



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

INDIGENOUS LANGUAGES

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.



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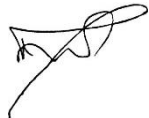
PREFACE

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.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*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 21st 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.



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TABLE OF CONTENTS

FOREWORD	iii
PREFACE.....	iv
ACKNOWLEDGEMENT	v
NATIONAL GOALS OF EDUCATION	vii
LESSON ALLOCATION.....	ix
LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL.....	x
ESSENCE STATEMENT	x
SUBJECT GENERAL LEARNING OUTCOMES.....	xi
SUMMARY OF STRANDS AND SUB STRANDS	xii
THEME 1: INDIGENOUS HOMES	1
THEME 2: ICT – INTERNET ACCESS AND USE.....	6
THEME 3: SAFETY AT HOME.....	11
THEME 4: ENVIRONMENTAL CONSERVATION	17
THEME 5: CULTURAL DIVERSITY	23
THEME 6: THE FARM.....	29
THEME 7: TALENTS AND GIFTS	35
THEME 8: INDIGENOUS KNOWLEDGE: ART.....	41
THEME 9: PATRIOTISM.....	47
SUGGESTED ASSESSMENT RUBRIC	54
APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT	57
APPENDIX 2: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITES	59

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. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

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

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid 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 required to support a growing economy. Kenya is building up a modern and independent economy that 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, especially in the developed world. We can only be part of this development if our education system focuses on the knowledge, skills, and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personalities. 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 grow 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. 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 in this international community with all the obligations, 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 (40 Minutes Per Lesson)
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*

LEVEL 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

Learners in Junior School will be exposed to a variety of non-formal programmes including Indigenous Languages. Language is the cornerstone of cultural transmission and fluency in one's mother tongue is central to the success of educational and developmental programs, as with any other language. The Constitution in Chapter 2, Article 7 (3) commits the Government to promote and protect the linguistic diversity of its people including the development and use of indigenous languages. Article 11 of the Constitution further promotes all forms of cultural expression through literature, the arts, traditional celebrations, science, communication, information, mass media, publications, libraries, and through cultural heritage. Piaget's theory suggests that learners at this age develop an ability for abstract thinking.

This course is intended to expose the learner to ideas and appropriate contexts for language acquisition and deductive reasoning. It will build upon the language skills and competencies acquired at the lower levels of education. The confidence gained will motivate the learner to engage in the active process of learning to discover principles, concepts and facts for themselves, as suggested by social constructivist scholars. In addition, the potential for the learner to become proficient in the language of their choice to ensure effective communication and educational progress will be enhanced.

Learners will have opportunities to showcase their knowledge, concepts and skills through exhibitions, visits to vernacular radio and television stations and interactions with other institutions. This exposure, coupled with rigorous career guidance programmes, will help the learner gain confidence and explore potential future careers. Additionally, learners will be presented with experiences and information that will empower them to make informed choices as they transition to Senior School. By fostering a reading culture, this course will not only equip the learner with knowledge but also prepare them for exciting academic and professional opportunities. It is hoped that the exposure will spark in the learner the interest to pursue Indigenous Languages at Senior School level and beyond. A reasonable level of proficiency in an indigenous language at this level will be a prerequisite for studying the subject at the Senior School level.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. respond appropriately to a variety of communication in the indigenous language.
2. express themselves confidently and appropriately in a variety of social contexts.
3. demonstrate knowledge of and apply indigenous knowledge, culture and values in varied situations.
4. comprehend information in different contexts in the indigenous language.
5. read fluently and write legibly in different formats to express a variety of ideas and opinions.
6. enjoy communicating using a variety of cultural language strategies.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Suggested Number of Lessons
Listening and Speaking	• Listening for information	4
	• Listening for comprehension	2
	• Attentive listening	2
	• Conversational skills	4
	• Intensive listening	2
	• Storytelling	2
	• Presentation skills	2
Total		18
Reading	• Reading comprehension	4
	• Extensive reading	4
	• Reading for information	8
	• Intensive reading	2
Total		18
Writing	• Social writing (SMS)	2
	• Essay Writing (Expository essay)	4
	• Creative writing (dialogue, narrative)	4
	• Writing for information	6
	• Functional writing (Letter of request)	2
Total		18
Showcasing Concepts and Skills in Indigenous Language (Exhibitions)		6
Total Number of Lessons		60

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

THEME 1: INDIGENOUS HOMES**SUGGESTED VOCABULARY:** home, house, granary, store, visitors, kitchen, shed, farm, stool, chairs, elders, family

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Listening for information <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) respond to information from oral texts for communication, b) use appropriate vocabulary to construct sentences, c) recognise listening for information as a crucial aspect of communication.	The learner is guided to: <ul style="list-style-type: none">• listen to readings of texts or recorded audio clips in a group and respond to questions,• take notes from oral texts or audio clip texts,• share notes with peers in class for peer review,• work collaboratively to make a list of new vocabulary from the listened-to texts,• construct simple sentences using the new vocabulary from the texts,• team up to prepare a creative mosaic of a typical indigenous home design,• display their mosaic designs during class exhibitions and festivals.	How should we listen for specific information from a text?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner listens to readings of texts or recorded audio clips actively and responds to questions.
- Digital literacy: This is enhanced as the learner accesses content when listening to recorded audio clips and responding to questions.

Values:

- Respect: This is achieved as the learner accepts the contributions of peers when they share notes in class for peer review.
- Unity: This is enhanced as the learner collaborates with peers to make a list of vocabulary learnt from the listened to texts.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness is enhanced as the learner interacts with information on different indigenous homes.

Link to other Learning Areas:

The learner can employ listening for information skills to other language learning areas such as Kiswahili and English

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
1.2 Reading	1.2.1 Reading comprehension <i>(2 lessons)</i> <ul style="list-style-type: none"> • <i>Direct and inferential questions</i> • <i>Vocabulary building</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) respond to direct and inferential questions from a text for comprehension, b) use the dictionary to find the meaning of vocabulary used in texts for understanding, c) appreciate indigenous home designs for indigenous knowledge acquisition. 	The learner is guided to: <ul style="list-style-type: none"> • read comprehension texts related to the theme of indigenous homes, • create a word bank of vocabulary from the passages, • work with peers to infer the meaning of the vocabulary from context, • use the dictionary to search for the meaning of the vocabulary, • fill in gaps in a passage using the vocabulary, • read texts on indigenous homes and answer inferential questions, • search for information on the theme from digital sources and share the findings with peers. 	<ol style="list-style-type: none"> 1. How should we read a text to get accurate information? 2. Why is it important to showcase our indigenous homes?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: This is developed as the learner accesses information on the theme of peaceful coexistence from digital sources and shares with peers. • Learning to Learn: This is achieved as the learner works with peers and develops relationships as they make out the meaning of vocabulary from contexts of passages. 				

