MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

VOLUME TWO

INDIGENOUS, FRENCH, GERMAN, CHINESE AND ARABIC LANGUAGE

GRADE 4

MARCH 2019

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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

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<u>SUBJECTS</u>
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KENYA INSTITUTE OF CURRICULUM EDUCATION

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FOREWARD

The Basic Education Curriculum Framework (BECF) in Kenya outlines the vision and mission of the curriculum reforms.
The vision of the curriculum reform is to develop:

"An engaged, an empowered and ethical citizen".

The Mission is:

"To nurture the potential of every learner".

The country has made a shift towards a competency based curriculum. Seven core competencies have been identified for Basic Education namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to learn and Self Efficacy. Learners will be provided with opportunities to participate and excel in learning and nurturing of their talents.

Curriculum designs have been developed to aid the implementation of the Basic Education Curriculum Framework. They outline the National Goals of Education, The Middle School General learning outcomes as well as the Subject General and Specific learning outcomes. The curriculum designs also outline suggested learning experiences, key inquiry questions, assessment rubrics, pertinent and contemporary issues to be infused and integrated and community service learning activities among others.

It is our hope that all educators in Middle School level (Upper Primary) will anchor their delivery of the curriculum on the Basic education Curriculum Framework and the curriculum designs.

Amb. (Dr.) Amina Mohamed
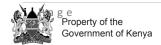**CABINET SECRETARY**
MINISTRY OF EDUCATION

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INTRODUCTION

The Upper Primary curriculum designs are meant for learners in Grade 4 to 6. They have taken cognisance of the various aspects of development of learners of that age cohort. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum.

Curriculum designs are the core documents for teachers to use in the teaching process. The teacher must make constant reference to them in the learning process as they outline the learning outcomes to be achieved. Learning shall be assessed as per the learning outcomes given. The designs also give suggestions on the learning experiences to achieve the learning outcomes. The teacher can vary the learning experiences as long as the substitute learning experiences target the learning outcomes. The experiences must engage the learners in form of activities or other practical experiences that wil enhance learning and achievement of the core competencies.

The curriculum designs are very critical and teachers must make reference to them consistently.

LEARNING AREAS TIME ALLOCATION

#	Learning Area	Lessons Per Week
1.	Kiswahili Language or KSL for learners who are deaf	4
2.	English language	4
3.	Other Languages	2
4.	Science and Technology	4
5.	Social Studies (Citizenship, Geography, History)	3
6.	Mathematics	5
7.	Home Science	3
8.	Agriculture	3
9.	Religious Education (CRE/IRE/ HRE)	3
10.	Creative Arts (Art, Craft, Music)	3
11.	Physical and Health Education	5
12.	Pastoral Programmes and Instructions	1
	TOTAL	40

NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, patriotism, and promote national unity**
   Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for   harmonious co-existence.

2. **Promote social, economic, technological and industrial needs for national development**
   Education should prepare the learner to play an effective and productive role in the nation.

   a) **Social Needs**
      Education should instil social and adaptive skills in the learner for effective participation in community and national development.

   b) **Economic Needs**
      Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

   c) **Technological and Industrial Needs**
      Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. **Promote individual development and self-fulfilment**
   Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. **Promote sound moral and religious values**
   Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. **Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. **Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Communicate effectively in diverse contexts.

2. Apply literacy, numeracy skills and logical thinking appropriately in self-expression.

3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.

4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.

5. Practise hygiene, appropriate sanitation and nutrition to promote health.

6. Apply digital literacy skills appropriately for communication and learning.

7. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.

8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious coexistence

9. Manage pertinent and contemporary issues in society effectively.

INDIGENOUS LANGUAGES

Essence Statement

The learning area develops the language skills acquired in lower primary as well as positive attitudes and behaviours towards learning. Having been exposed to concrete learning activities and basic literacy skills in lower primary, the learners' thought processes are more mature. According to Piaget at this level, they are capable of solving problems in a more logical manner. Learners will therefore be provided with a rich and supportive environment to develop their indigenous language learning. They will also be equipped with language skills to enable them acquire a second language more proficiently and achieve relevant competences. In addition, learning in a language they are already familiar with will give the learners the required confidence to express themselves clearly, participate more actively in the learning process and think critically as well as imaginatively. The indigenous language will further enable learners to interact effectively with peers, teachers and instructional materials, thus enhancing their cognitive and affective development. This resonates with Vygotsky's social cultural development theory which asserts that learning is majorly a social activity. Moreover, the learning area will provide opportunities for nurturing acceptance and appreciation of cultural diversity. Further, the knowledge and skills acquired at this level will support cognitive and learning development at the lower secondary level. Continuous advancement of knowledge in indigenous languages could guide learners to make decisions on future career choices such as acting, broadcasting, development of orthography and editing among others.

Subject General Learning Outcomes

By the end of middle school the learner should be able to:

a) Respond appropriately to a variety of communication in the indigenous language

b) Express themselves confidently and appropriately in a variety of social contexts

c) Comprehend information in different contexts in the indigenous language

d) Read texts accurately and fluently with comprehension

e) Write legibly in different formats to express a variety of ideas and opinions

f) Enjoy communicating using a variety of cultural language strategies

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0LISTENING	1.1 Listening to identify specific language structures in varied texts. (2 lessons)	By the end of the Sub strand the learner should be able to: a) Identify nouns in singular and plural form b) Identify prepositions in sentences c) Respond to comprehension questions on conflict resolution d) Appreciate listening to varied texts	• In pairs, learners listen to sentences and identify nouns in singular and plural forms • Learners to identify prepositions in sentences • Learners to listen to recorded clips and identify ways of resolving disagreements • Learners to use digital devices to play language games(to give a thumbs up when a good resolution is mentioned)	1) Why do we use nouns and prepositions in sentences? 2) How do you resolve disagreements?

Core Competences to be developed: Communication and collaboration as learners identify prepositions and nouns in singular and plural forms, critical thinking for problem solving as learners identify ways of solving a disagreements, digital literacy as they manipulate digital devices to identify and listen to sentences with nouns and prepositions, learning to learn as they learn ways to resolve disagreements, citizenship as they learn to make peace among themselves.

PCIs: Effective communication as they listen attentively to different texts and identify prepositions and nouns in singular and plural, peace education as they learn to resolve differences, critical thinking as they learn to resolve conflicts.	**Values:** Responsibility and peace as learners learn how to solve conflicts and live together harmoniously.
Links to other subjects: All languages teach parts of speech, Religious activities and social studies teach peace education	**Suggested Community Service Learning activities:** Learners to practice peaceful co-existence at home and participate in social events that involve activities related to law and order, peace building.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies nouns and prepositions in different contexts and responds to questions on conflict resolution correctly	Easily identifies nouns and prepositions in different contexts and responds to questions on conflict resolution correctly	Identifies nouns and prepositions in different contexts and responds to questions on conflict resolution correctly	Is able to respond to some questions on conflict resolution but struggles to identify nouns and prepositions	Requires guidance to respond to questions on conflict and hardly identifies nouns and prepositions

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 LISTENING	1.2 Listening to respond to instructions (2 lessons)	By the end of the Sub strand the learner should be able to: a) Respond to a variety of instructions at home and in school b) Comprehend verbs in instructions c) Appreciate responding to a variety of instructions	• Learners to comprehend verbs correctly and respond to instructions from the teacher. • In pairs learners to respond and give instructions in turns • In pairs, learners to practice responding to instructions from flash cards. • In small groups, learners to respond to instructions from recorded clips. • Learners to role play responding to instructions in different scenarios at school • Learners to play singing games and respond to instructions e.g Simon says • Learners to view clips on giving and responding to instructions and imitate	1) What is the importance of comprehending verbs correctly in instructions? 2) Why is it important to listen attentively to instructions before you respond? 3) Why should we obey school rules?

Core Competences to be developed: Communication & collaboration will be inculcated as learners listen attentively to comprehend instruction and respond appropriately, citizenship as they learn the importance of upholding law and order, learning to learn as learners observe and obey school rules, digital literacy as learners manipulate digital devices to view clips on responding to instructions, critical thinking for problem solving as learners choose the appropriate way to respond to different instructions, creative thinking and imagination as learners role play giving and responding to instructions

PCIs: Effective communication as learners listen attentively to comprehend instruction and respond appropriately , critical thinking as learners choose the appropriate way to respond to different ,social cohesion will be developed as learners respond to instructions in class, creative thinking as	**Values:** Respect , integrity, responsibility and peace will be developed as they learn obedience and practice responding to instructions appropriately .

learners role play giving and responding to instructions	
Links to other subjects : All languages teach attentive listening, Religious Activities and social studies teach the aspects of respect, obedience and social cohesion.	**Suggested Community Service Learning activities:** Participate in social events in the neighbourhood that involve law and order and practice following instructions by assisting parents with age appropriate daily chores

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Comprehends verbs correctly and responds to instructions appropriately	Consistently comprehends verbs correctly and responds to instructions appropriately	Comprehends verbs correctly and responds to instructions appropriately	Attempts to comprehend some verbs correctly and is able respond to some instructions appropriately.	Has difficulty comprehending most verbs and does not respond to instructions appropriately

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 LISTENING	1.3 Listening to make personal opinions and judgements (3 lessons)	By the end of the Sub strand the learner should be able to: a)identify the direct object in sentences b) respond to comprehension questions correctly e) Appreciate listening to texts in varied contexts	• In groups, learners to listen to sentences with a direct object • Learners to practice identifying direct object from sentences • Learners to listen to a passage on ways to maintain hygiene at home and respond to comprehension questions • Learners to listen to recorded clips about maintaining hygiene at home and respond to questions	1) How do we use direct objects in sentences? 2) Why is it important to maintain hygiene at home?

Core Competences to be developed: Communication and collaboration as learners listen attentively to identify the direct object in sentences and respond to questions correctly, critical thinking for problem solving and learning to learn as they learn how to observe hygiene and make appropriate decisions to maintain hygiene at home, digital literacy as they manipulate digital devices to listen to recorded clips

PCIs: Effective communication as learners listen attentively to identify and respond to questions , ESD -health education, critical thinking ass learners choose to practice hygiene , life skills are acquired as they learn to observe hygiene in everything they do	**Values:** Responsibility as learners choose to live responsibly by practising hygiene in school and at home.
Links to other subjects: All languages teach sentence structures, science activities, health and hygiene activities teach observing hygiene.	**Suggested Community Service Learning activities:** To participate in hygiene activities e.g helping their parents/guardians in cleaning their personal effects or their homes

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies the direct object in sentences and responds to questions about maintaining hygiene at home correctly.	Always identifies the direct object in sentences and responds to questions about maintaining hygiene at home correctly.	Identifies the direct object in sentences and responds to questions about maintaining hygiene at home correctly.	Struggles to identify the direct object in sentences but responds to some questions about maintaining hygiene at home.	Rarely responds to questions about maintaining hygiene at home.

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 LISTENING	1.4 Listening comprehension (2 lessons)	By the end of the Sub strand the learner should be able to: a) Respond to comprehension questions from passages b) Identify present continuous tense in sentences c) Respond to questions on road safety rules using when as a conjunction. d) Enjoy listening to a variety of comprehensions	• Learners to listen to recorded clips of different modern means of transport and identify them • Learners to listen to songs on modern means of transport and respond to comprehension questions. • Learners to listen to sentences and restate them in present continuous tense • In small groups, learners to listen to short passages on road safety rules and identify sentences in present continuous tense. • Learners to listen to sentences with 'when' as a conjunction and repeat what they hear. • Learners to listen to a dialogue and identify sentences with 'when' used as a conjunction • Learners to listen to sentences and restate them in the present continuous tense.	1) How do we use present continuous tense? 2) What are most effective means of transport? 3) When do we use when as a conjunction? 4) Why is it important to observe road safety rules?
Core Competences to be developed: Communication and collaboration as learners learn to listen attentively and respond to				

comprehension questions correctly, critical thinking for problem solving as learners listen to recorded sounds of different vehicles and identify them, creative thinking and imagination as learners restate sentences in present continuous, citizenship as learners observe safety rules in transport, learning to learn as learners learn road safety rules.

PCIs: Effective communication as learners listen attentively and respond to comprehension questions correctly, critical thinking for problem solving as learners listen to recorded sounds of different vehicles and identify them, creative thinking as learners restate sentences in present continuous tense, ESD – road safety, life skills as learners learn how to observe safety rules in modern means of transport.	**Values:** Responsibility and integrity as learners choose to make responsible decisions while using modern means of transport.
Links to other subjects: All languages teach listening comprehension and use of tenses, social studies teaches means of transport and road safety.	**Suggested Community Service Learning activities:** Learners to observe safety rules whenever they use different modern means of transport.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Responds to questions on road safety measures correctly	Excellently responds to questions on road safety measures correctly	Responds to questions on road safety measures correctly	Attempts to respond to some questions on road safety measures correctly.	Struggles to respond to questions and does not identify any road safety measures.
Identifies 'when' as a conjunction and sentences in present continuous tense in different texts	Identifies 'when' as a conjunction and sentences in present continuous tense in different texts	Identifies 'when' as a conjunction and sentences in present continuous tense in different texts	Is able to identify sentences in present continuous tense with guidance but struggles to identify 'when' as a conjunction	Does not identify any of the language structures in sentences.

Strand	Sub strand Sub-sub strand	Specific learning outcomes *(KSA, core competence, values)*	Suggested learning experiences *(address the learning outcomes)*	Key inquiry question(s) *(Key questions that guide achievement of the learning outcomes)*
1.0 LISTENING	• Listening to answer questions on varied topics (2 lessons)	By the end of the Sub strand the learner should be able to: a) Listen attentively to passages on maintaining farm tools with comprehension b) Respond to questions on maintaining farm tools c) Enjoy listening to passages on varied topics for comprehension	• Learners to listen to sentences on farm activities and repeat them • Learners to listen to recorded passages on farm activities and respond to questions • In pairs, learners to listen to a song on the importance of maintaining farm tools and state their functions • Learners to listen to a guest speaker on the functions of and maintenance of farm tools and respond to questions correctly	1) Why is it important to listen attentively in order to comprehend? 2) What is the importance of cleaning and maintaining farm tools?

Core Competences to be developed: Communication and collaboration as learners listen attentively and answer questions correctly, digital literacy as learners manipulate devices to listen to recordings on farm activities , critical thinking for problem solving as learners choose to keep tools functioning for longer by cleaning and maintaining them appropriately, learning to learn as learners listen to a guest speaker and identify functions of different tools and how to maintain them, citizenship as learners learn how to practice good farming habits to ensure food security for posterity

PCIs: Effective communication as learners learn to listen attentively and answer	**Values:** Responsibility as learners acquire skills of

questions correctly , critical thinking as learners choose to keep tools functioning for longer by cleaning and maintaining, ESD - environmental care, poverty eradication and life skills as learners acquire skills to carry out on farm activities appropriately, ,	handling farm tools appropriately and integrity as learners develop positive work ethics
Links to other subjects : All languages teach listening comprehension, science and agriculture teach farm activities	**Suggested Community Service Learning activities:** Learners to assist their parents or guardians in farm activities and maintenance of farm tools.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Comprehends varied texts and responds to questions on farm activities correctly.	Always comprehends varied texts and responds to questions on farm activities correctly	Comprehends varied texts and responds to questions on farm activities correctly.	Attempts to respond to some questions on farm activities	Hardly comprehends texts and does not identify most farm activities

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 LISTENING	**1.5** Listening to stories on varied topics. (2 lessons)	By the end of the Sub strand the learner should be able to: a) Respond to questions from stories correctly. b) Retell stories coherently. c) Appreciate listening to stories on varied topics	• Learners to listen to short stories on honesty from newspaper cuttings and respond to questions appropriately. • Learners to listen to stories on honesty from audio clips and identify honest deeds • In groups, learners listen to, and identify elements of honesty from poems • Learners to play a language game about honesty where they listen and thumbs up for honesty and thumbs down for dishonesty • Learners to listen to a comprehension passage on honesty and answer questions	1) How do we listen attentively to stories? 2) What lessons do we learn from stories? 3) Why is it important to be honest?

Core Competences to be developed: Communication and collaboration as learners listen attentively and answer questions correctly, digital literacy as learners manipulate digital devices to listen to recorded clips of stories, critical thinking for problem solving as learners make the right choices to be honest and uphold integrity, creative thinking and imagination as learners listen to stories from digital devices and retell them coherently, citizenship as learners acquire the right attitudes for honesty and integrity.

PCIs: Effective communication as learners listen to stories and poems attentively and answer questions correctly, critical thinking as learners make the right choices to be honest and uphold integrity, creative thinking as learners listen to stories and retell them coherently, social	**Values:** Honesty, responsibility, integrity peace and unity as learners acquire and practice the virtue of honesty.

cohesion as learners acquire the virtue of honesty	
Links to other subjects: All languages teach listening comprehension and conjunctions, religious studies teach virtues.	**Suggested Community Service Learning activities:** Learners to practice honesty and integrity in everything they do at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below Expectation
Responds correctly to questions on honesty and retell stories coherently	Consistently responds to questions on honesty and retell stories coherently	Responds correctly to questions on honesty and retell stories coherently	Responds to a few questions correctly and attempts to retell some storkes but not coherently	Hardly responds to questions on honesty but with guidance can mention parts of a story

Strand	Sub strand Sub-sub strand	Specific learning outcomes *(KSA, core competence, values)*	Suggested learning experiences *(address the learning outcomes)*	Key inquiry question(s) *(Key questions that guide achievement of the learning outcomes)*
1.0 LISTENING	**1.6** Listening to and answering questions from texts on varied contexts (2 lessons)	By the end of the Sub strand the learner should be able to: a) Comprehend adjectives in advertisements b) Respond to questions on news items correctly c) Rephrase news items accurately d) Create advertisements and news items e) Enjoy listening f) to and answering questions on varied texts	• Learners to listen to recorded advertisements on sports and identify adjectives • Learners to view and listen to advertisements on games and answer simple questions • Learners to use digital devices to listen to news items on games and paraphrase • Learners to listen to a short news cast on sports and answer questions • In pairs, learners to engaged in creating adverts on sports and games using digital devices and listen to them as a whole class • In groups learners to record themselves as they make short news for the class to listen and comment.	1. How do we interpret advertisements? 2. What is the role of adjectives in adverts? 3. 3) Why are sports and games an important part of school programmes?
Core Competences to be developed: Communication and collaboration as learners listen to advertisements and news items attentively and				

answer questions, digital literacy as they manipulate devices to listen to or create news items and advertisements, critical thinking for problem solving as they listen and interpret or paraphrase news items, learning to learn as learners learn how to interpret advertisements and news items, creative thinking and imagination as they create news and record themselves for others to listen

PCIs: Effective communication as learners listen to advertisements and news items attentively and answer questions, critical thinking for problem solving as learner listen and interpret or paraphrase news items, respond to questions on adverts. Creative thinking as learners creates news items and advertisements, life skills as learners learn about different contexts e.g. adverts and news items, health as learners learn about sports and games through the adverts and news items.	**Values:** Unity as they work together harmoniously in pairs and small groups
Links to other subjects : All languages teach parts of speech., PHE teaches sports	**Suggested Community Service Learning activities:** Learners to listen to and interpret news and adverts correctly at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies and comprehends adjectives in advertisements and responds to questions on sports news and adverts correctly	. Consistently identifies and comprehends adjectives in advertisements and responds to questions on sports news and adverts correctly	Identifies and comprehends adjectives in advertisements and responds to questions on sports news and adverts correctly	Attempts to identify adjectives in adverts but does not respond to most questions on sports news and adverts correctly.	Hardly identifies news or advertisements but names some sports and ames with guidance.

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 LISTENING	**1.8** Listening to a variety of moral short stories (2 lessons)	By the end of the Sub strand the learner should be able to: a) Respond to questions on short stories correctly b) Relate events of a story to everyday life. c) Enjoy listening to a variety of moral stories	• Learners to listen to a short story on empathy and discuss events • Learners to listen to short stories and answer questions • In pairs learners to identify real life situations in the story and share with class • Learners to recreate the stories using digital devices and listen to them	1. What do we learn from stories? 2. How do events in stories relate to real life? 3. When do we show empathy?

Core Competences to be developed: Communication and collaboration as they respond to questions and discuss events on the story, digital literacy, creative thinking and imagination as they recreate the stories using digital devices.

PCIs: Effective communication in answering questions and discussing events, critical thinking, creative thinking and social cohesion as they work in groups to recreate the stories using digital devices.	**Values:** Unity, respect as learners work in groups.
Links to other subjects : All languages teach listening comprehension and stories	**Suggested Community Service Learning activities:** Learners to participate in story telling sessions in and out of school
Suggested non-formal activity to support learning: learners to dramatize events in the short stories.	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Responds to questions on short stories correctly and appropriately.	Excellently responds to questions on short stories appropriately.	Responds to questions on short stories correctly and appropriately	Responds to some questions on short stories correctly and appropriately	Does not respond to questions on short stories correctly and appropriately
Relates events of the story to real life experiences accurately	Consistently relates events of the story to real life experiences with preciseness and variation.	Relates events of the story to real life experiences accurately	Relates some events of the story to real life experiences.	Relates events of the story to real life experiences incorrectly.

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 LISTENING	**1.9** Listening to narrations with cultural language use (2 lessons)	By the end of the Sub strand the learner should be able to: a) Explain the meaning of sayings from stories b) Comprehend proverbs in passages c) Identify negative cultural practices in comprehension passages d) Enjoy listening to narrations with varied literary short forms	• Learners to listen to proverbs and explain the meaning • Learners to listen to and complete sayings • Learners cultural listen to stories on negative cultural practices and respond to questions • Learners to listen to proverbs and sayings from recorded clips and repeat • Learners to create and record their own proverbs and sayings and listen to them	1) How do we use proverbs and sayings in cultural narrations? 2) What is the importance of proverbs and, sayings in cultural narrations? 3) How do we counter negative cultural practices

Core Competences to be developed: Communication and collaboration and self efficacy as learners identify literary short forms in narrations, critical thinking for problem solving and creative thinking and imagination as learners identify and comprehend artistic language use in narrations.

