



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

# **JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN**

## **GERMAN GRADE 7**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

First Published in 2022

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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 Kenya Constitution 2010, the Kenya Vision 2030, 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 and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (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, Community Service Learning (CSL) activities 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) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JSS 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 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 7 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. The curriculum designs 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 7 and prepare them for smooth transition to the next Grade. 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 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), that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the 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 Grade 7 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, 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) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 7 and preparation of learners for Grade 8.

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## LESSON ALLOCATION

	<b>Subject</b>	<b>Number of Lessons Per Week (40 minutes per lesson)</b>
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	<b>Total</b>	<b>45</b>



## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

**i) 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.

**ii) 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.



- iii) 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.
- iv) 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.
- v) Promote social equality 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.
- vi) Promote respect for and development of Kenya's rich and varied cultures.**  
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.
- vii) 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.
- viii. 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.



## **LEARNING OUTCOMES FOR MIDDLE SCHOOL**

By the end of Middle 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**

Foreign language proficiency enables one to be an effective member of the global world. German language learning at Junior Secondary builds on the linguistic competencies developed at Upper Primary. Additionally, it focuses on further development of the four basic language skills: listening, speaking, reading, and writing. Cultural knowledge, contextual topical content, and applied grammar are the vehicles through which the four skills are developed. Emphasis is on the functional use of language, as well as acquisition of the necessary oral, intensive and extensive reading, and writing skills on varied contexts through collaborative approaches. Learners are expected to attain the intermediate level of proficiency in German language (equivalent to A2 of the Common European Framework of Reference for Languages) to transit to Senior School. The learner will be empowered to respect, appreciate and participate in the opportunities within their own and the international community.



## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. Listen actively to speakers in varied contexts and respond appropriately.
2. Interact with others on familiar topics.
3. Read texts of medium complexity on familiar matters for information and enjoyment.
4. Write texts of medium complexity on subject matter relating to their everyday experiences.
5. Use varied media to access and create information to enhance German language learning.
6. Appreciate own and other people's culture for national cohesion and international consciousness.
7. Apply acquired knowledge and skills to address challenges in everyday life.



<b>STRAND 1.0: LISTENING AND SPEAKING</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.1 Selective listening: Market</b>  (5 Lessons)	By the end of the sub strand the learner should be able to: a) identify commodities found at the market, b) listen for selective information from speakers in diverse contexts, c) speak clearly and logically about a given topic for effective communication, d) appreciate the importance of a budget while shopping.	The learner is guided to: <ul style="list-style-type: none"> <li>• list commodities typically found at the local market from an audio</li> <li>• name items shown in a picture of a German market</li> <li>• watch video clips of a typical farmers’ market in Kenya and Germany and name the items they see</li> <li>• listen to an audio or audio-visual recording and match the commodities mentioned to a price list</li> <li>• make presentations about shopping for food in Kenya and Germany</li> <li>• discuss the need for integrity while shopping in the class online forum</li> <li>• discuss the difference between shopping with a budget and shopping without one among peers</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you need to consider before shopping?</li> <li>2. What do you consider when listening to texts?</li> </ol>



**Core Competencies to be developed:**  
**Communication and Collaboration:** Learners develop skills of speaking clearly and logically as they discuss issues of shopping and the need for integrity.

**Core Values: Integrity:** Learners develop the value of integrity while shopping.

**Pertinent and Contemporary Issues (PCIs):**  
**Financial Literacy:** Learners develop financial literacy skills as they discuss the need to prepare a budget before shopping.

**Link to other subjects:**  
 Learners link their learning to Business Studies and Mathematics as they discuss and consider budgeting, as well as the pricing of items.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to identify commodities.	Learner identifies and confidently names all commodities found at the market in texts.	Learner identifies and names all commodities found at the market in texts.	Learner identifies and names most of the commodities found at the market in texts.	Learner requires support to identify some commodities found at the market in texts.
Ability to listen for selective information.	Learner identifies specific information in diverse shopping contexts and carries out all assigned tasks.	Learner identifies specific information in diverse shopping contexts.	Learner identifies specific information in shopping contexts.	Learner listens to texts, exhibits difficulties in identifying selective information.



Ability to speak clearly and logically.	Learner speaks clearly and logically about all the given topics, engages audience all the time.	Learner speaks clearly and logically about all the given topics.	Learner speaks clearly and logically about most of the given topics.	Learner requires prompting to speak clearly and logically about given topics.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.2 Selective listening: School</b>  (5 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the various subjects offered in school,</li> <li>b) listen actively for selective information on aspects of school,</li> <li>c) appreciate the differences in school timetables between Kenya and Germany.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio with the names of the subjects and their German equivalent</li> <li>• name the various subjects taught in their school</li> <li>• listen to audio or audio-visual recordings of a school timetable and speak about the subject allocation as per instructions provided</li> <li>• watch a short video clip on school subjects in Germany and highlight key differences</li> <li>• compare and contrast their school timetable with a typical school timetable in Germany</li> <li>• talk about the subjects offered in German schools and compare them with those offered in Kenyan schools</li> <li>• discuss possible reasons for the differences in school timetables in Kenya and Germany.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are oral texts important in learning?</li> <li>2. Why are timetables in a school important?</li> </ol>



**Core Competencies to be developed:**

Critical thinking and problem solving: The learners develop active listening skills as they engage in conversations about school timetables in Kenya and Germany.

**Core Values:**

Patriotism: Learners will develop an appreciation for their school and their country as they compare schooling in Kenya with that in Germany.

**Pertinent and Contemporary Issues (PCIs):**

Friendship Formation: Learners will develop skills required for friendship formation as they engage in discussions.

**Link to other subjects:**

Learners link their learning to Social Studies and Life Skills Education as they discuss the importance of time management.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to identify school subjects.	Learner identifies and explains all school subjects with ease.	Learner identifies and names all school subjects.	Learner identifies and names most school subjects.	Learner names some school subjects but requires support to identify others.
Ability to listen actively for selective information.	Learner actively listens for and identifies specific information in given texts, gives explanations without prompting.	Learner actively listens for and identifies specific information in given texts.	Learner actively listens for and identifies most of the required specific information in texts.	Learner listens for and identifies specific information with a lot of prompting.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.3. Listening for gist: Leisure time</b>  (5 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify various holiday destinations in Kenya and Germany,</li> <li>b) talk about leisure time activities in Kenya and Germany,</li> <li>c) listen to texts for the general idea,</li> <li>d) appreciate the value of leisure time activities in everyday life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to recordings of a variety of typical holiday sounds, and name them from a list</li> <li>• speculate on where the named activities are found</li> <li>• share with peers about how they spend their leisure time</li> <li>• talk about various locally and internationally recognised holiday destinations</li> <li>• listen to recordings from a variety of contexts and speculate the means of transport they hear</li> <li>• speak about the benefits of their favourite leisure activity to their peers</li> <li>• talk about how one can turn their leisure time activities into a profession</li> <li>• make a brief video/audio text and share in an online forum their dream destinations in Kenya and Germany</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you get general ideas from texts?</li> <li>2. Why are some leisure activities considered inappropriate for different age groups?</li> </ol>



**Core-Competency to be developed:**

Digital Literacy: Learners develop skills of connecting using digital technology as they make video/audio texts and share in an online forum.

**Core Values:**

Patriotism: Learners develop a love for their country when they talk about locally and internationally recognised holiday destinations in Kenya.

**Pertinent and Contemporary Issues (PCIs):**

- Alcohol and substance abuse: Learners develop awareness of alcohol and substance abuse as they respond to the Key Inquiry Questions.
- Financial Literacy: Learners talk about income generation as they discuss how one can turn leisure time activities into a profession.

**Link to other subjects:**

Learners link their learning to Sports, Physical Education, and Health Education as they plan their leisure time and Social Studies as they talk about holiday destinations.



