics,</li> <li>c) value the role of listening to texts in learning.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to an audio on weather and seasons and answer given questions,</li> <li>• watch an audio-visual on the different seasons in Germany and match to the given flashcards,</li> <li>• research and discuss with peers on which clothes go with which seasons,</li> <li>• record themselves talking about the different seasons and changing weather patterns in Kenya and Germany and share in plenary for feedback.</li> </ul>	<p>How do we ensure we get all the needed information from a listening text?</p>

**Core Competencies to be developed:**

Creativity and Imagination: the learner enhances their skills of making connections as they record themselves talking about the different seasons in Kenya and Germany and share in plenary for feedback.

**Values:**

Patriotism: the learner shows love and appreciation for their country as they record themselves talking about the different seasons in Kenya and Germany and share in plenary for feedback.

**Pertinent and Contemporary Issues (PCIs)**

Climate Change: the learner demonstrates their awareness of climate change as they record themselves talking about the different seasons and changing weather patterns in Kenya and Germany and share in plenary for feedback.

**Link to other Learning Areas**

The learner links their learning to concepts of weather and climate change in social studies.

**THEME 9: GETTING AROUND (IN THE NEIGHBORHOOD)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.9 Active Listening, Oral expressions</b>  (3 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify necessary vocabulary for learning,</li> <li>b) listen actively to texts for learning,</li> <li>c) appreciate the role of vocabulary in a language.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• watch a video on someone giving directions in German and note down prepositions of location,</li> <li>• listen to an audio on giving directions and answer given questions,</li> <li>• simulate giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..?</i> <i>Wo finde ich..?</i>,</li> <li>• use city/area maps to give directions with peers.</li> </ul>	<p>How do you ensure keenness when listening to texts?</p>

**Core Competencies to be developed:**

- Communication and Collaboration: the learner develops skills of listening keenly and actively as they listen to an audio on giving directions and answering given questions.
- Self-efficacy: The learner develops personal task management skills as they simulate giving directions around their neighborhood with peers using expressions such as *wie komme ich..?* *Wo finde ich..?*

**Values:**

Respect: the learner observes rules of social interactions as they simulate giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..?*

**Pertinent and Contemporary Issues (PCIs)**

Citizenship: the learner enhances their knowledge and appreciation of their neighbourhood as they simulate giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..?*

**Link to other Learning Areas**

The learner links their knowledge of prepositions of location in this sub-strand to the same concept in English and Kiswahili.

### SUGGESTED ASSESSMENT RUBRIC

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify listening markers in a text for communication.	Learner identifies more than the required listening markers in a text for communication.	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 use acquired vocabulary to communicate in varied contexts.	Learner uses acquired and varied vocabulary to communicate in varied contexts.	Learner uses acquired vocabulary to communicate in varied contexts.	Learner uses acquired vocabulary to communicate in varied contexts most of the time.	Learner uses acquired vocabulary to communicate in varied contexts some of the time.

## STRAND 2.0: READING

THEME 1: GREETINGS AND INTRODUCTION (BASIC GREETINGS)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading aloud (Articulation) (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify German sound patterns in reading texts, b) read texts aloud for articulation, c) appreciate the role reading aloud plays in learning.	The learner is guided to: <ul style="list-style-type: none"> <li>• read aloud typical German greetings with peers,</li> <li>• read aloud typical German greetings and simulate them in pairs while observing social etiquette rules,</li> <li>• read aloud phrases like, <i>wie geht's? Woher kommst du? Mir geht es prima, danke gut</i> "usw as they role-play greeting and introducing oneself with peers,</li> <li>• research on greetings from German-speaking countries from various sources (online/ offline) and make presentations to peers.</li> </ul>	Why is reading aloud important?



**Core Competencies to be developed:**

- Communication and Collaboration: the learner develops teamwork skills as they read aloud typical German greetings and simulate them with peers while observing social etiquette rules.
- Creativity and imagination: learner enhances their skills of making connections as they research on greetings from German-speaking countries from various sources (online/ offline) and makes presentations to peers.