Values:

- Unity: This is achieved as the learner works with peers to infer the meaning of the vocabulary from context.
- Responsibility: This is nurtured as the learner works diligently to search for information on the theme from digital sources and shares the findings with peers.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion is promoted as the learner interacts and appreciates texts on indigenous homes and how people lived.

Link to other Learning Areas:

The learner can compare the concept of indigenous home structures to the concept of social organisations in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Social writing - SMS <i>(2 lessons)</i> <ul style="list-style-type: none"> • <i>Features</i> • <i>Format</i> • <i>Language</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify features of a Short Message Service (SMS) for information, b) create an SMS text with appropriate features for effective communication, c) adopt digital etiquette when using social media for communication. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to talk about the features of an ideal SMS, • write an SMS using a digital device, • peer review another learner’s SMS texts, • discuss social media etiquette when writing an SMS, • use SMS observing etiquette. 	How do we ensure etiquette when using digital devices?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: This is developed as the learner writes an SMS using a digital device. • Communication and collaboration: This is improved as the learner discusses and observes social media etiquette when writing an SMS. 				
Values: <ul style="list-style-type: none"> • Responsibility: This is enhanced as the learner peer reviews another learner’s SMS texts and gives feedback for improvement. • Unity: This is displayed as the learner works jointly with peers to talk about the features of an ideal SMS. 				
Pertinent and Contemporary Issues (PCIs): Global citizenship is achieved as the learner is able to apply etiquette in digital communication.				
Link to other Learning Areas: The learner can relate the concept of Short Message Service (SMS) to the concept of modern forms of communication in Social Studies.				

THEME 2: ICT – INTERNET ACCESS AND USE**SUGGESTED VOCABULARY:** ICT, access, technology, internet, site, computer, new, mouse, send, search

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Listening for comprehension (2 lessons) <ul style="list-style-type: none">• <i>Key events</i>• <i>Vocabulary</i>• <i>Pronouns</i>	By the end of the Sub Strand, the learner should be able to: a) find specific information from a text by listening, b) infer the meaning of vocabulary from a text, c) recognise the importance of Information Communication Technologies in life.	The learner is guided to: <ul style="list-style-type: none">• listen to a story on the theme of internet access and use from a digital device and discuss with peers,• narrate key events in the story, in pairs,• list pronouns from sentences and share,• use the pronouns to write sentences,• infer the meaning of new vocabulary as used in the story,• use the vocabulary to construct sentences,• observe pictures of digital devices and discuss their use	<ol style="list-style-type: none">1. How is the internet important in communication?2. Why is it important to note down the main points from an oral text?

			<ul style="list-style-type: none"> • discuss the importance of the internet in communication. 	
<p>Core Competencies to be developed: Communication and Collaboration: This are developed as the learner listens to oral stories and discusses with peers the importance of the internet in communication.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: This is enhanced as the learner uses the internet and digital devices with discipline when listening to stories on internet access and use. • Respect: This is nurtured as the learner expresses and listens to different views on the theme with peers. 				
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion is achieved as the learner is able to demonstrate an understanding of different viewpoints as they interact with texts.</p>				
<p>Link to other Learning Areas: The learner can apply the skill of internet access and use it in other learning areas, generally, when sourcing for learning materials.</p>				

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested key Inquiry Question(s)
2.2 Reading	2.2.1 Extensive Reading: Library Skills <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) select appropriate materials from the library for extensive reading, b) read texts based on a specific topic from a library for general information, c) access specific information from the internet for reading, d) advocate the use of library resources for general reading. 	The learner is guided to: <ul style="list-style-type: none"> • observe rules and regulations when in a library, • select reference materials from a library for extended reading, • search the internet for reading materials on a given theme, • make a summary of key points from reading materials, • use hard copy and online dictionaries to find the meaning of different vocabulary, • prepare a personal reading list of a collection of books. 	<ol style="list-style-type: none"> 1. How do we locate reading materials in a library? 2. How do we use the dictionary to find the meaning of new words?

Core Competencies to be developed:

- Learning to Learn: This takes place as the learner searches the library and internet for reference materials for extended reading.
- Critical thinking and Problem-solving: This is enhanced as the learner encounters new information in texts from the library.

Values:

- Responsibility: This is nurtured as the learner observes the rules and regulations of library use.
- Respect: This is enhanced as the learner searches the internet for reading materials on a given topic.

Pertinent and Contemporary Issues (PCIs):

Digital Literacy is enhanced as the learner is able to search, read and acquire more information from online sources.

Link to other Learning Areas:

The learner can transfer extensive reading skills to other learning areas such as Agriculture.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
2.3 Writing	2.3.1 Essay writing (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) outline parts of an essay from samples, b) compose an essay on a specific theme for communication, c) acknowledge the importance of essay writing for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • read in class, sample essays and identify the three parts, • identify ideas from sample essays, • read essays aloud in class and correct mistakes, • select a topic, write a simple essay, and share with other learners, • search for more information about essay writing from the library or digital sources, • display essays in the class creative corner. 	How do we write an essay?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: This is developed as the learner searches for information on essay writing from digital sources. • Communication and collaboration: Communication skills are developed as the learner writes essays on selected topics. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: This is exercised as the learner identifies an idea and selects a topic for essay writing. • Respect: This is observed as the learner reads sample essays with other learners in class. 				
<p>Pertinent and Contemporary Issues (PCIs): Social Cohesion is enhanced as the learner participates in reading and identifying ideas from sample essays in class.</p>				
<p>Link to other Learning Areas: The learner can apply the skill of essay writing to other subjects like English and Kiswahili languages.</p>				

THEME 3: SAFETY AT HOME**SUGGESTED VOCABULARY:** safe, home, accident, emergency, care, electricity, bites, wounds, scratch, heal

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Attentive listening (2 lessons) <ul style="list-style-type: none">• <i>Main ideas</i>• <i>Verbs (words that denote actions)</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) listen carefully to pick out the main ideas from a comprehension passage,b) respond to questions from an aural text,c) realise the importance of listening attentively for information.	The learner is guided to: <ul style="list-style-type: none">• team up to play the ‘broken telephone’ game to practise attentive listening,• listen to an oral or watch an audio-visual story or passage on the theme of safety at home,• discuss the various key ideas from the story or passage,• identify words that denote actions (verbs) from the story or passage,• team up to compose a song on the theme and sing with peers,• answer questions from the song orally,• debate the importance of safety at home.	<ol style="list-style-type: none">1. How can we listen attentively?2. Why is it important to observe safety at home?

