KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

GERMAN

GRADE 9

First published 2024

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 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 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior School.

The curriculum designs present 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, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and 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.

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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 9 is the final grade in Junior School in the reformed education structure.

The reviewed Grade 9 curriculum furthers implementation of the CBC from Grade 8 in Junior School. Grade 9 curriculum furthers implementation of the CBC from Grade 7. 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 Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 9 curriculum designs are intended to enhance the learners' development in 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 designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 9 and prepare them for a smooth transition to Senior School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.

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ACKNOWLEDGEMENT

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 9 and the preparation of learners for transition to Senior School.

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TABLE OF CONTENTS

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

S/No	Learning Area	Number of Lessons Per Week
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*
Total		**40 +1***

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/YCT2 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 STRANDS AND SUB-STRANDS

S/No	Strand	Sub-Strand	Suggested Lesson Allocation
1.	Listening and Speaking	• Active listening • Listening for information • Interactive speaking • Oral expression	27 Lessons
2.	Reading	• Reading Comprehension • Reading aloud (Articulation) • Reading Aloud (Fluency) • Extensive Reading • Speed Reading	18 Lessons
3.	Writing	Guided writing • German Orthography Rules • Vocabulary • Creative Writing • Functional writing	9 Lessons
Total Number of Lessons			54 + 6 Lessons for showcasing

Note: The suggested number of lessons per sub-strand may be less or more depending upon the context.

STRAND 1.0: LISTENING AND SPEAKING

Theme 1: Greetings and introduction				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.1 Active Listening Interactive speaking** **(3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) explain expressions used in listening texts b) interact with others in varied contexts using appropriate expressions c) appreciate the use of correct language structures in greetings and introductions.	The learner is guided to: • talk about different greeting forms from their cultures, • talk with peers about oneself, age, where they come from, and where they live • listen to audio texts of people introducing themselves and highlight important expressions (*z.B. Ich heiße___/Ich bin ___ /Mein Name ist___; Ich bin ____ Jahre alt /ich komme aus___/Ich wohne in___*), • introduce him/herself using the expressions above • listen to audio texts of people introducing others (*z.B. Er/Sie heißt ___ /Er/Sie ist__ /Sein/ihr Name ist___; Er/Sie ist ___Jahre alt/ErSie kommt aus_____/Er/Sie wohnt in____*),	Why is it important to communicate in turns?

			- imitate and introduce their friends, - listen to audio texts of people taking leave of one another (*z.B. Tchüss, Bis dann/ bald!, Ciao, Auf Wiedersehen*), - role-play meeting, greetings, introductions, and taking leave with peers.	

Core Competencies to be developed:
Communication and Collaboration: learner develops the skill of listening keenly and actively as s/he imitates greetings and introductions to introduce his/her peers.

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

Pertinent and Contemporary Issues (PCIs):
Citizenship: learner develops awareness of the role of greetings and introduction in maintaining social cohesion.

Link to other Learning Areas: learner links their knowledge of forms of greetings and introduction of self and others to the same in English and Kiswahili.

Theme 2: Family: Nuclear and extended family

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.2 Listening for information, Oral Expression (3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify essential information from given texts, b) employ appropriate language structures for oral expression, c) appreciate the role of correct language structures in oral expression.	The learner is guided to: • listen to/watch a simple audio/video on nuclear and extended family *(Vater, Mutter, Eltern, Kind, Sohn, Tochter, Bruder, Schwester, Oma, Opa, Onkel, usw)* introducing each other by name, • ask and respond to questions on names of nuclear and extended family members with peers *(z.B Wie heißt dein/e____? Mein/e ____ heißt____),* • listen/watch audio-visual texts on people talking about their family members (*z.B. Das ist mein Vater/meine Mutter. Er/sie ist fünfzig Jahre alt*.), • ask and respond to questions about how old members of family are,	What can you do to improve your oral expression?

			- listen/watch audio-visual texts on people talking about the professions of family members (*z.B. Mein Vater ist Lehrer. Er arbeitet in Narok; Meine Mutter ist Ärztin. Sie arbeitet in Maralal; Mein Onkel ist Bauer. Er arbeitet in Nyahururu; Meine Schwester ist Verkäuferin. Sie arbeitet in Mombasa. usw*), - take turns talking about their family members (name, age, profession, place of work) in pairs or groups, - pick a flashcard and introduce the family member written on it.	

Core Competencies to be developed:
Communication and Collaboration: the learner develops the skills of speaking clearly and effectively when s/he picks a flashcard and introduces the family member written on it.

| **Values:** |
| Unity: the learner demonstrates awareness for the value of cooperation as s/he collaborates with peers in talking about nuclear and extended family. |
| **Pertinent and Contemporary Issues (PCIs):** |
| Life Skills: the learner appreciates relationships as s/he talks about family members. |
| **Link to other Learning Areas:** |
| The learner relates the concept of family relationships described in the nuclear/extended family with content learned in Religious Studies and Social Studies. |

Theme 3: My Surroundings: The countryside				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.3 Active Listening, Interactive speaking (3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) explain the language structures and vocabulary in given listening contexts, b) employ appropriate language structures and vocabulary in dialogues, c) show appreciation for turn-taking in dialogues.	The learner is guided to: - mention the domestic animals they know - mention the wild animals in their locality in pairs/groups, - listen to sounds made by different animals and name the animal, - role-play the characteristics of various animals and peers guess the name, - play an oral matching game where one person says a word (an aspect of the animal) and the other guesses the animal (*z.B. miaut – Katze; lange Nase – Elefant; Eier – Huhn, usw*) - describe an animal and the rest guess (*z.B. Ich bin groß und habe große Ohren – Elefant; Ich bin braun, stark und habe viele Haare - Löwe; Ich gebe Milch – Kuh; usw*)	What do you do to show you are listening actively?