**Values:**

- Respect: the learner engages respectfully as they read aloud typical German greetings and simulate them in pairs while observing social etiquette rules.
- Unity: the learner values the need of working together as they read aloud phrases like „ *wie geht's? Woher kommst du? Mir geht es prima, danke gut* “*usw* as they role-play greeting and introducing oneself with peers.

**Pertinent and Contemporary Issues (PCIs)**

Citizenship (Ethnic and social relations): the learner enhances their knowledge of social relations as they research on greetings from German-speaking countries from various sources (online/offline) and make presentations to peers.

**Link to other Learning Areas**

The learner links their learning to greetings and introduction concepts in English and Kiswahili.

**THEME 2: FAMILY (NUCLEAR FAMILY; NAME, AGE AND PROFESSION)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading Comprehension (Vocabulary) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify appropriate expressions from reading texts, b) read texts for comprehension, c) value the role of reading comprehension in learning.	The learner is guided to; <ul style="list-style-type: none"> <li>• read texts of someone introducing their family (nuclear) and underline expressions referring to family (<i>Vater, Mutter, Schwester, Bruder usw</i>),</li> <li>• read texts and answer given questions on members of the family,</li> <li>• read out members of their nuclear family to classmates by their name, age and profession in plenary,</li> <li>• research with peers on family dynamics in German-speaking countries and present in plenary.</li> </ul>	Why are reading texts important in learning a foreign language?

**Core Competencies to be developed:**

- Communication and Collaboration: the learner enhances their teamwork skills as they carry out research with peers on family dynamics in German-speaking countries and present in plenary.
- Self-efficacy: the learner enhances their self-awareness skills as they read out members of their nuclear family by their name, age, and profession in plenary.

**Values:**

Love: the learner demonstrates love as they read out members of their nuclear family by name, age, and profession in plenary.

**Pertinent and Contemporary Issues (PCIs)**

Citizenship (Ethnic and racial relations): the learner develops a global outlook as they carry out research on family in German-speaking countries and present in plenary.

**Link to other Learning Areas**

The learner links their knowledge of family in this sub-strand to the same concept learnt in Social studies.

**THEME 3: MY SURROUNDINGS (THE MARKET PLACES)**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.3 Reading aloud (Articulation)</b> (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify required vocabulary from reading texts, b) read aloud texts for articulation, c) value the role of reading aloud in building articulation	The learner is guided to: <ul style="list-style-type: none"> <li>• read aloud materials on the marketplace and mark the items being bought,</li> <li>• read aloud texts on the marketplace and answer given questions in turns while observing rules of turn-taking,</li> <li>• research on markets in Germany and present findings in plenary,</li> <li>• discuss with peers the need to follow a budget while shopping at the market.</li> </ul>	How does reading aloud support the understanding of a text?

**Core Competencies to be developed:**

Critical thinking and Problem-solving: the learner enhances their research skills as they research on markets in Germany and present findings in plenary.

**Values:**

Respect: the learner observes respect as they role-play situations in the market with peers.

**Pertinent and Contemporary Issues (PCIs)**

Financial Literacy: the learner enhances their financial literacy skills as they discuss with peers the need of following a budget while shopping at the market.

**Link to other Learning Areas**

The learner links the knowledge of commodities in the marketplace to the same concept in Agriculture.

**THEME 4: TIME (IMPORTANT DATES)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Reading Comprehension (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify essential information from a reading text, b) read simple texts on varied topics for comprehension, c) appreciate the role of reading comprehension in languages.	The learner is guided to: <ul style="list-style-type: none"> <li>• read given texts and answer given questions on dates and holidays,</li> <li>• practise with peers counting in German by reading numbers aloud,</li> <li>• discuss important dates in their lives (<i>Geburtstag, Geburtsjahr, Feste usw</i>) with peers,</li> <li>• research important dates in Kenyan and German history in groups and present in plenary.</li> </ul>	How can we get the intended message from reading texts?

**Core Competencies to be developed:**

- Learning to Learn: the learner enhances their research skills as they independently research important dates in Kenyan and German history and present in plenary.
- Citizenship: the learner develops their national and cultural identity skills as they research important dates in Kenyan and German history and present in plenary.