Core competencies to be developed:

- Communication and collaboration: This is developed as the learner keenly and actively listens to oral or watches audio-visual stories or passages and discusses with fellow learners the various ideas.
- Creativity and Imagination: This is nurtured as the learner practises singing the song on the theme of safety at home with other learners.

Values:

Responsibility: This is exercised when the learner diligently takes up roles when conducting the debate on safety at home.

Pertinent and Contemporary Issues (PCIs):

Safety and security education is enhanced as the learner gains knowledge about safety at home through interacting with information on safety at home.

Link to other Learning Areas:

The learner can transfer knowledge acquired on safety at home to other contexts such as school laboratories during Integrated Science lessons, and theatres and playgrounds in Creative Arts and Sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
3.2 Reading	3.2.1 Extensive reading: Vocabulary building (2 lessons) <ul style="list-style-type: none"> • Summarising • Vocabulary building 	By the end of the Sub Strand, the learner should be able to: a) summarise key points from texts after reading, b) create a glossary of new vocabulary from texts for communication, c) promote reading to enhance language acquisition.	The learner is guided to: <ul style="list-style-type: none"> • discuss ways of accessing reading materials on a specific theme from a library, • work jointly to select relevant reading materials based on the theme, • use a digital and any other electronic device to access grade-appropriate reading materials on the theme, • read the materials and make brief notes on the main points in the texts, • identify vocabulary from the text and use the dictionary to find their meaning, • team up to build a vocabulary bank on the new words identified, • use the new words to construct sentences, • peer review each other's sentences. 	<ol style="list-style-type: none"> 1. How do we develop library skills? 2. How can we identify appropriate material for reading?

Core Competencies to be developed:

- Communication and Collaboration: This is realised when the learner recognises the value of other people's ideas as they peer review each other's sentences.
- Learning to Learn: This is enhanced as the learner independently identifies vocabulary from texts and uses the dictionary to find meaning.

Values:

- Responsibility: This is realised as the learner diligently selects relevant material for reading on the theme.
- Unity: This is nurtured as the learner cooperates with peers to discuss ways of accessing reading materials from a library.

Pertinent and Contemporary Issues (PCIs):

Cyber security awareness is enhanced as the learner uses digital devices responsibly to access reading materials.

Link to other Learning Areas:

The learner can employ the knowledge of library skills in all the other learning areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
3.3 Writing	3.3.1 Writing for Information <i>(2 lessons)</i> <ul style="list-style-type: none"> • <i>Key points</i> • <i>Paraphrasing</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline key points from a text on a specific theme, b) paraphrase the main issues from a text for comprehension, c) acknowledge the value of brevity in communication. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm ideas on the theme of safety at home, • write short notes on the theme, • collaborate to read written or online (or any other electronic sources) texts on the theme, • discuss the main points of the texts on the theme, • team up with peers to paraphrase the main points from each of the texts (<i>not more than 80 words</i>), • exchange the written work with peers in class for review. 	<ol style="list-style-type: none"> 1. Why do we write short notes? 2. How do you write short notes?

Core Competencies to be developed:

- Self-efficacy: This is achieved as the learner shows concerted attention when brainstorming ideas on the theme of safety at home with other learners.
- Digital Literacy: This is developed as the learner interacts with technology devices when reading texts on the theme online.

Values:

Unity: This is enhanced as the learner teams up with peers to paraphrase the main points from each of the texts.

Pertinent and Contemporary Issues (PCIs):

Disaster Risk Reduction is enhanced as the learner interacts with information on safety at home and how to reduce emergencies.

Link to other Learning Areas:

The learner can relate the concept of paraphrasing to their learning of similar concepts in Kiswahili.

THEME 4: ENVIRONMENTAL CONSERVATION

SUGGESTED VOCABULARY: environment, conserve, nature, rivers, pollution, animals, plants, indigenous trees, deforestation, afforestation, protect, poachers

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Conversational Skills (2 lessons) <ul style="list-style-type: none">• <i>Beginning and ending a conversation</i>	By the end of the Sub Strand, the learner should be able to: a) identify the common ways of beginning and ending a conversation for self-expression, b) take part in a conversation for effective communication, c) value the importance of conserving the environment.	The learner is guided to: <ul style="list-style-type: none">• watch a conversation to identify common ways of beginning and ending a conversation,• use digital devices to view presentations/interviews on environmental conservation,• discuss the main issues focused on,• role-play a face-to-face conversation between two strangers while observing etiquette,• work jointly to pick out the keywords and phrases that have been used to begin and end a conversation,	<ol style="list-style-type: none">1. How can we make conversations respectful?2. Why is it important to conserve the environment?

			<ul style="list-style-type: none"> • create or join an environmental club in school or the community to discuss practical ways to engage in environmental conservation. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: This is achieved as the learner engages actively while role playing a conversation with fellow learners. • Learning to Learn: This is enhanced as the learner takes the initiative to contribute to community development when starting or joining an environmental club to conserve the school and community environment. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as the learner accommodates other learner’s opinions while discussing key points from a text. • Responsibility: This is cultivated as the learner exhibits a self-driven attitude by joining or starting an environmental club. 				
<p>Pertinent and Contemporary Issues (PCIs): Environmental education is enhanced as the learner acquires knowledge on environmental conservation by viewing presentations on the theme and discussing the main issues.</p>				
<p>Link to other Learning Areas: The learner can relate the skills of environmental conservation to their learning in Agriculture.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
4.2 Reading	4.2.1 Reading for information - Visuals <i>(2 lessons)</i> <ul style="list-style-type: none"> • <i>Meaning of visuals</i> • <i>Summarising visuals</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) infer implied meaning of visuals for information, b) summarise written texts into visuals for comprehension, c) acknowledge the role of visuals in effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • study the pictures and make observations about environmental conservation, • infer the implied meaning from a variety of visuals, • conduct a reader's theatre to read texts on environmental conservation, • create a personal glossary of vocabulary related to environmental conservation, • work jointly to summarise information from the text into a visual (<i>e.g. picture, charts, graph</i>) • team up to collect a collection of visuals on the theme and organise them in a class portfolio. 	<ol style="list-style-type: none"> 1. Why are visuals used in communication? 2. How do we conserve the environment?