<b>Assessment Rubric</b>				
<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to identify holiday destinations.	Learner identifies and explains all holiday destinations in given texts.	Learner identifies all holiday destinations in given texts.	Learner identifies most of the holiday destinations in given texts.	Learner identifies a few holiday destinations in given texts.
Ability to talk about leisure time activities	Learner talks about leisure time activities in Kenya and Germany and identifies inappropriate leisure time activities.	Learner accurately talks about various leisure time activities in Kenya and Germany.	Learner talks about leisure time activities most of the time.	Learner talks about leisure time activities when prompted.
Ability to listen for gist.	Learner listens to texts on common leisure activities and modes of transport and confidently responds to the given tasks on general ideas expressed.	Learner listens to texts on common leisure activities and modes of transport and responds to the given tasks on general ideas expressed.	Learner listens to texts on common leisure activities and modes of transport and responds to most of the given tasks on general ideas expressed appropriately.	Learner listens to texts on common leisure activities and modes of transport but requires support to undertake given tasks.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>Selective Listening: Family</b>  (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) talk about relationships in the extended family, b) listen selectively to texts in a given context, c) appreciate the diversity in family setups.	The learner is guided to: <ul style="list-style-type: none"> <li>• list the members of an extended family</li> <li>• listen to audio or audio visual recordings and match family members to pictures</li> <li>• listen to an interview about family and then respond to a set of questions</li> <li>• listen to audio or audio visual recordings of a German family and note down the differences between families</li> <li>• solve a puzzle on family using cues from an audio or audio visual recording</li> <li>• carry out research through available print and digital media with peers on the various family setups in Germany and present the findings.</li> </ul>	<ol style="list-style-type: none"> <li>1. Who is your family?</li> <li>2. Why is family important in the society?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Learners demonstrate open-mindedness and creativity as they discuss the diversity in family setups.</li> <li>• Digital Literacy: Learners develop the skill of interacting with technology as they carry out research online and solve puzzles on family using cues from an audio or audio visual recording.</li> </ul>				



**Core Values:**

Unity: Learners demonstrate unity as they work collaboratively on the research and preparation of the class presentation.

**Pertinent and Contemporary Issues (PCIs):**

Social Cohesion: Learners develop awareness of the role of the family in social cohesion as they respond to and discuss the Key Inquiry Questions.

**Link to other subjects:**

Learners link their learning to Social Studies when they talk about their families.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to talk about family relationships.	Learner talks about all the members of an extended family and explains how they are related.	Learner talks about all the members of an extended family.	Learner talks about the members of an extended family but lacks detail in a few instances.	Learner talks about members of an extended family briefly, lacks expected details, and hesitates considerably.
Ability to listen to texts for selective information.	Learner listens for specific information in texts about diverse family contexts and undertakes all the given tasks on selective comprehension.	Learner listens for specific information in texts about diverse family contexts and undertakes the given tasks on selective comprehension.	Learner listens for specific information in texts about diverse family contexts and undertakes some of the given tasks on selective comprehension; requires support in a few tasks.	Learner listens to texts on information about diverse family contexts; exhibits challenges in identifying selective information.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.4 Selective listening: Home  (5 Lessons)	By the end of the sub strand, the learner should be able to: a) identify items and pets in the house, b) listen to texts for specific information in diverse contexts, c) appreciate the importance of caring for pets in our immediate environment.	The learner is guided to: <ul style="list-style-type: none"> <li>• match rooms and household items to given pictures</li> <li>• list common pets within their locality</li> <li>• listen to audio/visual recording and identify the rooms mentioned</li> <li>• listen to audio/visual recording and note down the pets mentioned</li> <li>• prepare and present a skit about handling pets</li> <li>• make a short presentation on favourite pet.</li> </ul>	1. How do we ensure we get all the information needed from a text?  2. Why should we take care of pets?
<p><b>Core Competencies to be developed:</b> Communication and Collaboration: Learners develop skills of listening keenly and actively when reacting to the presentations of their peers.</p>				
<p><b>Core Values:</b> Social Justice: Learners demonstrate awareness of animal rights and appropriate care and handling of pets when they prepare and present the skit.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Animal welfare: Learners develop awareness of animal welfare as they prepare the skit.</p>				



**Link to other subjects:**

Learners link their learning to Home Science and Agriculture when they discuss the care of pets at home.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to identify household items and pets.	Learner identifies, names, and explains all household items and pets.	Learner identifies and names all household items and pets.	Learner identifies and names most of the household items and pets.	Learner names some household items and pets; requires support to identify others.
Ability to listen selectively.	Learner listens to the given texts for specific information and undertakes all the given tasks with ease.	Learner listens to the given texts for specific information and undertakes all the given tasks.	Learner listens to the given texts for specific information and undertakes most of the given tasks.	Learner listens to the given texts and undertakes some of the given tasks.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.6 Selective listening: Human Body</b>  (5 Lessons)	By the end of the sub strand the learner should be able to: a) identify parts of the human body, b) listen for selective information about body parts, c) value taking care of their bodies.	The learner is guided to: <ul style="list-style-type: none"> <li>• name body parts as pointed out to them by a peer</li> <li>• mention body parts when a peer pantomimes the functions of body parts</li> <li>• listen to audio or audio visual recordings containing information on body parts and respond to questions</li> <li>• listen to audio or audio visual recordings containing functions of the body parts and summarise the information</li> <li>• present with peers a song/poem on body parts</li> <li>• complement body parts of peers</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are oral texts important in learning?</li> <li>2. Why is it important to respect other people’s sexual identity?</li> </ol>
<p><b>Core Competencies to be developed:</b> Learning to learn: Learners work collaboratively to present songs/poems on body parts.</p>				
<p><b>Core Values:</b> Respect: Learners demonstrate respect for one’s body as they respond to the Key Inquiry Questions.</p>				



**Pertinent and Contemporary Issues (PCIs):**

Human Sexuality: Learners develop an awareness and respect for other people's sexual identity.

**Link to other subjects:**

Learners link their learning to Integrated Science and Health Education as they deal with body parts and their functions.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to identify parts of the human body.	Learner identifies, names, and explains the functions of all parts of the human body.	Learner identifies and names all parts of the human body.	Learner identifies and names most of the parts of the human body.	Learner names some of the parts of the human body; requires support to identify others.
Ability to listen for specific information.	Learner listens to texts about parts of the human body and their functions and independently carries out all the given tasks.	Learner listens to texts about parts of the human body and their functions and carries out all the given tasks.	Learner listens to texts about parts of the human body and their functions and carries out most of the given tasks.	Learner listens to texts about parts of the human body and their functions and carries out some of the given tasks.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.7 Appreciative listening: Media</b>  (5 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) classify different types of media used in everyday life,</li> <li>b) listen to texts on media for enjoyment,</li> <li>c) use digital devices to interact and create content</li> <li>d) acknowledge the role of media in sharing information and entertainment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• list different types of digital devices</li> <li>• listen to audio or audio visual recordings containing information on media in school</li> <li>• listen to audio or audio visual recordings containing information on media in a German home</li> <li>• share songs and listening texts from YouTube with peers</li> <li>• comment on the songs and texts shared through the class forum</li> <li>• interview peers in school to ascertain the percentage of the learners who can competently handle the most commonly used digital devices</li> <li>• conduct online research on simple tips for handling a digital device of their choice and post the findings in a digital forum</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are listening texts important?</li> <li>2. How should we take care of digital devices?</li> </ol>



**Core Competencies to be developed:**

Digital Literacy: Learners develop skills of interacting with digital devices and creating content as they conduct online research and make presentations.

**Core Values:**

Responsibility: Learners demonstrate responsibility when they discuss how to take care of and handle digital devices.

**Pertinent and Contemporary Issues (PCIs):**

Safety and Security Education: Learners will develop awareness on observing safety and security when handling digital devices.

**Link to other subjects:**

Learners link their learning to Computer studies, as well as Pre-Technical and Pre-Career Education as they describe and handle different types of media.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to classify media.	Learner categorises and explains all the given media.	Learner categorises all the given media.	Learner categorises most of the given media.	Learner categorises some of the given media.
Ability to listen for enjoyment.	Learner always appreciates songs and texts shared by peers and gives constructive feedback all the time.	Learner appreciates songs and texts shared by peers and gives constructive feedback.	Learner appreciates most songs and texts shared by peers and gives feedback most of the time.	Learner acknowledges songs and texts shared by peers and requires support in giving feedback.



<p>Ability to interact and create with technology.</p>	<p>Learner competently connects basic parts of a digital device and creates presentations using digital devices.</p>	<p>Learner connects basic parts of a digital device and creates presentations using digital devices.</p>	<p>Learner connects basic parts of a digital device and creates presentations using digital devices with minimal assistance.</p>	<p>Learner connects basic parts of a digital device, requires support to create presentations.</p>
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**STRAND 2.0: READING**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.1 Reading aloud: Market</b>  (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify items from a shopping list, b) read texts aloud using the correct articulation, and appropriate tempo c) value correct articulation in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• read aloud food items from a shopping list in turns</li> <li>• read words and match pictures/real foodstuff to names of various foodstuffs</li> <li>• categorise various foodstuff according to their gender</li> <li>• read and identify the type of text e.g., <i>Menu, Dialogue, price list</i></li> <li>• read texts/menus/dialogues and identify foodstuff and quantifiers with peers</li> <li>• read dialogues on shopping at the market</li> <li>• role-play various dialogues with peers to enhance non-verbal cues</li> <li>• take photos of foodstuffs in their homes and exchange with peers for interpretation</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is reading aloud important?</li> <li>2. How do we ensure integrity when shopping?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: Learners develop teamwork skills as they role-play various dialogues with peers.