PCIs: Effective communication, critical thinking, creative thinking will be enhanced as learners identify literary short forms and answer questions	**Values:** Peaceful co-existence as they listen to narrations from different communities and work in groups
Links to other subjects : All languages teach listening comprehension	**Suggested Community Service Learning activities:** Learners to participate in story telling sessions at the community library

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies and comprehends sayings and proverbs in context and answers questions on negative cultural practices correctly	Always identifies and comprehends sayings and proverbs in context and answers questions on negative cultural practices correctly	Identifies and comprehends sayings and proverbs in context and answers questions on negative cultural practices correctly	Attempts to explain some sayings and proverbs but does not identify negative cultural practices	Explains a few sayings and proverbs with guidance but does not identify negative cultural practices

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 LISTENING	1.10 Listening to conversations (1 lesson)	By the end of the Sub strand the learner should be able to: a) Listen and identify conversational phrases b) Respond to questions on telephone conversations c) Enjoy and appreciate participating in telephone conversations.	• Learners to listen to a recorded telephone conversation and respond to questions • Learners to listen to and imitate telephone conversations between different people • Learners to listen to peers as they dramatise telephone conversations • In pairs, learners to listen to and identify conversational skills in telephone conversations (turn taking and interjections)	1. How do we speak with people who are far from us?

Core Competences to be developed: Communication and collaboration as learners participate in telephone conversations, digital literacy and self- efficacy as learners acquire conversational skills on digital devices.

PCIs: Effective communication as learners practice telephone conversations, Social integration as they interact in groups and pairs. Critical thinking problem solving as learners respond to questions on telephone conversations	**Values:** Peaceful co- existence as they practice turn taking during conversations
Links to other subjects : All languages teach conversational skills	**Suggested Community Service Learning activities:** learners to participate in telephone conversations at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses acquired conversational skills in telephone conversations appropriately	Consistently Uses acquired conversational skills in telephone conversations appropriately and with variation	Uses acquired conversational skills in telephone conversations appropriately	Uses some conversational skills in telephone conversations	Has difficulty using acquired conversational skills in telephone conversations.

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0LISTENING	**1.11** Listening to **c**omprehension passages on buying and selling (1 lesson)	By the end of the Sub strand the learner should be able to: a) Respond to questions on buying and selling b) Prioritize items on a shopping list c) Use interrogatives to ask question at the shop d) Appreciate listening to texts on careful use of resources.	• Learners to listen to passages about buying and selling and answer questions • Learners listen to recorded discussion between a seller and a buyer and respond to questions • Learners listen to a list of items and order according to priority • Learners listen to o instructions and complete a jigsaw puzzle on buying and selling. • In pairs, learners listen to instructions and prepare a shopping list	1) Why is it important to prepare a shopping list? 2) Why is it important to use a shopping list? 3) How do we ask questions when buying things? 4) How do we use different interrogatives?
Core Competences to be developed: Communication and collaboration as learners prepare a shopping list, Critical thinking and creative thinking as they respond to questions on buying and selling, Self- efficacy and digital literacy as they manipulate digital devices.				
PCIs: Effective communication as they answer questions correctly, Financial literacy and poverty eradication through comprehending buying			**Values:** responsibility as they order items on a shopping list	

and selling.	
Links to other subjects : mathematics activities as they talk about buying and selling, All languages as they listen to passages	**Suggested Community Service Learning activities:** learners to prepare shopping lists at home.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Responds to questions and arranges items on a shopping list appropriately	Consistently responds to questions and arranges items on a shopping list appropriately	Responds to questions and arranges items on a shopping list appropriately	Does not respond to most questions appropriately but can arrange some items on a shopping list	Has difficulty responding to most questions but with guidance can arrange some items on a shopping list

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Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0LISTENING	**1.12**Listening to dialogues on varied topics (1 lesson)	By the end of the Sub strand the learner should be able to: a) Identify types of occupations from dialogues b) Respond to questions on the importance of working efficiently c) Appreciate listening to dialogues on occupations	• In pairs, learners to discuss different occupations displayed on wall charts and answer questions • Learners play a language game where they jump if an occupation they know is mentioned. • Learners to engage in a random speaking activity to fish picture cards and find a picture of different occupations and describe them • In small groups, learners to practice dialogues on the importance of working efficiently • Learners to view audio visual clips of dialogues on different occupations and discuss • Learners to debate on different occupations e.g. A farmer is better than a mechanic • Learners to role play different occupations • Learners to be recorded as they role play different occupations, view and give peer reviews • Learners listen to a recorded dialogue on	1) What kind of things do we discuss in dialogues? 2) What are the skills of dialogue? 3) Why is it important to work efficiently?

			occupations from a digital device and answer questions	

Core Competences to be developed: Communication and collaboration as learners dialogue appropriately on types of occupations and listen and respond to questions correctly, critical thinking for problem solving as learners play the language game and have to decide which of the words is an occupation, learning to learn as learners learn different types of occupations listen to a recorded dialogue on occupations, creative thinking and imagination as learners role play different occupations, digital literacy as learners use digital devices to find types of occupations

PCIs: Effective communication as learners dialogue appropriately on types of occupations and listen and respond to questions correctly, critical thinking as learners decide when to jump or not during the language game, creative thinking as they role play different occupations, creative thinking and imagination as learners role play different types of occupations	**Values:** Responsibility as learners learn the importance of working efficiently, unity as learners work together harmoniously in pairs and groups
Links to other subjects : All languages teach listening and social studies teach occupations	**Suggested Community Service Learning activities:** Learners to discuss different occupations with their parents/ guardians at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies types of occupations from dialogues and correctly responds to questions on the importance of working efficiently	Perfectly identifies types of occupations from dialogues and correctly responds to questions on the importance of working efficiently	Identifies types of occupations from dialogues and correctly responds to questions on the importance of working efficiently	Attempts to respond to some questions on the importance of working efficiently and identifies a few occupations from dialogues	With guidance names occupations but struggles to respond to questions

Strand	Sub strand Sub-sub strand	Specific learning outcomes *(KSA, core competence, values)*	Suggested learning experiences *(address the learning outcomes)*	Key inquiry question(s) *(Key questions that guide achievement of the learning outcomes)*
1.0 LISTENING	**1.13** Listening to use information on a variety of topical issues (1 lesson)	By the end of the sub strand the learner should be able to: a) Use determiners correctly to answer questions b) Respond to questions on technological devices. c) Identify ways of disposing technological waste. d) Appreciate listening to information in different contexts	• In small groups learners to listen and identify types of technological devices from recorded clips. • Learners to listen to presentations by guest speakers on technological devices and answer questions • Learners to listen to recorded clips of sentences using 'these' and 'those'. And repeat • Learners to use digital devices to find presentations on technological waste disposal, listen and answer questions • Learners to listen to comprehension passages on appropriate waste disposal and answer questions	1) What is the importance of determiners in description? 2) How do we dispose of technological devices wastes? 3) Why is it important to

Core Competences to be developed: Communication and collaboration as learners listen attentively and identify technological devices and answer questions correctly, learning to learn as learners learn ways to dispose technological waste appropriately, critical thinking for problem solving as learners use these and those correctly, digital literacy as learners use digital devices to find presentations on technological waste disposal.

PCIs: Effective communication as learners listen attentively and identify technological devices and answer questions correctly, critical thinking for problem solving as learners use these and those correctly , Environmental protection as they	Values: Responsibility as learners learn to be careful as they dispose of technological waste, unity as they work harmoniously in pairs and small

learn how to dispose technological waste appropriately, critical thinking as they choose to dispose of technological devices appropriately	groups
Links to other subjects : All languages teach use of determiners to identify objects, social and environmental activities teach care of the environment	**Suggested Community Service Learning activities:** Learners to dispose of technological waste Appropriately at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies ways of disposing technological waste. And uses determiners correctly to respond to questions on technological devices.	Perfectly identifies ways of disposing technological waste. And uses determiners correctly to respond to questions on technological devices.	Identifies ways of disposing technological waste. And uses determiners correctly to respond to questions on technological devices.	Identifies ways some of disposing technological waste but does not use determiners correctly to respond to questions .	Does not identify technological devices or determiners

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0LISTENING	**1.**14Listening to **i**maginative experiences and stories (1 lesson)	By the end of the Sub strand the learner should be able to: a) Retell stories imaginatively b) Identify ways of caring for animals from texts c) Enjoy listening to imaginative stories	• In pairs, learners to listen and respond to each other's imaginative experiences on care for animals • In small groups, learners to listen and retell imaginative stories from peers • Learners to listen to recorded clips on care for animals and answer questions • Learners to use digital devices to create presentations on care of animas record and listen to them • Learners to listen to animal stories and retell	1) Why is it important to care for animals? 2) What do we learn from animal stories? 3) How do we make imaginative experiences?

Core Competences to be developed: Communication and collaboration as learners listen and retell stories articulately and identify ways of caring for animals , learning to learn and critical thinking for problem solving as learners learn and use different ways to care for animals, digital literacy as learners use digital devices to prepare presentations on care of animals , record them and listen

PCIs: Effective communication as learners listen and retell stories articulately and identify ways of caring for animals , critical thinking as learners learn different ways to care for animals, Environmental care as learners learn how to care for animals, life skills as learners know how to care for animals	**Values:** Responsibility as learners learn to take good care of animals, unity as learners work together harmoniously in pairs and small groups
Links to other subjects : All languages teach listening to ans retelling stories, Environmental and social activities teach animal care	**Suggested Community Service Learning**: Learners to help parents/ guardians to take good care of animals at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Retells stories articulately and identifies ways of caring for animals from texts	Consistently retells stories articulately and identifies ways of caring for animals from texts	Retells stories articulately and identifies ways of caring for animals from texts	With guidance mentions some ways of caring for animals but struggles to retell stories and experiences	Hardly identifies animal care and is not able to retell stories

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 LISTENING	**1.**15 Attentive listening (1 lesson)	By the end of the Sub strand the learner should be able to: a) Listen with attention b) Identify key vocabulary from texts c) Respond to comprehension questions from texts on dealing with strangers d) List ways of handling strangers e) Enjoy listening for information	• In small groups, learners to practice listening with attention, identify key vocabulary and give peer review • Learners to practice sentences given on the board and observing the use of full stop, exclamation mark and question mark • Learners to listen to recorded clips on dealing with strangers and answer questions • Learners to listen to each other and identify use of full stop, exclamation mark and question mark from each other's intonation • In groups, learners to listen to the teacher say something with preci and repeat using correct intonation and pause • Learners to listen to a guest on dealing with strangers and answer questions	1. Why is it important to listen with attention? 2. What do you when you meet strangers? 3. How do you listen to identify specific words?

Core Competences to be developed: Communication and collaboration as learners listen and repeat sentences as they observe pauses with regard to punctuation marks , critical thinking as learners learn how to deal with strangers appropriately, learning to learn and self efficacy as learners learn to listen with and identify pauses with regard to punctuation marks	
PCIs: Effective communication as learners listen attentively and identify key words and repeat sentences clearly, efficiently, fluently , critical thinking as learners learn how to deal with strangers appropriately , life skills as learners learn how to deal with strangers	Values: Responsibility as learners learn how to be careful when dealing with strangers, unity as learners work together harmoniously in pairs and groups
Links to other subjects: All languages teach listening with attention, Environmental and social teach safety and security.	Suggested Community Service Learning: Learners to listen with attention at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Listens with attention and identifies key vocabulary from texts	Consistently listens with attention and identifies key vocabulary from texts	Listens with attention and identifies key vocabulary from texts	Struggles to listens with attention and identifies few vocabulary from texts	Is not able to listen with attention and does identify vocabulary from texts
Responds to comprehension questions correctly and lists ways of handling strangers correctly	Responds to comprehension questions correctly and lists ways of handling strangers correctly	Responds to comprehension questions correctly and lists ways of handling strangers correctly	Responds to comprehension questions correctly and lists ways of handling strangers correctly	Responds to comprehension questions correctly and lists ways of handling strangers correctly

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Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 LISTENING	**1.16**Listening to texts on daily experiences with a variety of language use (1 lesson)	By the end of the Sub strand the learner should be able to: a) Identify verbs in sentences b) Answer questions on care of communal resources correctly c) Respond using adverbs of degree in sentences correctly d) Appreciate listening to texts on daily experiences with varied language strategies	• In pairs, learners to listen to sentences and identify verbs and adverbs • In small groups, learners to listen to recorded clips on communal resources and answer questions • Learners to listen to comprehension passages and identify different resources, verbs and adverbs of degree • Learners to use digital devices to identify information on care of communal resources, listen and discuss • Learners to engage in a language game where they listen to a song and jump where resources are mentioned	1. What is the importance of verbs in sentences? 2. How do we describe things using adverbs of degree? 3. Why is it important to take care of communal resources?

Core Competences to be developed: Communication and collaboration as learners identify and respond to questions using verbs and adverbs of degree in sentences correctly, critical thinking for problem solving as learners engage in a language game where they listen to a song and jump where resources are mentioned, digital literacy as learners use digital devices to identify information on care of communal resources, listen and discuss

PCIs: Effective communication as learners identify and respond to questions using verbs and adverbs of degree in sentences correctly, critical thinking as learners engage in a language game where they listen to a song and jump where resources are	**Values:** Responsibility as learners learn how to use resources carefully, unity as learners work

mentioned, environmental protection as they learn how to care for resources.	together harmoniously in groups and pairs
Links to other subjects : All languages teach verbs and adverbs, Social studies teach use of resources	**Suggested Community Service Learning activities:** Learners to use resources at home with care.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses adverbs of degree to respond to questions on care of communal resources correctly	Perfectly uses adverbs of degree to respond to questions on care of communal resources correctly	Uses adverbs of degree to respond to questions on care of communal resources correctly	Attempts to use adverbs of degree to respond to some questions on care of communal resources correctly	Is able to respond to a few questions on care of communal resources with guidance but does not use verbs or adverbs

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Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0SPEAKING	**2.1** Using nouns and prepositions in varied contexts (2 lessons)	By the end of the Sub strand the learner should be able to: a) Use nouns and prepositions to answer questions b) Discuss ways of resolving disagreements c) Take pleasure in using nouns and prepositions in different contexts	• In pairs, learners to identify nouns and practise using them in sentences. • In small groups, learners to fish word cards with prepositions from a box and practise using them in sentences. • Learners to complete sentences orally, by filling in gaps with nouns and prepositions • Learners to use digital devices to listen to sentences using nouns and prepositions and repeat what they hear • Learners to view a video clip on conflict resolution and discuss. • In groups, learners to debate on modern and traditional ways of conflict resolution • Learners to role play resolving a disagreement between two people	1. Why do we use nouns and prepositions in sentences? 2. How do we solve disagreements?
Core Competences to be developed: Communication and collaboration as they use nouns and prepositions correctly, learning to learn and critical thinking as they learn how to solve disagreements, digital literacy as they use digital devices to identify and listen to sentences with nouns and prepositions, creative thinking and imagination as they role play resolving disagreements,, citizenship as they					

learn how to solve disagreements and promote harmonious existence	
PCIs: Effective communication as they learn to use nouns and prepositions correctly, creative thinking as they role play resolving disagreements, critical thinking as they make decisions on how to solve disagreements, social cohesion will be inculcated as they learn how to solve disagreements to promote harmonious existence.	**Values:** Unity and peace as they learn to live together without disagreements, responsibility as they help each other to live harmoniously
Links to other subjects : All languages teach prepositions and nouns, social studies and religious activities teach peace education	**Suggested Community Service Learning activities:** Learners to live harmoniously at home and in the community

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses nouns and prepositions to answer questions correctly	Excellently uses nouns and prepositions to answer questions correctly	Uses nouns and prepositions to answer questions correctly	Attempts to answer questions but has difficulty using nouns and prepositions correctly.	Is not able to use nouns and prepositions or answer questions
Discusses how to solve disagreements appropriately.	Perfectly discuss how to solve disagreements	Discusses how to solve disagreements appropriately	Tries to solve disagreements but not appropriately	Does not identify disagreements

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	**2.2** Giving instructions at school (1 lesson)	By the end of the Sub strand the learner should be able to: a) Give instructions in class confidently and clearly b) Use verbs correctly in giving instructions in class c) Use appropriate phrases to give instructions in class d) Appreciate giving instructions in different contexts	• In pairs, learners to practice using verbs appropriately in giving instructions • Learners to participate in a singing game on responding to classroom rules • In pairs, learners to practice giving and responding to instructions in the classroom and give peer review • Learners to role play giving and responding to instructions in class • Learners to practice giving instructions and record themselves. • In small groups, learners to play a fishing game to fish different school rules on sentence cards and say them for others to respond. • Learners to view recorded clips on using verbs to give instructions and practice what they see	1. What is the importance of comprehending verbs in instructions? 2. Why is it important to listen attentively to instructions before you respond? 3. Why should we obey school rules

Core Competences to be developed: Communication and collaboration as learners use verbs appropriately in giving instructions, creative thinking as they role play giving and responding to instructions, digital literacy and creative thinking and imagination as they use digital devices to create instructions and responses, citizenship as they learn loyalty at school, critical thinking as they decide which verbs to use as they give instructions.

PCIs: Effective communication as they use verbs appropriately to give instructions, creative thinking as they role play giving and responding to	**Values:** Respect as they learn to obey classroom and school rules, responsibility as they learners to use digital devices to

instructions, digital literacy as they use digital devices to create instructions and responses , social cohesion as they learn how to follow instructions so that they co- exist with others, leadership skills –as they practice giving instructions.	create instructions and responses and practice them learn to do everything as per given rules, and peace as they work harmoniously in pairs and groups.
Links to other subjects: All languages teach giving and responding to instructions, Social studies and Religious activities teach obedience.	**Suggested Community Service Learning activities:** Leearners to respond to instructions appropriately at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Gives classroom and school instructions confidently and clearly	Perfectly gives classroom and school instructions confidently and clearly	Gives classroom and school instructions confidently and clearly	Attempts to give instructions but not clearly and confidently	Is not able to give any instructions.

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	**2.3** Giving information on varied topics (1 lesson)	By the end of the Sub strand the learner should be able to: a) Answer comprehension questions from texts b) Discuss the importance of hygiene at home c) Use the direct object correctly in sentences d) Take pleasure in discussing varied topics	• In small groups, learners to practice using sentences with the direct object • Learners to discuss the importance of hygiene at home. • Learners to listen to a guest speaker on the importance of hygiene at home and answer questions using sentences with the direct object. • Learners to create sentences with a direct object from a substitution table on hygiene at home • In small groups, learners to view video clips on hygiene during home activities and answer questions • Learners to recite poems on the importance of hygiene at home • Learners to role play hygiene practices during home activities	1. How do we use the direct object in sentences? 2. Why is it important to observe hygiene at home?
Core Competences to be developed: Communication and collaboration as learners use the direct object correctly in sentences, digital literacy as they use digital devices to view clips on hygiene practices at home, creative thinking and imagination as they create sentences with a direct object from a substitution table, learning to learn as they learn hgiene practices, critical thinking as they make the right				

decisions on hygiene practices at home	
PCIs: Effective communication as they use the direct object correctly in sentences , creative thinking create sentences with a direct object from a substitution table, health education as they learn how to observe hygiene during home activities., critical thinking as they choose to observe hygiene practices at home	**Values:** Responsibility as they learn to observe hygiene during home activities
Links to other subjects: All languages teach types of sentences , science and home science teaches hygiene and nutrition	**Suggested Community Service Learning activities:** Learners to observe hygiene practices in and out of school

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses the direct object correctly to discuss the importance of hygiene during home activities	Perfectly uses the direct object correctly to discuss the importance of hygiene during home activities appropriately	Uses the direct object correctly to discuss the importance of hygiene during home activities appropriately	Attempts to discuss the importance of hygiene during home activities but does not use the direct object appropriately	Does not use the direct object correctly and has difficulty linking hygiene practices with home activities.

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	**2.4** Describing events and experiences using specific sentence structures (1 lesson)	By the end of the Sub strand the learner should be able to: a) Describe school events using present continuous tense b) Use when as a conjunction in sentences c) Narrate personal experiences with modern means of transport d) Discuss road safety rules on modern means of transport e) Appreciate describing events and experiences	• Learners to sing songs about various events related to modern transport • Learners to identify different modern means of transport from wall charts, books, news papers and talk about them • In pairs, learners to listen to each other describe an event on modern means of transport using sentences in present continuous tense • Learners to listen to recorded clips on safety measures in modern means of transport and respond to questions using present continuous tense • Learners to view video clips on how to observe safety on modern transport and discuss • In small groups learners to discuss memorable events on modern means of transport using when as a conjunction • Learners to use digital devices to create short stories and narrations on modern means of transport and talk about them	1. How do we describe events using present continuous tense? 2. What is the most effective means of transport? 3. When do we use when as a conjunction? 4. Why is it important to observe road safety rules on modern means of transport?