Core Competencies to be developed:

- Citizenship: This is developed as the learner consolidates information when reading texts and studying pictures to make observations about environmental conservation.
- Learning to Learn: This is cultivated as the learner is motivated to learn continuously by reading about environmental conservation to create a glossary.

Values:

- Respect: This is promoted as the learner appreciates diverse opinions when listening to peers' interpretation of vocabulary items.
- Unity: This is developed as the learner works with peers to discuss environmental issues in groups.

Pertinent and Contemporary Issues (PCIs):

Environmental education is promoted as the learner reads texts with information on environmental conservation.

Link to other Learning Areas:

The learner can relate the concept of creating visuals to their learning in Creative Arts and Sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
4.3 Writing	4.3.1 Creative Writing – Dialogue <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) outline the main features of a well-written dialogue, b) compose an imaginative dialogue on the theme of environmental conservation for self-efficacy, c) promote creative writing for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • search from electronic and library sources for imaginative dialogues, • watch or read the dialogues and discuss their features, • work with peers to develop an outline of the structure of a good dialogue on a chart, • write a simple imaginative dialogue on environmental conservation, • share the written dialogues with peers for review, • role play the dialogue with peers in class. 	How can we write a good imaginative dialogue?

Core Competencies to be developed:

- Communication and Collaboration: This is nurtured as the learner contributes to group decision-making to develop an outline of the structure of a good dialogue.
- Digital Literacy: This is acquired as the learner interacts with digital content to find sample imaginative dialogues.

Values:

- Respect: This is enhanced as the learner accommodates ideas from peers as they discuss features of a good dialogue.
- Responsibility: This is cultivated as the learner exhibits accountability to accept input when peer-reviewing imaginative dialogues.

Pertinent and Contemporary Issues (PCIs):

Peace education is enhanced as the learner embraces the role of dialogue for peaceful coexistence.

Link to other Learning Areas:

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

THEME 5: CULTURAL DIVERSITY

SUGGESTED VOCABULARY: culture, ethnicities, different, leadership, foods, dressing, customs, values, rules, together, unity, diversity, beautiful, celebrate

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Conversational Skills – Tongue Twisters and Riddles <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) identify commonly used tongue twisters and riddles in the community, b) take part in the performance of riddles and tongue twisters, c) recognise the importance of riddles and tongue twisters in enhancing communication skills.	The learner is guided to: <ul style="list-style-type: none">• take turns to perform common riddles,• work jointly to discuss the process of riddling,• practise turn-taking, negotiation and interjection as part of the riddling process,• brainstorm the features of a riddle,• compete with peers to say tongue twisters and record them,• listen to recorded audio clips of tongue twisters and peer review,• compose tongue twisters and take turns to perform them,	<ol style="list-style-type: none">1. Why are tongue twisters important in language development?2. How do riddles help in enhancing communication?

			<ul style="list-style-type: none"> work with peers to create a collection of riddles and tongue twisters and organise them in a class portfolio. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Critical thinking and Problem-solving: This is developed as the learner follows simple instructions when performing riddles and tongue twisters. Learning to Learn: This is realised as the learner works and engages in collective learning to compose and perform tongue twisters. 				
<p>Values:</p> <ul style="list-style-type: none"> Unity: This is promoted as the learner cooperates with peers to take turns to perform riddles and tongue twisters. Respect: This is developed as the learner accommodates peers' opinions as they compose tongue twisters. 				
<p>Pertinent and Contemporary Issues (PCIs): Ethnic and racial relations is enhanced as the learner is exposed to riddles and tongue twisters from different communities during performance and discussion.</p>				
<p>Link to other Learning Areas: The learner can relate the skills of performing riddles and tongue twisters to their learning in English and Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
5.2 Reading	5.2.1 Reading for Information <i>(2 lessons)</i> <ul style="list-style-type: none"> • <i>Direct and inferential questions</i> • <i>Vocabulary building</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) answer direct and inferential questions from a written text, b) infer the meaning of vocabulary from context for comprehension, c) promote a reading culture in the community for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • conduct a reader's theatre to read a passage on the theme of cultural diversity, • collaborate with peers to answer direct questions, • outline the main ideas from the passage, • respond to inferential questions on the theme of the passage, • collaborate with peers to identify vocabulary related to the theme and read aloud, • work jointly to infer the meaning of vocabulary in context, • make sentences using the vocabulary identified and review each other's sentences. 	Why is it important to read texts?

Core Competencies to be developed:

- Self-efficacy: This is enhanced when the learner shows concerted attention when working jointly to infer the meaning of vocabulary in context.
- Citizenship: This is enhanced as the learner gains knowledge of cultural diversity from reading texts on the theme.

Values:

Unity: This is enhanced as the learner teams with others to review the sentences written using the vocabulary they have learnt.

Pertinent and Contemporary Issues (PCIs):

Social cohesion is promoted as the learner embraces respect for other people on account of knowledge acquired on cultural diversity.

Link to other Learning Areas:

The learner can relate information on cultural diversity acquired from varied texts to Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
5.3 Writing	5.3.1 Creative writing – Narrative composition <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) identify the features of a narrative composition, b) write a narrative composition for self-expression, c) realise the importance of the narrative as a channel of communication.	The learner is guided to: <ul style="list-style-type: none"> • take turns to narrate accounts of social events that they attended, • work jointly to outline key features of a narrative from a sample on a chart, • discuss features of a narrative, • compose a simple narrative about the theme of cultural diversity and read to peers for review, • keep the narrative created in the portfolio. 	How do we narrate events?

Core Competencies to be developed:

- Creativity and Imagination: This is developed as the learner embraces creative ideas to narrate an account of an event attended
- Self-efficacy: This is developed as the learner effectively orders and prioritises events when composing a simple narrative on the theme of cultural diversity.

Values:

- Respect: This is enhanced as the learner gives constructive comments during the review of each other's narratives.
- Responsibility: This is cultivated as the learner participates in outlining features of a narrative and puts them on a chart.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness is developed as the learner becomes informed about cultural diversity.