**Core Values:**

Integrity: This is fostered as learners discuss the need for following set budgets and practise integrity when shopping.

**Pertinent and Contemporary Issues (PCIs):**

Financial literacy: This is developed as learners discuss budgets and why they are important.

**Link to other subjects:**

Learners' link to other Languages while practising the correct articulation of sounds; Health Education as they research and read on healthy eating habits; Business Studies as learners learn and practise planning and budgeting; Computer Studies as learners take photos and create a digital gallery.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to articulate words correctly.	Learner confidently reads with the correct pronunciation and intonation.	Learner reads with the correct pronunciation and intonation.	Learner reads texts correctly but with minimal halts that require minimal prompting.	Learner distorts the pronunciation and intonation of some words.
Ability to read with appropriate tempo.	Learner reads with appropriate speed while observing all the necessary punctuation marks and sentence melody.	Learner reads with the appropriate speed and necessary pauses.	Learner reads with the appropriate speed most of the time.	Learner reads slowly and hesitantly.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Reading</b>	<b>2.2 Silent reading: School</b>  (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) skim texts for general information, b) read texts silently for specific information, c) appreciate preferences of peers.	The learner is guided to: <ul style="list-style-type: none"> <li>• read provided timetables from schools in Kenya and Germany and compare the times and learning areas</li> <li>• read texts silently using skimming and scanning skills and highlight favourite learning areas</li> <li>• solve puzzles and highlight the learning areas hidden therein</li> <li>• read short texts from their peers on their preferred learning areas</li> <li>• read short texts on preferences (study times, learning areas etc.) with peers</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you read texts in the German language?</li> <li>2. Why should we respect other people's preferences?</li> </ol>
<b>Core Competencies to be developed:</b> Critical thinking and problem-solving: Learners display open-mindedness when interacting with peers regarding subject preferences in school.				
<b>Core Values:</b> Patriotism: Learners develop a love for their own school when they compare their school timetables with those in Germany.				
<b>Pertinent and Contemporary Issues (PCIs):</b> Friendship Formation: Learners develop the ability to form friendships by discussing and recognising subject preferences of their peers.				



**Link to other subjects:**

Learners link to Languages when learning to use prepositions of time and to Mathematics when learning numbers.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to skim a reading text.	Learner reads and understands general and specific information from texts on school and school timetables and carries out all the given the tasks.	Leaner reads and understands general information from texts on school and school timetables and carries out the given tasks.	Learner reads and understands general information from texts on school and school timetables and carries out most of the given tasks appropriately.	Learner reads general information from texts on school and school timetables with minimal understanding; requires considerable prompting to carry out assigned tasks.
Ability to scan a reading text.	Learner confidently reads specific information from texts related to school and carries out related tasks with ease.	Learner reads specific information from texts on school and carries out related tasks.	Learner reads for specific information from texts on school and carries out related tasks; requires minimal support.	Learner reads texts on school with consistent prompting; requires support to carry out related tasks.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	<b>2.3 Reading Comprehension: Leisure time</b>  (4 Lessons)	By the end of the sub strand, the learner should be able to: a) read names of leisure time activities in reading texts, b) read texts for comprehension, c) recognise differences between the leisure time activities in Kenyan and the German contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the texts and identify various holiday activities</li> <li>• underline and read out loud the leisure time activities</li> <li>• read texts and identify various means of transport</li> <li>• match in pairs/groups, and provide subtitles to appropriate paragraphs of texts and read them out</li> <li>• read while rearranging jumbled up parts of a sentence in the correct order</li> <li>• research online and read about typical German holidays</li> <li>• prepare in pairs/groups a short presentation on the favourite modes of transport in Germany and read them out in a class plenum</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is leisure time important?</li> <li>2. What can you do to get the main ideas from a text?</li> </ol>
<p><b>Core Competencies to be developed:</b>  <b>Digital literacy:</b> The skill to connect using digital technology is developed when the learner reads about typical German holidays in online research.</p>				



**Core Values:**

**Patriotism:** Learners develop a sense of patriotism by looking at holiday destinations within their localities and developing awareness on what their country has to offer.

**Pertinent and Contemporary Issues (PCIs):**

**Alcohol and substance abuse:** Learners develop awareness of alcohol and substance abuse when learning about holiday activities.

**Link to other subjects:**

Learners link to other languages in leisure time activities and to Social Studies on other cultures.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to read out leisure time activities.	Learner identifies, reads out, and explains all leisure time activities from the given texts.	Learner identifies and reads out all leisure time activities from the given texts.	Learner identifies most of the leisure time activities from the given texts and reads them out loud	Learner identifies some of the leisure time activities from the given texts.
Ability to read for comprehension.	Learner understands reading texts and carries out all related tasks with ease.	Learner understands reading texts and carries out all related tasks.	Learner understands reading texts and carries out most of the related tasks.	Learner understands reading texts but requires prompting to carry out the related tasks.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	<b>2.4 Silent reading: Family</b>  (4 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) read names of family relations,</li> <li>b) read texts silently for general and specific information,</li> <li>c) appreciate individual differences within the family set-up.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• read silently and identify specific family members from the provided text on a family tree (e.g. <i>Großeltern, Onkel, Neffen</i>, etc.)</li> <li>• read texts describing various family members and identify these in provided pictorial aids</li> <li>• read a provided family tree and classify the family members according to gender</li> <li>• research (online and through other means) and read on family relations in Kenya and Germany</li> <li>• make a poster presentation on the similarities and differences between family set-ups in Kenya and Germany</li> <li>• discuss fairness in relating to family members,</li> <li>• read a text depicting family conflicts and share opinions on how to show tolerance</li> </ul>	<ol style="list-style-type: none"> <li>1. What bad habits should one avoid when reading silently?</li> <li>2. How important are family relations?</li> </ol>



**Core Competencies to be developed:**  
**Critical thinking and problem solving:** Learners develop active listening and communication skills by drawing from reading text discussions on sibling rivalry, relationship with siblings, and solving differences within the family.

**Core Values:**  
**Unity:** Unity is acquired as learners read and discuss fairness when relating with family members and the importance of unity in the family setup.

**Pertinent and Contemporary Issues (PCIs):**  
**Social cohesion:** Enhanced as the learners discuss fairness in relating to family members.

**Link to other subjects:**  
 Learners link to Social studies as they research and learn about family relations.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to read names of family relations.	Learner correctly reads and understands all names of the given family relations in a text.	Learner correctly reads all names of the given family relations in a text.	Learner correctly reads most of the names of the given family relations in a text.	Learner reads the names of the given family relations in a text with a lot of prompting.
Ability to read texts for general and specific information.	Learner reads and extracts general and specific information from texts as well as carrying out related tasks with ease.	Learner reads and extracts general and specific information from texts as well as carrying out related tasks.	Learner reads and extracts general and specific information from texts as well as carrying out some of the related tasks.	Learner reads and extracts general and specific information from texts but requires consistent prompting to carry out the related tasks.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	<b>2.5. Reading comprehension: Home</b>  (4 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify rooms, common pets and household items in a text,</li> <li>read varied texts for comprehension,</li> <li>judge the value of different pets in different societies or socio-cultural contexts.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>read and underline rooms and household items in a text</li> <li>match pictures of rooms in a house to short texts of household items and activities</li> <li>read texts with pictures on different homes settings and compare items in the texts to their own</li> <li>read peers’ texts on dream houses and guess who wrote which text</li> <li>take photos/download pictures/ draw pictures of homes with different types of furniture,</li> <li>read texts on different pets and their welfare needs and match them to pictures of the pets</li> <li>read texts on pets found in Kenya and German speaking countries for comparison</li> <li>read texts on animal rights for awareness and highlight important points</li> </ul>	<ol style="list-style-type: none"> <li>How do we benefit from reading?</li> <li>Why do people keep pets?</li> </ol>



<p><b>Core Competencies to be developed:</b>  <b>Communication and collaboration:</b> Developed when learners work in groups to take photos and download pictures of homes with different types of furniture.</p>				
<p><b>Core Values:</b>  <b>Social justice:</b> Learners demonstrate awareness of social justice when identifying and highlighting key issues on animal rights.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  <b>Animal welfare:</b> Learners develop awareness when they read texts on animal rights.</p>				
<p><b>Link to other subjects:</b>  Learners link to other languages as they read about the needs of pets, Visual Arts when they take photos, Agriculture while they take care of pets, and Home Science when considering rooms in a house and the household items</p>				
<p><b>Assessment Rubric</b></p>				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below Expectations
Ability to identify rooms, common pets, and items.	Learner identifies rooms, common pets, and household items in a text confidently.	Learner identifies rooms, common pets, and household items.	Learner identifies rooms, common pets, and household items with minimal assistance.	Learner identifies a few rooms, common pets, and household items, but needs some support to identify others.