**Values:**

- Patriotism: the learner develops a love and appreciation of their own country as they research important dates in Kenyan and German history and present in plenary.
- Respect: the learner observes respect as they discuss important dates in their lives and festivities (*Geburtstag, Feste usw*) with peers.

**Pertinent and Contemporary Issues (PCIs)**

Citizenship (social cohesion): the learner enhances both their local and international awareness as they research important dates in Kenyan and German history and present in plenary.

**Link to other Learning Areas**

The learner links the knowledge with the concept of numbers including ordinal numbers learnt in Mathematics.

**THEME 5: FUN AND ENJOYMENT (WEEKENDS, HOLIDAYS)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.5 Reading Aloud (fluency) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify sound patterns in reading, b) read texts aloud for fluency, c) appreciate the role reading aloud plays in fluency.	The learner is guided to: <ul style="list-style-type: none"> <li>• read descriptions of leisure time activities and match them to the given pictures,</li> <li>• read short texts on holiday destinations and activities and answer given questions,</li> <li>• read short texts on activities done during weekends and during holidays and underline expressions such as <i>gern</i>, <i>lieber</i> and <i>am liebsten</i>,</li> <li>• research on a holiday destination they would like to visit and make a presentation on the same in plenary,</li> <li>• discuss in plenary appropriate weekend and holiday activities and which activities to avoid.</li> </ul>	How does reading aloud improve our fluency in a language?



**Core Competencies to be developed:**

Critical thinking and Problem-solving: the learner enhances their evaluation and decision-making skills as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.

**Values:**

Integrity: the learner demonstrates integrity as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.

**Pertinent and Contemporary Issues (PCIs)**

Substance and alcohol abuse: the learner develops an awareness of this as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid

**Link to other Learning Areas**

The learner links the concept of holiday activities to the same in creative arts and sports.

**THEME 6: FOOD AND DRINKS (SHOPPING FOR FOOD)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.6 Reading Comprehension (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify required vocabulary from reading texts, b) read simple texts for comprehension, c) value the role of reading in everyday life.	The learner is guided to: <ul style="list-style-type: none"> <li>• read texts and underline keywords related to quantities (<i>Kilo, Liter, Dutzend</i>),</li> <li>• read texts and answer given questions on shopping,</li> <li>• read dialogues as they role-play with peers different shopping situations (at the butchery, at the grocery store, at the supermarket etc),</li> <li>• read presentations in plenary on different shopping situations using acquired vocabulary.</li> </ul>	How do we avoid distractions while reading a text?
<p><b>Core Competencies to be developed:</b>            Self-efficacy: the learner develops effective communication skills as they make presentations in plenary on different shopping situations using acquired vocabulary.</p>				

**Values:**

Respect: the learner observes rules of social interaction as they role-play with peers different shopping situations (at the butchery, at the grocery store, at the supermarket etc).

**Pertinent and Contemporary Issues (PCIs)**

Life Skills (negotiation): the learner enhances their negotiation skills as they role-play with peers different shopping situations (at the butchery, at the grocery store, at the supermarket etc).

**Link to other Learning Areas**

The learner links their knowledge of budgeting to the same concept in Pre-technical studies.

<b>THEME 7: MY BODY</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.7 Reading aloud (Fluency)</b> (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify sound patterns in reading for fluency, b) read texts aloud for fluency, c) appreciate role of reading aloud in fluency.	The learner is guided to: <ul style="list-style-type: none"> <li>• read descriptions of people and underline the adjectives used,</li> <li>• read descriptions of people and match them to the given pictures,</li> <li>• read aloud presentations describing their favourite people by their appearances and personality using adjectives such as <i>nett, freundlich, groß usw.</i>,</li> <li>• discuss in plenary the appropriate ways of describing one's physical appearance.</li> </ul>	How can we improve our fluency in a language?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the learner develops skills of speaking clearly and effectively as they read aloud presentations describing the appearance and personality of their favourite people using adjectives such as <i>nett, freundlich, groß usw.</i></li> <li>• Self-efficacy: the learner develops effective communication skills as they read aloud presentations describing their favourite people by their appearances using adjectives such as <i>nett, freundlich, groß usw.</i></li> </ul>				

**Values:**

Respect: the learner learns how to be respectful as they discuss in plenary the appropriate ways of describing one's physical appearance.