Link to other Learning Areas:

The learner can relate the skill of narrative writing to other languages like English and Kiswahili.

THEME 6: THE FARM**SUGGESTED VOCABULARY:** vegetables, fruits, dairy products, meat, farm, farm tools, trees, farm animals, crops, cattle, farmer

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Listening for information (2 lessons) <ul style="list-style-type: none">• <i>Vocabulary</i>• <i>Adverbs</i>• <i>Comprehension</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) identify vocabulary and adverbs from an oral text,b) use vocabulary and adverbs learnt in a variety of contexts,c) respond to questions from an oral text for comprehension,d) desire to promote active listening for information	The learner is guided to: <ul style="list-style-type: none">• listen to an audio recording and pick out vocabulary items based on the theme – The Farm,• work jointly to create a vocabulary bank on the words picked out from the texts,• collaborate with peers to answer comprehension questions based on the text,• work jointly to read adverbs aloud from flashcards,• collaboratively role play various adverbs from a chart,	<ol style="list-style-type: none">1. Why should we be keen when listening to a text?2. How do we listen for specific information?

			<ul style="list-style-type: none"> compose a song related to the theme- the farm with relevant vocabulary and adverbs. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital Literacy: This is enhanced as the learner interacts with digital content when listening to an audio recording and picking out vocabulary items. Communication and collaboration: This is enhanced as the learner speaks engagingly using facts and examples when conducting a simple debate on the theme. 				
<p>Values:</p> <ul style="list-style-type: none"> Unity: This is developed as the learner collaborates with others to role play various adverbs from a chart. Social justice: This is enhanced as the learner participates in the sharing of roles fairly when working jointly to read adverbs aloud from flash cards. 				
<p>Pertinent and Contemporary Issues (PCIs): Environmental education is promoted as the learner is exposed to content and concepts on the farm for their day-to-day experiences.</p>				
<p>Link to other Learning Areas: The learner can relate the concept of the farm to their knowledge of Agriculture.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
6.2 Reading	6.2.1 Reading Comprehension: Reading Strategies <ul style="list-style-type: none"> • <i>skimming</i> • <i>scanning</i> <p>(2 lessons)</p>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) apply the skimming strategy to identify the main idea in a text for comprehension, b) scan through a text to pick out target words related to the theme c) appreciate the importance of reading for information. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to select a story on the theme- the farm, • skim through the passage to identify the main idea, • scan for specific information from the passage (<i>e.g. names of characters and vocabulary items</i>) • conduct a readers’ theatre to read a passage related to the theme aloud, • work with peers to answer questions based on the passage, • select vocabulary from the passage and list them on flashcards, • make sentences using the vocabulary from a substitution table, • work collaboratively to play language games involving vocabulary from digital devices. 	How is reading important in acquiring information?

Core Competencies to be developed:

- Critical thinking and Problem-solving: This is developed as the learner explores different options when making sentences using the vocabulary from a substitution table.
- Creativity and Imagination: This is developed as the learner makes connections between concepts when working collaboratively to play language games involving vocabulary from digital devices.

Values:

- Responsibility: This is acquired as the learner takes up their assigned role when conducting a readers' theatre to read a passage related to the theme aloud.
- Peace: This is developed as the learner teams up with others when answering questions based on the passage.

Pertinent and Contemporary Issues (PCIs):

Climate change is addressed as learners interact with concepts on the farm and how climate affects farm practices.

Link to other Learning Areas:

The learner can relate vocabulary acquired from the theme to their learning of the farm in Agriculture.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
6.3 Writing	6.3.1 Essay writing – expository composition (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify features of expository texts for self-expression, b) create an expository composition creatively and coherently, c) promote expository writing for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • work jointly with peers to mention features of expository texts, • team up to collect sample expository compositions from print and non-print sources, • read sample expository compositions, • write simple expository compositions based on the theme, • read their compositions aloud for peer review, • display their well-written compositions on the class language corner for a class gallery walk. 	Why is writing a key aspect of communication?

Core Competencies to be developed:

- Self-efficacy: This is achieved as the learner mobilises for peer support to collect sample expository compositions from print and non-print sources.
- Citizenship: This is enhanced as the learner nurtures social cohesion while working collaboratively with peers to review their compositions.

Values:

- Integrity: This is developed as the learner displays fairness when peer reviewing other learners' compositions for honest feedback.
- Respect: This is achieved as the learner appreciates varied opinions when working jointly with peers to mention features of expository texts.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness is enhanced as the learner searches and reads topics related to the theme - The farm.

Link to other Learning Areas:

The learner can relate the skills used in expository writing to functional writing in English and Kiswahili

THEME 7: TALENTS AND GIFTS**SUGGESTED VOCABULARY:** talent, gift, performance, sing, artist, artwork, stage, craft

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Intensive listening: Transcription <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) outline target words related to the theme from an oral text for comprehension, b) transcribe a short listening paragraph from a digital device for effective communication, c) acknowledge the role of transcription in the growth of Indigenous Languages.	The learner is guided to: <ul style="list-style-type: none">• listen to an oral text on talents and gifts and pick out specific talents and gifts,• write a paragraph by transcribing an audio-recorded story based on the theme and share with peers,• peer review each other's transcription for accuracy,• organise the transcribed work in a portfolio,• work with peers to discuss talents and gifts they have seen or possess.	<ol style="list-style-type: none">1. How can we transcribe oral texts accurately?2. Why do we transcribe texts in indigenous languages?

Core Competencies to be developed:

- Citizenship: This is enhanced as the learner engages in constructive dialogue when discussing the various talents and gifts.
- Learning to Learn: This is developed as the learner reflects on their own and other's work when peer reviewing each other's transcriptions.

Values:

- Responsibility: This is developed as the learner commits to organising the transcribed work in a portfolio.
- Social Justice: This is enhanced as the learner accords peers equal opportunities to contribute when picking out specific talents and gifts from the oral text.

Pertinent and Contemporary Issues (PCIs):

ICT is promoted as the learner writes a paragraph by transcribing an audio-recorded story based on the theme and shares it with peers.