Ability to read for comprehension.	Learner reads texts for details on rooms, common pets, and items and responds to all questions in detail appropriately.	Learner reads texts for details on rooms, common pets, and items and responds to all questions appropriately.	Learner reads texts for details on rooms, common pets, and items with some assistance and responds to most questions appropriately.	Learner needs assistance in extracting details from texts on rooms, common pets, and items.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	<b>2.6. Reading aloud: Human Body</b>  (3 Lessons)	By the end of the sub strand the learner should be able to: a) extract names of body parts from a reading text, b) read texts aloud with appropriate pronunciation, intonation, and tempo, c) value their bodies and those of others.	The learner is guided to: <ul style="list-style-type: none"> <li>• find and read out aloud names of body parts from a puzzle (start with easily recognizable words that mirror English words: <i>Knie</i>, etc),</li> <li>• read out a text on body parts aloud and display a phonemic awareness,</li> <li>• read ‘randomised’ texts/paragraphs in pairs/groups and identify difficult to pronounce words</li> <li>• find the plural forms of various body parts with the help of dictionaries and take note of the changes in spelling (<i>Zahn - Zähne</i>, etc.)</li> <li>• play the ‘Bratwurst’ game (a turn-taking game where learners read a predetermined number of words)</li> <li>• take part in a running dictation reading activity (in pairs/groups)</li> <li>• read and identify information about body parts in short texts</li> <li>• read brief texts on body functions and guess the body part</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is correct pronunciation important when reading?</li> <li>2. How best can we take care of our bodies?</li> </ol>



			<ul style="list-style-type: none"> <li>• read independently to learn other body parts and their functions</li> <li>• read texts depicting different manifestations of human sexuality, such as texts on intersex for appreciation and respect for one's and others' bodies.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  <b>Learning to learn:</b> Demonstrated when learners read independently for information.</p>				
<p><b>Core Values:</b>  <b>Respect:</b> This is demonstrated as they value and respect their bodies and those of others regardless of their differences.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  <b>Human sexuality:</b> The learner develops awareness about sexual diversity and the need to respect one's and others' bodies.</p>				
<p><b>Link to other subjects:</b>  Learners link to other languages, Integrated Science, Sports and Physical Education and Health Education regarding body parts, and Computer Studies when using gadgets and the internet.</p>				



<b>Assessment Rubric</b>				
<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to extract names of body parts.	Learner extracts names of all body parts and their functions from a reading text.	Learner extracts names of all body parts from a reading text.	Learner extracts names of most body parts from a reading text.	Learner identifies some body parts in reading texts but needs support to identify others.
Ability to articulate words correctly.	Learner reads the given body parts and their functions with the correct pronunciation, intonation, and sentence melody.	Learner reads the given body parts and their functions with the correct pronunciation and intonation.	Learner reads most of the given body parts and their functions with correct pronunciation and intonation.	Learner requires support to articulate the body parts and their functions correctly.
Ability to use appropriate tempo.	Learner confidently reads all running dictation texts with appropriate tempo.	Learner reads all running dictation texts with appropriate tempo.	Learner reads the running dictation texts with observable hesitation.	Learner reads the running dictation texts slowly and hesitantly with constant nudging.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	<b>2.7 Extensive Reading: Media</b>  (3 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) read texts for general information and enjoyment,</li> <li>b) scan texts on diverse contexts on media</li> <li>c) value various types of media and electronic devices.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• look at pictures of various digital devices and identify the ones they are familiar with</li> <li>• read brief descriptions of everyday digital devices and identify them from their surroundings/provided photos (in pairs/groups)</li> <li>• read a text from a digital device and indicate whether the statements given are true or false</li> <li>• read and underline keywords in a given text</li> <li>• work in pairs and identify what they have or don't have from a given list of devices</li> <li>• read excerpts of favourite devices to peers</li> <li>• carry out online research on common types of media in Kenya and in Germany and present the findings in class</li> </ul>	How can one identify the main ideas from a text?

**Core Competencies to be developed:**  
**Digital literacy:** Learner is able to interact with digital technology while using digital learning platforms for continuous learning and development.



<b>Core Values:</b>				
<b>Responsibility:</b> Learner demonstrate responsibility by taking care of the devices.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
<b>Safety and security:</b> Learners practise safety and security when taking care of the devices				
<b>Link to other subjects:</b>				
Learners link to Computer Studies as they read about digital devices and take care of them.				
<b>Assessment Rubric</b>				
<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to read texts for general information.	Learner reads and understands general and specific information from texts on print and electronic media and devices and carries out all given tasks.	Learner reads and understands general information from texts on print and electronic media and devices and carries out tasks without much prompting.	Learner reads and understands general information from texts on print and electronic media and devices and carries out some of the tasks appropriately.	Learner reads and understands the general information from texts on print and electronic media and devices with a lot of prompting.
Ability to scan texts on diverse contexts on media.	Learner reads texts for specific information on print and electronic media and devices and carries out related tasks with ease.	Learner reads texts for specific information on print and electronic media and devices and carries out the related tasks.	Learner reads texts for specific information on print and electronic media and devices and carries out most of the related tasks.	Learner reads texts for specific information on print and electronic media and devices, but requires consistent prompting to carry out related tasks.



**STRAND 3.0: WRITING**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.1 Functional writing: Market</b>  (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify food items in a market, b) write shopping lists in a given context, c) recognise the importance of honesty in a shopping situation.	The learner is guided to: <ul style="list-style-type: none"><li>• match pictures of various foodstuff to appropriate quantifiers provided</li><li>• research online on various foodstuff and their prices</li><li>• list various foodstuff they would require for a party in pairs</li><li>• write a shopping list for a birthday party within a given budget</li><li>• scan and share the shopping lists</li><li>• research with peers for appropriate expressions used in a shopping situation and list them down</li><li>• write sample dialogues of buyers and sellers</li></ul>	<ol style="list-style-type: none"><li>1. Why is writing things down important?</li><li>2. Why are budgets important?</li></ol>

**Core Competencies to be developed:**

**Communication and collaboration:** Learners develop teamwork skills by collectively preparing, researching, and recognising the value of peers' contributions to the task.



<b>Core Values:</b>				
<b>Integrity:</b> By making the price lists and simulating shopping situations, learners will develop the value of integrity.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
<b>Financial Literacy:</b> The learners prepare shopping lists and decide how best to spend money.				
<b>Link to other subjects:</b>				
Learners link to Mathematics in quantifying and pricing of items.				
<b>Assessment Rubric</b>				
<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to identify food items.	Learner identifies and explains all food items.	Learner identifies all food items.	Learner identifies most food items.	Learner identifies some food items and requires assistance to identify others.
Ability to write a shopping list.	Learner writes a well-detailed shopping list using the correct format.	Learner writes a shopping list using the correct format.	Learner writes a shopping list using the correct format most of the time.	Learner writes a shopping list using the correct format sometimes.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.2 Functional writing: School  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify subjects taught in school, b) write a diary based on school routine, c) respect the preferences of peers.	The learner is guided to: <ul style="list-style-type: none"> <li>• match the names of subjects in German to the equivalent in English</li> <li>• write down subjects offered in their school</li> <li>• use photos from the internet and any other sources to identify times of the day</li> <li>• fill out school activities on a template</li> <li>• write own diary and compare it with those of their peers</li> <li>• compare own school routine with those of learners in Germany and note similarities and differences</li> <li>• prepare a personal timetable using digital devices and share it with their peers</li> <li>• write about subject preferences on an online forum and comment on the contribution of peers.</li> </ul>	Why are personal preferences important?
<p><b>Core Competencies to be developed:</b>  <b>Critical thinking and problem-solving:</b> Learners develop the skill of open-mindedness and creativity when they discuss with their peers their created timetables in an online forum.</p>				



**Core Values:**

**Patriotism:** Learners develop a sense of belonging and pride regarding their school by talking about certain routines in their school.