Core Competences to be developed: Communication and collaboration as learners respond to questions, describe events and experiences using present continuous tense correctly, Learning to learn as learners learn different road safety rules, Critical thinking for problem solving as learners choose to observe road safety on modern means of transport, Digital literacy and creative thinking and imagination as they use devices to create short stories and narrations on modern means of transport.	
PCIs: Effective communication as they describe events and experiences using present continuous tense correctly, creative thinking as they create short stories and narrations, safety and security as they learn how to observe safety while using modern means of transport, Critical thinking for problem solving as learners choose to observe road safety on modern means of transport.	Values: Unity as they work together harmoniously in pairs and groups and responsibility ., respect and integrity as they observe safety while using modern means of transport
Links to other subjects: All languages teach self expression and present continuous tense , Religious Activities and social studies teach transportation.	Suggested Community Service Learning activities: Learners to observe safety while using modern means of transport in and out of school

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Describes events and experiences on modern means of transport using present continuous tense appropriately	Consistently describes events and experiences on modern means of transport using present continuous tense correctly	Describes events and experiences on modern means of transport using present continuous tense correctly	Attempts to describe some modern means of transport but has difficulty using present continuous tense correctly	With guidance names a few modern means of transport but is not able to use present continuous tense or describe any events.
Discusses safety measures on modern means of transport correctly	Excellently discusses safety measures on modern means of transport correctly	Discusses safety measures on modern means of transport correctly	Attempts to discuss a few safety measures	Does not identify any safety measures

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	**2.5** Discussing topical issues fluently and coherently (1 lesson)	By the end of the Sub strand the learner should be able to: a) Speak fluently and coherently b) Describe farm activities c) Discuss ways of cleaning and storing farm tools d) Appreciate discussing topical issues fluently and coherently	• In small groups, learners to discuss different farm activities • Learners to talk about the uses of different farm tools shown on a wall chart • Learners to respond to comprehension questions on cleaning and storing farm tools • Learners to talk about the uses of different farm tools from a wall chart • Learners to view a recorded clip on how to clean farm tools and equipment and answer questions • Learners to recite short poems on the importance of maintaining farm tools and equipment • In pairs, learners to narrate personal experiences on cleaning and storage of farm tools • Learners to use digital devices to create presentations on how to clean farm tools and talk about them	1. How do we pronounce words fluently? 2. What makes a discussion coherent? 3. What is the importance of cleaning and maintaining farm tools?
Core Competences to be developed: Communication and collaboration as learners discuss farm activities fluently and coherently, learning to learn as learners find ways of cleaning and storing farm tools from recorded clips, critical thinking for problem solving as learners discuss the uses of				

different farm tools and and choose to practice correct ways of maintenance,, digital literacy and creative thinking and imagination as they create presentations on how to clean and store farm tools

PCIs: Effective communication as learners discuss farm activities fluently and coherently, critical thinking as learners orally complete a word puzzle on uses of different tools, creative thinking as learners create presentations on how to clean farm tools, food security as they discuss farm activities, financial literacy as learners find ways to care for farm tools to avoid waste	**Values:** Responsibility as learners learn to handle farm tools with care and unity as learners work harmoniously in pairs and groups
Links to other subjects: All languages teach fluency and coherence, Environmental activities and science teach farming.	**Suggested Community Service Learning activities:** Learners to practice good care and storage of farm tools at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Describes how to clean farm tools accurately	. Perfectly describes how to clean farm tools accurately	. Describes how to clean farm tools accurately	Attempts to describe how to clean a few farm tools	. Identifies some farm tools but not the ways of cleaning them
Discusses ways of storing farm tools fluently and coherently	Excellently discusses ways of storing farm tools fluently and coherently	Discuss ways of storing farm tools fluently and coherently	Discusses ways of storing some farm tools but not fluently and coherently	Only names a few farm tools but hardly discusses ways of storage

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Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	2.6 Discussing varied topics fluently and coherently (1 lesson)	By the end of the Sub strand the learner should be able to: a) Narrate short stories on honesty coherently b) Describe events from stories using conjunctions c) Discuss advantages of honesty d) Learners to discuss disadvantages of dishonesty e) Appreciate narrating stories and events fluently and coherently	• In turns, learners to narrate short stories on honesty to the class • In pairs, learners to describe events from a story using sentences with 'when' as a conjunction • Learners listen to short poems on honesty and answer questions using 'when' as a conjunction. • Learners to view events on honesty from recorded clips and discuss advantages of honesty and disadvantages of dishonesty • Learners use digital devices to create short stories on honesty and talk about them	1. How do we use 'when' as a conjunction? 2. Why is it important to be honest? 3. What do we learn from stories?

Core Competences to be developed: Communication and collaboration as learners narrate short stories and describe events with coherence and fluency, learning to learn and critical thinking for problem solving as learners find ways of using 'when' as a conjunction, digital literacy and creative thinking and imagination as learners use digital devices to create short stories on honesty

PCIs: Effective communication as learners narrate short stories and describe events with coherence and fluency, creative thinking as learners create short stories on honesty, integrity as learners learn to be honest.	**Values:** Honesty and responsibility as learners learn the advantages of being honest
Links to other subjects: All languages teach speaking fluently and coherently, Religious activities teach honesty and integrity	**Suggested Community Service Learning activities:** Learners to practice honesty at

			home and in school.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Narrates short stories coherently and describes events using conjunctions correctly.	Always narrates short stories coherently and describes events using conjunctions correctly.	Narrates short stories coherently and describes events using conjunctions correctly.	Narrates some stories and describes a few events with guidance but does not use conjunctions correctly.	Hardly narrates stories or describe events and does not identify conjunctions
Discusses advantages of honesty and disadvantages of dishonesty accurately	Excellently discusses advantages of honesty and disadvantages of dishonesty accurately	Discusses advantages of honesty and disadvantages of dishonesty accurately	Discusses a few advantages of honesty and a few disadvantages of dishonesty	Rarely identifies advantages of honesty or disadvantages of dishonesty

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	2.7 Using acquired language to give information (1 lesson)	By the end of the Sub strand the learner should be able to: a) Describe items in advertisements using adjectives b) Discuss news items from varied media c) Relate adjectives to items in adverts d) Discuss varied issues with pleasure	• In small groups learners to discuss news items from newspapers and magazines • In small groups, learners to talk about events in pictures • In pairs, learners to talk about advertisements on wall charts • In small groups, learners to relate adjectives to items in different advertisements • Learners to answer questions on advertisements • Learners to be engaged in a "swipe, view and talk about news items see" exercise using digital devices. • Learners to use digital devices to create	1. What is the importance of adjectives in advertisements? 2. Why are news items important?

				advertisements and present them	

Core Competences to be developed: Communication and collaboration as learners discuss news items and interpret advertisements correctly, learning to learn as learners use digital devices to find news items, digital literacy and creative thinking and imagination as learners use digital devices to create own advertisements and present

PCIs: Effective communication as learners discuss news items and interpret advertisements correctly, critical thinking as they choose adjectives to describe items in advertisements, creative thinking as they use digital devices to create own advertisements	**Values:** Unity as learners work harmoniously in pairs and groups
Links to other subjects: All languages teach discussion and adjectives, Environmental and social activities teach advertisements and news.	**Suggested Community Service Learning activities:** Learners to interpret news and advertisements correctly in and out of school

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Discusses news items appropriately and uses adjectives correctly to talk about advertisements	Excellently discusses news items appropriately and uses adjectives correctly to talk about advertisements	Discusses news items appropriately and uses adjectives correctly to talk about advertisements	Attempts to talk about some news items but has difficulty using adjectives for advertisements	Hardly identifies adjectives and news items

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	**2.8** Using artistic expressions to express imaginative experiences (1 lesson)	By the end of the Sub strand the learner should be able to: a) Tell imaginative experiences creatively and coherently b) Use artistic expressions to narrate experiences c) Express empathy for characters in a story d) Enjoy telling imaginative experiences	• In pairs, learners to narrate personal experiences • In pairs, learners to tell imaginative stories • In small groups, learners to practice telling stories using artistic expressions and in turns give a peer review • Learners to use digital devices to create their own imaginative stories on empathy and talk about them in class • Learners could discuss the themes and characterisation in stories	1) What is the importance of artistic expressions in story telling? 2) How do we tell a story coherently? 3) Why is it good to show empathy? 4) What do we learn from characters in stories?
Core Competences to be developed: Communication and collaboration as learners use artistic expressions correctly to tell stories, learning to learn as learners discover how to tell stories and experiences using artistic expressions, creative thinking and imagination and digital literacy as learners use digital devices to create own imaginative stories.					
PCIs: Effective communication as learners use artistic expressions correctly to tell			**Values:** Unity as learners work together		

stories, creative thinking as learners create imaginative stories, knowing and living with others as learners learn how to show empathy from the stories.	harmoniously nin pairs and in groups.
Links to other subjects : All Languages teach speaking skills and storytelling, Religious activities teach empathy	**Suggested Community Service Learning activities:** Learners to participate in story telling at home and in school and be engaged in reading tent activities during community literacy week

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses artistic expressions appropriately to tell imaginative experiences and stories creatively and coherently	Efficiently uses artistic expressions appropriately to tell imaginative experiences and stories creatively and coherently	Uses artistic expressions appropriately to tell imaginative experiences and stories creatively and coherently	Tells a few animal stories but not creatively and coherently	With guidance is able to tell a story but does not identify any artistic expressions.
Expresses empathy appropriately for characters in a story	Consistently expresses empathy appropriately for characters in a story	Expresses empathy appropriately for characters in a story	Explains what happens to some characters in a story but does not show empathy	Struggles to relate to characters in a story

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	**2.9** Expressing self in a variety of contexts (1 lesson)	By the end of the Sub strand the learner should be able to: a) Express self audibly and confidently b) Use proverbs and sayings to tell imaginative experiences c) Present ideas in a logical sequence d) Discuss effects of negative cultural practices e) Enjoy expressing self on varied topical issues	• In small groups, learners to give opinions on different cultural practices • Learners to discuss different situations and experiences relating to cultural practices • Learners to debate on positive and negative cultural practices • In pairs, learners to prepare and record presentations on different cultural practices and present them audibly and confidently • In small groups, learners to practice giving ideas in logical sequence and give peer review. • Learners to view recorded clips of presentations on cultural practices, ask and answer questions and practice what they see.	1. How do we speak audibly and confidently? 2. What is the importance of proverbs and sayings ? 3. What are the benefits of cultural practices?

Core Competences to be developed: Communication and collaboration as learners tell imaginative experiences audibly, confidently and in logical sequence, creative thinking and imagination as learners prepare presentations on cultural practices, learning to learn and critical thinking for problem solving as learners learn to make appropriate decisions on cultural practices

PCIs: Effective communication as learners tell imaginative experiences audibly and confidently ,creative thinking as learners prepare presentations on cultural practices,	**Values: Responsibility as they make wise choices regarding cultural practices,** Unity

critical thinking as learners learn to make appropriate decisions on cultural practices , health education as learners make appropriate choices on cultural practices to avoid health risks.	as they work together harmoniously in pairs and groups.
Links to other subjects: All languages teach self expression, proverbs and sayings, Environmental and social activities teach cultural practices	**Suggested Community Service Learning activities:** Learners to participate in cultural festivals in the community

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Expresses self audibly, confidently and presents ideas in a logical sequence	Perfectly expresses self audibly, confidently and presents ideas in a logical sequence	Expresses self audibly, confidently and presents ideas in a logical sequence	Expresses self audibly but not confidently and does not present ideas in a logical sequence	Struggles to express self
Uses proverbs and sayings appropriately to tell imaginative experiences	Excellently uses proverbs and sayings to tell imaginative experiences	Uses proverbs and sayings to tell imaginative experiences	Knows a few proverbs and sayings but has difficulty telling imaginative experiences	Is not able to identify most proverbs and sayings
Discusses effects of negative cultural practices	Effectively discusses effects of negative cultural practices	Discusses effects of negative cultural practices	With guidance, lists some effects of negative cultural practices	Does not identify any negative cultural practices

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0SPEAKING	2.10 Using a variety of expressions and phrases in conversation (1 lesson)	By the end of the Sub strand the learner should be able to: a) Interject appropriately during conversations b) Use appropriate phrases in telephone conversations c) Ask questions and respond correctly during conversations d) Enjoy using appropriate expressions and phrases during conversations	• In pairs, learners to listen to recorded telephone conversations , identify phrases used and answer questions • Learners to converse in pairs and practice using appropriate phrases, questions and responses • In pairs, learners to practice making telephone conversations using interjections, questions and responses appropriately • Learners to role play telephone conversations using appropriate phrases, interjections questions and responses • Learners to use digital devices to create their own telephone conversations and present to the class	1. How do we interject during conversations? 2. How do we ask questions during conversations? 3. How do we respond during telephone conversations?
Core Competences to be developed: Communication and collaboration as learners asking questions and interject using appropriate phrases during conversations, critical thinking for problem solving as learners choose appropriate phrases to respond and interject in conversations, digital literacy and creative thinking and imagination as learners use digital devices to create telephone conversations and present them.				
PCIs: Effective communication as learners ask questions and interject using appropriate phrases					**Values:** Unity and peace as they learn

during conversations , creative thinking as learners use digital devices to create conversations and present them, social cohesion as learners learn appropriate ways to engage in conversations	to practice the good conversation habits
Links to other subjects : All languages teach conversation skills, Religious activities teach peaceful co- existence	**Suggested Community Service Learning activities:** Learners to practice using correct phrases, interjections and responses in conversations at home with parents and guardians

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses appropriate phrases, interjections , questions and responses during telephone conversations	Consistently uses appropriate phrases, interjections, questions and responses during telephone conversations	Uses appropriate phrases, interjections , questions and responses during telephone conversations	Attempts to use appropriate phrases but does not respond, interject or answer questions appropriately	Hardly makes any responses appropriately during conversations

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Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	**2.11** Using language to give information in different formats (1 lesson)	By the end of the Sub strand the learner should be able to: a) Use interrogatives appropriately to ask questions b) Discuss shopping lists c) Answer questions on care of resources d) Take pleasure in using interrogatives in different contexts.	• In pairs, learners to identify different interrogatives from the wall charts and use them to ask questions • Learners to play the hot seat game. They fish interrogatives from flash cards and the one on hot seat uses them to ask questions • Learners to practice asking questions to a shopkeeper, using appropriate interrogatives. • Learners to view video clips on careful use of resources ,discuss and answer questions • In small groups, learners to discuss how to make a shopping list • In pairs, learners to create a shopping list and present to the class • Learners to use digital devices to create a dialogue between a buyer and a shopkeeper using interrogatives correctly and practice the dialogue in class	1. Why is it important to use a shopping list? 2. How do we ask questions when buying things? 3. How do we use different interrogatives?
Core Competences to be developed: Communication and collaboration as learners use interrogatives appropriately to ask questions,				

critical thinking for problem solving as learners learn how to make shopping lists without being wasteful, digital literacy and creative thinking and imagination as learners create dialogues between a buyer and a shopkeeper, learning to learn as learners learn how to avoid wastage of resources.

PCIs: Effective communication as learners use interrogatives appropriately to ask questions, creative thinking as learners create dialogues between a buyer and a shopkeeper, critical thinking as learners make shopping lists, financial literacy as learners learn how to avoid wastage	**Values:** Responsibility as learners learn how to use resources responsibly, unity as learners work together peacefully in pairs and groups
Links to other subjects: All languages teach interrogatives, Mathematics activities teach money management and budgeting.	**Suggested Community Service Learning activities:** Learners to be involved in shopping activities at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses interrogatives appropriately to ask questions	Excellently uses interrogatives to ask questions appropriately	Use interrogatives appropriately to ask questions	Attempts to ask questions but has difficulty using interrogatives correctly	Is not able to identify interrogatives
Discusses shopping lists and answers questions on care of resources correctly	Perfectly discusses shopping lists and answers questions on care of resources correctly	Discuss shopping lists and answers questions on care of resources correctly	Answers some questions on care of resources but struggles to explain shopping lists	Does not identify a shopping list and is not able to answer questions on care of resources

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0SPEAKING	**2.12** Sharing ideas in a variety of topics (1 lesson)	By the end of the Sub strand the learner should be able to: a) Describe different occupations in the neighbourhood b) Discuss the importance of working efficiently c) Take pleasure in sharing varied ideas	• In pairs, learners to discuss different occupations displayed on wall charts and answer questions • Learners to engage in a random speaking activity to fish picture cards and find a picture of different occupations and describe them • In small groups, learners to practice dialogues on the importance of working efficiently • Learners to view audio visual clips of dialogues on different occupations and discuss • Learners to debate on different occupations e.g. A farmer is better than a mechanic • Learners to role play different occupations • Learners to be recorded as they role play different occupations, view and give peer reviews	1. What are the skills of dialogue? 2. What types of occupations do you know? 3. Why is it important to work efficiently?
Core Competences to be developed: Communication and collaboration as learners describe different occupations correctly, critical thinking for problem solving as they debate on which occupations are better than others, creative thinking and imagination and digital literacy as				

learners role play different occupations and record themselves.	
PCIs: Effective communications as learners describe different occupations appropriately, critical thinking as learners debate on occupations, creative thinking as learners role play different occupations, citizenship as learners learn the importance of working hard.	**Values:** Responsibility as they learn to work efficiently, unity as they work harmoniously in pairs and groups.
Links to other subjects: All languages teach speaking skills, Environmental studies teach occupations.	**Suggested Community Service Learning activities:** Learners to appreciate the importance of working efficiently at home.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Discusses the importance of working efficiently and describes different occupations correctly	Consistently discusses the importance of working efficiently and describes different occupations correctly	Discusses the importance of working efficiently and describes different occupations correctly	Attempts to name some occupations but not the importance of working efficiently	Names a few occupations with guidance

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Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0SPEAKING	**2.13** Giving information using specific language structures to (1 lesson)	By the end of the sub strand the learner should be able to: a) Use determiners correctly in sentences b) Describe technological devises from charts. c) Discuss ways of disposing technological waste in school and at home. d) Appreciate giving information in different contexts	• In small groups learners describe types of technological devices displayed on a wall chart, in books and pictures. • Learners to listen to recorded clips on appropriate waste disposal and answer questions. • In pairs, learners discuss ways of disposing technological wastes. • In pairs, learners to generate sentences on technological devices using 'these' and 'those'. • Learners to use digital devices to create presentations on technological waste disposal and present them to the class	1. What is the importance of determiners in description? 2. How do we dispose of technological devices wastes? 3. Why is it important to

Core Competences to be developed: Communication and collaboration as learners use determiners correctly in sentences to describe technological devices, learning to learn and critical thinking for problem solving as learners learn how to dispose technological waste appropriately, digital literacy and creative thinking and imagination as learners use digital devices to create presentations on technological waste disposal.

PCIs: Effective communication as learners use determiners correctly in sentences to describe technological devices , Environmental protection as they learn how to dispose technological waste appropriately, critical thinking as they choose to dispose of technological devices appropriately, creative thinking as they create presentations on technological waste disposal.	**Values:** Responsibility as learners learn to be careful as they dispose of technological waste, unity as they work harmoniously in pairs and small groups
Links to other subjects : All languages teach use of determiners to identify objects, social and environmental activities teach care of the environment	**Suggested Community Service Learning activities:** Learners to dispose of technological waste Appropriately at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses determiners correctly in sentences to describe technological devices and ways of disposing technological waste.	Consistently uses determiners correctly in sentences to describe technological devices and ways of disposing technological waste.	Uses determiners correctly in sentences to describe technological devices and ways of disposing technological waste.	Attempts to describe technological devices but is not able to identify ways of disposing technological waste or use determiners correctly	Does not identify technological devices and hardly uses determiners

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	**2.**14 Telling about **i**maginative experiences and stories (1 lesson)	By the end of the Sub strand the learner should be able to: d) Tell stories creatively and articulately e) Discuss how to care for different animals at home f) Enjoy telling imaginative stories	• In pairs, learners to share imaginative experiences on care for animals • In small groups, learners to create and tell imaginative stories • Learners to listen to recorded clips about care for animals and answer questions • Learners to create imaginative experiences about care for animas and present them • Learners to view an audio visual clip on care for animals and discuss • Learners to use digital devices to prepare presentations on care of animals and present • Learners to listen to and discuss animal stories • Learners could convert animal stories into other formats e.g. poems and retell/ recite	1) Why is it important to care for animals? 2) What do we learn from animal stories? 3) How do we make imaginative experiences?