**Pertinent and Contemporary Issues (PCIs)**

Mental health issues: the learner is aware of being positive and polite towards peers as they discuss in plenary the appropriate ways of describing one's physical appearance.

**Link to other Learning Areas**

The learner links their knowledge of the body from integrated science to this sub-strand

**THEME 8: WEATHER AND ENVIRONMENT**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.8 Reading Comprehension</b> (2 Lessons)	By the end of the sub-strand the learner should be able to: a) identify key information from reading texts for comprehension, b) read texts for comprehension, c) recognize the role of reading comprehension in language.	The learner is guided to: <ul style="list-style-type: none"><li>• read texts on weather and seasons and answer given questions,</li><li>• read descriptions of the different seasons in Germany and match them to the given flashcards,</li><li>• research and discuss with peers on which clothes go with which seasons</li><li>• read cloze texts about the different seasons and changing weather patterns in Kenya and Germany, fill in the missing information, and share in plenary for feedback.</li></ul>	How do we get the needed information from a reading text?

**Core Competencies to be developed:**

Learning to Learn: the learner enhances their skills of making connections as they independently discover the missing information in cloze texts on different seasons in Kenya and Germany.

**Values:**

Patriotism: the learner shows love and appreciation for their country as they exchange information with peers about the different seasons and weather patterns in Kenya and Germany.

**Pertinent and Contemporary Issues (PCIs)**

Climate Change: the learner demonstrates their awareness of climate change as they read and share information with peers about the different seasons and changing weather patterns in Kenya and Germany.

**Link to other Learning Areas**

The learner links their learning to concepts of weather and climate change in Social Studies.

<b>THEME 9: GETTING AROUND</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.9 Reading aloud</b>  (2 Lessons)	By the end of the sub-strand the learner should be able to: a) identify sentence melody in reading for fluency, b) read texts aloud for fluency, c) recognise the value of reading aloud for building fluency.	The learner is guided to; <ul style="list-style-type: none"> <li>• read sentences aloud in German and highlight high and low melody,</li> <li>• read aloud dialogues on describing the route and note down prepositions of location,</li> <li>• read aloud texts on giving directions and answer given questions,</li> <li>• read aloud simulations of giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i></li> </ul>	Why do we read aloud?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the learner enhances their teamwork skills as they read aloud simulations of giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i></li> <li>• Self-efficacy: the learner develops task management skills as they read aloud simulations of giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..?</i></li> </ul>				



**Values:**

Respect: the learner observes rules of social interactions as they read aloud simulations of giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..?*

**Pertinent and Contemporary Issues (PCIs)**

Citizenship: the learner enhances their knowledge and appreciation of their neighbourhood as they read aloud simulations of giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..?*

**Link to other Learning Areas**

The learner links their knowledge of prepositions of location to similar concepts acquired in English and Kiswahili.

### SUGGESTED ASSESSMENT RUBRIC

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
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 a few of the required expressions from given reading texts.
Ability to read aloud texts for articulation.	Learner reads aloud texts with the correct articulation, has near native fluency.	Learner reads aloud texts with the correct articulation.	Learner reads aloud texts with the correct articulation most of the time.	Learner reads aloud texts with the correct articulation 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 a few of the given tasks correctly.

## STRAND 3.0: WRITING

<b>THEME 1: GREETINGS AND INTRODUCTION (BASIC GREETINGS)</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.1 Guided Writing</b>  (1 Session)  <i>Vocabulary</i>	By the end of the sub-strand, the learner should be able to: a) identify various steps of writing a text, b) write a logical text using the provided guidelines, c) appreciate the role of writing in learning.	The learner is guided to; <ul style="list-style-type: none"> <li>• write down important stages of writing (research, plan, draft, edit.),</li> <li>• write down phrases like <i>„, wie geht’s? Woher kommst du? Mir geht es prima, danke gut “usw,</i></li> <li>• write simple dialogues role-play greetings and introducing oneself with peers while observing social etiquette rules,</li> <li>• research on greetings from German-speaking countries from various sources (online/ offline), write them down, and make presentations to peers.</li> </ul>	Why do we write things down?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the learner develops skills of writing clearly and correctly as they write down typical German greetings and simulate them in pairs while observing social etiquette rules.</li> <li>• Creativity and imagination: the learner enhances their skills of making connections as they research on greetings from German-speaking countries from various sources (online/ offline) and make presentations to peers.</li> </ul>				

**Values:**

- Respect: the learner engages respectfully as they write down typical German greetings and simulate them with peers while observing social etiquette rules.
- Unity: the learner values the need to work together as they write down phrases like, *wie geht's? Woher kommst du? Mir geht es prima, danke gut* usw, develop short dialogues and role-play with peers.