**Pertinent and Contemporary Issues (PCIs):**

**Peer Pressure:** Learners are sensitised about peer influence on subject preferences and pathway choices.

**Link to other subjects:**

Learners link to Mathematics where they learn about time and English where they learn about schedules and functional writing.

**Assessment Rubric**

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below Expectations
Ability to identify subjects taught in school.	Learner accurately identifies all subjects taught in school and shows how they are linked.	Learner accurately identifies all subjects taught in school.	Learner accurately identifies most subjects taught in school.	Learner identifies some subjects taught in school.
Ability to write a diary.	Learner writes a detailed and creative diary using the appropriate format.	Learner writes a diary using the appropriate format.	Learner writes a diary using the appropriate format most of the time.	Learner writes a diary, but needs support to use the appropriate format.
Ability to be creative and open-minded.	Learner displays creativity in creating timetables with ease, open-mindedness and respect for the ideas of peers.	Learner displays creativity in creating timetables, is open-minded, and respectful to the ideas of peers.	Learner displays creativity in creating timetables, is open-minded, and respectful to the ideas of peers most of the time.	Learner displays some creativity in creating timetables but is not open-minded and respectful to the ideas of peers most of the time.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	<b>3.3 Functional writing: Leisure Time</b>  (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify leisure time activities in Kenya and Germany, b) identify various modes of transport in Kenya and Germany, c) design a poster/brochure on holiday activities, d) appreciate the beauty of holiday destinations in Kenya.	The learner is guided to: <ul style="list-style-type: none"> <li>• list down national holidays in Kenya and Germany</li> <li>• fill in a crossword puzzle on various holiday activities</li> <li>• complete a mind map on various modes of transport in Kenya and in Germany</li> <li>• unscramble letters to form proper words of modes of transport</li> <li>• develop a poster on leisure time activities with peers</li> <li>• design a digital brochure advising tourists on holiday celebrations in Kenya</li> <li>• write opinions in a blog on inappropriate leisure time activities</li> <li>• carry out online research on major holidays celebrated in Kenya and Germany and write a short text on the same</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you spend your leisure time?</li> <li>2. Why are adverts important?</li> </ol>



**Core Competencies to be developed:**  
**Digital literacy:** Learners develop their skills of creating with technology as they design digital brochures advising tourists on holiday celebrations in Kenya.

**Core Values:**  
**Patriotism:** Learners appreciate diversity and acquire a sense of belonging as they identify different holiday destinations in Kenya and in Germany.

**Pertinent and Contemporary Issues (PCIs):**  
**Alcohol and substance abuse:** Learners talk about inappropriate leisure time activities and the dangers of drug and substance abuse.

**Link to other subjects:**  
Learners link to Social Studies, where they learn about citizenship and patriotism.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to identify leisure time activities and modes of transport	Learner identifies and explains all leisure time activities and modes of transport in Kenya and Germany.	Learner identifies all leisure time activities and modes of transport in Kenya and Germany.	Learner identifies most leisure time activities and modes of transport in Kenya and Germany.	Learner identifies a few leisure time activities and modes of transport in Kenya and Germany.
The ability to design a poster/brochure.	Learner designs an informative and creative brochure/poster on leisure time activities.	Learner designs an informative brochure/poster on leisure time activities.	Learner designs a brochure/poster on leisure time activities with minimal support.	Learner designs a brochure/poster on leisure time activities with a lot of support.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.4 Descriptive writing: Family  (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) write a descriptive text in various contexts, b) use interpretation and inference skills to solve problems, c) appreciate the role of each family member in creating peaceful coexistence.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio on family and write down the relations</li> <li>• draw their own family tree depicting their position in relation to the other family members</li> <li>• write out short descriptions of various family members (their age, hobbies, outlook, character)</li> <li>• fill out a cloze test describing different members of the family</li> <li>• make a collage using pictures/photos of their various family members and write out their names, ages, occupations etc.,</li> <li>• design a postcard for each of the family members and send it as an attachment via digital platforms to the respective family members</li> <li>• discuss with peers about family relations and conflicts and write down possible solutions to avoid them</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you solve problems?</li> <li>2. Why is social cohesion in a family important?</li> </ol>



<b>Core Competencies to be developed:</b> <b>Critical thinking and Problem solving:</b> Learners acquire interpretation and inference skills in exploring problems in the family and creating possible solutions.				
<b>Core Values:</b> <b>Unity:</b> Learners appreciate inclusion, co-existing and working together as a family.				
<b>Pertinent and Contemporary Issues (PCIs):</b> <b>Social cohesion:</b> Learners learn how the stability of a society depends on the unity and strength of the family as a social unit.				
<b>Link to other subjects:</b> Learners link to Social Studies where the learners learn about basic family functions, family trees, relations, and unity within the family.				
<b>Assessment Rubric</b>				
<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to write descriptive texts.	Learner writes a clearly detailed text on family members, their roles, and interactions with ease.	Learner writes a clearly detailed text on family members, their roles, and interactions.	Learner writes a text with most details on family members, their roles, and interactions.	Learner writes a text on family members, their roles, and interactions with considerable support.
Ability to use interpretation and inference skills in solving problems.	Learner identifies, interprets common conflicts in family settings and suggests appropriate solutions in writing.	Learner interprets common conflicts in family settings and suggests appropriate solutions in writing.	Learner interprets most of the common conflicts in family settings and suggests appropriate solutions in writing.	Learner interprets some common conflicts in family settings and requires prompting to suggest appropriate solutions in writing.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.5 Descriptive writing: Home</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write names of household items and common pets, b) write descriptive texts about their homes, c) take proper care of common pets found at home.	The learner is guided to: <ul style="list-style-type: none"> <li>• match pictures of household items with their names</li> <li>• fill in missing words of household items in sentences</li> <li>• rearrange scrambled words of household items to form correct words</li> <li>• select household pets from a list of animals</li> <li>• colour and name various pets</li> <li>• write a profile of a pet and post it on an online platform</li> <li>• prepare a poster advertising various household items</li> <li>• develop guidelines for the care of pets</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you ensure order in the house?</li> <li>2. Why is it important to take care of pets?</li> </ol>

**Core Competencies to be developed:**

**Communication and Collaboration:** Learners will develop skills for writing fluently and presenting organised work as they handle tasks such as writing pet profiles and preparing adverts of various household items.

**Core Values:**

**Social Justice:** Learners' awareness of animal rights will be developed as they write guidelines for the care of pets.



**Pertinent and Contemporary Issues (PCIs):**

**Animal Welfare:** Learners appreciate animals, learn to live with them, and become advocates of animal rights.

**Link to other subjects:**

Learners link their learning to Social Studies and Home Science as they handle tasks such as describing the placement of items in the home.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to write names of household items and pets.	Learner accurately writes the names of household items and explains their functions and common pets.	Learner accurately writes the names of household items and common pets.	Learner writes the names of most household items and common pets.	Learner writes some names of household items and common pets, makes spelling errors on some words.
Ability to write descriptive texts.	Learner confidently writes texts providing vivid details on rooms found in a home, household items, and common pets.	Learner writes texts providing details on rooms found in a home, household items, and common pets.	Learner writes texts providing some details on rooms found in a home, household items, and common pets.	Learner needs support to write texts providing details on rooms found in a home, household items, and common pets.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	<b>3.6. Descriptive writing: Human Body</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write names of the parts of the human body, b) describe functions of body parts for communication, c) advise their peers on caring for their bodies.	The learner is guided to: <ul style="list-style-type: none"> <li>• find various body parts hidden in a puzzle, then write them down</li> <li>• match pictures of various body parts to their corresponding names</li> <li>• fill in the blanks in texts describing functions of various body parts</li> <li>• construct simple sentences on the various functions of different body parts</li> <li>• write a short text on how to take care of their bodies and shares it with peers.</li> </ul>	<ol style="list-style-type: none"> <li>1. How should we describe our bodies?</li> <li>2. How do you take care of your body?</li> </ol>
<p><b>Core Competencies to be developed:</b>  <b>Learning to Learn:</b> Learners develop the skills of sharing learnt knowledge as they share with their peers texts they have written on how to take care of their bodies.</p>				
<p><b>Core Values:</b>  <b>Respect:</b> Learners learn about human body parts and their functions hence appreciate their own bodies and those of others’, therefore developing the value of respect and tolerance for others.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  <b>Human Sexuality:</b> Learners discuss functions of their reproductive body parts hence developing appropriate life skills on human sexuality. Learners are also made aware of the existence of intersex persons and their challenges.</p>				