Link to other Learning Areas:

The learner can relate the skills of intensive listening to their learning in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Reading for information <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) identify main ideas in a reading text based on the theme for comprehension, b) use vocabulary based on the theme to construct sentences for communication, c) recognise the value of reading texts for information in lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • study pictures of talents and gifts and discuss with peers, • take turns to read a text on talents and gifts, • work jointly with peers to pick out the main ideas in each paragraph, • work with others to answer comprehension questions, • work with peers to create a list of vocabulary from the reading text, • construct sentences using the vocabulary identified, • collaboratively peer review the sentences constructed, • conduct a reader's theatre on a level appropriate reader. 	<ol style="list-style-type: none"> 1. How can we pick ideas from a text? 2. How can we identify talents and gifts among people?

Core Competencies to be developed:

- Critical thinking and Problem-solving: This is acquired as the learner analyses texts to pick out the main ideas in each paragraph.
- Learning to Learn: This is developed as the learner reflects on their own work and other's work when peer reviewing the sentences constructed.

Values:

- Unity: This is developed as the learner cooperates with peers to create a list of vocabulary from the reading text.
- Respect: This is enhanced as the learner exercises patience when taking turns to read a text on talents.

Pertinent and Contemporary Issues (PCIs):

Civic responsibility is cultivated as the learner gets information from texts about gifts and talents and appreciates their role in the society.

Link to other Learning Areas:

The learner can relate the vocabulary derived from the theme of gifts and talents to concepts of talents in Creative Arts and Sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
7.3 Writing	7.3.1 Writing for information <i>(2 lessons)</i> <ul style="list-style-type: none"> • <i>Paragraph-parts, coherence</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of a paragraph for information, b) write a short coherent paragraph on the theme for self-expression, c) acknowledge the importance of paragraphing in written communication. 	The learner is guided to: <ul style="list-style-type: none"> • read varied paragraphs related to the theme with peers, • work with peers to discuss the parts of a paragraph, • prepare sentence strips to form a coherent paragraph, • work with peers to reorganise the jumbled-up sentence strips to form a coherent paragraph, • use topic sentences to begin paragraphs and complete the story, • peer review each other's topical paragraphs. 	How do we write a paragraph?

Core Competencies to be developed:

- Creativity and Imagination: This is developed as the learner explores new ideas when using topic sentences to begin paragraphs and complete the story.
- Citizenship: This is promoted as the learner shows tolerance and expresses different viewpoints when peer reviewing each other's topical paragraphs.

Values:

- Love: This is promoted as the learner selflessly works with peers to reorganise the jumbled-up sentence strips to form a coherent paragraph.
- Respect: This is cultivated as the learner appreciates diverse opinions when working with peers to discuss the parts of a paragraph.

Pertinent and Contemporary Issues (PCIs):

Career education is promoted as the learner interacts with texts on the theme of gifts and talents and relates them with various career opportunities.

Link to other Learning Areas:

The learner can link the concept of paragraph writing to their learning of creative writing in English and Kiswahili.

THEME 8: INDIGENOUS KNOWLEDGE: ART**SUGGESTED VOCABULARY:** art, drawings, creative, ornaments, paintings, ochre, mud, beads, dye

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Storytelling – Fables <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) identify features of fables from their community for comprehension, b) narrate a fable from their community for enjoyment, c) advocate for audience awareness skills in storytelling for self-expression.	The learner is guided to: <ul style="list-style-type: none">• observe picture stories of animals,• work with peers to collect fables (animal stories) from the community,• organise the collection of fables in a portfolio,• work collaboratively to discuss the features of animal stories (fables),• conduct a storytelling session to narrate animal stories,• watch fables from a digital device and talk about the character traits of animals,• discuss moral lessons learnt from the fables,	<ol style="list-style-type: none">1. How does storytelling enhance communication?2. Why are fables important to the community?

			<ul style="list-style-type: none"> • work collaboratively with peers to stage a narrative on fables, • peer review each other's performance for audience awareness. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: This is achieved as the learner interacts with digital content when watching fables from a digital device and talking about the character traits of animals. • Creativity and Imagination: This is achieved as the learner explores new and unique ways of conducting a storytelling session to narrate animal stories. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is enhanced as the learner embraces open-mindedness when discussing moral lessons from fables. • Patriotism: This is promoted as the learner cultivates a sense of awareness in the community when working with peers to collect fables (animal stories). 				
<p>Pertinent and Contemporary Issues (PCIs): Indigenous knowledge is enhanced as the learner watches fables from a digital device and talks about the character traits of animals.</p>				
<p>Link to other Learning Areas: The learner can relate the concept of fables to their learning of narratives in English and Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
8.2 Reading	8.2.1 Intensive Reading – Trickster stories <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) paraphrase trickster stories from their community for information, b) analyse trickster stories from their community for understanding, c) value reading oral narratives for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • work collaboratively to collect varied trickster narratives from the community, • organise the collection of trickster narratives in a class portfolio, • brainstorm characters often portrayed as tricksters in oral narratives, • conduct a reader’s theatre to read the trickster narrative in the class portfolio, • listen to a resource person narrate a trickster story, • compose a summary of the trickster narrative listened to, • outline the characters and plot in a trickster narrative, • work collaboratively to stage a creative skit on a trickster narrative, • brainstorm the moral lessons addressed in trickster narratives. 	Why are trickster narratives shared in the community?

Core Competencies to be developed:

- Citizenship: This is promoted as the learner displays respect and acceptance of heterogeneity when working collaboratively with peers to collect varied trickster narratives from the community.
- Critical thinking and Problem-solving: This is developed as the learner brainstorms the moral lessons addressed in trickster narratives.

Values:

- Integrity: This is developed as the learner exhibits commitment to duty when working collaboratively with peers to stage a creative skit on a trickster narrative.
- Peace: This is enhanced as the learner displays tolerance when brainstorming characters often portrayed as tricksters in oral narratives, with peers.

Pertinent and Contemporary Issues (PCIs):

Social cohesion is developed as the learner collaboratively engages in reading, analysing, and presenting trickster stories to the class.

Link to other Learning Areas:

The learner can relate the concepts learnt when exploring trickster stories to their learning of narratives in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
8.3 Writing	8.3.1 Writing to give information (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) outline key ideas and events in an animal story based on the theme, b) compose an animal story featuring animal characters for self-expression, c) appreciate writing short stories for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • work collaboratively to observe thematic pictures on cards and describe the events, • work collaboratively to organise ideas from picture stories in a logical and sequenced order, • compose a creative story with animal characters with coherent ideas, • read the story to peers for review, • organise their revised stories in a portfolio, • work with peers to publish their best stories in the school journal or magazine. 	<ol style="list-style-type: none"> 1. How can we write interesting animal stories? 2. Why are animal stories important?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: This is enhanced as the learner recognises the value of others' views when organising ideas from picture stories in a logical and sequenced order. • Self-efficacy: This is realised as the learner sets targets and plans efficiently to publish their best stories in the school magazine. 				