Core Competencies to be developed:
Citizenship: the learner develops National and Cultural Identity Skills when s/he talks to peers about wild animals found in their locality.
Values:
Patriotism: the learner develops awareness for citizenship when s/he talks to peers about wild animals found in their locality.
Pertinent and Contemporary Issues (PCIs):
Animal welfare: the learner embraces the ideals of animal welfare when s/he informs him/herself of various animals found in his/her locality.
Link to other Learning Areas:
The learner can link their knowledge of animals to the same content learnt in Agriculture.

Theme 4: Time: My Daily Routine

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.4 Listening for information, Oral Expression (3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify specific information from given texts, b) use learnt expressions for oral expression c) appreciate the role of appropriate oral expression in everyday communication.	The learner is guided to: • discuss with peers about their daily routine at home/school, • discuss with peers about favourite routines, • listen to audio of peers talking about daily routine at home (*z.B. Ich stehe um 7 Uhr auf; ich esse um 7.30 mein Frühstück; usw*), and answer given questions • ask and respond to peers: *"Was macht er/sie am _____?"* • demonstrates/pantomimes an activity to peers and asks, *"was mache ich am..?"*, peers guess • listen to audio texts of peers talking about their daily routines at school, (*z.B. Ich lerne um/ab 9.20 Mathe; Ich spiele am Nachmittag Fußball; usw*),	How do you communicate what you feel/do every day?

			- talk to peers about plans for the week, - listen to people planning their week (*z.B. Ich will am Samstag Tennis spielen; ich will am Sonntag in die Kirche*; *usw*), - ask and respond to peers: *"Was will __ am _____ Machen/tun?"*.	

Core Competencies to be developed:
Creativity and Imagination: the learner develops the skill of making connections when they observe peers pantomime and give the activity.

Values:
Unity: the learner inculcates the value of cooperation when s/he role-plays his/her routine for the peers to guess.

Pertinent and Contemporary Issues (PCIs):
Life Skills: the learner develops awareness for assertiveness when s/he role-plays his/her routine for the peers to guess.

Link to other Learning Areas:
The learner associates the knowledge acquired on time for the daily routine with the concept of numbers learnt in Mathematics.

Theme 5: Fun and Enjoyment: Making Plans and Date				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.5 Active Listening, Interactive speaking** **(3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify appropriate expressions in specific contexts for communication, b) apply appropriate grammar structures and vocabulary for communication, c) appreciate the importance of active listening in communication.	The learner is guided to: • talk with peers about when and what they do for leisure • compare favourite activities with peers • listen to people talking about plans wth friends and highlight important expressions/answer questions (*z.B. Ich treffe am Sonntag meine Freundin; Ich spiele heute Nachmittag Fußball; usw. OR: Ich möchte heute Abend tanzen; Ich möchte später mein Buch lesen, usw*), • ask and respond to questions about *what* activities from peers (*z.B. Was machst du heute Abend? Was möchtest du heute Abend machen? usw*),	What role does active listening play in communication?

| | | | ask and respond to questions asking about the time *(when)* to do something with peers, (*z.B. Wann spielst du Fußball? Wann möchtest du Musik hören? usw*) ask and respond to questions about *where* to meet with peers (z.B. *Wo spielst du heute Nachmittag Fußball? Wo möchtest du heute tanzen? usw).* | |

Core Competencies to be developed:
Communication and Collaboration: the learner develops the skill of listening keenly and actively when s/he asks and responds to questions.

Values:
Respect: the learner demonstrates awareness acceptance as a value when s/he interacts with peers on making plans and the activities they prefer.

Pertinent and Contemporary Issues (PCIs)
Life Skills - Time Management: the learner develops awareness of the need to manage time effectively when s/he talks about plans for leisure in terms of what, where, and when.

Link to other Learning Areas:
The learner links the knowledge acquired in this sub-strand to the same content on leisure time activities learnt in Creative Arts and Sports.

Theme 6: Food and Drinks: Eating Out				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.6 Listening for information, Oral Expression** **(3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify specific information from given texts, b) use acquired grammar structures for oral expression and communication, c) appreciate the role of appropriate oral expression in everyday communication.	The learner is guided to: • mention various foods one can order from their local restaurant, • talk to peers about favourite meals in restaurants, • listen to/watch audio/video about situations in restaurants (*bestellen,bezahlen*) and answer questions, • discuss with peers about foods and language used, • listen to/watch audio-visual texts and pay attention to the language structures (z.B. *Ich möchte bitte…; Darf ich…. bestellen/haben?; Danke; Bitte schön, usw*), • ask and respond to questions from peers using the language structures above (*z.B. Ich möchte*	Why is it important to use polite language?

			bitte…; Darf ich…. bestellen/haben?; Danke; Bitte schön, usw), • role-play ordering for food in a restaurant, • listen to/watch people in a restaurant situation ordering for foods/drinks using specific quantities (*z.B. Ich möchte eine TasseTee, bitte; Darf ich bitte eine Tasse Tee?; Ich möchte eine Flasche Wasser, bitte, usw*), • ask and respond to questions from peers using the language structures above (*z.B. Ich möchte eine TasseTee, bitte; Darf ich bitte eine Tasse Tee?; Ich möchte eine Flasche Wasser, bitte, usw*).	

Core Competencies to be developed:
Self-efficacy: the learner develops the skill of knowing and voicing his/her needs when s/he asks and responds to questions in a restaurant situation.

Values:
Unity: the learner demonstrates awareness of the value of inclusion when s/he interacts with peers about favourite meals in restaurants.

Pertinent and Contemporary Issues (PCIs):
Health Education – healthy eating habits: the learner develops an awareness of healthy eating habits when s/he listens to people talking about their favourite meals and eating habits in restaurants.

Link to other Learning Areas:
The learner links the knowledge of food acquired in this sub-strand to the same content learnt in Agriculture.