**Link to other subjects:**

Learners link their learning to Health Education, Integrated Science and Life Skills Education as they handle tasks such as preparing the collage of different body parts and describing the care for each part.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to write the names of the parts of the human body.	Learner names all parts of the human body correctly with ease.	Learner names all parts of the human body correctly.	Learner names most parts of the human body correctly.	Learner names a few parts of the human body.
Ability to describe the functions of the body.	Learner describes the body parts and their functions in writing with ease.	Learner describes the body parts and their functions in writing.	Learner describes the body parts and most of their functions in writing.	Learner names the body parts and describes a few of their functions.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.7 Descriptive writing: Media</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write media devices in their immediate environment correctly, b) describe the use of various types of media, c) use media devices responsibly for learning and enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>• spell names of media devices found at home and school</li> <li>• write down electronic devices presented in audio or visual stimuli</li> <li>• develop a questionnaire about the use of media in school and share it online</li> <li>• using newspaper/magazine cuttings, create a catalogue of various media devices</li> <li>• fill in a table categorising media types and devices based on their usage</li> <li>• compare the advantages and disadvantages of various media types</li> <li>• write a simple safety manual on how to take care of various electronic devices</li> <li>• create a table ranking the types of media based on safety and share it with peers.</li> </ul>	Why is media important in learning?
<b>Core Competencies to be developed:</b> <b>Digital Literacy:</b> Learners interact with technology as they share information with peers using various online platforms.				
<b>Core Values:</b> <b>Responsibility:</b> Learners demonstrate responsibility as they explain how to take care of electronic devices.				



**Pertinent and Contemporary Issues (PCIs):**

**Education for sustainable development:** Learners' awareness of Safety and Security Issues will be developed as they identify how to take care of electronic devices.

**Link to other subjects:**

Learners link their learning to Life Skills, Pre-Technical and Pre-Career Education and Computer Science as they handle tasks such as discussing the advantages and disadvantages of various media.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to write media devices.	Learner accurately writes all required media devices with ease.	Learner accurately writes all required media devices.	Learner accurately writes most of the required media devices.	Learner accurately writes some of the required media devices.
Ability to describe uses of media.	Learner describes in elaborate detail the uses of various types of media, including advantages and disadvantages, with ease.	Learner describes the uses of various types of media, including the advantages and the disadvantages, with appropriate detail.	Learner describes some uses of various types of media, including the advantages and the disadvantages, with minimal detail.	Learner describes some uses of various types of media, lacks adequate detail, and requires prompting to mention advantages and disadvantages.



**STRAND 4.0: LANGUAGE STRUCTURES**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>4.0 Language Structures</b>	<b>4.1 Nouns, Pronouns and Direct Objects</b> <b>(3 Lessons)</b>	By the end of the sub strand, the learner should be able to a) identify compound nouns, quantifiers, and direct objects in sentences, b) construct sentences using interrogative pronouns, c) recognise the importance of language correctness in communication.	The learner is guided to: <ul style="list-style-type: none"><li>• identify component words in a compound noun</li><li>• form compound nouns with the right articles</li><li>• match food items with quantifiers</li><li>• rearrange given random words to construct sentences</li><li>• identify the subject and direct object in a sentence</li><li>• construct simple sentences from shopping lists</li><li>• ask questions using the interrogative pronouns “wie viel” for uncountable nouns and “wie viele” for countable nouns</li><li>• fill in blanks in given sentences using the correct nouns or quantifiers</li><li>• simulate a buying/selling situation compound nouns, quantifiers, direct object in sentences, and interrogative pronouns with their peers.</li></ul>	Why is correctness in language necessary?



**Core Competencies to be developed:**  
**Communication and Collaboration:** Learners develop skills for speaking clearly and effectively by using appropriate language structures and expressions.

**Core Values:**  
**Integrity:** Learners develop integrity as they simulate a buying/selling situation with their peers.

**Pertinent and Contemporary Issues (PCIs):**  
**Financial Literacy:** Learners acquire budgeting skills as they create shopping lists.

**Link to other subjects:**  
 Learners link their learning to Business Studies and Mathematics as they budget and consider the pricing of items.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to identify specific nouns, direct objects, and quantifiers.	Learner easily identifies all compound nouns, quantifiers, and direct objects in sentences with ease.	Learner identifies compound nouns, quantifiers, and direct objects in sentences.	Learner identifies most of the compound nouns, quantifiers, and direct objects in sentences.	Learner identifies some of the compound nouns, quantifiers, and direct objects in sentences.
Ability to construct sentences.	Learner accurately constructs sentences using interrogative pronouns with ease.	Learner constructs correct sentences using interrogative pronouns accurately.	Learner constructs correct sentences using interrogative pronouns.	Learner requires support to construct sentences using interrogative pronouns.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.2 Prepositions and Making Comparisons  (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify in writing prepositions and interrogative pronouns found in texts, b) apply correct comparative and superlative forms for effective communication, c) value diversity in making comparisons.	The learner is guided to: <ul style="list-style-type: none"> <li>• underline prepositions and interrogative pronouns in the given sentences</li> <li>• match given prepositions with corresponding elements of time</li> <li>• inquire about time using „<i>Wie spät ist es?</i>” and “<i>Um wie viel Uhr ist ...?</i>”</li> <li>• use appropriate prepositions to tell time,</li> <li>• identify comparative forms of adjectives</li> <li>• make equal and unequal comparisons of given situations</li> <li>• research on how to make the superlative forms of adjectives</li> <li>• discuss preferred subjects using comparative forms</li> <li>• describe own school in comparison to another.</li> </ul>	Why are prepositions important?



<b>Core Competencies to be developed:</b>				
<b>Critical thinking and problem-solving:</b> Learners enhance their researching skills as they use the internet and other media to find out how to make superlative forms.				
<b>Core Values:</b>				
<b>Patriotism:</b> Demonstrated when learners show love for their own school by stating the qualities they like about their school.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
<b>Friendship Formation:</b> Demonstrated when learners discuss the qualities of good friends.				
<b>Link to other subjects:</b>				
Learners link their learning to Social Studies on time zones.				
<b>Assessment Rubric</b>				
<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to identify prepositions and interrogative pronouns.	Learner identifies and explains all prepositions and interrogative pronouns found in texts.	Learner identifies all prepositions and interrogative pronouns found in texts.	Learner identifies most prepositions and interrogative pronouns found in texts.	Learner identifies some prepositions and interrogative pronouns found in texts.
Ability to apply correct comparative forms.	Learner confidently makes equal and unequal comparisons using the correct comparative and superlative forms.	Learner makes equal and unequal comparisons using the correct comparative and superlative forms.	Learner makes equal and unequal comparisons using the correct comparative and superlative forms most of the time.	Learner makes equal and unequal comparisons using the correct comparative and superlative forms with assistance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.3 Verbs and Adverbs  (3 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>• express themselves using modal verbs and adverbs,</li> <li>• communicate using appropriate irregular verbs in varied contexts,</li> <li>• connect using digital technology for learning,</li> <li>• appreciate varied usage of modal verbs in communication.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• match pictures with sentences that contain modal auxiliary verbs</li> <li>• identify adverbs of manner and their scope from an illustration</li> <li>• describe prominent sports personalities in Kenya using modal auxiliary verbs and adverbs of manner</li> <li>• conjugate common irregular verbs depicting leisure activities</li> <li>• discuss how the modal verbs have been used in the sentences</li> <li>• construct simple sentences with reference to pictures that show different people displaying what they are able to do</li> <li>• use modal auxiliary verbs and adverbs of manner to write an Email/ letter to a penpal in Germany and talk about their hobbies and preferences</li> <li>• use irregular verbs to talk about their preferred leisure time activities</li> <li>• research and share about leisure time activities of the youth in Kenya and Germany</li> </ul>	<p>Why is conjugation important in communication?</p>



**Core Competencies to be developed:**

**Digital literacy:** Learners develop skills of connecting using digital technology when they send emails, research and share information digitally.