**Pertinent and Contemporary Issues (PCIs)**

Citizenship (Ethnic and social relations): the learner enhances their knowledge of social relations as they research on greetings from German-speaking countries from various sources (online/ offline), write them down, and make presentations to peers.

**Link to other Learning Areas**

The learner links their learning to greeting and introduction concepts in English and Kiswahili.

**THEME 2: FAMILY (NUCLEAR FAMILY; NAME, AGE, AND PROFESSION)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.2 Guided Writing</b> (1 Session)  <i>Orthography</i>	By the end of the sub-strand, the learner should be able to: a) identify rules of orthography in writing, b) write texts observing rules of German orthography, c) value the role of orthography in writing.	The learner is guided to: <ul style="list-style-type: none"> <li>• underline expressions referring to family (<i>Vater, Mutter, Schwester, Bruder usw</i>),</li> <li>• write down members of their nuclear family and present to classmates by their name, age, and profession in plenary,</li> <li>• draw and present to peers a family tree indicating their family members,</li> <li>• research about dynamics of family in German-speaking countries, write them down, and present them in plenary.</li> </ul>	Why is punctuation important?

**Core Competencies to be developed:**

Self-efficacy: the learner enhances their confidence as they draw their family tree and present to peers and as they present their research findings on family in German-speaking countries.

**Values:**

Love: the learner demonstrates love as they write and present information about members of their nuclear family to peers.

**Pertinent and Contemporary Issues (PCIs)**

Citizenship (Ethnic and racial relations): the learner develops a global outlook as they research about family in German-speaking countries and present in plenary.

**Link to other Learning Areas**

Learner links their knowledge of family set-up to the same concept in social studies.

**THEME 3: MY SURROUNDINGS (THE MARKET PLACES)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.3 Guided writing</b> (1 Session) <ul style="list-style-type: none"> <li>• <i>Vocabulary</i></li> <li>• <i>Functional writing: Shopping Lists</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify appropriate vocabulary for writing various texts,</li> <li>b) write texts using the appropriate format for communication</li> <li>c) value the role of writing in various contexts of communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• write down food items and categorise them into various groups,</li> <li>• write down shopping lists of commodities to buy at the market,</li> <li>• research on markets in Germany, write them down, and present findings in plenary</li> <li>• discuss with peers the need to follow a budget while shopping at the market.</li> </ul>	Which aspects should one consider in writing?

**Core Competencies to be developed:**

Critical thinking and Problem-solving: the learner enhances their research skills as they research on markets in Germany, write them down and present findings in plenary.

**Values:**

Integrity: the learner enhances their integrity as they discuss with peers the need to follow a budget while shopping at the market.

**Pertinent and Contemporary Issues (PCIs)**

Financial Literacy: the learner enhances their financial literacy skills as they discuss with peers the need of following a budget while shopping at the market.

**Link to other Learning Areas**

The learner links the knowledge of foodstuff to the same concept learnt in Agriculture and Nutrition.



<b>THEME 4: TIME (IMPORTANT DATES)</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.4 Guided Writing</b> (1 Session)  <i>German writing rules</i>	By the end of the sub-strand, the learner should be able to: a) identify rules governing writing numbers in German, b) use numbers in varied writing contexts, c) value the role of writing in everyday life.	The learner is guided to: <ul style="list-style-type: none"> <li>• write down numbers and practise counting by reading them aloud in groups,</li> <li>• write down dates of festivities from given texts,</li> <li>• write down and discuss important dates in their lives (<i>Geburtsdatum, Geburtsjahr, Feste usw</i>) with peers,</li> <li>• research important dates in Kenyan and German history in groups, write them down, and present them in plenary.</li> </ul>	Why is writing things down important?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Learning to Learn:</b> the learner enhances their research skills as they research important dates in Kenyan and German history in groups, write them down, and present them in plenary.</li> <li>• <b>Citizenship:</b> the learner develops their national and cultural identity skills as they research important dates in Kenyan and German history in groups, write them down, and present them in plenary.</li> </ul>				