Values:

- Unity: This is developed as the learner displays team spirit when working with peers to publish their best stories in the school magazine.
- Respect: This is enhanced as the learner shows acceptance of diverse and constructive feedback from reviews of stories by peers.

Pertinent and Contemporary Issues (PCIs):

Animal Welfare is promoted as the learner is exposed to a wider understanding of animals through short stories with animal characters.

Link to other Learning Areas:

The learner can relate the concept of writing short stories with animal characters with the concept of living things in Integrated Science.

THEME 9: PATRIOTISM**SUGGESTED VOCABULARY:** patriot, country, unity, cohesion, communities, hate, love, national anthem, responsibility

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Presentation Skills <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) outline issues to consider when preparing a short talk on the theme for self-expression, b) present a short talk on the theme for effective communication, c) appreciate the importance of good presentation skills in communication.	The learner is guided to: <ul style="list-style-type: none">• watch a recorded presentation and list key points discussed,• brainstorm with peers the issues to consider before and during a presentation,• work jointly with peers to select a sub-topic on patriotism and prepare a presentation on the role of the government agencies (Kenya Roads Board and Kenya Rural Roads Authority) in the construction and maintenance of roads,	<ol style="list-style-type: none">1. How can we make a compelling presentation?2. Why should we appreciate bodies charged with the maintenance of our roads?

			<ul style="list-style-type: none"> • conduct a public speaking contest to present a short talk on the topic selected, • collaborate with peers to record themselves when making the presentations, • organise the collection of recorded presentations in a digital portfolio, • engage the presenter in a question-and-answer session on the topic presented, • peer review each other's presentations for improvement. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: This is enhanced as the learner develops relationships with peers when working jointly to select a topic on the theme and prepare a presentation on it. • Digital Literacy: This is acquired as the learner interacts with technology when collaborating with peers to record themselves when making the presentations. 				

Values:

- Patriotism: This is promoted as the learner exhibits honesty and dedication when making a short talk on the topic selected during a public speaking contest.
- Respect: This is achieved as the learner appreciates diverse opinions when engaging the presenter in a question-and-answer session on the topic presented.

Pertinent and Contemporary Issues (PCIs):

Nationalism is promoted as the learner works jointly with peers to select a sub-topic on patriotism and prepares a presentation on it.

Link to other Learning Areas:

The learner relates the concept of presentation skills to similar concepts in Creative Arts and Sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
9.2 Reading	9.2.1 Reading for information <i>(2 lessons)</i> <ul style="list-style-type: none"> • <i>Vocabulary building</i> 	By the end of the Sub Strand, the learner should be able to: a) create a personal collection of vocabulary related to the theme for information, b) pick out emerging issues related to the theme, c) acknowledge reading as a source of information.	The learner is guided to: <ul style="list-style-type: none"> • read digital and print texts and identify vocabulary related to patriotism and construction and maintenance of our roads, • create a personal vocabulary bank of the new words picked, • work collaboratively to infer the meaning of words from context and share with peers, • use the dictionary to find out the meaning of the words, • work jointly with peers to use a thesaurus and the dictionary to find synonyms and opposites of the words, • construct sentences using vocabulary, • collaborate with peers to read articles from newspapers and magazines then pick out emerging issues related to the theme. 	<ol style="list-style-type: none"> 1. How can we deduce the meaning of new words found in texts? 2. How are our indigenous communities similar to each other?

Core Competencies to be developed:

- Critical thinking and Problem-solving: This is developed as the learner contributes to group decision-making when reading articles from newspapers and picking out emerging issues related to the theme.
- Learning to Learn: This is enhanced as the learner exhibits self-discipline when working jointly with peers to use a thesaurus and dictionary to find synonyms and opposites of the words as a strategy for continuous learning.

Values:

- Social Justice: This is enhanced as the learner shares resources (thesaurus and dictionary) equitably when working jointly with peers to find synonyms and opposites of the words.
- Responsibility: This is developed as the learner observes safety precautions when using digital devices to read texts and identify vocabulary related to the theme.

Pertinent and Contemporary Issues (PCIs):

Civic responsibility is promoted as the learner interacts with articles and picks out emerging issues related to the theme.

Link to other Learning Areas:

The learner can relate vocabulary derived from the theme of nationalism to similar concepts in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
9.3 Writing	9.3.1 Functional writing – Letter of request <i>(2 lessons)</i> <ul style="list-style-type: none"> • <i>Format</i> • <i>Language</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline the components of a letter of request for comprehension, b) compose a letter of request (for library or club membership) for effective communication, c) appreciate the importance of letter writing for communication. 	The learner is guided to: <ul style="list-style-type: none"> • read sample formal letters of request, • work jointly with peers to identify the features of a letter of request, • make short notes on their findings, • write a letter of request for library or club membership, • peer review the composed letters for feedback, • type the letter composed in a digital device, • organise the typed letters in the class digital portfolio. 	Why do we need to make formal requests for membership to groups and institutions?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: This is enhanced as the learner builds on their own learning experiences when peer reviewing the composed letters for feedback. • Digital Literacy: This is promoted as the learner creates content digitally when typing the letter composed in a digital device and organising them in the class digital portfolio. 				

Values:

- Unity: This is enhanced as the learner cooperates with peers to identify the features of a letter of request.
- Integrity: This is promoted as learners display honesty when peer reviewing the composed letters to give constructive feedback.

Pertinent and Contemporary Issues (PCIs):

Healthy Interpersonal Relationships are enhanced as the learner gains insight into how to write letters of request for better formal relations.

Link to other Learning Areas:

The learner relates the concept of letter writing to the concept of functional writing in English.