Theme 7: My Body: At the Doctor's

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.7 Active Listening, Interactive speaking** **(3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify useful phrases for communication, b) employ appropriate phrases in dialogues, c) appreciate the role of active listening in communicative interactions.	The learner is guided to: • discuss with peers, what kind of illnesses they do suffer from, • discuss with peers, what they do when they fall sick, • discuss with peers, how one talks about illness or being ill, • listen to audio texts about people talking about being ill and highlight useful phrases(*z.B. Ich bin krank; ich habe Kopfweh/Kopfschmerzen; Ich gehe zum Arzt; Ich gehe ins Krankenhaus; usw*), • listen to dialogues and role-play • look at illustrations and speculate about the health problem(*z.B. Sein Kopf tut ihm weh; Er hat Rückenschmerzen; usw),* • ask and respond to questions about health (*z.B. Was tut dir weh? – Mein Hand tut mir weh; Wo hast du*	How can one maximise active listening as a skill?

			Schmerzen? Ich habe Schmerzen am Hals, usw), • mime having pain on any body part and the rest guess.	

Core Competencies to be developed:
Self-efficacy: the learner develops the ability to express oneself on illnesses they suffer from.

Values:
Love: the learner demonstrates the value of compassion when s/he discusses with peers what kind of illnesses they suffer from.

Pertinent and Contemporary Issues (PCIs):
Lifestyle Diseases: the learner develops an awareness for lifestyle diseases when s/he discusses with peers what kind of illnesses they suffer from.

Link to other Learning Areas:
The learner relates the content on types and remedies of illnesses with content learned in Integrated Science.

Theme 8: Weather and Environment: My Environment				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.8 Listening for information, Oral Expression** **(3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify essential vocabulary in a listening text b) employ appropriate vocabulary and language structures in oral expression, c) appreciate the role of appropriate vocabulary in effective communication.	The learner is guided to: • discuss with peers how their environment looks like, • discuss with peers about prevalent weather in their locality and what they do during different weather patterns, • listen to a simplified weather forecast and talk about what they do in such weather, • listen to an audio text of people talking about weather-related activities (*z.B. Die Sonne scheint. Ich gehe schwimmen; Es regnet. Ich pflanze Blumen; usw*) and answer questions • ask and respond to questions from peers (*z.B. Die Sonne scheint. Was machst du?; Es ist kalt. Was machst du?, usw*).	How can vocabulary affect communication?

Core Competencies to be developed: Self-efficacy: the learner develops an awareness about own school and home surroundings when s/he discusses with peers about prevalent weather in their locality and what they do when.
Values: Responsibility: the learner demonstrates awareness of the value of hard work and responsibility when s/he talks about what activities they undertake in different types of weather.
Pertinent and Contemporary Issues (PCIs): Care of the environment: the learner develops an awareness of the need to conserve the environment when s/he discusses with peers what their environment looks like.
Link to other Learning Areas: The learner relates the concepts of environment and weather conditions with those in the learning areas of Social Studies and Agriculture.

Theme 9: Getting Around: Direction and Location				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.9 Active Listening, Interactive speaking (3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify key information for communication, b) use vocabulary and language structures appropriately in communication, c) appreciate the need to listen actively in communicative contexts.	The learner is guided to: • name essential facilities found in the locality, • look at a map and take note of the various facilities (e.g. school, church, mosques, market, hospital, etc), • discuss where the facilities are and how to get to each, • listen to audio texts of people talking about locations of different places (*z.B. Das Krankenhaus liegt auf der Hauptstraße; Die Kirche liegt hinter dem Markt; Die Schule ist ein Kilometer entfernt; usw),* • ask and respond to questions about the location of places, • listen to audio texts about people giving directions using; z.B. *nach rechts, nach links, geradeaus, links*	How do you get key information from texts?

			abbiegen, rechts abbiegen, usw, and answer questions • use a map to give each other directions (*z.B. wie komme ich in die Kirche? Geh von dem Markt geradeus, bieg an der Kirche links ab…, usw*), • ask each other about where facilities are located in their locality.	

Core Competencies to be developed:
Self-efficacy: the learner develops an awareness of their own school and home surroundings when s/he discusses with peers where the essential facilities in the locality are and how to there.

Values:
Patriotism: the learner demonstrates awareness of the value of loyalty and love for own country when s/he discusses with peers where the essential facilities in the locality are and how to get there.

Pertinent and Contemporary Issues (PCIs)
Citizenship: the learner develops awareness for love of own country when s/he discusses with peers where the essential facilities in the locality are and how to get there.

Link to other Learning Areas:
The learner associates the knowledge on facilities found in their community with content learned in Social studies.

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.	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 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.

STRAND 2.0: READING

Theme 1: Greetings and introductions				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.1 Extensive Reading** **(2 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify appropriate language structures in a reading text, b) read given texts with appropriate pronunciation and intonation, c) appreciate the role of fluency in understanding texts.	The learner is guided to: • read different forms of greetings from their cultures to peers, • read texts about different people, their ages, their place of origin and residence, and answer questions, • listen to audios and read along texts of people introducing themselves (*z.B. Ich heiße___/Ich bin___/Mein Name ist; Ich bin __ Jahre alt/ich komme aus___/Ich wohne in___*), write about themselves and read to peers, • listen/ read to texts of people introducing others (z.B. *Er/sie heißt___/Er/sie ist___/Sein/ihr Name ist___; er/sie ist __Jahre alt/Er/sie kommt aus___/Er/sie*	Which aspects can enhance understanding of a reading text?

			wohnt in___), write about their peers and read this in plenary • listen and read along to audio texts of people taking leave of one another (*z.B. Tchüss, Bis dann/bald!, Ciao, Auf Wiedersehen*), • read and role-play meeting, greeting, introduction, and taking leave with peers.	

Core Competencies to be developed:
Self-efficacy: learner enhances their understanding of who they are as they present about themselves to peers.

Values:
Respect: learner observes etiquette as they greet and introduce themselves and others to peers.

Pertinent and Contemporary Issues (PCIs):
Citizenship: learner develops awareness of the role of greetings and knowing others in maintaining social cohesion.