Core Competences to be developed: Communication and collaboration as learners tell stories creatively and articulately, learning to learn and critical thinking for problem solving as learners learn and use different ways to care for animals, creative thinking& imagination as learners convert animal stories to poems and recite them, digital literacy as learners use digital devices to prepare presentations on care of animals and present as they create stories

PCIs: Effective communication as learners tell stories creatively and articulately, critical thinking as learners use different ways to care for animals, creative thinking as learners convert animal stories into poems, Environmental care as learners learn how to	**Values:** Responsibility as learners learn to take good care of animals, unity as learners work

care for animals	together harmoniously in pairs and small groups
Links to other subjects : All languages teach self expression and story- telling, Environmental and social activities teach animal care	**Suggested Community Service Learning**: Learners to help parents/ guardians to take good care of animals at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Tells imaginative stories and experiences articulately and discusses care of animals correctly	Consistently tells imaginative stories and experiences articulately and discusses care of animals correctly	Tells imaginative stories and experiences articulately and discusses care of animals correctly	With guidance talks about animal care and tells a few stories and experiences but not fluently or imaginatively	Hardly discusses animal care and is not able to tell stories

Strand	Sub stand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SPEAKING	2.15 Using standard pronunciation, intonation and pause (1 lesson)	By the end of the Sub strand the learner should be able to: a) Observe correct pronunciation and pause when speaking at home and in school b) Use correct pronunciation, intonation and pause c) Speak clearly, efficiently, fluently and confidently in a variety of contexts d) Discuss ideas in a logical sequence f) Explain how to deal with strangers g) Enjoy speaking with correct intonation and pause	• In pairs, learners to discuss different punctuation marks how they affect pause and intonation • In pairs, learners to practice the intonation and pause for different punctuation marks • In small groups, learners to practice expressing own opinions fluently with correct intonation and pause • Learners to practice sentences given on the board and observing the use of full stop, exclamation mark and question mark • Learners to be recorded giving speeches and observing the use of full stop, exclamation mark and question mark • In small groups, learners could view recorded clips on self expression and practice what they see. • In groups, learners to practice expressing self using correct intonation and pause • Learners to view an audio visual clip on dealing with strangers and answer questions • Learners to give opinions on how to deal	1. Why is it important to observe punctuation marks in self expression? 2. What do you when you meet strangers? 3. How do you present ideas in logical sequence?

			with strangers
			• Learners to dramatize different experiences in dealing with strangers
			• In pairs learners could practice and record as they express their opinions audibly, confidently and in logical sequence and give peer review

Core Competences to be developed: Communication and collaboration as learners observe punctuation marks correctly to speak clearly, efficiently, fluently and express themselves audibly and confidently, critical thinking as learners learn how to deal with strangers appropriately, creative thinking and imagination as learners dramatize different experiences in dealing with strangers, learning to learn and self efficacy as learners learn to communicate confidently and audibly to express their ideas, digital literacy as learners record themselves as they practice self expression

PCIs: Effective communication as learners observe punctuation marks correctly to speak clearly, efficiently, fluently and express themselves audibly and confidently , critical thinking as learners learn how to deal with strangers appropriately , creative thinking and imagination as learners dramatize different experiences in dealing with strangers , responsible social interaction as learners learn how to deal with strangers	**Values:** Responsibility as learners learn how to be careful when dealing with strangers, unity as learners work together harmoniously in pairs and groups
Links to other subjects: All languages teach self expression and punctuation, Environmental and social teach safety and security.	**Suggested Community Service Learning**: Reciting poems at school assembly and participating in inter school debates

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Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Observes punctuation marks correctly and speaks audibly with correct pronunciation, intonation and pause.	Efficiently observes punctuation marks correctly and speaks audibly with correct pronunciation, intonation and pause	Observes punctuation marks correctly and speaks audibly with correct pronunciation, intonation and pause.	Attempts to observe punctuation marks and pronunciation but is not able to use correct intonation or pause.	Hardly observes punctuation marks and does not use intonation and pause.
Discusses ideas in a logical sequence and explains how to deal with strangers appropriately	Consistently discusses ideas in a logical sequence and explains how to deal with strangers appropriately	Discusses ideas in a logical sequence and explains how to deal with strangers appropriately	Attempts to explain how to deal with strangers but not in logical sequence	Hardly identifies strangers or sequence

Strand	Sub strand Sub-sub strand	Specific learning outcomes *(KSA, core competence, values)*	Suggested learning experiences *(address the learning outcomes)*	Key inquiry question(s) *(Key questions that guide achievement of the learning outcomes)*
2.0SPEAKING	2.16 • Using acquired language strategies to talk about daily experiences (1 lesson)	By the end of the Sub strand the learner should be able to: a) Use verbs correctly in sentences to express self b) Discuss care of communal resources appropriately c) Describe things using adverbs of degree in sentences correctly d) Appreciate discussing daily experiences using acquired language strategies	• In pairs, learners to practice using verbs and adverbs in sentences • In small groups, learners to discuss different communal resources • Learners to look at pictures of different communal resources on a chart and tell personal experiences about them • Learners to listen to recorded clips on different resources and repeat the descriptions • Learners to practice describing different resources using adverbs of degree • Learners to use digital devices to prepare presentations on care of communal resources and present.	1. What is the importance of verbs in sentences? 2. How do we describe things using adverbs of degree? 3. Why is it important to take care of communal resources?

Core Competences to be developed: Communication and collaboration as learners describe everyday experiences using verbs and adverbs of degree in sentences, learning to learn and critical thinking for problem solving as learners learn to make appropriate use of resources, digital literacy and creativity and imagination as learners use digital devices to prepare presentations on care of resources

PCIs: Effective communication as learners describe everyday experiences using verbs and adverbs of degree in sentences, critical thinking as learners learn how to use resources	Values: Responsibility as learners learn how to use resources carefully, unity as learners work

carefully, creativity and imagination as learners use digital devices to prepare presentations on care of resources, Environmental care as learners learn how to care for resources.	together harmoniously in groups and pairs
Links to other subjects : All languages teach verbs and adverbs, Social studies teach use of resources	**Suggested Community Service Learning activities:** Learners to use resources at home with care.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses verbs and adverbs of degree correctly in sentences to discuss care of communal resources	Perfectly uses verbs and adverbs of degree correctly in sentences to discuss care of communal resources	Uses verbs and adverbs of degree correctly in sentences to discuss care of communal resources	Identifies a few communal resources but has difficulty discussing care and does not use verbs and adverbs of degree correctly	Does not identify verbs and adverbs of degree or communal resources

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0READING	3.1Reading texts with a variety of language structures (2 lessons)	By the end of the sub strand, the learner should be able to: a) Read nouns correctly in singular and plural forms in texts b) Identify prepositions in texts c) Comprehend instructions in different texts. d) Answer comprehension questions correctly e) Appreciate reading texts with a variety of language structures	• In small groups, learners to practice reading fluently and give peer reviews • In pairs, learners to read and identify singular forms of nouns in texts • In pairs, learners to identify plural forms of nouns from passages • In pairs, learners to read texts and identify prepositions • Learners to read short passages on conflict resolution. • Learners to identify sentences with singular and plural forms of nouns in news paper cuttings and read them • Learners to identify short paragraphs with prepositions and read them fluently • Learners to use digital devices to identify passages on conflict	1) Why do we use nouns and prepositions in sentences? 2) How do you resolve conflicts?

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			resolution and read them	

Core Competences to be developed: Communication and collaboration as learners read fluently and answer comprehension questions correctly, Critical thinking for problem solving and digital literacy as learners identify nouns and prepositions in sentences, digital literacy and creative thinking and imagination as learners use digital device to identify sentences with nouns and prepositions and read them, citizenship as learners learn how to resolve conflicts

PCIs: Effective communication as learners read fluently with comprehension, critical thinking as learners identify nouns and prepositions in sentences, peace education as they learn how to resolve disagreements	**Values:** Unity and responsibility as learners go through various learning experiences.
Links to other subjects : All languages teach parts of speech, Social studies and Religious Activities teach peace and conflict resolution	**Suggested Community Service Learning activities:** Learners to practice conflict resolution in and out of school.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Read different texts and identify prepositions and nouns in singular and plural forms	Consistently reads different texts and identifies prepositions and nouns in singular and plural forms	Reads different texts and identifies prepositions and nouns in singular and plural forms	Identifies some nouns in singular and plural forms but needs guidance to identify prepositions	Does not identify nouns and prepositions in different texts.
Answer comprehension questions on conflict resolution correctly	Perfectly answers comprehension questions on conflict resolution correctly	Answers comprehension questions on conflict resolution correctly	Attempts to answer most questions on conflict resolution .	Reads with guidance but has difficulty naming ways of conflict resolution .

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0READING	3.2Reading texts with varied instructions (1 lesson)	By the end of the sub strand, the learner should be able to: a) Comprehend instructions in texts b) Answer comprehension questions on school instructions c) Read instructions and perform a task d) Appreciate reading a variety of texts to use information	• In pairs, learners to read and respond to instructions from wall charts • In small groups, learners to identify and read instructions from newspaper cuttings • Learners to read and comprehend the school rules • Learners to read and identify instructions in passages • Learners to read instructions and perform a specific task in pairs/groups. • Learners to use digital devices to create instructions and read them • Learners to read and role play given instructions • Learners to comprehend verbs in instructions	1) Why should we obey school rules 2) What is the importance of comprehending verbs in instructions? 3) Why is it important to comprehend instructions as we perform a task?
Core Competences to be developed: Communication and collaboration as learners read and comprehend instructions; Critical thinking for problem solving as learners interpret instructions correctly to perform a task and Digital literacy as learners use digital devices to create instructions.				

PCIs: Effective communication as learners read verbs in instructions with correct intepretation, critical thinking as learners read instructions and perform specific tasks correctly.	Values: Respect, responsibility and unity will be inculcated as learners learn to follow instructions.
Links to other subjects : All languages teach reading for comprehension and religious education teaches following instructions	Suggested Community Service Learning activities: Participate in a social event to practice law and order

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Comprehends multiple instructions and responds appropriately	Consistently comprehends multiple instructions and responds with variation.	Comprehends multiple instructions and responds appropriately	Only comprehends and responds to a few instructions appropriately	Does not comprehend or respond to instructions
Reads instructions and performs a task accurately	Accurately reads instructions and performs a task excellently	Reads instructions and performs a task accurately	Reads most of the instructions but does not complete the task	Has difficulty reading instructions and does not perform the task

Strand	Sub strand Sub-sub strand	Specific learning outcomes *(KSA, core competence, values)*	Suggested learning experiences *(address the learning outcomes)*	Key inquiry question(s) *(Key questions that guide achievement of the learning outcomes)*
3.0READING	3.4 Reading sentences in a variety of structures to acquire information (1 lesson)	By the end of the sub strand, the learner should be able to: a) Read sentences in present continuous tense in varied texts b) Answer comprehension questions from texts on modern means of transport c) Enjoy reading a variety of texts to acquire information	• Learners to read pictures and identify modern means of transport. • In pairs, learners to practice reading poems on modern means of transport with correct pause and pace. • Learners to read passages on safety in modern transport and answer questions • Learners to read short passages on modern means of transport identifying sentences in present continuous tense. • Learners to engage in digital language games to read words and sentences about modern means of transport. • Learners to participate in peer reading and peer assessment activities.	1. How do we read to acquire information 2. Why is it important to read fluently? 3. Why is safety important when using modern transport?

Core Competences to be developed: Communication and collaboration as learners read sentences in present continuous tense with comprehension, critical thinking for problem solving and digital literacy as learners use digital devices to identify passages on modern means of transport and read them, creative thinking and imagination as learners read poems on modern means of transport with correct pause and creatively play digital language

games.

PCIs: Effective communication as learners read sentences with comprehension, safety education as they read passages on safety in modern means of transport, critical thinking for problem solving as learners choose to practice safety on modern means of transport, creative thinking and imagination as learners creatively play digital language games.	**Values:** Unity as learners work harmoniously in pairs and groups, responsibility as learners practice safety on modern means of transport
Links to other subjects : All languages teach reading with fluency, present continuous tense and comprehension, social studies teaches transport	**Suggested Community Service Learning activities:** Learners to observe safety when using modern transport

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Answer questions on modern means of transport correctly and read sentences in present continuous tense fluently.	Consistently answers questions on modern means of transport correctly and reads sentences in present continuous tense fluently.	Answers questions on modern means of transport correctly and reads sentences in present continuous tense fluently	Attempts to answer some questions on modern means of transport but struggles to read sentences in present continuous tense	Struggles to identify modern means of transport or read sentences in present continuous tense

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0READING	3.5Silent reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) Read level readers silently with attention b) Comprehend the meaning of new words in context from level readers c) Answer comprehension questions from level readers d) Use level dictionary appropriately to comprehend new words e) Enjoy reading silently and attentively	• Learners to practice reading level readers silently • Learners to read short passages on farm activities, silently and answer questions • In pairs, learners to practice using the dictionary to check the meaning of new words. • Learners to find stories on farm activities in digital devices and read them silently • Learners to find meaning of new words in level readers using the level dictionary. • Learners to practice acquired reading strategies as they read silently.	1) Why do we read silently? 2) What is the importance of using a dictionary?

Core Competences to be developed: Communication and Collaboration as learners work in pairs to check the meaning of new words using level dictionaries, learning to learn as learners learn how to find meaning of new words in level dictionaries, creative thinking and imagination and digital literacy as learners use digital devices to find stories on farm activities and read them silently.

PCIs: Effective communication as learners apply acquired reading strategies to read silently and attentively with comprehension, social cohesion as they work in pairs to check the meaning of new words in level dictionaries, creative thinking and imagination and digital literacy as learners use digital devices to find stories on farm,	**Values:** Unity as they work harmoniously in pairs , responsibility as they read passages and acquire information on farm activities

environmental education as they read passages on farm activities.	
Links to other subjects: All languages teach silent reading. Environmental teaches farming	**Suggested Community Service Learning activities:** Learners could participate in various activities at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Read level readers silently and comprehend the meaning of new words in context.	Efficiently reads level readers silently and effectively comprehends the meaning of new words in context.	Reads level readers silently and comprehends the meaning of new words in context.	Attempts to read level readers silently but does not comprehend the meaning of most new words in context.	Struggles to read silently with assistance but does not comprehend the meaning of words.
Use level dictionary appropriately to comprehend new words.	Excellently uses level dictionary appropriately to comprehend new words	Uses level dictionary appropriately to comprehend new words.	Uses level dictionary but has difficulty finding the meaning of new words.	Hardly uses level dictionary appropriately.
Read passages on farm activities attentively and answer comprehension questions correctly	Perfectly reads passages on farm activities attentively and answer comprehension questions correctly	Reads passages on farm activities attentively and answer comprehension questions correctly	Attempts to read a passage silently but does not answer most questions on farm activities correctly	Is not able to answer questions on farm activities correctly

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 READING	3.6 Reading passages with compound sentences (1 lesson)	By the end of the sub strand, the learner should be able to: a) Read compound sentences different passages with comprehension b) Identify conjunctions in compound sentences. c) Enjoy reading a variety of texts for comprehension.	• Learners to read passages on honesty. • In pairs, learners to read compound sentences from charts. • In pairs, learners to practice reading compound sentences fluently. • Learners to read poems on honesty and answer questions • In small groups, learners to read sentences and identify conjunctions. • Learners to read passages on consequences of dishonesty and respond to comprehension questions. • Learners to participate in fluent reading competitions in class	1. When do we use conjunctions? 2. Why is it important to be honest? 3. What are the consequences of dishonesty?
Core Competences to be developed: Communication and collaboration as learners read poems, passages and sentences with comprehension, learning to learn as learners learn to identify conjunctions in compound sentences, critical thinking and citizenship as learners choose to practice honesty as learnt from passages on honesty.				

PCIs: Effective communication as learners read compound sentences fluently with comprehension, learning to learn as learners identify conjunctions in compound sentences, critical thinking and citizenship as learners choose to practice honesty as learnt from passages on honesty.	**Values:** Unity as learners work together harmoniously in groups or pairs, responsibility as they learn and choose to practice responsibility.
Links to other subjects : All languages teach reading different types of sentences and passages with comprehension, Religious Activities teach honesty.	**Suggested Community Service Learning activities:** Learners to practice honesty at home

Assessment rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Reads passages and answers questions on consequences of dishonesty correctly.	Consistently reads passages and answers questions on consequences of dishonesty correctly	Reads passages and answers questions on consequences of dishonesty correctly	Attempts to read some passages but does not answer most questions correctly	Reads the passage with guidance but does not answer questions correctly.
Reads and identifies conjunctions in compound sentences correctly.	Always identifies conjunctions in compound sentences correctly.	Reads and identifies conjunctions in compound sentences correctly.	Does not identify most conjunctions in compound sentences.	Hardly identifies conjunctions in compound sentences.

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 READING	3.7 Extensive reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) Read extensively b) Identify adjectives in various adjectives c) Interpret advertisements and news items. d) Use information from news items and adverts appropriately. e) Enjoy reading a variety of advertisements and news items.	• In pairs, learners to identify and read adverts from news ppapers, magazines etc • In small groups, learners to read news paper cuttings and prepare personal collection of news e.g. personal booklet of news. • Learners to read and identify adjectives in varied adverts in pairs and groups. • In pairs, learners to use digital devices to read and recreate content of adverts • Learners to read and answer questions on advertisements. • Learners to read and debate on using information from adverts and news items responsibly	1. Why are advertisements important? 2. What do news items communicate?
Core Competences to be developed: Communication and collaboration as learners read adverts and news items with comprehension, critical thinking as learners read and answer questions on adverts and news items, digital literacy and learning to learn as learners recreate news items using				

digital devices, creative thinking and imagination as learners read and reacreate adverts and personal collection of news.

PCIs: Effective communication as learners read adverts and news items with comprehension, critical thinking as learners read and answer questions on adverts and news items, creative thinking as learners read and recreate adverts and personal collection of news .	**Values:** Unity as learners work harmoniously in pairs and small groups, responsibility as learners learn to use information in adverts and news items responsibly
Links to other subjects : All languages teach extensive reading	**Suggested Community Service Learning activities:** Learners to read extensively and interpret adverts and news items correctly at home

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Read and interpret news items and advertisements correctly.	Consistently reads and comprehends news items and advertisements and	Reads and interprets news items and advertisements correctly	Attempts to interprets some news items and advertisements	Has difficulty interpreting news items and advertisements
Identify adjectives in advertisements	Perfectly identifies adjectives in advertisements.	Identify adjectives in advertisements	With guidance can identify some adjectives in advertisements	Does not .identify any adjectives.

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 READING	3.8 Extensive reading (1 lesson)	By the end of the sub strand, the learner should be able to: a) Read to locate specific information in stories. b) Build a personal collection of vocabulary from stories. c) Relate events of short stories to real life experiences. d) Read a variety of texts with pleasure.	• Learners to read short passages and find meaning of words in context • In pairs, learners to read and locate words showing empathy in varied texts. • In small groups, learners to practice relating events from stories to real life • Learners to read stories and discuss themes and characters • Learners to read texts and talk about related real life experiences • Learners to read stories and identify situations related to empathy. • Learners to read and prepare personal collections of new words	1) How do you build a personal collection of vocabulary? 2) What do we learn from stories? 3) Why is it important to show empathy?

Core Competences to be developed: Communication and collaboration as learners read stories and identify events that relate to real life, learning to learn as learners find new words and create personal word banks, critical thinking for problem solving as learners identify events situations that relate to empathy.

PCIs: Effective communication as learners read stories and identify events that relate to real life, critical thinking as learners identify events situations that relate to empathy from the stories, social cohesion as they learn how to show others and live in harmony.	Values: Unity as they work together harmoniously in pairs and groups, responsibility as they read diligently and create personal word banks

Links to other subjects: All Languages teach reading to locate specific information, Religious Activities teach empathy.	Suggested Community Service Learning activities: Learners to read extensively at home and in the community library.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Reads and locates specific information in texts	Reads keenly and locates specific information in texts	Reads and locates specific information in texts	Attempts to read but does not locate specific information in texts	Is not able to read or locate specific information in texts
Builds a personal collection of vocabulary	Habitually builds a personal collection of vocabulary	Builds a personal collection of vocabulary	Makes an effort to build a personal collection of vocabulary but has very few words	Has no personal collection of vocabulary
Relates events from stories to real life experiences correctly	Relates events from stories to real life experiences with accuracy	Relate events from stories to real life experiences correctly	Is able to relate a few events from stories to real life experiences	Does not relate events of stories to real life experiences

Strand	Sub strand Sub-sub strand	Specific learning outcomes *(KSA, core competence, values)*	Suggested learning experiences *(address the learning outcomes)*	Key inquiry question(s) *(Key questions that guide achievement of the learning outcomes)*
3.0 READING	3.9 Reading texts with a variety of literary short forms (1 lesson)	By the end of the sub strand, the learner should be able to: a) Identify proverbs and sayings in passages b) Unravel riddles from different texts c) Comprehend the meaning of proverbs and sayings in context d) Read passages on countering negative cultural practices e) Appreciate reading texts with a variety of literary short forms.	• Learners to read passages on cultural practices • In small groups, learners to read different texts and identify negative cultural practices • In pairs, learners to read texts and identify proverbs and sayings • Learners to use digital devices to identify and unravel riddles • Learners to read passages on countering negative cultural practices • Learners to read short passages and answer questions on different cultural practices • Learners to read poems, identify and explain the meaning of proverbs and sayings in context • Learners to read a dialogue as they	1) How do we interpret proverbs and sayings in context? 2) What is the role of proverbs and riddles in texts? 3) How do we counter negative cultural practices

			identify negative cultural practices.	

Core Competences to be developed: Communication and collaboration as learners read and comprehend the meaning of sayings and proverbs in context, digital literacy as learners use digital devices to identify riddles, critical thinking for problem solving as learners unravel riddles and explain the meaning of proverbs and sayings in context, learning to learn as they reaqd passages and identify negative cultural practices, citizenship as learners learn how to counter negative cultural practices to promote national development.

PCIs: Effective communication as learners read and comprehend the meaning of sayings and proverbs in context, critical thinking as learners unravel riddles and explain the meaning of proverbs and sayings in context, learning to learn and , citizenship as learners identify negative cultural practices and how to counter them., citizenship as learners counter negative cultural practices to promote national development.	**Values:** Unity and peace as learners work harmoniously in pairs and groups, responsibility as learners learn to shun negative cultural practices
Links to other subjects: Languages teach use of short forms, social studies teaches cultural practices and their effects	**Suggested Community Service Learning activities:** Learners to use cultural language short forms at home and practice positive cultural norms only

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies and comprehends proverbs and sayings in context	Easily identifies and comprehends proverbs and sayings with variation	Identifies and comprehends proverbs and sayings in context	Attempts to comprehend some sayings and proverbs.	Is not able to comprehend sayings and proverbs.
Unravels riddles correctly	Unravels riddles correctly	Consistently unravels riddles correctly	Attempts to unravel some riddles correctly	Struggles to unravel most riddles correctly
Reads passages and discusses ways of avoiding negative cultural practices	Reads passages and perfectly discusses ways of avoiding negative cultural practices	Reads passages and discusses ways of avoiding negative cultural practices	Identifies only a few negative cultural practices	Does not identify any negative cultural practices

Strand	Sub strand Sub-sub strand	Specific learning outcomes *(KSA, core competence, values)*	Suggested learning experiences *(address the learning outcomes)*	Key inquiry question(s) *(Key questions that guide achievement of the learning outcomes)*
3.0READING	3.10Reading texts with a variety of phrases (1 lesson)	By the end of the sub strand, the learner should be able to: a) Read dialogues with correct stress and intonation. b) Identify phrases used in dialogues and telephone conversations c) Explain the meaning of new words from different texts d) Enjoy reading texts with a variety of phrases	• In pairs, learners to read a telephone conversation from a visual screen . • In pairs, practice reading different phrases with correct stress and intonation • Learners to identify a dialogue from a chart and read phrases with correct stress and intonation • Learners to use digital devices. create and read their own telephone conversations • In pairs learners to read dialogues and identify different phrases in the conversations, in different contexts. • Learners to identify telephone conversations in text books and read them	1) Why is correct stress and intonation important? 2) What phrases are appropriate for telephone conversations? 3) How do we interject and take turns during telephone conversation?