SUGGESTED ASSESSMENT RUBRIC

Strand: Listening and Speaking				
Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify specific information and main ideas from oral texts	Identifies specific information and main ideas from oral texts with rich references	Identifies specific information and main ideas from oral texts	Identifies some specific information and main ideas from oral texts	Identifies specific information and main ideas from oral texts with assistance
Ability to transcribe an oral text for accuracy	Transcribes an oral text for accuracy with precision	Transcribes an oral text for accuracy	Transcribes a large portion of an oral text for accuracy	Transcribes a limited portion of an oral text for accuracy
Ability to retell tongue twisters for fluency	Retells tongue twisters for fluency with precision and speed	Retells tongue twisters for fluency	Retells some tongue twisters for fluency	Retells tongue twisters for fluency with scaffolding
Ability to recognise how to begin and end a conversation	Recognises how to begin and end a conversation creatively	Recognises how to begin and end a conversation	Recognises how to either begin or end a conversation	Recognises how to begin and end a conversation with clues
Ability to engage in a conversation for effective communication	Engages in a conversation for effective communication skillfully	Engages in a conversation for effective communication	Partially engages in a conversation for effective communication	Engages in a conversation for effective communication with cues
Ability to apply effective presentation skills when giving a short talk	Applies effective presentation skills when giving a short talk creatively	Applies effective presentation skills when giving a short talk	Applies a limited variety of effective presentation skills when giving a short talk	Applies effective presentation skills when giving a short talk with prompts

Strand: Reading				
Indicator \ Level	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify vocabulary related to the theme from a written text	Identifies vocabulary related to the theme from a variety of written texts	Identifies vocabulary related to the theme from a written text	Identifies a limited number of vocabulary related to the theme from a written text	Identifies vocabulary related to the theme from a written text with clues
Ability to respond to direct and inferential questions from texts	Responds to direct and inferential questions from texts with precision	Responds to direct and inferential questions from texts	Responds to most direct and inferential questions from texts	Responds to a few direct and inferential questions from texts
Ability to summarise information from visuals and texts	Summarises information from varied visuals and texts	Summarises information from visuals and texts	Summarises information from visuals and texts but leaves out minor details	Summarises information from visuals and texts but leaves out critical details
Ability to identify the features of a trickster narrative and a fable	Identifies the features of a trickster narrative and a fable with relevant references	Identifies the features of a trickster narrative and a fable	Identifies most features of a trickster narrative and a fable	Identifies a few features of a trickster narrative and a fable
Ability to select and read grade-appropriate reading materials	Selects and reads a wide range of grade-appropriate reading materials	Selects and reads grade-appropriate reading materials	Occasionally selects and reads grade-appropriate reading materials	Rarely selects and reads grade-appropriate reading materials

Strand: Writing				
Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to write a coherent and well-sequenced paragraph	Writes a coherent and well-sequenced paragraph creatively	Writes a coherent and well-sequenced paragraph	Writes a coherent and well-sequenced paragraph but leaves out some details	Writes a coherent and well-sequenced paragraph with guidance
Ability to paraphrase information from a text	Paraphrases information from a variety of texts	Paraphrases information from a text	Paraphrases information from a large portion of a text	Paraphrases information from a small portion of a text
Ability to compose an SMS and letter of request for communication using the correct, format, language and organisation	Composes varied SMS and letter of request for communication using the correct format, language and organisation	Composes an SMS and letter of request for communication using the correct format, language and organisation	Composes an SMS and letter of request for communication leaving out minimal aspects on format, language and organisation	Composes an SMS and letter of request for communication but leaves out most aspects on format, language and organisation
Ability to compose essays, imaginative dialogues and narratives using the correct: <ul style="list-style-type: none"> - structure or format - language - organisation 	Creatively composes essays, imaginative dialogues and narratives using the correct format or structure, language and organisation	Composes essays, imaginative dialogues and narratives using the correct format or structure, language and organisation	Composes two of the items (either essays, imaginative dialogues or narratives) using the correct format or structure, language and organisation	Composes one of the items (either essays, imaginative dialogues or narratives) using the correct format or structure, language and organisation

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning with community service, enabling learners to reflect on, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to collaborate 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:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
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	<p>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.</p>
Milestone 6	<p>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.</p>

Assessment of CSL 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 three components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Listening and Speaking	<ul style="list-style-type: none"> • Oral narration • Debates • Public Speaking • Oral discussions • Oral presentations • Role plays • Word games • Oral reading • Peer assessment • Self-assessment • Dictation • Question and answer • Aural tests 	<ul style="list-style-type: none"> • Word walls/Gallery walls/ Language corners • Posters • Wordplays • Charts • Manilla papers • Print Dictionaries • Flashcards • Grade - appropriate texts • Resource persons • Pictures and photographs • Posters • Audio recordings • Recording devices • Electronic and digital devices • Audio-visual clips • Digital dictionaries • Songs • Other web resources 	<ul style="list-style-type: none"> • Participating in debating sessions to enhance listening and speaking for effective communication • Participating in club and society activities • Making oral presentations, spoken words and speeches during inter-class festivals to enhance fluency • Giving talks on various themes at community events to sharpen language capacity • Composing and performing songs during interclass festivals in school • Holding discussion forums • Conducting mock interviews with panels to enhance presentation skills

			<ul style="list-style-type: none"> • Holding story telling sessions during inter-class festivals in school
Reading	<ul style="list-style-type: none"> • Oral narration • Oral discussions • Oral presentations • Role plays • Word games • Oral reading • Peer assessment • Self-assessment • Dictation • Question and answer • Aural tests • Timed reading • Book reports • Summarising texts read 	<ul style="list-style-type: none"> • Newspapers • Articles • Journals • Magazines • Word walls/Gallery walls/ Language corners • Poetry books • Posters • Wordplays • Storybooks and readers • Charts • Manilla papers • Dictionaries • Flashcards • Grade - appropriate texts • Resource persons • Graphs • Audio recordings • Electronic and digital devices • Audio-visual clips • Digital dictionaries • Digital storybooks 	<ul style="list-style-type: none"> • Participating in club and society activities • Holding discussion forums • Holding story telling sessions during inter-class festivals in school • Conducting readers' theatre to sharpen reading skills • Playing language games • Collecting reading material for reading.

		<ul style="list-style-type: none"> • Other web resources 	
<p>Writing</p>	<ul style="list-style-type: none"> • Word games • Peer assessment • Self-assessment • Dictation • Question and answer • Sentence construction • Written tests • Composition writing • Paragraph writing • Paraphrasing 	<ul style="list-style-type: none"> • Word walls/Gallery walls/ Language corners • Posters • Charts • Manilla papers • Dictionaries • Resource persons • Samples of e-cards • Graphs • Audio recordings • Recording devices • Electronic and digital devices • Digital dictionaries • Other web resources 	<ul style="list-style-type: none"> • Participating in club and society activities • Holding discussion forums • Writing songs • Writing poems • Writing and compiling articles on various themes to publish in magazines