Link to other Learning Areas:
Learner links this knowledge to the same acquired in English and Kiswahili on greetings and introduction.

Theme 2: My Family: Nuclear and extended family				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.2 Speed Reading** **(2 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify main information from given texts for comprehension, b) employ proper pronunciation and intonation for fluency in reading, c) appreciate the role of proper pronunciation and intonation for fluency.	The learner is guided to: • read out a list of family members (*Vater, Mutter, Eltern, Kind, Sohn, Tochter, Bruder, Schwester, Oma, Opa, Onkel, usw),* • read out information about peers nuclear and extended family members *(z.B Sein/Ihr Vater heißt ____. Seine/Ihre Mutter heißt___),* and answer questions • read profiles made by peers about their family members (*z.B. Das ist mein Vater/meine Mutter. Er/sie ist fünfzig Jahre alt*), • read profiles made by peers about their family members professions (z.B. *Sein/Ihr Vater ist Lehrer. Er arbeitet in Narok; Seine/ihre Mutter ist Ärztin. Sie arbeitet in Maralal; Sein/Ihr Onkel ist Bauer. Er arbeitet in Nyahururu;*	What can you do to improve your reading fluency?

			Seine/Ihre Schwester ist Verkäuferin. Sie arbeitet in Mombasa. usw), • take turns reading about their family members (name, age, profession, place of work) in pairs or groups, • pick a flashcard, read it, and introduce the -+family member written on it.	

Core Competencies to be developed:
Communication and Collaboration: the learner develops the ability to articulate themselves clearly and effectively when s/he reads profiles made by peers about their family members' professions.

Values:
Unity: the learner demonstrates unity as s/he collaborates with peers when taking turns talking about their family members.

Pertinent and Contemporary Issues (PCIs):
Life Skills: the learner appreciates relationships as s/he reads about family members.

Link to other Learning Areas:
Learner relates the concept of family relationships described in the extended family with content learned in Religious Studies and Social Studies.

Theme 3: My Surroundings (The Countryside)				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.3 Skimming for information** **(2 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify the main information in given texts for comprehension, b) read texts fluently for communication, c) appreciate the role of fluency in reading comprehension.	The learner is guided to: • name the domestic/wild animals in their locality, • identify sounds made by different animals on a given chart/flashcards, • read flashcards about animals for the partner to guess the animal (*z.B. miaut – Katze; lange Nase – Elefant; Eier – Huhn, usw*), • read brief descriptions of animal and the rest guess (*z.B. Ich bin groß und habe große Ohren – Elefant; Ich bin braun und habe viele Haare - Löwe; Ich gebe Milch – Kuh; usw*), • read short profiles on various animals (name, where they live, what they eat, etc) and accomplish given tasks.	Why is it important to know the meaning of words being read?

Core Competencies to be developed:
Communication and Collaboration: the learner develops the skill of teamwork as they collaborate with peers in different tasks to gather more information about animals.
Values:
Patriotism: the learner develops awareness of wild animals found in their locality.
Pertinent and Contemporary Issues (PCIs):
Animal Welfare: the learner embraces the ideals of animal welfare when s/he informs him/herself of various animals found in his/her locality.
Link to other Learning Areas:
The learner links information acquired in this sub-strand to the similar content learnt in Agriculture.

Theme 4: Time: My Daily Routine

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.4 Reading for fluency, Scanning for information** **(2 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify specific information for comprehension, b) read given texts fluently for communication, c) appreciate the role of correct pronunciation in reading comprehension	The learner is guided to: • listen to and read along audio texts of peers talking about daily routine at home (*z.B. Ich stehe um 7 Uhr auf; ich esse um 7.30 mein Frühstück; usw*), • read short texts about what people do routinely at home and carry out given tasks • listen to and read along texts of peers talking about daily routine at school (*z.B. Ich lerne um/ab 9.20 Mathe; Ich spiele am Nachmittag Fußball; usw*), • read short texts about what people do routinely at school, • read to peers own text about routines at home and school and compare, • read texts about people planning their week (*z.B. Ich will am*	How can you improve your reading fluency?

			Samstag schlafen; ich will am Sonntag in die Kirche; *usw*), • read short texts about people's plans for the week, make their plans, and read this to peers.	

Core Competencies to be developed:
Creativity and Imagination: the learner develops the skill of originality when s/he creates and reads to peers own text about routines at home and school and plans for the week.

Values:
Unity: the learner inculcates the value of unity when they read texts to each other about their routines at home and school.

Pertinent and Contemporary Issues (PCIs):
Life Skills: the learner develops assertiveness when s/he reads to peers own text about routines at home and school.

Link to other Learning Areas:
The learner associates the communication skills acquired when sharing routines with similar skills learnt in English and Kiswahili.

Theme 5: Fun and Enjoyment (Making Plans and Date)				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.5 Reading Aloud (Articulation) (2 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify useful phrases in specific contexts for comprehension, b) read given texts with correct articulation for comprehension, c) appreciate the importance of articulation in reading comprehension.	The learner is guided to: • read and talk about when and what they do for leisure with peers, • listen to and read along texts of people talking about plans with peers; (*z.B. Ich treffe am Sonntag meine Freundin; Ich spiele heute Nachmittag Fußball; usw. OR: Ich möchte heute Abend tanzen; Ich möchte später mein Buch lesen, usw*), • read short texts about *what* activities people do in their free time; (*z.B. Was machst du heute Abend? Was möchtest du heute Abend machen? Usw),* and carry out given tasks • read short texts about when people (plan to) do leisure time activities; (*z.B. Wann spielst du Fußball? Wann möchtest du Musik hören? usw*), • read short texts about *where* people meet with friends for fun activities;	How can one improve pronunciation in reading?

			(*z.B. Wo spielst du heute Nachmittag Fußball? Wo möchtest du heute tanzen? usw*).	