Core Competences to be developed: Communication and collaboration as learners practice correct stress, pause and intonation as they read telephone conversations and dialogues, digital literacy and creative thinking and imagination as learners use digital devices to create a telephone

conversations and read them, critical thinking and problem solving as learners read dialogues and conversations and identify the phrases used to interject and take turns.

PCIs: Effective communication as learners practice correct stress, pause and intonation as they read telephone conversations and dialogues, creative thinking as learners use digital devices to create a telephone conversations and read them, critical thinking as learners read dialogues and conversations and identify the phrases used.to interject and take turns.	Values: Respect and unity through learning experiences respecting everyone's attempts and contributions.
Links to other subjects: Languages teach reading with correct pronunciation and articulation, turn taking and interjection during conversations.	Suggested Community Service Learning activities: Learners to practise using correct phrases and interjection in conversations at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identify and read phrases in conversations and dialogues correctly	Perfectly identifies and reads phrases used in conversations and dialogues correctly	Identifies and reads phrases used in conversations and dialogues correctly	Identify some phrases used in conversations and dialogues but does not read most of them correctly	Does not identify or read any phrases used in conversations and dialogues
Read dialogues and conversations with correct pronunciation, stress and pause.	Effectively reads conversations and dialogues with correct pronunciation, stress and pause.	Reads dialogues and conversations with correct pronunciation, stress and pause.	Reads some bots of conversations correctly with guidance.	Has difficulty in reading most phrases correctly

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Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 READING	3.11 Reading texts with varied sentence structures (1 lesson)	By the end of the sub strand, the learner should be able to: a) Read shopping lists with comprehension b) Identify different sentence structures from texts c) Read passages on the importance of a shopping list. • Enjoy reading texts with varied sentence structures	• In pairs, learners identify and read interrogative sentences in texts • In small groups, learners read passages on shopping activities. • Learners to use digital devices to identify and read interrogative sentences. • In pairs, learners to read passages on careful use of resources. • Learners to prepare and read their shopping lists using digital devices.	1) How do we prepare shopping lists 2) Why is it important to prepare a shopping list? 3) How do we use resource carefully?

Core Competences to be developed: Communication and collaboration as learners read sentences with varied sentence structures accurately, learning to learn and creative thinking as learners make a shopping lists, critical thinking as learners learn to consider careful use of resources as they make shopping lists, digital literacy as learners are engaged to use digital devices in identifying or making shopping lists, citizenship as they learn how to use resources carefully.

PCIs: Effective communication as learners read sentences with varied sentence structures accurately, creative thinking as learners make a shopping lists, critical thinking as learners learn to consider careful use of resources as they make shopping lists, citizenship as they learn how to use resources carefully.	**Values:** Responsibility and unity as learners work in pairs and groups.

Links to other subjects: All languages teach reading various sentences structures, Home science teaches careful use of resures	Suggested Community Service Learning: Learners to practice careful use of resources and be involved to make shopping lists with parents/guardians at home.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identify interrogatives in passages	Reads and exceptionally identifies interrogatives in a variety of sentence patterns.	Reads and identifies interrogatives in a variety of sentence patterns.	Reads but unable to identify all interrogatives in a variety of sentence patterns.	Reads with difficulty and is unable to identify interrogatives.
Read sentences in shopping lists fluently				
Read and answer questions on importance of making shopping lists correctly	Read and answer questions on importance of making shopping lists correctly	Read and answer questions on importance of making shopping lists correctly	Read and answer questions on importance of making shopping lists correctly	Read and answer questions on importance of making shopping lists correctly

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 READING	3.12 Reading varied texts with comprehension	By the end of the sub strand, the learner should be able to: a) Create a collection of vocabulary from texts on occupation b) Answer questions on different occupations c) Appreciate reading for comprehension.	• In pairs, learners to practice reading sentences accurately and fluently • Learners to read passages on different occupations and discuss • In pairs, learners to read dialogues about different occupations. • In small groups, learners to read and simulate different occupations. • Learners to use digital devices to identify and summarize information on occupations and read them • In pairs, learners to write short passages on different occupations and read them to the class • Learners read passages on occupations and answer questions	1) How do we read with comprehension? 2) Why is it important to read accurately? 3) What is the importance of different occupations?

Core Competences to be developed: Communication and collaboration as learners read sentences accurately and fluently, creative thinking and imagination as learners read and simulate different occupations, learning to learn as they read and discuss about different occupations; Critical thinking for problem solving and digital literacy as learners use digital devices to identify and summarize information on occupations and read them as learners engage in simulation.

PCIs: Effective communication as learners read sentences accurately and fluently, creative thinking as learners read and simulate different occupations, critical thinking as learners identify	**Values:** Unity as learners work harmoniously in pairs and groups, responsibility as learners learn

and summarize information on occupations and read them, citizenship as learners read about different occupations and appreciate the world of work.	about occupations and the importance of work.
Links to other subjects: All languages teach reading fluently, reading comprehension on different topics e.g. occupations; environmental activities also teach about occupations.	**Suggested Community Service Learning activities:** Learners to discuss occupations with parents/guardians at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Reads fluently and accurately with understanding.	Perfectly reads fluently and accurately with understanding.	Reads fluently and accurately with understanding.	Attempts to read but not fluently and has difficulty in understanding the text.	Needs assistance with reading and comprehension.
Answers comprehension questions on occupations correctly	Always answers comprehension questions on occupations correctly	Answers comprehension questions on occupations correctly	Identifies some occupations but does not answer most questions correctly	Is not able to answer any questions on occupations

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 READING	**3.13** Reading texts on varied topical issues	By the end of the sub strand, the learner should be able to: a) Comprehend meaning of words in context b) Answer comprehension questions from texts on technological waste c) Appreciate reading varied texts	• In pairs, learners to practice reading short passages and explaining the meaning of words from context • Learners to read passages on managing technological waste and answer questions. • Learners to read and identify vocabulary on technological waste and comprehend the meaning from context. • In pairs/groups, learners to read words on technological waste and get the meaning from context. • In small groups, learners to use digital devices to identify content on technological devices wastes and read it.	1. Why is it important to comprehend the meaning of words in context? 2. How do we dispose of technological waste?

Core Competences to be developed: Communication and collaboration as learners read short passages and explain the meaning of words from context , learning to learn as learners learn ways of disposing technological waste, digital literacy and creative thinking as learners use digital devices to identify content on technological waste and read it, citizenship and critical thinking for problem solving as learners read about managing waste and protect their environment

PCIs: Effective communication as learners explain the meaning of words from context , creative thinking as learners use digital devices to identify content on technological waste and read it, environmental education and critical thinking for problem solving as learners read about managing waste and protect their environment	**Values:** Unity as learners work harmoniously together in pairs or groups, responsibility as they learn and choose to dispose of technologica waste the right way.

Links to other subjects: All languages teach reading comprehension, science and technology teach ways of managing technological waste.	**Suggested Community Service Learning activities:** Learners to read fluently with correct intonation and pause in everyday life

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Reads sentences and paragraphs fluently and comprehends new words from context	Excellently reads sentences and paragraphs fluently and comprehends new words from context	Reads sentences and paragraphs fluently and comprehends new words from context	Is able to read some sentences and paragraphs fluently but does not comprehend most words correctly	Does not comprehend any words from context
Reads and answers questions on appropriate waste disposal correctly	Perfectly reads and answers questions on appropriate waste disposal correctly	Reads and answers questions on appropriate waste disposal correctly	Attempts to read but does not answer most questions correctly	Has no idea what technological waste is

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 READING	3.14 Extensive reading	By the end of the Sub strand the learner should be able to: a) Read to locate specific information in varied texts b) Build a personal collection of vocabulary on animal care c) Enjoy reading extensively	• Learners to read short passages on animal care and answer questions • Learners to read and locate information on animal care in varied texts. • Learners to read stories about care of animals and discuss. • Learners to use digital devices to find information on how to care for animals and read it. • Learners to prepare a personal collection of new words.	1) How do you locate specific information in a text? 2) Why is it important to create a personal collection of vocabulary? 3) What is the importance of caring for animals?

Core Competences to be developed: Communication and collaboration as learners read texts on animal care and answer questions correctly, learning to learn as learners learn ways of caring for animals, digital literacy as learners use devices to find information on animal care, critical thinking for problem solving as learners read and locate specific information in texts

PCIs: Effective communication as learners read texts on animal care and answer questions correctly, critical thinking as learners read and locate specific information in texts., environmental education as learners learn how to care for animals	**Values:** Responsibility as learners learn how to give proper care to animals
Links to other subjects: All languages teach extensive reading and Environmental Actities teach care of animals	**Suggested Community Service Learning activities:** Learners to practice care of animals with parents/ guardians at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Reads and locates information on animal care in varied texts	Consistently reads and locates information on animal care in varied texts	Reads and locates information on animal care in varied texts	Reads and locates some information on animal care in a few texts	Reads with guidance but is not able to locate information on animal care
Reads extensively and builds a personal collection of vocabulary	Reads extensively and builds a excellent personal collection of vocabulary	Reads extensively and builds a personal collection of vocabulary	Reads but not extensively and has a very small personal collection of vocabulary	Struggles to read and hardly makes any collection of words

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 READING	3.15 Reading to form personal judgement and opinion. (1 lesson)	By the end of the sub strand, the learner should be able to: a) Read sentences with correct intonation as per the punctuation marks b) Answer questions on dealing with strangers c) Identify punctuation marks used in texts. d) Appreciate reading to form personal judgement and opinion.	• Learners to read short passages as they identify punctuation marks • Learners to read sentences with correct intonation and pause and give peer review • Learners to practice reading short passages and give peer review • Learners to read passages on dealing with strangers and answer questions • In small groups, learners to use digital devices to create passages using punctuation marks correctly and read them • Learners to view a video clip on dealing with strangers and .share their opinion with others	1) Why are punctuation marks important? 2) How do we deal with strangers?

Core Competences to be developed: Communication and collaboration as learners identify punctuation marks and read with correct intonation and pause, learning to learn as they learn how to deal with strangers, digital literacy and creative thinking and imagination as they use devices to create passages and read them, critical thinking for problem solving as learners make appropriate decisions on dealing with strangers

PCIs: Effective communication as learners identify punctuation marks and read with correct intonation and pause, safety and security education as they learn how to deal with strangers, creative thinking as they use devices to create passages and read them, critical thinking as learners make appropriate decisions on dealing with strangers.	**Values:** Unity as learners work harmoniously in pairs and groups, responsibility as they choose to live carefully around strangers

Links to other subjects: All languages teach punctuation marks, social studies teaches dealing with strangers	Suggested Community Service Learning activities: Learners to deal with strangers in the community appropriately

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies punctuation marks and reads sentences and paragraphs with correct pause and intonation	Excellently identifies punctuation marks and reads sentences and paragraphs with correct pause and intonation	Identifies punctuation marks and reads sentences and paragraphs with correct pause and intonation	Identifies some punctuation marks but struggles to use correct pause and intonation	Does not identify most punctuation marks for correct pause
Reads passages on dealing with strangers fluently and answers questions correctly	Excellently reads passages on dealing with strangers fluently and answers questions correctly	Reads passages on dealing with strangers fluently and answers questions correctly	Attempts to read the passage fluently and answers most questions correctly	Struggles to read fluently but answers some questions correctly

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 READING	3.16 Reading sentences in a variety of structures	By the end of the sub strand, the learner should be able to: a) Identify verbs in sentences in a passage b) Read passages on importance of taking care of communal resources c) Answer comprehension questions on communal resources d) Enjoy reading sentence in a variety of structures	• In pairs, learners to read and identify verbs in different sentences • Learners to read short passages on importance of taking care of communal resources and discuss • Learners to read passages and identify communal resources they know • Learners to read passages on communal resources and answer questions • In small groups, learners to use digital devices to identify verbs and use them to make sentences on communal resources and read them • In small groups, learners to use digital devices to identify sentences with verbs and read them	1. What is the importance of verbs in sentences? 2. Why is it important to take care of communal resources?

Core Competences to be developed: Communication and collaboration as learners read passages on communal resources and answer questions , critical thinking for problem solving as learners read and identify verbs in texts, creative thinking and imagination as they create sentences with verbs and read them, use digital devices to identify sentences with verbs and read them, citizenship as they learn how to care for communal resources.

PCIs: Effective communication as learners read passages on communal resources and answer questions , critical thinking as learners read and identify verbs in texts, creative thinking as they create sentences with verbs and read them, citizenship as they learn how to care for communal resources.	**Values:** Unity as they work harmoniously in pairs and groups, responsibility as learners learn how to care for communal resources

Links to other subjects: All languages teach the use of verbs and comprehension, social studies teaches care of communal resources	Suggested Community Service Learning activities: Learners to practice careful use of resources at home and in the community

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Reads fluently and identifies verbs in sentences and passages	Reads fluently and perfectly identifies verbs in sentences and passages	Reads fluently and identifies verbs in sentences and passages	Attempts to read fluently and identifies verbs in some sentences and passages	Is not able to read and does not identify verbs in sentences and paragraphs
Reads passages on communal resources and answers comprehension questions correctly	Consistently reads passages on communal resources and answers comprehension questions correctly	Reads passages on communal resources and answers comprehension questions correctly	Reads passages on communal resources but does not answer most questions correctly	Struggles to read and hardly answers any questions correctly

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 WRITING	4.1 Writing words and sentences using different structures (1 lesson)	By the end of the Sub strand the learner should be able to: a) Use prepositions correctly to write essays b) Write essays on conflict resolution c) Write sentences using singular and plural forms of nouns d) Appreciate writing sentences in different structures	• In pairs, learners to play word games to write words in singular and plural forms e.g spelling bee. • In small groups, learners to fish sentence cards with sentences using singular and plural forms of nouns and copy them. • In pairs and groups, learners to fill in blank spaces to complete sentences using singular and plural forms of nouns • Learners to fill in blanks using prepositions correctly • Learners to create sentences from substitution tables in singular and plural forms of nouns • Learners to play digital games to find prepositions and use them to write sentences • Learners to write short essays on conflict resolution • Learners to engage in writing competitions in class	1. How do we differentiate singular and plural forms of words and sentences? 2. Why is it important to write legibly? 3. How do we resolve disagreements
Core Competences to be developed: Communication and collaboration as learners write sentences and words legibly using prepositions and nouns correctly, learning to learn as learners find singular and plural forms of nouns from digital devices and make sentences, creative thinking and imagination as learners write short essays on conflict resolution, digital literacy as learners use digital devices to find prepositions and make					

sentences.

PCIs: Effective communication as learners write sentences and words legibly using prepositions and nouns correctly, creative thinking as learners write short essays on conflict resolution, critical thinking and social cohesion as they choose to resolve conflicts for peaceful co- existence	**Values:** Responsibility and unity when they appreciate conflict resolution
Links to other subjects: All languages writing and using parts of speech to write sentences in different structures, Religious education teaching conflict resolution	**Suggested Community Service Learning**: Learners to participate in writing competitions on conflict resolution in the community

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Creates sentences from substitution tables and fills in blank spaces to complete sentences using singular and plural forms of nouns and prepositions correctly	Consistently creates sentences from substitution tables and fills in blank spaces to complete sentences using singular and plural forms of nouns and prepositions correctly	Creates sentences from substitution tables and fills in blank spaces to complete sentences using singular and plural forms of nouns and prepositions correctly	Attempts to fill in blank spaces to complete sentences using singular and plural forms of nouns and prepositions but is not able to create sentences from substitution tables correctly	Is not able to create sentences from substitution tables or fill in blank spaces using nouns and prepositions correctly
Writes essays on conflict resolution appropriately	Perfectly writes essays on conflict resolution appropriately	Writes essays on conflict resolution appropriately	Attempts to write essay but does not bring out ways of resolving conflict clearly	Finds it difficult to identify ways of resolving conflict

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 WRITING	**4**.2Using punctuation marks appropriately in writing varied texts (2 lessons)	By the end of the Sub strand the learner should be able to: a) Punctuate sentences and passages on importance of school rules b) Write short essays on importance of obeying school rules c) Create paragraphs in logical sequence 4) Appreciate the importance of using punctuation marks correctly in writing	• Learners to identify different punctuation marks from wall charts and use them to write sentences • In pairs, learners to identify correct and incorrect use of punctuation marks in passages • In small groups, learners to punctuate the school rules • In groups learners to practice writing paragraphs in logical sequence • Learners to recreate sentences using different punctuation marks so as to give correct meaning • Learners to create short passages on importance of following instructions at school • In pairs, learners to use digital devices to create short passages using correct punctuation marks. • In groups, learners to engage in digital language games to	1. What is the importance of punctuation marks in writing? 2. Why is it important to give instructions at school?

			identify, drag and drop punctuation marks to complete sentences	

Core Competences to be developed: Communication and collaboration as learners write well punctuated texts that make meaning, learning to learn as they identify different punctuation marks from wall charts and use them to write sentences , creative thinking and imagination as learners create short passages on giving instructions at school, critical thinking for problem solving as learners identify correct and incorrect use of punctuation marks in passages, digital literacy will be inculcated as learners engage in digital language games to identify, drag and drop punctuation marks to complete sentences, citizenship as learners learn the importance of adhering to school rules.

PCIs: Effective communication as learners write well punctuated texts that make meaning, creative thinking as learners create short passages on giving instructions at school, critical thinking as learners identify correct and incorrect use of punctuation marks in passages, citizenship as learners learn the importance of adhering to school rules.	**Values:** Unity as learners work harmoniously in pairs and groups, patriotism as learners learn how to obey instructions at school, responsibility as learners learn the importance of doing the right thing.
Links to other subjects: All languages that teach use of punctuation marks and instructions, Environmental studies	**Suggested Community Service Learning activities**: participate in community activities where learners take and give instructions

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies different punctuation marks and uses them in sentences that make meaning	Perfectly identifies different punctuation marks and uses them in sentences that make meaning	Identifies different punctuation marks and uses them in sentences that make meaning	With guidance, identifies some punctuation marks and uses them correctly in some sentences	Does not identify punctuation marks and is not able to use them in sentences.
Writes short essays on the importance of obeying school rules with paragraphs in logical sequence	Excellently Write short essays on importance of obeying school rules with paragraphs in logical sequence	Write short essays on importance of obeying school rules with paragraphs in logical sequence	Attempts to write short essays on importance of obeying school rules but struggles to sequence the paragraphs	Is not able to write short essays does not understand sequencing of paragraphs.

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Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 WRITING	**4.3**Writing a variety of texts using sentences in different structures (1 lesson)	By the end of the Sub strand the learner should be able to: a) Use direct objects to complete sentences in compositions b) Identify the direct object in sentences c) Write short essays about hygiene at home d) Enjoy writing a variety of sentences	• In pairs, learners to identify sentences with the direct object in news paper cuttings. • In small groups, learners to identify sentences with the direct object in passages • In pairs learners to write sentences with the direct object and give peer review • In pairs, learners to write short paragraphs on hygiene at home, using sentences with a direct object • Learners to write own sentences using the structure: direct object + verb • Learners to create sentences with the direct object from substitution tables and write them • Learners to engage in a digital language game to drag and drop words in blanks to create sentences with a direct object	1) Why should we maintain hygiene at home? 2) What is the importance of the object in sentences?
Core Competences to be developed: Communication and collaboration as learners to write short paragraphs on hygiene at home, using sentences using the direct object correctly, learning to learn as learners dentify sentences with the direct object in news paper cuttings, critical				

thinking for problem solving as identify sentences with the direct object in news paper cuttings, digital literacy as learners engage in digital games to drag and drop words in blanks to create sentences with a direct object, creative thinking and imagination as learners write short paragraphs on hygiene at home, using sentences with a direct object .

PCIs: Effective communication as learners to write short paragraphs on hygiene at home, using sentences using the direct object correctly, Health education and critical thinking as learners identify sentences with the direct object in news paper and learn how to practice personal hygiene , creative thinking as learners write short paragraphs on hygiene at home, using sentences with a direct object	**Values:** Unity as learners work harmoniously in pairs and small groups, responsibility as learners learn how to practice personal hygiene
Links to other subjects : All languages that teach sentence structures, Nutrition and hygiene teach how to practice hygiene.	**Suggested Community Service Learning activities:** Learners to practice hygiene at home and participate in cleaning activities in the community

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Identifies the direct object and uses it to write correct sentences	Consistently identifies the direct object and uses it to write correct sentences	Identifies the direct object and uses it to write correct sentences	Identifies the direct object but is not able to uses it to write correct sentences	Does not identify the direct object and has difficulty writing sentences
Write short essays about hygiene at home using the direct object correctly in sentences	Excellently writes short essays about hygiene at home using the direct object correctly in sentences	Write short essays about hygiene at home using the direct object correctly in sentences	Attempts to write essays about hygiene but has difficulty using the direct object	Is not able to write an essay or use the direct object

Strand	Sub strand Sub-sub strand	Specific learning outcomes *(KSA, core competence, values)*	Suggested learning experiences	Key inquiry question(s)
4.0WRITING	4.4Writing a variety of texts using specific sentence structures (1 lesson)	By the end of the Sub strand the learner should be able to: a) Use sentences in present continuous tense in compositions b) Write short essays on safety in modern transport c) Enjoy writing texts using a variety of sentence structures	• Learners to identify sentences on modern means of transport in the present continuous tense from the chart and copy them • Learners form correct sentences from substitution table and write them e.g. Every time + present + present tense • Learners to construct own sentences on safety in modern means of transport • Learners identify sentence structure from passage on safety in modern means of transport and write them e.g. Every time i walk at this time the yellow bus passes by. • Learners fill in blanks with correct word to complete sentences on modern means of transport in present continuous tense • Learners to engage in a digital language game to recreate sentences in present continuous tense and copy them	1) How do we write different types of sentences 2) Why is it important to observe safety in modern means of transport?

| | | | • Learners to write short essays on safety in modern means of transport using present continuous tense | |

Core Competences to be developed: Communication and collaboration as they learn to write sentences in present continuous tense correctly, learning to learn as learners identify sentences on modern means of transport in the present continuous tense from the chart and copy them ,critical thinking for problem solving as learners identify sentence structure from passage on safety in modern means of transport and write them , digital literacy as learners engage in digital language games to recreate sentences in present continuous tense and copy them, creative thinking and imagination as they write short essays on safety in modern means of transport using present continuous tense

PCIs: Effective communication as learners write sentences in present continuous tense correctly, critical thinking as learners identify sentence structure from passage on safety in modern means of transport and write them , creative thinking and safety education as they write short essays on safety in modern means of transport using present continuous tense.	**Values:** Unity as learners work harmoniously in pairs and groups, responsibility as learners learn how to be safe and make choices that ensure safety while using modern means of transport.
Links to other subjects: All languages teach writing using varied sentence structures, social studies teaches transport and safety.	**Suggested Community Service Learning activities:** A visit to the bus park to discover safety while using modern means of transport

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Writes sentences in present continuous tense correctly	Consistently writes sentences in present continuous tense correctly	Writes sentences in present continuous tense correctly	Is able to write sentences but not in present continuous tense	Hardly writes sentences correctly
Writes short essays about safety on modern transport appropriately	Perfectly writes short essays about safety on modern transport appropriately	Writes short essays about safety on modern transport appropriately	Attempts to write short essays on safety but struggles to use sentences in present continuous tense	Understands the concept of safety with guidance, but is not able to write short essays

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 **WRITING**	4.5Using acquired vocabulary to write in varied contexts (1 lesson)	By the end of the Sub strand the learner should be able to: a) Use acquired language to give information b) Write a short essay on farm activities c) Describe how to clean and store tools d) Appreciate using acquired language to write essays in varied contexts	• In pairs, learners to discuss new words related to farm activities • In small groups, learners to identify farm activities on wall charts and describe them in correct sentences • Learners to re- write sentences from substitution tables on farm activities • In pairs, learners to engage in digital language games to drag and drop words to complete sentences describing farm activities • Learners to view video clips on cleaning and storage of farm tools, and write a description in correct sentences. • Write short passages to describe cleaning and storage of farm tools using appropriate vocabulary • Learners to use acquired vocabulary to write short essays about farm activities	1) Why is it important to comprehend new words? 2) How do we write descriptions? 3) What are the benefits of cleaning and storing farm tools appropriately?