**Values:**

- Patriotism: the learner develops a love and appreciation of their own country as they research important dates in Kenyan and German history in groups, write them down, and present them in plenary.
- Respect: the learner observes respect as they write down and discuss important dates and festivities in their lives (*Geburtstag, Geburtsjahr, Feste usw*) with peers.

**Pertinent and Contemporary Issues (PCIs)**

Citizenship (Social cohesion): the learner enhances both their local and international awareness as they research important dates in Kenyan and German history in groups, write them down, and present them in plenary.

**Link to other Learning Areas**

The learner links the concept of numbers including ordinal numbers in Mathematics to this sub-strand.

**THEME 5: FUN AND ENJOYMENT (WEEKENDS, HOLIDAYS)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>3.0 Writing</b></p>	<p><b>3.5 Guided writing</b> (1 Session)</p> <p><i>Descriptive writing</i></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify appropriate vocabulary and phrases in writing,</li> <li>b) write short texts using appropriate expressions,</li> <li>c) recognise the role of vocabulary in writing.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• write descriptions of leisure time activities,</li> <li>• write short texts on holiday destinations and activities,</li> <li>• write short texts on activities done during weekends and during holidays using expressions such as <i>gern, lieber</i> and <i>am liebsten</i>,</li> <li>• research on a holiday destination they would like to visit, write down and make a presentation on the same in plenary,</li> <li>• discuss in plenary appropriate weekend and holiday activities and which activities to avoid.</li> </ul>	<p>How do we make our writing interesting?</p>

**Core Competencies to be developed:**

Critical thinking and Problem-solving: the learner enhances their evaluation and decision-making skills as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.

**Values:**

Integrity: the learner demonstrates integrity as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.

**Pertinent and Contemporary Issues (PCIs)**

Substance and alcohol abuse: the learner develops an awareness of this as they discuss in plenary appropriate weekend and holiday activities and which activities to avoid.

**Link to other Learning Areas**

The learner links the concept of holiday activities to the same in Creative Arts and Sports.

**THEME 6: FOOD AND DRINKS (SHOPPING FOR FOOD)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.6 Guided writing</b> (1 Session) <ul style="list-style-type: none"> <li>• <i>Creative writing: Dialogues</i></li> <li>• <i>Functional writing: Shopping lists</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify key information for writing,</li> <li>b) write short texts using acquired language structures and vocabulary,</li> <li>c) appreciate the role of writing in everyday life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• underline/highlight keywords related to quantities (<i>Kilo, Liter, Dutzend</i>) from given texts,</li> <li>• write sample shopping lists for different shopping situations,</li> <li>• fill in blanks on given questions about shopping,</li> <li>• write dialogues as they role-play in groups different shopping situations (at the butchery, at the grocery store, at the supermarket etc).</li> </ul>	How can we avoid going out of topic when writing a text?

**Core Competencies to be developed:**

Self-efficacy: the learner enhances their effective communication skills as they write shopping lists for various contexts, and present them in plenary.

**Values:**

Respect: the learner observes rules of social interaction as they role-play with peers in different shopping situations (at the butchery, at the grocery store, at the supermarket etc).

**Pertinent and Contemporary Issues (PCIs)**

Life Skills (negotiation): the learner enhances their negotiation skills as they role-play in groups different shopping situations (at the butchery, at the grocery store, at the supermarket etc).

**Link to other Learning Areas**

The learner links their knowledge of budgeting to the same concept in Pre-technical studies.