Core Competencies to be developed:
Communication and Collaboration: the learner develops the ability to articulate himself or herself when they read and interact with peers about their preferred leisure time activities.

Values:
Respect: the learner develops respect for other people's preferences when they interact with peers about their favorite leisure time activities.

Pertinent and Contemporary Issues (PCIs)
Life Skills - Time Management: the learner develops awareness of the need to manage time effectively when s/he talks about planning for leisure time activities.

Link to other Learning Areas:
The learner links the content learnt here to the same acquired in Creative Arts and Sports on various leisure time activities.

Theme 6: Food and Drinks (Eating out)				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.6 Skimming for information** **(2 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify appropriate expressions in reading texts, b) read texts for comprehension, c) appreciate the different reading skills in language learning.	The learner is guided to: • read out loud a list of various meals one can order from their local restaurant, • listen to and read along to an audio/video about restaurant situations, • read texts from peers about ordering food in restaurants (*z.B. Ich möchte bitte___; Darf ich ____ bestellen/haben?; Danke; Bitte schön, usw*), • read and role-play ordering food in a restaurant, • listen to and read along texts about ordering for food/drinks using specific quantities (*z.B. Ich ,möchte eine TasseTee, bitte; Darf ich bitte eine Tasse Tee?; Ich möchte eine Flasche Wasser, bitte, usw*),	When do you read a text for specific information?

				read and role-play texts from peers on quantities and other aspects of a restaurant situation, • search online for menus from Germany and share with peers.	

Core Competencies to be developed:
Digital Literacy: the learner develops the skills of interacting with digital technology when s/he searches online for menus from Germany and shares with peers.

Values:
Responsibility: the learner develops awareness for excellence in proactively solving problems as s/he searches online for menus from Germany and shares the knowledge with peers.

Pertinent and Contemporary Issues (PCIs):
Health Education - healthy eating habits: the learner develops an awareness of healthy eating habits when s/he reads out loud a list of various meals one can order from their local restaurant.

Link to other Learning Areas:
The learner links acquired communication skills when they practise ordering food to the same learnt in English and Kiswahili. The vocabulary of foodstuff learnt links to the same concept in Agriculture.

Theme 7: My Body: At the Doctor's

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.7 Reading for Communication** (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify language structures in reading comprehension, b) employ appropriate strategies to read texts for comprehension, c) appreciate the role of reading for details in communication.	The learner is guided to: • search (from different sources) and read out with peers what kind of illnesses their peers suffer from, • listen to and read along a text about people talking about being ill (*z.B. Ich bin krank; ich habe Kopfweh/Kopfschmerzen; Ich gehe zum Ärzt; Ich gehe ins Krankenhaus; usw*), and carry out given tasks • look at a diagram and read the designated body parts while speculating about what could be hurting (*z.B. Sein Kopf tut ihm weh; Er hat Rückenschmerzen; usw*), • read a poster listing symptoms of various illnesses, • read short texts about health (*z.B. Was tut dir weh? – Meine Hand tut*	How can reading enhance knowledge?

				mir weh; Wo hast du Schmerzen? Ich habe Schmerzen am Hals, usw).	

Core Competencies to be developed:
Self-efficacy: the learner develops the ability to articulate their problems as they interact with peers on the kind of illnesses they suffer from.

Values:
Love: the learner demonstrates the value of compassion when s/he discusses with peers what kind of illnesses their peers suffer from.

Pertinent and Contemporary Issues (PCIs):
Lifestyle Diseases: the learner develops an awareness of lifestyle diseases when s/he discusses with peers the kind of illnesses their peers suffer from.

Link to other Learning Areas:
The learner relates the content on types and remedies of illnesses with content learned in Integrated Science.

Theme 8: Weather and Environment (My Environment)				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.8 Reading Comprehension** **(2 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify useful phrases in reading texts, b) employ vocabulary and useful phrases appropriately for reading comprehension, c) appreciate the role of other language skills in developing reading skills.	The learner is guided to: • match given weather/environmental conditions to given activities, • listen and read along a simplified weather forecast, write and read about the weather in their surrounding, • read a short text on people talking about weather-related activities (*z.B. Die Sonne scheint. Ich gehe schwimmen; Es regnet. Ich pflanze Blumen;* usw),and carry out given tasks, • read and role-play a short dialogue (*z.B. Die Sonne scheint. Was machst du?; Es ist kalt. Was machst du?, usw*).	How can different language skills complement each other?

| **Core Competencies to be developed:** |
| Self-efficacy: the learner develops awareness of own surroundings when they write and read texts on the weather. |

| **Values:** |
| Patriotism: the learner demonstrates value for own country and surrounding when s/he describes the environment. |

| **Pertinent and Contemporary Issues (PCIs):** |
| Care of the environment: the learner develops an awareness of the need to conserve the environment when s/he describes own environment. |

| **Link to other Learning Areas:** |
| The learner relates the concepts of environment and weather conditions with those in the learning areas of Social Studies and Agriculture. |

Theme 9: Getting Around: Direction and Location

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.9 Scanning for information** **(2 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify key information for comprehension, b) apply vocabulary and language structures appropriately for comprehension, c) appreciate the value of vocabulary and language structures in reading comprehension.	The learner is guided to: • read out a list of essential facilities found in the locality, • look at a map and read out the names of various facilities (e.g. school, church, mosques, market, hospital, etc.),indicated by pictograms • listen to and read along audio texts of people talking about locations of different places (*z.B. Das Krankenhaus liegt auf der Hauptstraße; Die Kirche liegt hinter dem Markt; Die Schule ist ein Kilometer entfernt; usw*),and carry out given tasks • read short texts about locations of different places, • listen to and read along audio texts of people giving directions using; *z.B. nach rechts, nach links, geradeaus,*	How can we ensure a detailed understanding of a reading text?

			links abbiegen, rechts abbiegen, usw. and answer given questions • read short texts of peers writing about where facilities are located in their locality.	