Core Competences to be developed: Communication and collaboration as learners write descriptions correctly, critical thinking for problem solving as learners to re- write sentences from substitution tables on farm activities, learning to learn as learners identify farm activities on wall charts and describe them in correct sentences, creative thinking and imagination as they use acquired vocabulary to write short essays about farm activities, citizenship as they learn to practice farm activities that ensure food security, digital literacy as they engage in digital language games to drag and drop words to complete sentences describing farm activities.

PCIs: Effective communication as learners write descriptions correctly, critical thinking as | **Values:** Responsibility as they learn how to care

learners to re- write sentences from substitution tables on farm activities, creative thinking as they use acquired vocabulary to write short essays about farm activities, environmental education as learn to practice farm activities that ensure food security.	for farm tools.
Links to other subjects: All languages teach writing descriptions, environmental activities teach care of farming tools	**Suggested Community Service Learning activities: :** Learners to be engaged in farm activities at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Writes legibly and describes how to clean and store farm tools clearly	Writes legibly and perfectly describes how to clean and store farm tools clearly	Writes legibly and describes how to clean and store farm tools clearly	Attempts to write legibly but is not able to describe how to clean and store most farm tools	Does not write legibly and hardly describes how to clean and store any farm tools
Uses appropriate language to write a short essay on farm activities	Consistently. Uses appropriate language to write a short essay on farm activities	Uses appropriate language to write a short essay on farm activities	Uses appropriate language to write a short essay on farm activities	Hardly able to use Uses appropriate language to write a short essay on farm activities

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 WRITING	4.6Writing using varied sentence structures (1 lesson)	By the end of the Sub strand the learner should be able to: a) Connect ideas using conjunctions in sentences b) Use compound sentences to write essays c) Enjoy writing using varied sentence structures	• In small groups, learners to listen to and write a variety of compound sentences from recorded clips • In pairs, learners to write compound sentences using 'when' as a conjunction and give peer reviews • Learners to engage in digital language games to complete sentences using 'when' as a conjunction • Learners to create compound sentences from substitution tables • Learners to identify sentences using 'when' as a conjunction from charts and write them • Learners to write short essays on consequences of dishonesty using sentences with when as a conjunction	1) Why is it important to be honest?? 2) What are the consequences of dishonesty? 3) How do we connect ideas in sentences?
Core Competences to be developed: Communication and collaboration as learners write compound sentences using 'when' as a conjunction accurately, critical thinking as learners create compound sentences correctly from substitution tables, creative thinking and imagination as learners write short essays on consequences of dishonesty using sentences with when as a conjunction, citizenship as learners learn how to practice integrity, digital literacy as learners engage in digital language games to complete sentences using 'when' as a conjunction.					

PCIs: Effective communication as learners write compound sentences using 'when' as a conjunction accurately, critical thinking as learners create compound sentences correctly from substitution tables, creative thinking as learners write short essays on consequences of dishonesty using sentences with when as a conjunction, integrity as learners learn how to practice honesty.	**Values:** Responsibility, honesty, integrity as they learn how to be honest
Links to other subjects : All languages teach writing essays using different sentence structures, social studies and religious activities teach honesty and integrity	**Suggested Community Service Learning activities:** Learners to engage in community activities where they practice the virtue of honesty

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses when as a conjunction correctly to connect ideas in sentences	Consistently uses when as a conjunction correctly and with variations to connect ideas in sentences	Uses when as a conjunction correctly to connect ideas in sentences	Attempts to connect ideas in sentences but hardly uses when as conjunction	Hardly able to use any conjunctions.
Writes short essays on consequences of dishonesty appropriately	Excellently writes short essays on consequences of dishonesty appropriately	Writes short essays on consequences of dishonesty appropriately	Attempts to write short essays but does not identify most consequences of dishonesty	Struggles to write and does not identify any consequences

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 WRITING	4.7 Writing texts in different contexts • Writing various types of texts (1 lesson)	By the end of the Sub strand the learner should be able to: a) Identify adjectives in advertisements b) Write news items appropriately c) Use adjectives to create advertisements d) Enjoy writing various types of texts	• Learners to view and copy adverts from newspapers or fliers • In small groups, learners to discuss the adjectives used in an advert • Learners to develop their own adverts (using adverts learnt) • Learners to go through the steps of writing news items displayed on a wall chart • In pairs learners to use digital devices to develop their own news items and share with the class • Learners to view a visual news bulleting and write the news items down • Learners to write their own news items	1) How do we describe things? 2) What makes advertisements interesting? 3) Why are news items important?
Core Competences to be developed: Communication and collaboration as learners use adjectives to write descriptions in adverts correctly , learning to learn as they to view and copy adverts from newspapers or fliers, critical thinking for problem solving as learners go through the steps of writing news items displayed on a wall chart and develop their own creative thinking and imagination as learners write their own news				

items, digital literacy as learners use digital devices to develop their own news items

PCIs: Effective communication as learners use adjectives to write descriptions in adverts correctly, creative thinking as learners write their own news items, critical thinking as learners go through the steps of writing news items displayed on a wall chart and develop their own.	**Values:** Unity as learners undertake classroom tasks harmoniously in pairs and small groups
Links to other subjects : All languages teach writing legibly and logically and news telling	**Suggested Community Service Learning activities:** Learners to comprehend news items and adverts in available media within the community

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies adjectives in advertisements with accuracy	Consistently identifies adjectives in advertisements with accuracy	Identifies adjectives in advertisements with accuracy	Struggles to identify adjectives in advertisements	Hardly knows what an advertisement is
Uses adjectives accurately to create advertisements and writes news items appropriately	Uses adjectives accurately to create advertisements and perfectly writes news items appropriately	Uses adjectives accurately to create advertisements and writes news items appropriately	Attempts to write advertisements but does not use adjectives correctly	Finds it difficult to write adverts

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Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 WRITING	**4.8** Using artistic expressions in writing short stories and imaginative experiences (1 lesson)	By the end of the Sub strand the learner should be able to: a) Create simple texts using artistic expressions b) Use creative cultural language to write essays and stories c) Express ideas creatively in a variety of media d) Write short essays on showing empathy e) Enjoy using artistic expressions in writing	• Learners to listen to a short story from a guest speaker and discuss empathy • In pairs, learners write short sentences on empathy using creative expressions and share with the class • In pairs, learners to write short passages on empathy using creative cultural language • In small groups, learners to listen to recorded short stories on ways of showing empathy and identify artistic expressions • In small groups, learners to express personal experiences on empathy using artistic expressions • In pairs, learners to share short stories and re-write them using artistic expressions • Learners to use digital devices to find artistic expressions and use them to write short passages • Learners to write short stories on empathy using artistic expressions	1) What is the importance of artistic expressions in writing? 2) What is the importance of showing empathy?

Core Competences to be developed: Communication and collaboration as learners write short sentences on empathy using creative expressions and share with the class, learning to learn as learners listen to recorded short stories on ways of showing empathy and identify artistic expressions, critical thinking for problem solving as learners listen to short stories and re-write them using artistic expressions, creative thinking and imagination as learners write short stories on empathy using artistic expressions , digital literacy as learners use digital devices to find artistic expressions and use them to write short passages.	
PCIs: Effective communication as learners write short sentences on empathy using creative expressions and share with the class, critical thinking as learners listen to short stories and re-write them using artistic expressions, creative thinking as learners write short stories on empathy using artistic expressions , social cohesion as learners empathise with others.	**Values:** Unity will be inculcated as they work in groups or pairs, love as learners learn how to show empathy
Links to other subjects : All languages teach writing using artistic expressions, religious education teaches empathy	**Suggested Community Service Learning:** Learners to practice empathy in everyday life

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Expresses own experiences using creative cultural language appropriately	Excellently expresses own experiences using creative cultural language appropriately	Expresses own experiences using creative cultural language appropriately	Attempts to express personal experiences but does not use creative cultural expressions	Has difficulty expressing self and does not identify artistic expressions
Writes short stories on empathy using artistic expressions correctly	Consistently writes short stories on empathy using artistic expressions correctly	Writes short stories on empathy using artistic expressions correctly	Writes short stories on empathy but is not able to use artistic expressions	With guidance, talks about empathy but is not able to write a short story or use artistic expressions

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0WRITING	4.9 Writing to express imaginative experiences using literary short forms (1 lesson)	By the end of the Sub strand the learner should be able to: a) Use literary short forms to write short stories b) Write an essay about effects of negative cultural practices c) Enjoy writing imaginative texts using literary short forms	• In small groups, learners to write proverbs and discuss them • In pairs, learners to share sayings from their cultures and write them • In pairs, learners to practise writing short paragraphs using proverbs and sayings • Learners to narrate stories on negative cultural practices and recreate them imaginatively. • Learners to read books, newspapers on negative cultural practices and recreate the stories using proverbs and sayings • In small groups, learners to use digital devices to develop short paragraphs on imaginative experiences and give peer review • Learners to write compositions on effects of negative cultural practices using proverbs and sayings	1) What are the effects of negative cultural practices? 2) How do we write creatively? 3) Why are proverbs and sayings important in writing?
Core Competences to be developed: Communication and collaboration as learners write short paragraphs using proverbs and sayings correctly, learning to learn as learners read stories from books and newspapers and recreate them, critical thinking as learners narrate stories on negative cultural practices and recreate them imaginatively , digital literacy as learners use digital devices to develop short paragraphs on imaginative experiences , creative thinking as learners write compositions on effects of negative cultural practices using proverbs and sayings				

PCIs: Effective communication as learners write short paragraphs using proverbs and sayings correctly, critical thinking , health education, as learners learn to make the right decisions on negative cultural practices , creative thinking as learners write compositions on effects of negative cultural practices using proverbs and sayings.	Values: Unity as learners work harmoniously in groups and pairs and responsibility as they learn to make responsible decisions regarding negative cultural practices.
Links to other subjects : All Languages teach imaginative writing, social studies teaches cultural practices	Suggested Community Service Learning: Learners to use proverbs and sayings from the community and shun negative cultural practices

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Interprets and uses proverbs and sayings to write short stories imaginatively	Excellently interprets and uses proverbs and sayings to write short stories imaginatively	Interprets and uses proverbs and sayings to write short stories imaginatively	Attempts to write short stories but has difficulty using proverbs and sayings	Mentions proverbs and sayings with guidance but is hardly able to use them to write stories
Writes essays about effects of negative cultural practices creatively	Consistently writes essays about effects of negative cultural practices creatively	Writes essays about effects of negative cultural practices creatively	Attempts to write essays about effects of negative cultural practices but not creatively	Tells about some cultural practices but does not identify negative ones and has difficulty writing

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)

4.0 WRITING	**4.10:** Writing texts in different contexts	By the end of the Sub strand the learner should be able to:
		  a) Create conversations with appropriate interjections and turn taking
		  b) Write a dialogues
		  c) Appreciate the importance of writing texts in different contexts
			• In pairs, learners to discuss common conversations at home and write them down
			
			• Learners to complete telephone conversations by filling in gaps with appropriate phrases
			
			• In pairs, learners to listen to dialogues on audio clips and re-write them
			
			• In small groups, learners to view video clips on telephone conversations and identify appropriate phrases used
			
			• In pairs, learners to role play conversations in the classroom and write them
			
			• Learners to write a conversation between a teacher and a parent
			
			• In groups, learners to use digital devices to create a dialogue between a doctor and a patient and present to class
				1. How do you speak with on phone?
				2. Which phrases do we use t interject in dialogues?
				3. Why is it important to take turns in dialogues and conversations?

Core Competences to be developed: Communication and collaboration as learners role play conversations in the classroom and write them learning to learn as learners discuss common conversations at home and write them down critical thinking for problem solving as learners complet telephone conversations by filling in gaps with appropriate phrases, digital literacy as learners use digital devices to create a dialogue between a docto and a patient and present to class, creative thinking and imagination as learners write a conversation between a teacher and a parent.

PCIs: Effective communication as learners role play conversations in the classroom and write them , critical thinking for problem solving as learners complete telephone conversations by filling in gaps with appropriate phrases, creative thinking and imagination as learners write a conversation between a teacher and a parent, social cohesion as learners learn about taking turns in conversations	**Values :** Unity as learners work together harmoniously in pairs and groups, respect and social cohesion as they learn how to take turns in dialogues and conversations
Links to other subjects : All languages teach writing conversation and dialogues	**Suggested Community Service Learning :** Learners to interject appropriately and take turns in telephone conversations at home with parents and guardians

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Creates appropriate interjections and uses turn taking in writing conversations and dialogues	Always creates appropriate interjections and uses turn taking in writing conversations and dialogues	Creates appropriate interjections and uses turn taking in writing conversations and dialogues	Attempts to write conversations and dialogues but does not create appropriate interjections and turn taking	Hardly able to write conversations or dialogues

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0WRITING	**4**.11Writing to give information (1 lesson)	By the end of the Sub strand the learner should be able to: a) Create a shopping lists b) Present ideas in logical sequence c) Use interrogatives appropriately to write a conversation with shopkeeper d) Write essays on the importance of priorities in the use of resources e) Enjoy writing in different contexts	• Learners to discuss a shopping list from a chart and copy it • In pairs, learners to generate a list of items for shopping in order of priority and write it • In small groups, learners to discuss using interrogatives appropriately • Learners to fill in gaps using correct interrogatives to complete questions • Learners to write individual shopping lists • In groups, learners to use digital devices to create shopping list • Learners to talk about own experiences with paying the right price and giving or getting the right balance and write short paragraphs. • Learners to write a conversation with the shop keeper using interrogatives correctly • Learners to write a short essay on importance of prioritizing the use of	1) How do we write shopping lists? 2) What is the importance of interrogatives? 3) Why is it important to prioritize the use of resources?

			resources	

Core Competences to be developed: Communication and collaboration as learners discuss and write shopping lists appropriately, critical thinking for problem solving as learners fill in gaps using correct interrogatives to complete questions, learning to learn as learners discuss a shopping list from a chart and copy it , digital literacy as learners use digital devices to create shopping list, creative thinking and imagination as learners write a short essay on importance of prioritizing the use of resources.

PCIs: Effective communication as learners discuss and write shopping lists appropriately, critical thinking as learners fill in gaps using correct interrogatives to complete questions , digital literacy as learners use digital devices to create shopping list, creative thinking as learners write a short essay on importance of prioritizing the use of resources.	**Values: :** Integrity and honesty as they discuss importance of paying the right amount or giving the right change, responsibility as they discuss prioritizing items on shopping lists
Links to other subjects: All languages teach writing ideas in different formats, Mathematics and Business studies teach financial literacy.	**Suggested Community Service Learning :** Learners to make prioritized shopping lists at home and be honest at the shop

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Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Writes a shopping list accurately and prioritises important items	Consistently writes a shopping list and perfectly prioritizes important items	Writes a shopping list accurately and prioritises important items	Is able to write a shopping list but does not prioritize	Is able to list or prioritize
Uses interrogatives appropriately to write a conversation with the shop keeper	Uses interrogatives appropriately to write a conversation with the shop keeper	Uses interrogatives appropriately to write a conversation with the shop keeper	Attempts to write a conversation with the shop keeper but hardly uses interrogatives appropriately	Struggles to write a conversation and does not identify most interrogatives
Appropriately writes short essays on importance of prioritizing the use of resources honesty in buying and selling	Appropriately writes short essays on importance of prioritizing the use of resources and perfectly discussess honesty in buying and selling	Appropriately writes short essays on importance of prioritizing the use of resources and honesty in buying and selling	Writes short essays but is not clear about prioritizing resources and honesty	Struggles to write and is not able to discuss importance of prioritizing the use of resources or honesty in buying and selling

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences *(address the learning outcomes)*	Key inquiry question(s)
1.0 WRITING	1.12 Using a variety of vocabulary and sentence structures in writing (1 lesson)	By the end of the Sub strand the learner should be able to: a) Use variety of vocabulary and sentence structures in writing b) Discuss the importance of different occupations c) Explain how to care for tools used in different occupations d) Appreciate writing using variety of vocabulary and sentence structures	• In pairs learners to discuss different occupations and create lists of the tools used • Learners to write descriptive sentences on different occupations • Learners to write short passages on people of different occupations • Learners to write answers to comprehension questions on caring for tools used for different occupations • Learners to write a composition on care of tools used for different occupations • In small groups, learners to use digital devices to create descriptions of different occupations and present them • Learners to engage in a digital language game to match occupations with the tools used.	1) How do we write descriptions? 2) What is the importance of different occupations? 3) Why should we care for our tools?
Core Competences to be developed: Communication and collaboration as learners Learners to write short passages on people of different occupations appropriately, learning to learn as learners reand and write answers to comprehension questions, critical thinking for problem solving learners match occupations and their tools , digital literacy as they solve puzzles on digital devices, creative thinking and imagination as learners write compositions on care of tools used for different occupations.				

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PCIs: Effective communication as learners write short passages on people of different occupations appropriately, critical thinking as learners match occupations and their tools , creative thinking and imagination as learners write compositions on care of tools used for different occupations.	**Values:** Unity as they work harmoniously in pairs and groups, responsibility as they learn how to take care of working tools for different occupations
Links to other subjects : Languages teach how to write descriptions, social studies teach occupations	**Suggested Community Service Learning activities:** Learners appreciate different occupations.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Discusses the importance of different occupations and explains how to take care of tools accurately	Perfectly discusses the importance of different occupations and explains how to take care of tools accurately	Discusses the importance of different occupations and explains how to take care of tools accurately	Discusses the importance of only a few occupations and does not explains how to take care of most tools	Hardly aware of different occupations or tools

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)

4.0WRITING	**4.**13Writing on a variety of topical issues
	(1 lesson)
		By the end of the Sub strand the learner should be able to:
		a) State the importance of proper disposal of technological waste
		b) Write short essay on ways of disposing technological waste appropriately
		c) Discuss the effects of inappropriate disposal of technological waste
		d) Appreciate the importance of writing on topical issues.
			• In pairs, learners to list technological devices that they know.
			
			• Learners to look at pictures of technological devices on a wall chart and write short descriptions
			
			  • In small groups, learners to view a video clip and write a short passage on appropriate ways of disposing technological waste
			  • Learners to make sentences from a substitution table on ways of disposing technological waste
			
			• Learners to listen to a guest speaker on effects of inappropriate disposing of technological waste. and make notes
			
			• Learners to discuss and write short passages on the effects of inappropriate disposing of technological waste.
			
			• Learners to write short essays on effects of careless disposal of technological waste.
				1. How do we write discussions?
				2. How do we dispose of technological waste?
				3. What are the effects of inappropriate disposal of technological waste?

Core Competences to be developed: Communication and collaboration as learners look at pictures of technological devices on a wall chart and write short descriptions, critical thinking for problem solving as learners create sentences from a substitution table on disposal of technological waste, . learning to learn as learners listen to a guest speaker on effects of inappropriate disposing of technological waste. and make notes , digital literacy as learners use digital devices to find more examples of technological devices and play language games ,creative thinking				

and imagination as learners write short essays on effects of careless disposal of technological waste, citizenship as they learn environmental care.