**Core Values:**

**Patriotism:** Learners develop love for their own country as they describe prominent sports personalities in Kenya.

**Pertinent and Contemporary Issues (PCIs):**

**Alcohol and substance abuse:** Learners demonstrate awareness of alcohol and substance abuse as they discuss inappropriate leisure time activities that the youth engage in.

**Link to other subjects:**

Learners link their learning to Social Studies, Sports and Physical Education, and Integrated Science as they discuss leisure time activities.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to express themselves using modal verbs and adverbs.	Learner appropriately uses modal verbs and adverbs of manner to express themselves all the time.	Learner appropriately uses modal verbs and adverbs of manner to express themselves.	Learner appropriately uses modal verbs and adverbs of manner to express themselves most of the time.	Learner uses modal verbs and adverbs of manner to express themselves with assistance.



Ability to communicate using irregular verbs.	Learner accurately communicates using irregular verbs in varied contexts.	Learner accurately communicates using irregular verbs in given contexts.	Learner accurately communicates using irregular verbs in given contexts most of the time.	Learner communicates using irregular verbs with assistance.
Ability to connect using digital technology.	Learner competently connects using digital technology as they research and share their findings on leisure activities.	Learner connects using digital technology as they research and share their findings on leisure activities.	Learner connects using digital technology as they research and share their findings on leisure activities most of the time.	Learner requires assistance to connect using digital technology as they research and share their findings on leisure activities.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Language Structures</b>	<b>4.4 Adjectives and Possessive Articles</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) apply adjectives appropriately in sentences, b) use possessive articles appropriately in given contexts, c) value the role of language in families.	The learner is guided to: <ul style="list-style-type: none"> <li>• match pictures with the equivalent adjectives</li> <li>• fill in gaps with correct adjectives</li> <li>• solve a puzzle (<i>Kreuzworträtsel</i>) containing possessive articles</li> <li>• identify family relations in puzzles</li> <li>• write a short text about his/her family and how they share household tasks</li> <li>• use possessive articles to talk about each other's families with peers</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are adjectives necessary in sentences?</li> <li>2. How do we describe possession?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking and Problem solving:</b> Learners develop open- mindedness as they talk to peers about their families.</li> <li>• <b>Communication and Collaboration:</b> Learners use possessive articles to talk about each other's families with peers.</li> </ul>				
<p><b>Core Values:</b>  <b>Unity:</b> Learners demonstrate unity in the family as they write about their families and how they work together.</p>				



**Pertinent and Contemporary Issues (PCIs):**

**Social cohesion:** Learners develop awareness and appreciation for the role of family in social cohesion.

**Link to other subjects:**

Learners link to Social Studies when they talk about family tree/ relations.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to apply adjectives in sentences.	Learner easily applies varied adjectives appropriately in sentences.	Learner applies adjectives appropriately in sentences.	Learner applies most adjectives appropriately in sentences.	Learner applies only a few adjectives in sentences.
Ability to construct sentences using possessive articles.	Learner constructs complex sentences using possessive articles with ease.	Learner constructs sentences using possessive articles appropriately.	Learner constructs simple sentences using possessive articles.	Learner constructs sentences using some possessive articles and needs assistance to construct simple sentences.
Ability to be open-minded.	Learner displays open-mindedness and empathy as they talk to peers about their families.	Learner always displays open-mindedness as they talk to peers about their families.	Learner displays open-mindedness as they talk to peers about their families most of the time.	Learner displays open-mindedness as they talk to peers about their families sometimes.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.5 Prepositions of location  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write prepositions in a sentence, b) describe positions of items in a home, c) appreciate the correct use of prepositions in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• fill in blanks using the correct prepositions</li> <li>• make sentences to show the location of items in the home</li> <li>• use internet applications to position furniture in a virtual room</li> <li>• describe location of items in their own rooms in pairs/groups</li> <li>• discuss with peers how they take care of their pets in an online forum</li> <li>• participate in discussions with peers on how to take care of animals (pets)</li> <li>• research (online and offline) and find pictures of a typical German home, note the location of items and share with peers</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are prepositions important?</li> <li>2. How should we keep our pets safe?</li> </ol>



**Core Competencies to be developed:**

**Communication and Collaboration:** Learners develop skills of recognising the value of other’s ideas as they discuss with peers how they take care of their pets in an online forum.

**Core Values:**

**Social justice:** As learners discuss how to take good care of their pets

**Pertinent and Contemporary Issues (PCIs):**

**Animal welfare:** Learners develop awareness for animal welfare when they discuss the KIQ on which animals one can keep as pets.

**Link to other subjects:**

Learners link their learning to Home Science in relation to household items and Agriculture as they discuss pets.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to write prepositions of location.	Learner correctly writes all prepositions in a sentence, and isolates prepositions of location.	Learner correctly writes all prepositions of location in a sentence.	Learner correctly writes most prepositions of location in a sentence.	Learner writes some prepositions of location in a sentence.
Ability to describe positions of items in writing.	Learner constructs complex sentences using the prepositions of location appropriately.	Learner constructs sentences using the prepositions of location appropriately.	Learner constructs simple sentences using the prepositions of location appropriately.	Learner constructs basic sentences using prepositions of location with assistance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.6 Singular and plural forms  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write singular and plural forms of nouns in a given context, b) form plurals of words using identified patterns in a text, c) develop positive relationships with peers during collaborative tasks.	The learner is guided to: <ul style="list-style-type: none"> <li>• look at and identify the body parts from a drawing/sketch/photo/realia</li> <li>• classify body parts according to gender</li> <li>• play a guessing game where they randomly guess the possible plural forms of the various body parts based on previous language knowledge</li> <li>• deduce plural patterns using given examples and reflect on these with peers</li> <li>• fill in blanks for singular or plural forms in a test</li> <li>• form sentences using plural forms to explain how body parts function</li> <li>• match body parts and their functions</li> <li>• identify the body parts that are considered ‘private’</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we take care of our bodies?</li> <li>2. Why is it important to work together?</li> </ol>



			<ul style="list-style-type: none"> <li>• discuss why one must respect other people’s bodies,</li> <li>• research from various media on the names of internal organs and share with peers.</li> </ul>	
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**Core Competencies to be developed:**

**Learning to learn:** Learners develop skills for learning independently when they research on the names of internal organs.

**Core Values:**

**Respect:** Respect is developed when learners discuss why one must value and respect other people’s bodies.

**Pertinent and Contemporary Issues (PCIs):**

**Human sexuality:** Learners attain awareness of respecting sexuality (male, female and intersex people) in their discussions about body parts.

**Link to other subjects:**

Learners link their learning to other languages on how plural forms are built, as well as Social Science as they talk about their bodies.

**Assessment Rubric**

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below Expectations
Ability to write the singular and plural forms of nouns.	Learner independently writes the singular and plural forms of body parts correctly.	Learner writes the singular and plural forms of body parts correctly.	Learner writes the singular and plural forms of most body parts correctly.	Learner writes the singular and plural forms of some body parts correctly.



Ability to form plurals using identified patterns.	Learner independently forms and uses correct plural forms of all body parts in sentences and texts.	Learner forms and uses correct plural forms of various body parts in sentences and texts.	Learner forms and uses correct plural forms of most of the body parts in sentences and texts.	Learner forms plurals for some body parts with prompting.
Ability to learn independently.	Learner learns independently through research and shares what they have learned with peers without prompting.	Learner learns independently through research.	Learner learns with some independence through research most of the time.	Learner learns independently with considerable limitations and requires frequent nudging.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.7 Negative Articles (3 Lessons)	By the end of the sub strand, the learner should be able to: a) form negative articles in the nominative and accusative case, b) negate sentences appropriately for communication, c) value the importance of negation in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• use flashcards to match articles to their negative forms</li> <li>• play a game in class where one learner points to an object and the rest give its negative article</li> <li>• identify varied negations in sentences</li> <li>• mark the negative articles in given sentences</li> <li>• negate given sentences e.g <i>Das ist ein Bleistift...Nein, das ist kein Bleistift</i></li> <li>• form sentences using negative articles</li> <li>• use the internet to research further on the rules and examples of negation in German and share with peers on a digital platform of choice</li> </ul>	Why is negation important in communication?

**Core Competencies to be developed:**

**Digital literacy:** Learners develop digital literacy skills as they interact with digital technology when they use the internet to research the rules of negation in German.