Core Competencies to be developed:
Creativity and Imagination: the learner enhances their knowledge when they extract information on amenities and essential facilities that are represented by pictograms on the area map.

Values:
Patriotism: the learner demonstrates awareness and appreciation for own country when they read texts about essential facilities in their locality.

Pertinent and Contemporary Issues (PCIs)
Citizenship: the learner develops love for own locality and country when s/he reads out a list of essential facilities found there.

Link to other Learning Areas:
The learner associates knowledge acquired on facilities found in their community to the same concept learnt in Social studies.

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, and 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.

STRAND 3.0: WRITING

Theme 1: Greetings and Introduction				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.1 Guided Writing (Vocabulary)** **(1 session)**	By the end of the sub-strand, the learner should be able to: a) identify appropriate vocabulary for writing, b) write texts using appropriate register and language structures, c) appreciate the role of writing skills in understanding texts.	The learner is guided to: • create a profile with name, age, hometown, place of residence, (*Steckbrief*), • write short texts about themselves using such phrases(*z.B. Ich heiße___ /Ich bin___ /Mein Name ist___; Ich bin ___ Jahre alt/Ich komme aus___ /Ich wohne in___*), and share with peers, • write short texts introducing others (*z.B. Er/Sie heißt___ /Er/Sie ist___ /Sein/ihr Name ist___; Er/Sie ist ___ Jahre alt/Er/Sie kommt aus___ /Er/Sie wohnt in___*), • listen to and read along audio texts of people taking leave of one another (*z.B. Tchüss, Bis dann/bald!, Ciao, Auf*	Why is writing important in communication?

			Wiedersehen), write a short dialogue with peers • fill in cloze tests.	

Core Competencies to be developed:
Self-efficacy: the learner develops self-awareness when they create own profiles and share this information with peers.

Values:
Respect: the learner observes etiquette as s/he works with peers to introduce each other and find out about others.

Pertinent and Contemporary Issues (PCIs):
Citizenship: the learner develops awareness of the role of greetings and introductions in maintaining social cohesion.

Link to other Learning Areas:
Learner understands how greetings and self-introductions are done, and links this to the same concept in English and Kiswahili.

Theme 2: Family: Nuclear and Extended Family				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.2 Creative Writing** **(1 Session)**	By the end of the sub-strand, the learner should be able to: a) identify elements of creative writing in a given text b) write entertaining and informative texts in varied contexts c) appreciate the role of creativity in writing.	The learner is guided to: • make a list of family members (*Vater, Mutter, Eltern, Kind, Sohn, Tochter, Bruder, Schwester, Oma, Opa, Onkel, usw),* • write profiles of their family members and share with peers to read (*Vater-Name-Alter/Mutter-Name-Alter*), • write profiles of professions of their family members and share with peers (*z.B. Vater-Beruf-Ort/Arbeitsplatz; Mutter-Beruf-Ort/Arbeitsplatz, usw*) • write short sentences about their family members; (name, age, profession, place of work); (*z.B. Mein Großvater heißt Matangi. Er ist 50 Jahre alt. Er ist Machaniker und arbeitet in Nairobi. usw*), • develop short texts from written sentences about family and share with peers	Which is the hardest part of writing in a foreign language?

			• make a flashcard, on one side write the name of a family member, on the other side provide details about the relationship (*Tante, Bruder, usw*), age, profession, etc.	

Core Competencies to be developed:
Communication and Collaboration: the learner develops the skills of writing clearly and correctly when s/he writes sentences and develops this to informative texts.

Values:
Love: the learner demonstrates love for the family when they are writing and sharing information about their family with peers.

Pertinent and Contemporary Issues (PCIs):
Life Skills: the learner appreciates their family relations as they share this information with peers.

Link to other Learning Areas:
The learner relates the concept of family relationships described in the extended family with content learned in Religious Studies and Social Studies.

Theme 3: My Surroundings: The Countryside				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.3 Coherence Writing** **(1 Session)**	By the end of the sub-strand, the learner should be able to: a) identify coherence markers in writing, b) write coherent texts using guided writing strategies, c) develop an appreciation for the role of writing skills in communication.	The learner is guided to: • write a list of animals they have at home, • write a list of domestic/wild animals in their locality, • write names of animals heard in texts and compare with peers • write the names of animals they have around the school and discuss with peers • listen to audio texts about animals and note down their descriptions, • make a profile of favourite animals and share with peers, • write brief descriptions of their favorite animals (*z.B. Die Kuh ist braun und groß; Die Maus ist klein, usw).*	How do we ensure our writing is coherent?

Core Competencies to be developed:
Communication and Collaboration: the learner develops the skill of writing clearly and correctly when s/he writes brief descriptions of animals from brief notes.
Values:
Patriotism: the learner develops an appreciation for their country's heritage when they write about animals found in their locality.
Pertinent and Contemporary Issues (PCIs):
Animal Welfare: the learner embraces the ideals of animal welfare when they gather information about various animals found in his/her locality.
Link to other Learning Areas:
The learner links this knowledge to the same concept acquired in Agriculture.

Theme 4: Time: My Daily Routine				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.4 Coherence Writing (Orthography)** **(1 Session)**	By the end of the sub-strand, the learner should be able to: a) identify appropriate language structures in writing, b) write coherently using acquired language structures and strategies, c) appreciate the role of coherent writing in communication.	The learner is guided to: • write a list of things they do at home and school, • write and discuss their daily routine at home (*z.B. Ich stehe um 7 Uhr auf; ich esse um 7.30 mein Frühstück; usw*), • write short texts about what s/he does routinely at home, • write and discuss with peers their school routine (*z.B. Ich lerne um/ab 9.20 Mathe; Ich spiele am Nachmittag Fußball; usw*), • write short texts about what s/he does routinely at school, • write and discuss theit plans for the week (*z.B. Ich will am Samstag schlafen; ich will am Sonntag in die Kirche; usw*) • write a diary of activities for the week and share,	What is the importance of writing things down?