PCIs: Effective communication as learners look at pictures of technological devices on a wall chart and write short descriptions, critical thinking as learners create sentences from a substitution table on disposal of technological waste ,creative thinking as learners write short essays on effects of careless disposal of technological waste, environmental education as they learn environmental care.	**Values:** Responsibility as they learn and practice appropriate ways to dispose of technological waste
Links to other subjects: All languages teach writing skills, Environmental activities teach about waste disposal	**Suggested Community Service Learning:** Learners to participate in community clean ups

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Describes different ways of disposing technological waste appropriately	Always describes different ways of disposing technological waste appropriately	Describes different ways of disposing technological waste appropriately	Attempts to describe some ways of disposing technological waste	Struggles to understand what technological waste is
Discusses the effects of inappropriate disposal of technological waste	Excellently discusses the effects of inappropriate disposal of technological waste	Discusses the effects of inappropriate disposal of technological waste	Is not able to mention most of the effects of inappropriate disposal of technological waste	Hardly understands there are effects of inappropriate disposal of technological waste

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 WRITING	4.14 Imaginative writing (1 lesson)	By the end of the Sub strand the learner should be able to: a) Write imaginatively on a various topics b) Create short stories on care of animals c) Compose short poems on care of animals d) Sequence ideas in paragraphs logically e) Enjoy writing to express imaginative experiences	• Learners to view a video clip on care of animals and write sentences • In small groups, learners to practice writing short paragraphs on care for animals • In pairs, learners to write their own imaginative experiences on care of animals and share • Learners to compose short poems on care of animals • Learners to use digital devices to identify poems on care of animals and recreate them into stories • Learners to write own stories on care of animals	1) How do we sequence paragraphs? 2) What is creative writing? 3) Why should we take care of animals?

Core Competences to be developed: Communication and collaboration as learners write their own imaginative experiences on care of animals creatively, learning to learn as learners view a video clip on care of animals and write sentences, critical thinking for problem solving as learners write their own imaginative experiences on care of animals and share, digital literacy as learners use digital devices to identify poems on care of animals and recreate them into stories, creative thinking and imagination will be inculcated as learners compose short poems on care of animals.

PCIs: Effective communication as learners write their own imaginative experiences on care of animals creatively, creative thinking will be inculcated as learners compose short poems on care of animals, environmental education as they learn how to care for animals, critical thinking as learners write their own imaginative experiences on care of .	**Values:** Responsibility as they undertake to care for animals

Links to other subjects : Languages teach creative writing, environmental activities teaches care of animals	Suggested Community Service Learning activities: Learners to care for animals at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Writes short stories and poems on care of animals and sequences ideas in paragraphs/ stanzas appropriately	Consistently writes short stories and poems on care of animals and sequences ideas in paragraphs/ stanzas appropriately	Writes short stories and poems on care of animals and sequences ideas in paragraphs/ stanzas appropriately	Is able to write paragraphs and stanzas on animal care but they are not sequenced	Mentions some examples of animal care but hardly knows about sequencing ideas into stanzas or paragraphs

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0WRITING	1.15Writing to express imaginative experiences (1 lesson)	By the end of the Sub strand the learner should be able to: a) Express imaginative experiences in writing b) Use punctuation marks correctly in compositions. c) Write compositions on dealing with strangers d) Appreciate writing to express imaginative experiences	• In pairs, learners to identify punctuation marks from charts and discuss • In pairs, learners to practice using punctuation marks appropriately • Learners to identify correct and incorrect use of punctuations in sentences and short paragraphs • In pairs, learners to engage in a digital gap filling exercise to type in correct punctuation marks. • Learners to punctuate short passages on dealing with strangers correctly • In small groups, learners to recreate sentences using different punctuation marks to give new meaning • Learners to participate in digital game to drag and drop punctuation marks to complete	1) Why are punctuation marks important? 2) How do you relate with strangers?

| | | | sentences appropriately | |
| | | | • Learners to write compositions on dealing with strangers using correct punctuation | |

Core Competences to be developed: Communication and collaboration as learners punctuate short passages on dealing with strangers correctly, learning to learn as learners identify punctuation marks from charts and discuss ,critical thinking for problem solving as learners recreate sentences using different punctuation marks to give new meaning , digital literacy as learners participate in digital game to drag and drop punctuation marks to complete sentences appropriately , creative thinking and imagination as learners write compositions on dealing with strangers using correct punctuation

PCIs: Effective communication as learners punctuate short passages on dealing with strangers correctly ,critical thinking as learners recreate sentences using different punctuation marks to give new meaning , creative thinking as learners write compositions on dealing with strangers using correct punctuation, safety and security education as they write compositions on dealing with strangers.	**Values:** Unity as learners work harmoniously in pairs and groups, responsibility as learners learn how to deal with strangers
Links to other subjects : All languages teach punctuation, social studies teach safety and security	**Suggested Community Service Learning activities:** Learners to live responsibly near strangers at home and in school

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Writes composition on dealing with strangers with correct punctuation	Consistently writes composition on dealing with strangers with correct punctuation	Writes composition on dealing with strangers with correct punctuation	With guidance, writes a composition on dealing with strangers but does not use punctuation marks correctly	Finds it difficult to write about strangers or use punctuation marks correctly

Strand	Sub strand Sub-sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0WRITING	4.16 Writing short stories on a variety of topics (1 lesson)	By the end of the Sub strand the learner should be able to: a) Use verbs appropriately in sentences b) Write short essays on care of resources c) Create short stories on a variety of topics d) Appreciate writing short stories on a variety of topics	• In pairs, learners to listen to recorded stories and identify verbs used in sentences • Learners to engage in an activity to fill in gaps using the correct form of verbs • In small groups, learners to practice using different verb forms correctly in sentences and give peer review • Learners to write short passages on taking care of communal resources and use verbs in sentences appropriately. • Learners to use digital devices to find texts on care of communal resources and recreate them • .Learners to write short essays on care of communal resources	1) Why is it important to take care of communal resources? 2) What makes stories interesting? 3) How do we use verbs?

Core Competences to be developed: communication and collaboration as learners write short passages on taking care of communal resources and use verbs in sentences appropriately, critical thinking for problem solving as learners engage in an activity to fill in gaps using the correct form of verbs, learning to learn as learners listen to recorded stories and identify verbs used in sentences creative thinking and imagination as learners write essays on care of communal resources, digital literacy as learners use digital devices to find texts on care of communal resources and recreate them, citizenship as learners learn the importance of caring for communal resources.

PCIs: effective communication as learners write short passages on taking care of communal resources and use verbs in sentences appropriately, critical thinking as learners engage in an	**Values:** Responsibility as learners learn how to take care of communal resources

activity to fill in gaps using the correct form of verbs, creative thinking as learners write essays on care of communal resources, citizenship as learners learn the importance of caring for communal resources.	
Links to other subjects : All languages teach writing and use of verbs, environmental activities teach about communal resources	**Suggested Community Service Learning activities:** learners participate in conserving shared resources at home

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Writes detailed essays on communal resources using verb forms correctly	Writes detailed essays on communal resources using verb forms correctly	Writes detailed essays on communal resources using verb forms correctly	Attempts to write essay on communal resources but does not use verb forms correctly	Struggles to identify communal resources and hardly uses verb forms correctly

APPENDIX 1

THEMES COVERED					
1	School & Family	6	Care of animals	11	Financial literacy(buying and selling)
2	Means of communication (Etiquette in telephone conversations)	7	Safety and Security	12	Modern means of transport
3	Occupations	8	Care of community resources	13	Honesty
4	Disposal of technological waste	9	Peace education	14	Farm Activities
5	Empathy (with regard to health)	10	Hygiene at home	15	Negative cultural practices

APPENDIX 2

STRAND	SUB STRAND	SUGGESTED NON FORMAL ACTIVITY	SUGGESTED ASSESSMENT METHODS	LIST OF RESOURCES
LISTENING	1.1 Listening to identify specific language structure	Learners to engage in club activities like scouting, girl guides, peace building club, peer education clubs	1. Observation 2. question and answer 3. Digital assessment	1. Flash cards 2. Word cards 3. Word charts 4. Digital devices and content
	1.2 Listening and responding to instructions	Learners to engage in school activities that require them to follow school rules	1. Observation 2. question and answer 3. Written exercises	1. Recorded digital clips 2. Flash cards 3. Word charts
	1.3 Listening to texts to make personal opinions and judgement	Learners to participate in school clubs activities on hygiene	1. Question and answer 2. Observation 3. Digital assessment	1. Sentence cards 2. Charts 3. Digital devices and content
	1.4 Listening to comprehension passages on varied texts	Learners to participate in school clubs activities that deal with road safety rules e.g. red cross	1. Question and answer 2. Observation 3. Digital assessment	1. Realia 2. Audio clips 3. Digital devices and content

	1.5 Listening to comprehensions on varied topics	Learners to participate in school clubs activities that deal with farming activities e.g. 4k club	1. Question and answer 2. Observation 3. Digital assessment	1. Flashcards 2. Charts 3. Digital devices and content
	1.6 Listening to stories on varied topics.	Learners to participate in school clubs activities that deal with honety e.g. integrity club	1. Question and answer 2. Observation 3. Digital assessment	1. Charts 2. Newspaper cuttings 3. Digital devices and content
	1.7 Listening to and answering questions on varied texts and contexts	Learners to participate in school games and sports	1. Question and answer 2. Observation 3. Digital assessment	1. Charts 2. Newspaper cuttings 3. Digital devices and content
	1.8 Listening to a variety of moral stories	Learners to participate in story telling sessions at school	1. Observation 2. Question and answer 3. Digital assessment	1. Recorded digital clips 2. Flash cards 3. Word cards 4. Digital devices and content

	1.9 Listening to a variety of texts with cultural language use	Learners to participate in school clubs activities that deal with cultural language use e.g. oral literature club or indigenous language club	**1.** Observation 2. Question and answer 3. Digital assessment	**1.** Recorded digital clips 2. Fishing game 3. Flash cards 4. Word cards 5. Picture charts 6. Digital devices and content
	1.10 Listening to telephone conversations	Learners to participate in the school language club activities e.g. practicing making telephone calls using appropriate phrases	1. Oral assessment 2. Question and answer 3. Peer review	1. Recorded digital clips 2. Realia 3. Comprehension passages from different sources
	1.11 Listenoing for information from passages on buying and selling	Learners to participate in the school business club activities e.g. practicing making shopping lists, using appropriate phrases when buying and selling e.t.c	1. Question and answer 2. Digital assessment 3. Observation 4. Peer review	**1.** Wall charts 2. Digital device
	1.12 Listening to dialogues on varied topics	Learners to participate in the school careers club activities e.g. participating in debates on different careers and occupations	1. Observation 2. Digital assessment 3. Question and answer	1. Digital devices and content 2. Written dialogue text 3. Word cards

		1.13Listening to use information on a variety of topics	Learners to participate in the school technology or ICT club activities e.g. debates on effects of not using appropriate ways when disposing technological waste e.t.c	1. Observation 2. Question and answer 3. Digital assessment	1. Wall charts 2. Books 3. Pictures 4. Digital devices and content
		1.14Listening to imaginative experiences and stories	Learners to participate in the school creative arts club activities e.g. story telling, narrations using creative language e.t.c	1. Observation 2. Question and answer 3. Digital assessment	1. Recorded digital clips 2. Digital devices and content
		1.15Listening with attention to texts on a variety of topical issues and identifying effects of punctuation e.g. intonation, pause and stress	• Learners to participate in the school language club activities e.g. public speaking with consideration to correct articulation, intonation, stress and pause e.t.c • Learners could also participate in the school red cross club activities on life skills e.g. dealing with strangers e.t.c	1. Observation 2. Question and answer 3. Digital assessment	1. Recorded digital clips 2. Digital devices and content

	1.16 Listening to texts with a variety of language use	Learners to participate in the school language club activities e.g. variations in language use and structures e.t.c Learners could also participate in the school entreprenurship club activities on managing resources e.g. taking care of communal resources e.t.c	1. Question and answer 2. Digital assessment	1. Wall charts 2. Digital device

SPEAKING	2.1Using language in different formats	Learners to participate in the school language club activities e.g. variations in language use and structures e.t.c Learners could also participate in the school peace club activities on peaceful co- existence e.g. how to resolve conflicts e.t.c	1. Observation 2. Peer review 3. Digital assessment	1. Recorded digital clips 2. Flash cards 3. Digital devices and content
	2.2 Giving instructions at school	Learners to engage in school activities that require them to follow school rules	1. Observation 2. Question and answer 3. Digital assessment	1. Recorded digital clips 2. Word cards 3. Digital devices and content
	2.3 Giving information on varied topics	Learners to participate in school clubs activities on hygiene	1. Observation 2. Question and answer 3. Digital assessment	1. Recorded digital clips 2. Word puzzle 3. Digital devices and content
	2.4	Learners to participate in	1. Question and answer 2. Observation	1. Wall Charts 2. Books

	Describing events and experiences using specific language structures	school clubs activities that deal with road safety rules e.g. red cross	3. Digital assessment	3. Digital devices and content 4. News papers
	2.5 Discussing varied topics fluently and coherently	Learners to participate in school clubs activities that deal with farming activities e.g. 4k club	1. Question and answer 2. Observation 3. Digital assessment	1. A collection of stories and poems 2. Digital devices and content
	2.6 Narrating imaginative stories and events	Learners to participate in school clubs activities that deal with honesty e.g. integrity club	1. Question and answer 2. Observation 3. Digital assessment	1. Wall chart 2. Realia – farm tools 3. Digital devices and content
	2.7 Using acquired language to give information	• Learners to participate in school games and sports • Learners to participate in school journalism	1. Question and answer 2. Observation 3. Digital assessment	1. Wall charts 2. Newspapers 3. Newspaper cuttings 4. Magazines 5. Digital devices and content

		club to practice advertising and news reporting on games and sports		
	2.8 Talking about imaginative experiences	Learners to participate in story telling sessions at school	1. Observation 2. Digital assessment 3. Peer review	**1.** Recorded digital clips 2. Digital devices and content
	2.9 Self expression - speaking audibly and confidently	• Learners to participate in school clubs activities that deal with cultural language use e.g. oral literature club or indigenous language club to practice using proverbs and sayings • Learners to participate in school anthropology clubs activities that deal with cultural practices	1. Observation 2. Question and answer 3. Peer review	1.Digital devices and content

	2.10Using a variety of expressions and phrases in conversation	Learners to participate in the school language club activities e.g. practicing making telephone calls using appropriate phrases, interjections and responses	1. Observation 2. Question and answer 3. Digital assessment	1. Recorded digital clips 2. Digital devices and content
	2.11Giving information in different formats	Learners to participate in the school business club activities e.g. practicing making shopping lists, using appropriate phrases when buying and selling, debating on careful use of resources e.t.c	1. Observation 2. question and answer 3. Digital assessment	1. Recorded digital clips 2. Flash cards 3. Wall charts
	2.12Sharing ideas on a variety of topics	Learners to participate in the school careers club activities e.g. participating in debates on different careers and occupations	1. Observation 2. Question and answer 3. Digital assessment	**1.** Recorded digital clips 2. Fishing 3. Picture cards 4. Wall charts 5. Digital devices and content

	1.13Giving information using specific language structures	• Learners to participate in the school language club to practice use of specific language structures • Learners to participate in the technology or ICT club activities e.g. debates on effects of not using appropriate ways when disposing technological waste e.t.c	1. Observation 2. Question and answer 3. Digital assessment	1. Wall charts 2. Books 3. Pictures 4. Digital devices and content
	1.14Talking about imaginative experiences and stories	Learners to participate in the school creative arts club activities e.g. story telling, narrations using creative language e.t.c	**1.** Observation 2. .Question and answer 3. Digital assessment	**1.** Recorded digital clips 2. Digital devices and content

	2.15Expressing personal opinions fluently using standard pronunciation, intonation and pause.	Learners to participate in the school language club activities e.g. public speaking with consideration to correct articulation, intonation, stress and pause e.t.c Learners could also participate in the school red cross club activities on life skills e.g. dealing with strangers e.t.c	1. Observation 2. Question and answer 3. Digital assessment	1. Recorded digital clips 2. Digital devices and content
	2.16 Listening to texts with a variety of language use	Learners to participate in the school language club activities e.g. variations in language use and structures e.t.c Learners could also participate in the school entreprenurship club activities on managing	1. Question and answer 2. Digital assessment	1. Recorded digital clips 2. Digital devices and content

		resources e.g. taking care of communal resources e.t.c			

READING	3.1 Reading texts with a variety of language structures	Learners to participate in the school language club activities e.g. variations in language use and structures e.t.c Learners could also participate in the school peace club activities on peaceful co- existence e.g. how to resolve conflicts e.t.c	1. Question and answer 2. Observation	1. Flashcards 2. Charts 3. Newspaper cuttings 4. Digital devices and content
	3.2 Reading to acquire and use information	Learners to engage in school activities that require them to follow school rules and perform specific tasks	1. Question and answer 2. Observation 3. Digital assessment	1. Flash cards 2. Noun and preposition charts 3. Digital devices and content
	3.3 Reading texts on varied topics to make	Learners to participate in school clubs activities on	1. Question and answer	1. Charts 2. Newspaper cuttings/different

		hygiene	2. Observation 3. Digital assessment	texts 3. Digital devices and content
	3.4 Reading a variety of texts for information	Learners to participate in school clubs activities that deal with road safety rules e.g. red cross	1. Observation 2. Question and answer 3. Peer review	1. Recorded digital clips 2. Flash cards 3. Word charts
	3.5 Reading silently and attentively	• Learners to practice reading silently in the library and using the dictionary to comprehend new words and create a personal data bank • Learners to participate in school clubs that deal with farming e.g. 4k club	1. Observation 2. Question and answer 3. Digital assessment 4. Peer review	1. Recorded digital clips 2. Flash cards 3. Sentence cards 4. Sentence charts 5. Digital devices and content

	3.6Reading a variety of texts with compound sentences	• Learners to participate in language clubs to practice use of compound sentences • Learners to be involved in school clubs activities that deal with honesty e.g. integrity club	1. Observation 2. Question and answer 3. Digital assessment 4. Peer review	**1.** Recorded digital clips 2. Flash cards 3. Sentence cards 4. Sentence charts 5. Digital devices and content
	3.7 Extensive reading - reading varied texts and contexts	Learners to participate in school journalism club to practice reading advertisements and news items e.g. on games and sports	1. Observation 2. Question and answer 3. Peer review	1.Varied texts
	3.8 Reading extensively - a variety of moral stories to build a personal collection of vocabulary	Learners to be involved in the reading club to read stories extensively to acquire a vocabulary base Learners to participate in story telling sessions at school	1. Observation 2. Question and answer 3. Digital assessment	**1.** Recorded digital clips 2. Flash cards 3. Word cards 4. Digital devices and content

		and learn life skills from the stories		
	3.9 Listening to a variety of texts with cultural language use	Learners to participate in school clubs activities that deal with cultural language use e.g. oral literature club or indigenous language club	1. Observation 2. Question and answer 3. Peer review	1. Flash cards 2. Word charts 3. Realia
	3.10Listening to telephone conversations	Learners to participate in the school language club activities e.g. practicing making telephone calls using appropriate phrases	1. Observation 2. Question and answer 3. Peer review	1. Flash cards 2. Word charts 3. Realia

	3.11Listenoing for information from passages on buying and selling	Learners to participate in the school business club activities e.g. practicing making shopping lists, using appropriate phrases when buying and selling e.t.c	1. Observation 2. Question and answer 3. Peer review	1. Flash cards 2. Word charts 3. Realia
	3.12Listening to dialogues on varied topics	Learners to participate in the school careers club activities e.g. participating in debates on different careers and occupations	1. Observation 2. Question and answer 3. Peer review	1. Recorded audio - visual clips 2. Flash cards 3. Digital devices and content
	3.13Listening to use information on a variety of topics	Learners to participate in the school technology or ICT club activities e.g. debates on effects of not using appropriate ways when disposing technological waste e.t.c	4. Observation 5. Question and answer 6. Peer review	1. Recorded audio - visual clips 2. Flash cards 3. Digital devices and content

	3.14 Listening to imaginative experiences and stories	Learners to participate in the school creative arts club activities e.g. story telling, narrations using creative language e.t.c	1. Observation 2. Question and answer 3. Written exercises 4. Digital assessment 5. Peer review	1. Recorded audio - visual clips 2. Flash cards 3. Digital devices and content
	3.15 Listening with attention to texts on a variety of topical issues and identifying effects of punctuation e.g. intonation, pause and stress	Learners to participate in the school language club activities e.g. public speaking with consideration to correct articulation, intonation, stress and pause e.t.c Learners could also participate in the school red cross club activities on life skills e.g. dealing with strangers e.t.c	**Suggested Assessment Methods:** 1. Question and answer 2. Observation 3. Digital assessment	**List of Resources:** 1. Flashcards 2. Charts 3. Portfolio 4. Digital devices and content

	3.16 Listening to texts with a variety of language use	Learners to participate in the school language club activities e.g. variations in language use and structures e.t.c Learners could also participate in the school entreprenrship club activities on managing resources e.g. taking care of communal resources e.t.c		
WRITING	4.1Using language in different formats	Learners to participate in the school language club activities e.g. variations in language use and structures e.t.c Learners could also participate in the school peace club activities on peaceful co- existence e.g. how to	1. Observation 2. question and answer 3. Digital assessment	1. Flash cards 2. Word cards 3. Word charts 4. Digital devices and content

			resolve conflicts e.t.c		
	4.2 Listening and responding to instructions	**L**earners to engage in school activities that require them to follow school rules	1. Observation 2. question and answer 3. Written exercises	1. Recorded digital clips 2. Flash cards 3. Word charts
	4.3 Listening to texts to make personal opinions and judgement	**L**earners to participate in school clubs activities on hygiene	1. Question and answer 2. Observation 3. Digital assessment	1. Sentence cards 2. Charts 3. Digital devices and content
	4.4 Listening to comprehension passages on varied texts	Learners to participate in school clubs activities that deal with road safety rules e.g. red cross	1. Question and answer 2. Observation 3. Digital assessment	1. Realia 2. Audio clips 3. Digital devices and content
	4.5 Listening to comprehensions on varied topics	Learners to participate in school clubs activities that deal with farming activities e.g. 4k club	1. Question and answer 2. Observation 3. Digital assessment	**1.** Flashcards 2. Charts 3. Digital devices and content
	4.6Listening to stories on varied topics.	Learners to participate in school clubs activities that deal with honety e.g. integrity club	1. Question and answer 2. Observation 3. Digital assessment	**1.** Charts 2. Newspaper cuttings 3. Digital devices and content

	4.7 Listening to and answering questions on varied texts and contexts	Learners to participate in school games and sports	1. Question and answer 2. Observation 3. Digital assessment	1. Charts 2. Newspaper cuttings 3. Digital devices and content
	4.8 Listening to a variety of moral stories	Learners to participate in story telling sessions at school	1. Observation 2. Question and answer 3. Digital assessment	1. Recorded digital clips 2. Flash cards 3. Word cards 4. Digital devices and content
	4.9 Listening to a variety of texts with cultural language use	Learners to participate in school clubs activities that deal with cultural language use e.g. oral literature club or indigenous language club	**1.** Observation 2. Question and answer 3. Digital assessment	**1.** Recorded digital clips 2. Fishing game 3. Flash cards 4. Word cards 5. Picture charts 6. Digital devices and content
	4.10 Listening to telephone conversations	Learners to participate in the school language club activities e.g. practicing making telephone calls using appropriate phrases	1. Oral assessment 2. Question and answer 3. Peer review	1. Recorded digital clips 2. Realia 3. Comprehension passages from different sources

4.11Listenoing for information from passages on buying and selling	Learners to participate in the school business club activities e.g. practicing making shopping lists, using appropriate phrases when buying and selling e.t.c	1. Observation 2. Question and answer 3. Digital assessment	1. Recorded digital clips 2. Flash cards 3. Digital devices and content
4.12Listening to dialogues on varied topics	Learners to participate in the school careers club activities e.g. participating in debates on different careers and occupations	2. Observation 3. question and answer 4. Peer review	1. Recorded digital clips 2. Flash cards 3. Word charts
4.13Listening to use information on a variety of topics	Learners to participate in the school technology or ICT club activities e.g. debates on effects of not using appropriate ways when disposing technological waste e.t.c		
4.14Listening to imaginative experiences and stories	Learners to participate in the school creative arts club activities e.g. story telling, narrations using creative language e.t.c		

	4.15Listening with attention to texts on a variety of topical issues and identifying effects of punctuation e.g. intonation, pause and stress	Learners to participate in the school language club activities e.g. public speaking with consideration to correct articulation, intonation, stress and pause e.t.c Learners could also participate in the school red cross club activities on life skills e.g. dealing with strangers e.t.c	
	4.16 Listening to texts with a variety of language use	Learners to participate in the school language club activities e.g. variations in language use and structures e.t.c Learners could also participate in the school entreprenurship club activities on managing resources e.g. taking care of communal resources e.t.c	

FRENCH

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ESSENCE STATEMENT

Kenya is part of the international community and therefore, learners are given the opportunity to learn foreign languages. Apart from the national official and indigenous languages learned in lower primary, learners at upper primary have access to other languages. French is one of the foreign languages offered in Middle school. The essence of language is communication. An early start in learning French gives the learner ample time to lay a solid foundation in all the language skills: Listening and speaking, reading and writing. Learning of French at this level is underpinned by the principle of the social-cultural theory of learning, which emphasises learning through social interaction with more skilled individuals. Language is culture. Learning French exposes the learner to social, economic and political developments in the francophone world. The learner is therefore able to appreciate cultural diversity, one of the prerequisites for global citizenship. The language skills acquired at this level form a basis for further language development and, specialisation in the subsequent levels of learning.