<b>THEME 7: MY BODY</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.7 Guided Writing</b> (1 Session)  <i>Descriptive writing</i>	By the end of the sub-strand, the learner should be able to: a) identify descriptive words in writing, b) write descriptive texts for communication, c) value the role of descriptive writing in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• write words used to describe people with peers,</li> <li>• write descriptions of people and them match to the given pictures,</li> <li>• write descriptions of their favourite people by their appearances and personality using adjectives such as <i>nett, freundlich, gross usw</i>,</li> <li>• discuss in plenary the appropriate ways of describing one's physical appearances.</li> </ul>	How can we describe someone?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the learner develops skills of speaking clearly and effectively as they write and read aloud presentations describing their favourite people using adjectives such as <i>nett, freundlich, gross usw</i>.</li> <li>• Self-efficacy: the learner develops effective communication skills and confidence as they write and present descriptions of their favourite people in plenary.</li> </ul>				

**Values:**

Respect: the learner learns how to be respectful as they discuss in plenary the appropriate ways of describing one's physical appearances.

**Pertinent and Contemporary Issues (PCIs)**

Mental Health issues: the learner is aware of being positive and polite to peers as they discuss in plenary the appropriate ways of describing one's physical appearance.

**Link to other Learning Areas**

The learner links their knowledge of the body from integrated science to this sub-strand.



**THEME 8: WEATHER AND ENVIRONMENT (THE FOUR SEASONS)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>3.0 Writing</b></p>	<p><b>3.8 Guided writing</b> (1 Session)</p> <p><i>German Orthography writing rules</i></p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify essential information for detailed writing,</p> <p>b) write texts for comprehension,</p> <p>c) recognise the role of orthography in language.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• extract key information from texts on weather and seasons and answer given questions,</li> <li>• write down information on the different seasons in Germany from given flashcards,</li> <li>• research, write down, and discuss with peers on which clothes go with which seasons,</li> <li>• research, write notes, and source supporting materials about the different seasons and changing weather patterns in Kenya and Germany and share in plenary for feedback,</li> <li>• create charts on different seasons from sourced materials e.g. pictures and display them in class.</li> </ul>	<p>Why is writing an important skill?</p>

**Core Competencies to be developed:**

Creativity and Imagination: learner enhances their creative skills as they carry out research and come up with charts displaying the different seasons and changing weather patterns in Kenya and Germany.

**Values:**

Patriotism: the learner shows love and appreciation for their country as they research on the different seasons in Kenya and Germany and share in plenary for feedback.

**Pertinent and Contemporary Issues (PCIs)**

Climate Change: the learner demonstrates their awareness of climate change as they gather information about the different seasons and changing weather patterns in Kenya and Germany and share it in plenary for feedback.

**Link to other Learning Areas**

The learner links their learning to concepts of weather and climate change in Social Studies.

**THEME 9: GETTING AROUND (IN THE NEIGHBOURHOOD)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	<p><b>3.9 Guided writing</b></p> <p>(1 Session)</p> <p><i>Creative writing: Dialogues</i></p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify the theme in a text,</p> <p>b) write short texts using acquired language structures,</p> <p>c) appreciate the role of writing in everyday life.</p>	<ul style="list-style-type: none"> <li>• note down themes of a given text,</li> <li>• write down prepositions of location with peers,</li> <li>• write simple dialogues on giving directions with peers,</li> <li>• simulate giving directions around their neighborhood with peers using expressions such as <i>wie komme ich..? Wo finde ich..? Danke.</i></li> </ul>	<p>How can we avoid ambiguity in writing?</p>

**Core Competencies to be developed:**

- Communication and Collaboration: the learner enhances their teamwork skills as they write down and simulate giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..?Danke.*
- Self-efficacy: the learner develops task management skills as they write down and simulate giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..?Danke.*

**Values:**

Respect: the learner observes rules of social interactions as they write down and simulate giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..? Danke.*

**Pertinent and Contemporary Issues (PCIs)**

Citizenship: the learner enhances their knowledge and appreciation of their neighbourhood as they write down and simulate giving directions around their neighborhood with peers using expressions such as *wie komme ich..? Wo finde ich..?*

**Link to other Learning Areas**

The learner links their knowledge of prepositions of location in this sub-strand to the same concept in English and Kiswahili.

### ASSESSMENT RUBRIC FOR WRITING

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
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.

## APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE-LEARNING PROJECT

### Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service, enabling learners to reflect on, experience, and learn from the community. The CSL activity is incorporated as a strand within Social Studies. The Social Studies teacher will be responsible for coordinating teachers with teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes, and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake one common integrated class CSL activity following a 6-step milestone approach that is:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention, and set timelines for execution
Milestone 4	<b>Implementation</b> The learners execute the project and keep evidence of work done.

Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p><b>Reflection</b></p> <p>Learners review all project work to learn from the challenges faced.</p> <p>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen the learning of the academic concepts.</p>

**Assessment of Community Service Learning Integrated Activity**

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and the end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed, and values nurtured.



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

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

<b>Strand</b>	<b>Suggested Learning Resources</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Non- formal activities</b>
<b>2.0 Reading.</b>	<ul style="list-style-type: none"> <li>● Reading texts</li> <li>● Flashcards</li> <li>● Pictures</li> <li>● Images</li> <li>● Drawings</li> <li>● Poems</li> <li>● Course books</li> <li>● Magazines</li> <li>● Internet</li> <li>● Charts</li> <li>● Posters</li> <li>● Easy readers</li> <li>● Menus</li> <li>● Newspaper cutouts</li> <li>● Diagrams</li> <li>● Journals</li> <li>● Rhyme books</li> <li>● School readers</li> <li>● Word puzzles</li> <li>● Checklists</li> <li>● Cord words</li> <li>● Dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>● Reading aloud</li> <li>● Discussions</li> <li>● Observations</li> <li>● Quizzes</li> <li>● Portfolio</li> <li>● Reading for fluency</li> <li>● Role play</li> <li>● Learning logs</li> <li>● Exit or Admit stamps</li> <li>● Peer assessment</li> <li>● Checklists</li> </ul>	<ul style="list-style-type: none"> <li>● School Open Days</li> <li>● Kenya Music Festival</li> <li>● Language Clubs</li> <li>● Exchange Programs</li> <li>● Tandem (face-to-face or electronic) and intercultural learning</li> <li>● Language Days</li> <li>● Inter-House Competitions</li> <li>● Inter-Class Competitions</li> <li>● Inter-School Contests</li> </ul>

<b>3.0 Writing.</b>	<ul style="list-style-type: none"> <li>● Audio and video recordings</li> <li>● Internet</li> <li>● Charts</li> <li>● Posters</li> <li>● Crossword puzzles</li> <li>● Pictures</li> <li>● Drawings</li> <li>● Magazines</li> <li>● Photographs</li> <li>● Newspapers</li> <li>● Flashcards</li> <li>● Illustrations</li> <li>● Journals</li> <li>● Recording devices</li> <li>● Menus</li> <li>● Brochures</li> <li>● Resource person</li> </ul>	<ul style="list-style-type: none"> <li>● Total Physical Response</li> <li>● Writing texts</li> <li>● Forming sentences</li> <li>● Peer assessment</li> <li>● Writing menus</li> <li>● Observations</li> <li>● Designing brochures</li> <li>● Matching names to pictures</li> <li>● Filling in missing information</li> <li>● Writing simple plays</li> <li>● Matching of sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Exchange Programs</li> <li>● Tandem (face-to-face or electronic) and intercultural learning</li> <li>● Language Days</li> <li>● School Open Days</li> <li>● Kenya Music Festival</li> <li>● Language Clubs</li> <li>● Inter-House Competitions</li> <li>● Inter-Class Competitions</li> <li>● Inter-School Contests</li> </ul>
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<b>Special Needs Education.</b>	<ul style="list-style-type: none"> <li>● Tactile diagrams</li> <li>● Brailed materials</li> <li>● Adapted realia</li> <li>● Pictorial diagrams</li> <li>● Interactive digital content</li> </ul>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Writing texts</li> <li>● Construction of sentences</li> <li>● Designing games</li> <li>● Discussions</li> <li>● Role play</li> <li>● Checklists</li> <li>● Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Language Clubs</li> <li>● Tandem (face-to-face or electronic) and intercultural learning</li> <li>● Language Days</li> <li>● School Open Days</li> <li>● Kenya Music Festival</li> <li>● Exchange Programs</li> <li>● Inter-House Competitions</li> <li>● Inter-Class Competitions</li> <li>● Inter-School Contests</li> </ul>
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