**Core Values:**

**Responsibility:** Learners develop responsibility as they take care of the digital devices in their school.

**Pertinent and Contemporary Issues (PCIs):**

**Safety and Security:** Learners develop awareness on safety and security when using media devices.



**Link to other subjects:**

Learners link their learning to English and Kiswahili languages on how sentences are negated.

**Assessment Rubric**

<b>Indicators</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below Expectations</b>
Ability to form negative articles and interact with technology	Learner forms accurate negative articles in the nominative and accusative cases and uses the internet competently to establish the rules for negation with ease	Learner forms accurate negative articles in the nominative and accusative cases and uses the internet to establish the rules for negation	Learner forms most negative articles in the nominative and accusative cases and uses the internet most of the time to establish the rules for negation	Learner needs assistance to form negative articles in the nominative and accusative cases and uses the internet sometimes to establish the rules for negation
Ability to negate sentences	Learner accurately negates sentences with great confidence	Learner negates sentences accurately	Learner accurately negates most sentences	Learner needs assistance in negating sentences



## **GUIDELINES ON COMMUNITY SERVICE LEARNING CLASS ACTIVITY**

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners to reflect, experience and learn from the community. CSL is expected to benefit the learner, the school, and the local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one CSL class activity. The activity will give learners an opportunity to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on the steps of the CSL project to carry out an activity of their choice as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school-based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

### **CSL Skills to be covered:**

- i) **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways and tools to use in collecting the data, as well as manner in which they will analyse information and present their findings.
- ii) **Communication:** Learners will develop effective communication skills for as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes etc.
- iii) **Citizenship:** Learner will be able to explore opportunities for engagement as members of the school community and provide a service for the common good.
- iv) **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.



- v) **Financial Literacy Skills:** Learners consider how they can undertake the project, as well as sourcing and utilising resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>The learners will be guided to consider the various PCIs provided in the various subjects in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify a problem in the school community through research,</li> <li>plan to solve the identified problem in the community,</li> <li>design solutions to the identified problem,</li> <li>implement a solution to the identified problem,</li> <li>share the findings with relevant actors,</li> <li>reflect on own learning and relevance of the project,</li> <li>appreciate the need to belong to a community</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>brainstorm on issues/pertinent and contemporary issues in their school that need attention</li> <li>choose a PCI that needs immediate attention and explain why</li> <li>discuss possible solutions to the identified issue</li> <li>propose the most appropriate solution to the problem</li> <li>discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation)</li> <li>develop tools for collecting the information/data</li> <li>identify resources they need for the activity</li> </ul>	<ol style="list-style-type: none"> <li>How does one determine community needs?</li> <li>Why is it necessary to be part of a community?</li> <li>What can one do to demonstrate a sense of belonging</li> </ol>



		<ul style="list-style-type: none"> <li>● collect the information/data using various means</li> <li>● develop various reporting documents on their findings</li> <li>● use the developed tools to report on their findings</li> <li>● implement project</li> <li>● collect feedback from peers and the school community regarding the CSL activity</li> <li>● share the report on activity through various media to peers and school community</li> <li>● discuss the strengths and weaknesses of the implemented project and lessons learnt</li> <li>● reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community</li> </ul>	
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<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
The ability to identify and analyse a pertinent issue in society to be addressed.	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to examine and select the appropriate issue critically.
The ability to plan to solve the identified problem.	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities, and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them.	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue.



Ability to share findings with relevant actors.	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, lacks necessary details.
The ability to reflect on own learning and the relevance of the activity.	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.



**ANNEX 1: SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS, AND NON-FORMAL ACTIVITIES**

Strand	Suggested learning resources	Suggested assessment methods	Non-formal activities
<b>1.0 Listening and Speaking</b>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Pictures</li> <li>• Images</li> <li>• Drawings</li> <li>• Audio and video recordings</li> <li>• Standardized tests</li> <li>• Internet</li> <li>• Course books</li> <li>• DVD players</li> <li>• Listening texts</li> <li>• TV</li> <li>• Charts</li> <li>• Projectors</li> <li>• Laptops</li> <li>• Radio</li> <li>• Magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Discussions</li> <li>• Observations</li> <li>• Projects</li> <li>• Learning logs</li> <li>• Quizzes</li> <li>• Portfolios</li> <li>• Multiple choices</li> <li>• Exit or Admit stamps</li> <li>• Total Physical Response</li> <li>• Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Kenya Music Festival</li> <li>• German language Clubs</li> <li>• Tandem (face-to-face or electronic) and intercultural learning</li> <li>• School Open Days</li> <li>• Exchange Programs</li> <li>• Language Days</li> <li>• Inter-House Competitions</li> <li>• Inter-Class Competitions</li> <li>• Inter-School Contests</li> </ul>
<b>2.0 Reading</b>	<ul style="list-style-type: none"> <li>• Reading texts</li> <li>• Flashcards</li> <li>• Pictures</li> <li>• Images</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Discussions</li> <li>• Observations</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• School Open Days</li> <li>• Kenya Music Festival</li> <li>• Language Clubs</li> <li>• Exchange Programs</li> </ul>



	<ul style="list-style-type: none"> <li>• Drawings</li> <li>• Poems</li> <li>• Course books</li> <li>• Magazines</li> <li>• Internet</li> <li>• Charts</li> <li>• Posters</li> <li>• Easy readers</li> <li>• Menus</li> <li>• Newspaper cutouts</li> <li>• Diagrams</li> <li>• Journals</li> <li>• Rhyme books</li> <li>• School readers</li> <li>• Word puzzles</li> <li>• Checklists</li> <li>• Cord words</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Reading for fluency</li> <li>• Role play</li> <li>• Learning logs</li> <li>• Exit or Admit stamps</li> <li>• Peer assessment</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Tandem (face-to-face or electronic) and intercultural learning</li> <li>• Language Days</li> <li>• Inter-House Competitions</li> <li>• Inter-Class Competitions</li> <li>• Inter-School Contests</li> </ul>
<b>3.0 Writing</b>	<ul style="list-style-type: none"> <li>• Audio and video recordings</li> <li>• Internet</li> <li>• Charts</li> <li>• Posters</li> <li>• Crossword puzzles</li> <li>• Pictures</li> <li>• Drawings</li> <li>• Magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Total Physical Response</li> <li>• Writing texts</li> <li>• Forming sentences</li> <li>• Peer assessment</li> <li>• Writing menus</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange Programs</li> <li>• Tandem (face-to-face or electronic) and intercultural learning</li> <li>• Language Days</li> <li>• School Open Days</li> <li>• Kenya Music Festival</li> <li>• Language Clubs</li> </ul>



	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Newspapers</li> <li>• Flashcards</li> <li>• Illustrations</li> <li>• Journals</li> <li>• Recording devices</li> <li>• Menus</li> <li>• Brochures</li> <li>• Resource person</li> </ul>	<ul style="list-style-type: none"> <li>• Designing brochures</li> <li>• Matching names to pictures</li> <li>• Filling in missing information</li> <li>• Writing simple plays</li> <li>• Matching of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Inter-House Competitions</li> <li>• Inter-Class Competitions</li> <li>• Inter-School Contests</li> </ul>
<b>4.0 Language structures</b>	<ul style="list-style-type: none"> <li>• Libraries</li> <li>• Projectors</li> <li>• Course books</li> <li>• Internet</li> <li>• Charts</li> <li>• Pictures</li> <li>• Drawings</li> <li>• Illustrations</li> <li>• Newspapers</li> <li>• Maps</li> <li>• Chalkboard</li> <li>• Sample compositions</li> <li>• Lists of minimal pairs</li> <li>• Lists of homophones, synonyms, antonyms, homonyms, and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Writing texts</li> <li>• Construction of sentences</li> <li>• Designing games</li> <li>• Discussions</li> <li>• Role play</li> <li>• Checklists</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Language Clubs</li> <li>• Tandem (face-to-face or electronic) and intercultural learning</li> <li>• Language Days</li> <li>• School Open Days</li> <li>• Kenya Music Festival</li> <li>• Exchange Programs</li> <li>• Inter-House Competitions</li> <li>• Inter-Class Competitions</li> <li>• Inter-School Contests</li> </ul>



	<ul style="list-style-type: none"> <li>• Word bush</li> <li>• Curiosity charts</li> </ul>		
<b>SNE</b>	<ul style="list-style-type: none"> <li>• Tactile diagrams</li> <li>• Brailed materials</li> <li>• Adapted realia</li> <li>• Pictorial diagrams</li> <li>• Interactive digital content</li> </ul>		