				• fill in cloze tests.	

Core Competencies to be developed:
Creativity and Imagination: the learner develops the skill of originality when s/he writes a diary of activities for the week and share.

Values:
Unity: the learner inculcates the value of cooperation when s/he discusses with peers about routines at home and school.

Pertinent and Contemporary Issues (PCIs):
Life Skills: The learner develops awareness for effective decision-making and problem-solving skills when s/he writes a diary of activities for the week and share.

Link to other Learning Areas:
The learner associates the knowledge acquired about daily routines with similar concepts in English and Kiswahili.

Theme 5: Fun and Enjoyment: Making Plans and Dates

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.5 Functional Writing** **(1 Session)**	By the end of the sub-strand, the learner should be able to: a) explain the format for functional writing, b) apply an appropriate format in functional writing, d) appreciate the importance of functional writing in communication.	The learner is guided to: • fill information in a table about, activity, when and where, • listen to audio texts of people talking about plans with peers and write down what they are saying (*z.B. Ich treffe am Sonntag meine Freundin; Ich spiele heute Nachmittag Fußball; usw. OR: Ich möchte heute Abend tanzen; Ich möchte später mein Buch lesen, usw*), • write short texts about *which* activities they do in their free time (z.B.I*ch spiele heute Abend Bingo; Ich möchte heute Abend tanzen, usw*), • write short texts about *when* they plan to do what in their free time (*z.B. Ich höre heute Abend Musik;*	What skills do you require to be able to write effectively?

			Ich spiele am Freitagnachmittag Fußball, usw)	
			• write short texts about *where* they meet with peers to hang out (z.B. *Ich höre heute Abend Musik Zuhause; Ich spiele am Freitagnachmittag Fußball in der Schule. usw*).	

Core Competencies to be developed:
Creativity and Imagination**:** the learner develops creativity and originality when they write about plans for leisure.

Values:
Responsibility: the learner enhances responsibility as they write about activities they engage in during leisure time.

Pertinent and Contemporary Issues (PCIs)
Time Management: the learner develops awareness of the need to manage time effectively when s/he writes about what, where, and when she does for leisure.

Link to other Learning Areas:
The learner links the concept learnt in this sub-strand to the same acquired in Creative Arts and Sports about leisure time activities.

Theme 6: Foods and Drinks: Eating Out				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.6 Functional Writing: Menu** **(1 Session)**	By the end of the sub-strand, the learner should be able to: a) identify appropriate phrases in varied contexts of writing, b) use appropriate phrases for written communication, c) appreciate the different writing skills in language learning.	The learner is guided to: • write a list of various meals one can order from their local restaurant, • listen to and write a list of meals from a dictation, • write a menu for an imaginary restaurant, • write short texts about ordering food in restaurants (z.B. *Ich möchte bitte ____; Darf ich___ bestellen/haben?; Danke; Bitte schön, usw*), • write with peers short texts about ordering food and role-play, • listen to, read along and write texts about ordering for food/drinks using specific quantities (z.B. *Ich möchte eine TasseTee, bitte; Darf ich bitte eine Tasse Tee?; Ich möchte eine Flasche Wasser, bitte, usw*),	Why is it important to use polite language in communication?

				• search online for menus from Germany, write them down, create charts, and share with peers.	

Core Competencies to be developed:
Digital Literacy: the learner develops the skills of interacting with digital technology when s/he searches online for menus from Germany and shares with peers.

Values:
Responsibility: the learner develops awareness for excellence in proactively solving problems as s/he searches online for menus from Germany and shares with peers.

Pertinent and Contemporary Issues (PCIs):
Health Education – healthy eating habits: the learner develops an awareness of healthy eating habits when s/he reads out loud a list of various meals one can order from their local restaurant.

Link to other Learning Areas:
The learner uses skills acquired in Creative Arts and Sports to create charts on different menus.

Theme 7: My Body: At the Doctor's

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.7 Creative writing (1 Session)**	By the end of the sub-strand, the learner should be able to: a) identify expressions for creative writing, b) employ appropriate expressions in creative writing c) appreciate the role of expressions in writing.	The learner is guided to: • write a list of illnesses commonly found in their locality, • search (different sources) and write down what kind of illnesses their peers and themselves suffer from and share with peers • write down a list of illnesses and remedies from a dictation, • listen to an audio text of people talking about being ill and note down the mentioned illnesses and the remedies(*z.B. Ich bin krank; ich habe Kopfweh/Kopfschmerzen; Ich gehe zum Ärzt; Ich gehe ins Krankenhaus;* usw), • look at a diagram and label the designated body parts, • fill in cloze tests.	How does vocabulary aid in creative writing?

Core Competencies to be developed:
Self-efficacy: the learner develops the skill of self-awareness when they interact with peers about what illnesses their peers suffer from.
Values:
Love: the learner demonstrates the value of compassion when s/he searches for and writes down what kind of illnesses their peers suffer from.
Pertinent and Contemporary Issues (PCIs):
Lifestyle Diseases: the learner develops an awareness of lifestyle diseases when s/he searches for and writes down what kind of illnesses their peers suffer from.
Link to other Learning Areas:
The learner relates the concept on types and cures of illnesses with concepts learned in Integrated Sciences.

Theme 8: Weather and Environment: My Environment				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.8 Coherence Writing** **(1 Session)**	By the end of the sub-strand, the learner should be able to: a) identify aspects of coherence writing b) write texts that flow smoothly for comprehension c) appreciate coherence writing in communication	The learner is guided to: • write a short description of own environment using simple words and share with peers • match various weather conditions to possible activities (fun or economic), • write a simplified weather forecast from a dictation, • highlight aspects of weather/environment from provided diagrams with pictograms, • listen to an audio text of people talking about weather related activities and note these down (*z.B. Die Sonne scheint. Ich gehe schwimmen; Es regnet. Ich pflanze Blumen; usw*), • write simple sentences about what they do in what kind of weather/environmental conditions.	How do you maintain the central focus when writing?

| **Core Competencies to be developed:** |
| Self-efficacy: the learner develops the skill of knowing own school and home surrounding when s/he describes own environment. |

| **Values:** |
| Patriotism: the learner demonstrates awareness of their surroundings and country when s/he describes own environment using simple words. |

| **Pertinent and Contemporary Issues (PCIs):** |
| Care of the environment: the learner develops an awareness of the need to conserve the environment when s/he describes own environment using simple words. |

| **Link to other Learning Areas:** |
| The learner relates the concepts of environment and weather conditions with those in the learning areas of Social Studies, Agriculture, Creative Arts, and Sports. |

Theme 9: Getting Around: Direction and Location				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.9 Coherence Writing** **(1 Session)**	By the end of the sub-strand, the learner should be able to: a) identify appropriate phrases for coherence writing, b) use appropriate phrases for logical flow in writing c) appreciate the roles of other language skills in developing writing skills.	The learner is guided to: • write down a list of essential facilities found in the locality, • write the names of various facilities (e.g. school, church, mosques, market, hospital, etc.) on a map, • write down names of various facilities from dictation and share with peers • write a short text of people talking about locations of different places (*z.B. Das Krankenhaus liegt auf der Hauptstraße; Die Kirche liegt hinter dem Markt; Die Schule ist ein Kilometer entfernt; usw*) • write short texts of people giving directions supported by diagrams/ area maps, using; *z.B. nach rechts, nach links,*	Why is a choice of the right phrases important in writing?

			geradeaus, links abbiegen, rechts abbiegen, usw, • write short texts about where facilities are located in their locality and share with peers.	

Core Competencies to be developed:
Creativity and Imagination: the learner develops the ability to interpret information from different materials like diagrams/area maps to write about essential facilities found in their locality.

Values:
Patriotism: the learner demonstrates loyalty and love for own country when s/he writes short texts about essential facilities found in their locality and shares with peers.

Pertinent and Contemporary Issues (PCIs)
Citizenship: the learner develops a love of own country when s/he writes about essential facilities found in the locality.

Link to other Learning Areas:
The learner associates knowledge gathered here with content learned in Social Studies.

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.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING PROJECT

Introduction

In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice, focusing on a single subject or combining multiple subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will follow a Whole School Approach, involving all members of the school community. This includes teachers, school administration, parents/guardians/, the local community and support staff. It will be a collaborative effort where the Social Studies teacher will coordinate and work with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme for the CSL project, drawing from different Learning Areas and broader categories of Pertinent and Contemporary Issues (PCIs). The project should also provide an opportunity for learners to develop core competencies and nurture values. Learners will participate in a **variety of** integrated CSL group projects, working in teams and following a six-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: ● Environmental degradation ● Lifestyle diseases, Communicable and non-communicable diseases ● Poverty ● Violence and conflicts in the community ● Food security issues

Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.
Milestone 3	**Planning for the Project** 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	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	**Showcasing /Exhibition and Report Writing** Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback
Milestone 6	**Reflection** Learners review all project work to learn from the challenges faced. 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.

NOTE: The milestones will be staggered across the three terms of the academic calendar.

Assessment of Community Service Learning Integrated Project
Assessment for the integrated CSL group projects will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL group projects. The assessments will focus on three components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

APPENDIX 2: 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.	- Flashcards. - Pictures. - Images. - Drawings. - Audio and video recordings. - Standardised tests. - Internet. - Course books. - DVD players. - Listening texts. - TV. - Charts. - Projectors. - Laptops. - Radio. - Magazines.	- Role-play. - Discussions. - Observations. - Projects. - Learning logs. - Quizzes. - Portfolios. - Multiple choices. - Exit or Admit stamps. - Total Physical Response. - Peer assessment.	- Kenya Music Festival. - German language Clubs. - Tandem (face-to-face or electronic) and intercultural learning. - School Open Days. - German Cultural Festival. - Exchange Programs. - Language Days. - Inter-House Competitions. - Inter-Class Competitions. - Inter-School Contests.
2.0 Reading.	- Reading texts - Flashcards - Pictures - Images	- Reading aloud - Discussions - Observations - Quizzes	- School Open Days - Kenya Music Festival - Language Clubs - Exchange Programs

Strand	Suggested Learning Resources	Suggested Assessment Methods	Non-formal activities
	- Drawings - Poems - Course books - Magazines - Internet - Charts - Posters - Easy readers - Menus - Newspaper cutouts - Diagrams - Journals - Rhyme books - School readers - Word puzzles - Checklists - Cord words	- Portfolio - Reading for fluency - Role-play - Learning logs - Exit or Admit stamps - Peer assessment - Checklists	- Tandem (face-to-face or electronic) and intercultural learning - Language Days - Inter-House Competitions - Inter-Class Competitions - Inter-School Contests
3.0 Writing.	- Audio and video recordings - Internet - Charts - Posters - Crossword puzzles - Pictures	- Total Physical Response - Writing texts - Forming sentences - Peer assessment - Writing menus - Observations - Designing brochures	- Exchange Programs - Tandem (face-to-face or electronic) and intercultural learning - Language Days - School Open Days - Kenya Music Festival

Strand	Suggested Learning Resources	Suggested Assessment Methods	Non-formal activities
	- Drawings - Magazines - Photographs - Newspapers - Flashcards - Illustrations - Journals - Recording devices - Menus - Brochures - Resource person	- Matching names to pictures - Filling in missing information - Writing simple plays - Matching of sentences	- Language Clubs - Inter-House Competitions - Inter-Class Competitions - Inter-School Contests
Special Needs Education.	- Tactile diagrams - Brailed materials - Adapted realia - Pictorial diagrams - Interactive digital content	- Observations - Writing texts - Construction of sentences - Designing games - Discussions - Role-play - Checklists - Quizzes	- 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