General Learning Outcomes

By the end of Upper Primary, the learner should be able to:

1. listen attentively and use the information gathered to communicate effectively
2. use spoken language to initiate and sustain simple oral interactions
3. apply basic reading skills to demonstrate comprehension
4. create short texts on familiar topics using varied media
5. appreciate cultural diversity for national cohesion and international consciousness.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s
LISTENING and SPEAKING READING WRITING	1.1 Languages around us (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different languages spoken in and outside Kenya. b) identify French-speaking countries to show awareness of the French-speaking world c) read aloud names of some common French-speaking countries in English d) draw unique items associated with the Kenyan and French culture e) appreciate language and cultural diversity as a strength in society.	Learners : • talk about the **different languages** they speak, in pairs and small groups, and create a list • **Greet** each other in **different languages** • Recognize some **French-speaking countries** from a language distribution map • Play **language games** e.g. mingle-mingle, to group themselves according to the languages they speak • Find pictures to show **cultural diversity** (*wine, baguette, Maasai etc*) • Make and colour various **items from Kenya and France** e.g. Kenyan and French flags in pairs or groups • Sing **familiar songs** from different communities • Colour the **Kenyan** and the **French flags** • Listen to and retell **stories** from different communities	1. Which languages do you speak? 2. Why do we speak different languages? 3. Where is French spoken?

Core Competencies to be developed:
Communication and Collaboration: exchanging ideas while working in groups
Citizenship: learners develop a sense of belonging
Digital literacy: Creating pictures using digital devices

PCIs: *Self-awareness*; understanding oneself *Self-esteem*; the ability to appreciate self and others.	**Values:** Love and respect for self and others as learners understand that differences make us unique but are a strength; unity, patriotism and peace through appreciation of how cultural diversity leads to

	understanding of others
Link to other learning areas: Social studies, Foreign languages, indigenous languages, English, Kiswahili, art and craft, music	**Suggested Community Service Learning activities:** Engage peers in singing songs from different communities

Assessment rubric

Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The awareness level of languages	Can identify **five** or **more** languages	Can identify **four** languages	Can identify **three** languages	Can identify only **one or two** languages
The awareness level of French-speaking countries	Can name **three** or more French-speaking countries	Can name **two** French-speaking countries	Can name **one** French-speaking country	**Can not** name any French-speaking country

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	**1.2 Discovering French** **1.2.1 Greetings and taking leave** **(2 lessons)**	By the end of the sub-strand, the learner should be able to: a) greet and respond to greetings in French b) say goodbye using a variety of expressions c) demonstrate an appreciation of the value of greetings in social interactions	The learners: • Practice greeting each other in French **(Bonjour, salut)** in pairs • Practice greetings of different times of the day with peers (**Bonjour, Bonsoir**) • watch video clips to practice **greetings** of different times of the day • Practise various **ways of taking leave** *(au revoir, à demain, à bientôt)* • read aloud **short dialogues** containing greetings • Complete **short dialogues** with the appropriate greeting • Sing **songs** on **greetings**	1. Which greetings do you know? 2. How do you respond to the greetings? 3. Why do we greet others? 4. How do you bid someone farewell?

Core Competencies to be developed:
Communication and Collaboration: learners take turns to greet each other
Citizenship*:* demonstrating cultural peculiarities in greetings

PCIs: *Self-awareness*; understanding oneself *Self-esteem*; appreciate self and others.	**Values:** Love and respect for self and others; as learners practise greeting according to the set social norms.
Link to other learning areas: Social studies, Foreign languages indigenous languages, English, Kiswahili, music	**Suggested Community Service Learning activities:** Engage peers in singing songs from different communities

Assessment rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Use of appropriate forms of greeting	The learner greets and responds to greetings correctly and appropriately all the time	The learner greets and responds to greetings accurately and appropriately most of the time	The learner responds to greetings correctly and appropriately sometimes	The learner needs assistance to greet and respond to greetings correctly and appropriately
Articulation	The learner is clear, audible, and keeps the required tone when greeting all the time	The learner is clear, loud, and keeps the required tone when greeting most of the time	The learner is clear, audible, and uses the required tone when greeting some of the time.	The learner is neither clear nor audible and does always not keep the required tone when greeting

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING & SPEAKING **READING** **WRITING**	**1.2.1 Sounds in French** **(10 lessons)**	By the end of the sub-strand, the learner should be able to: a) Spell familiar words using knowledge of the French alphabet. b) Apply phonic knowledge to read names and familiar words. c) Write familiar French words correctly d) Use capital and small letters correctly in writing e) Demonstrate interest in sounding words.	Learners: • Sing songs of the **alphabet/ days of the week/months of the year**, in groups • Spell their **names** and familiar **words**. • Listen to and articulate target **French sounds** *(Vowels: a, ai, e, i, o, au, oi, u, ou, eau, eu:* **Consonants: j & r***)* on cards, in audio material or video clips. • Recognize and read all the **letters of the alphabet** • Copy the alphabet and simple French words correctly • Re-arrange **jumbled up letters** to form words • Fill in missing letters to form correct French words • Create **word searches** in groups and pairs. • Recite **rhymes** with the targeted sounds. • **Match letters to sounds** using cards and pictures orally and in **writing**. • Play **games** where they listen to and repeat the **letter sounds** using digital devices • Create lists of **word patterns**	1. What are some of the sounds one can hear from their environment? 2. Which sounds do you produce while speaking? 3. Why is it important to spell correctly? 4. What should one do to listen attentively?

Core Competencies to be developed:
Communication and Collaboration: learners work in pairs or groups as they play, recite and do word searches
Creativity and imagination as learners compose and sing songs
Digital literacy as learners record self and play the recorded sounds

PCIs: Overcoming barriers to effective communication	**Values:** respect for self and others as they appreciate the differences
Links to other learning areas: English**,** Kiswahili, Indigenous Languages**,** Chinese**,** Arabic**,** Music	**Suggested Community Service Learning activities**: Perform songs, recite poems and rhymes in French during school or community functions

Assessment rubric				
Indicator	**Exceeding expectation**	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Active listening	Learner Maintains a good posture by sitting straight, makes eye contact with the speaker, is alert and repeats the sounds correctly all the time	Learner Maintains a good posture by sitting straight, makes eye contact with the speaker, is alert and repeats the sounds correctly most of the time	Learner Maintains a good posture by sitting straight, makes eye contact with the speaker, is alert and repeats the sounds correctly some of the time	Learner Needs considerable assistance to maintain a good posture by sitting straight, make eye contact with the speaker, be alert and repeat the sounds correctly
Letter sound recognition	Recognizes all the letters of the alphabet and the sound each letter or letter combinations makes in French	Recognizes most of the letters of the alphabet and the sounds most of the letters or letter combinations make in French	Recognizes some of the letters of the alphabet and some of the sounds of the letters or letter combinations they make in French	Recognizes very few letters of the alphabet and very few of the sounds each letter or letter combinations make in French
Pronunciation	Pronounces words accurately	Pronounces words correctly but makes few errors and can correct self	Pronounces words making some mistakes and is not conscious of errors	Pronounces words with a lot of difficulties

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING **WRITING**	**1.3 Myself** **(12 Lessons)**	By the end of the sub strand, the learner should be able to: a) introduce self appropriately b) read short and simple texts about self and family c) construct short and simple sentences about self and family d) appreciate the uniqueness of individuals within the classroom	The learners: • ask and respond to questions, in pairs and groups, on: - **Name** (*s'appeler; je, tu, il/elle*) -Gender (*être+gendre; je, tu, il, elle*) - **Age** (*avoir+age; je,tu,il/elle*) - **Nationality** (*être +nationalité*) -**Languages** they speak, • ask peers about the names of members of their **nuclear family** (*mon, ton; ma, ta; mère, père, soeur, frère*) and respond when asked about theirs • talk about **where one lives** (*habiter; Je,Tu, Il/Elle*) • count numbers **1 to 20 in French** • read **short and simple texts** about **self** and **family** • answer **comprehension questions** on read texts about **self** and **family** • construct and punctuate short sentences **on self and family** • Copy correctly **personal details** from name tags chalkboard, charts etc. • Filling in **details** about **self** in forms • Use **capital and small letter** correctly in writing • Drawing and naming **members of the family** • Record short dialogues on self-introduction (**audio** and **visual**) • sing **songs** on **numbers** for practice • watch video clips on **introducing oneself** • play digital games on self-introduction	1. How do you introduce yourself to someone?
Core Competencies to be developed: Communication and Collaboration: working in groups as they sing and play games Citizenship: appreciating class diversity				

Digital literacy: learners fill in personal information on online forms or worksheets	
PCIs: *Self-awareness*; understanding oneself *Self-esteem*; appreciation of self and others.	**Values:** Love for others; respect for other people despite differences Unity through working together in groups and pairs
Link to other learning areas: Social studies, Foreign languages, indigenous languages, English, Kiswahili, Mathematics, Music, Religious studies	**Suggested Community Service Learning activities:** Perform songs and recite poems, in French, during community functions

Assessment Rubric

Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Giving personal details *(Name, age, languages, nationality, home, family etc.)*	The learner Introduces self, giving **all** the personal details required	The learner Introduces self, giving **most** the personal details required	The learner Introduces self giving **some** the personal details required	The learner Introduces self giving **very few** the personal details required
Sentence structure *(S'appeler + nom Avoir + âge Etre+nationalité/genre Habiter + ville Parler + langue)*	Uses appropriate sentence structures while giving personal details **all the time**.	Uses appropriate sentence structures while giving personal details **most of the time.**	Uses appropriate sentence structures while giving personal details **some of the time**.	Uses **inappropriate** sentence structures sentence structures while giving personal details
Fluency	Reads texts making **no errors** of pronunciation, rhythm and intonation	Reads texts making **minimal errors** of pronunciation, rhythm and intonation	Reads texts making **many errors** of pronunciation, rhythm and intonation	Reads texts making **very many errors** of pronunciation, rhythm and intonation
Answering questions	Correctly answers **all questions** on self-introduction (orally and in writing)	Answers **most questions** correctly on self-introduction (orally and in writing)	Answers **several questions** correctly self-introduction (orally and in writing)	Answers **very few questions** correctly self-introduction (orally and in writing)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	1.4 Interacting with others 1.4.1 Etiquette (3 Lessons)	By the end of the sub strand, the learner should be able to: a) use polite language to show courtesy b) use appropriate non-verbal cues and tone when talking to others c) read simple dialogues that demonstrate courtesy d) write simple texts using courtesy words e) appreciate that being courteous to others builds cordial relationships	The learners: • Engage in simple conversations that involve the use of **polite language** *(excusez-moi, pardon, désolé, merci, s'il vous plait, bienvenue)* • practice **turn-taking** when talking to others • practice using appropriate **non-verbal cues** (gestures, facial expressions) when talking to others • Sing **courtesy songs** that demonstrate good manners e.g appreciation *(merci)* • Fill in missing letters in **words of courtesy** learned • Match **courtesy words** to the corresponding images on flashcards • Read vocabulary on etiquette on flash cards and charts • Recite **simple poems** on showing gratitude • Watch **video clips** showing the **practice of etiquette and courtesy.** • Create **word searches** with vocabulary on etiquette, in groups or pairs	1. When do you use polite language? 2. Which courtesy words do you know?

Core Competencies to be developed:
Communication and collaboration*:* learners hold conversations in pairs and groups
Self-efficacy: use of polite language to build cordial relationships
Creativity and Imagination: creating word searches using vocabulary on etiquette

PCIs: Skills of knowing how to make interactions cordial; relating and working well with others Assertiveness: explore areas that require one to stay in control while showing respect for self and others	**Values:** Use of polite language to show **r**espect Unity by working together in group tasks

Link to other learning areas: All learning areas	Suggested Community Service Learning activities: Practice polite language in all situations at home and in the community Encourage other learners to use polite language in their interactions

Assessment Rubric

Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Use of polite language	Learner Uses appropriate expressions of polite language to fit the communication situation **all the time**	Learner Uses appropriate expressions of polite language to fit the communication situation **most of the times**	Learner Uses appropriate expressions of polite language to fit the communication situation **sometimes**	Learner Uses expressions of polite language **inappropriately**
Fluency	Reads texts making **no errors** of pronunciation, rhythm and intonation	Reads texts making **minimal errors** of pronunciation, rhythm and intonation	Reads texts making **many errors** of pronunciation, rhythm and intonation	Reads texts making very **many errors** of pronunciation, rhythm and intonation
Spelling and punctuation	Writes texts with **no** spelling and punctuation errors	Writes texts with **minimal** spelling and punctuation errors	Writes texts with **many** spelling and punctuation errors	Writes texts with **very many** spelling and punctuation errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING **READING** **WRITING**	**1.4.2 Giving and responding to instructions** **(4 Lessons)**	By the end of the sub strand, the learner should be able to: a) give and respond to simple instructions used in everyday situations b) read simple instructions used in their immediate environment c) complete texts using simple instructions d) demonstrate a willingness to respond to simple instructions	The learners: • Repeat simple instructions used in **school** and at **home** • Role - play giving and responding to simple instructions at **home** and in **school** (*entre! assieds-toi! tais-toi, leve-toi*) • Create and sing **songs** on giving and taking instructions • record **audio** and **visual materials** on giving and receiving instructions • play **games** on giving instructions • respond to **recorded audio and visual instructions** • copy simple instructions from charts or chalkboard • complete texts using simple instructions • read aloud simple instructions	1. What instructions do you know? 2. When do we give instructions? 3. Who gives instructions?

Core Competencies to be developed:
Communication and collaboration: through taking and giving instructions while working in groups and pairs
Creativity and imagination: by composing songs
Digital literacy: creating with technology by recording audio-visual materials on giving and receiving instructions
Self-Efficacy: development of confidence through giving and receiving instructions

PCIs:	Values:
Assertiveness: having the courage to speak out when the need arises	Respect for others through responding to and obeying simple instructions Unity as they work well in pairs and group tasks

Link to other learning areas: All learning areas	Suggested Community Service Learning activities: Practice giving and taking instructions with other learners and responding to instructions given

Assessment rubric

Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Giving and responding to instructions	Learner gives and responds to simple instructions accurately	Learner gives and responds to simple instructions with minimal errors	Learner has some difficulty in giving and responding to simple instructions	Learner has a lot of difficulty in giving and responding to simple instructions
Fluency	Reads simple instructions making no errors of pronunciation, rhythm and intonation	Reads simple instructions making minimal errors of pronunciation, rhythm and intonation	Reads simple instructions making many mistakes of pronunciation, rhythm and intonation	Reads simple instructions making very many mistakes of pronunciation, rhythm and intonation
Spelling and punctuation	Writes simple instructions with no spelling and punctuation errors	Writes simple instructions with minimal spelling and punctuation errors	Writes simple instructions with many spelling and punctuation errors	Writes simple instructions with very many spelling and punctuation errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING **READING** **WRITING**	1.4.3 **Expressing wishes** (**4 Lessons**)	By the end of the sub strand, the learner should be able to: a) express appropriate wishes used for different occasions b) read simple dialogues fluently c) use appropriate expressions to write wishes for different events d) appreciate the importance of expressing wishes	The learners: • practise different **wishes** (*Bon anniversaire, bon appétit, bon voyage, bonne chance, bon weekend, bonne soirée, félicitation*) through role play • **take turns** to read simple dialogues • read aloud simple exchanges on **wishes** with appropriate speed, accuracy and intonation • identify specific **vocabulary** on **wishes** used in various texts, in groups or pairs • use simple expressions (**wishes and taking leave**) to complete short dialogues • make **cards** expressing **wishes** for different occasions	1. Which special occasions do you know? 2. What do you say to people when they are celebrating special occasions?

Core Competencies to be developed:	
Communication and Collaboration: practice expressing wishes pairs and groups	
Self-efficacy: improve the ability to communicate what they want	
PCIs: *Self-awareness*; understanding oneself *Self-esteem*; appreciate self and others.	**Values:** Respect for others by taking leave Teamwork as learners take turns to accomplish tasks
Link to other learning areas: All learning areas	**Suggested Community Service Learning activities:** Encourage peers to use polite expressions while taking leave

Assessment rubric

Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Use of expressions	Learner uses appropriate expressions to express wishes **all the time**	Learner uses appropriate expressions to express wishes **most of the time**	Learner uses appropriate expressions to express wishes **sometimes**	Learner uses appropriate expressions to express wishes with considerable assistance
Fluency	Reads simple instructions making **no errors** of pronunciation, rhythm and intonation	Reads simple instructions making **minimal errors** of pronunciation, rhythm and intonation	Reads simple instructions making **many errors** of pronunciation, rhythm and intonation	Reads simple instructions making **very many errors** of pronunciation, rhythm and intonation
Spelling and punctuation	Writes texts with **no** spelling and punctuation errors	Writes texts with **minimal** spelling and punctuation errors	Writes texts with **many** spelling and punctuation errors	Writes texts with **very many** spelling and punctuation errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

LISTENING and SPEAKING
 	
READING
 	
WRITING
	1.4.4 **Expressing likes and dislikes**
	
	(5 lessons)
		By the end of the sub strand, the learner should be able to:
		a) express likes and dislikes on food and animals.
		b) read simple texts on likes and dislikes
		c) answer simple questions on likes and dislikes
		d) write short texts on likes and dislikes
		e) acknowledge that everyone has different preferences regarding food and common animals
			The learners:
			• talk about the **food and common animals** they like or dislike using:
			  - *aimer + objet*
			  - *detester + objet*
			• match names of **common animals** and **food** to corresponding pictures on flashcards
			• read aloud names of **common animals** or **texts about likes and dislikes**, in pairs or small groups
			• do **word searches** and **puzzles** on common animals and food
			• copy **names of common animals** and **food items** from charts or chalkboard
			• drawing and naming common animals and food items
			• compose and sing **songs** about food items and common animals they like or dislike using familiar tunes
				1. Which animals do you know?
				2. Which animals do you like?
				3. What is your favourite food?

Core Competencies to be developed:
Communication and collaboration: singing songs together
Creativity and imagination: creating and singing songs
Digital literacy: accessing audio visual materials from digital devices

PCIs: *Animal welfare education*, hygiene and feeding animals
    Self-esteem: the ability to do the best for excellence in team activities
	Values: Respect; respect of one other's preferences on food and animals
	      Unity through working together in groups and pairs

Link to other learning areas: Religious education activities, Science and technology, Agriculture	**Suggested Community Service Learning activities:** Create awareness to the community on animal welfare and good eating habits

Assessment rubric

Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Sentence structure (- *Aimer + objet* - *Détester + objet*)	Uses appropriate sentence structures while expressing likes and dislikes **all the time**.	Uses appropriate sentence structures while expressing likes and dislikes **most of the time.**	Uses appropriate sentence structures while expressing likes and dislikes **some of the time**.	Uses **inappropriate** sentence structures while expressing likes and dislikes
Comprehension	Correctly answers **all** questions on likes and dislikes	Answers **most** questions correctly on likes and dislikes	Answers **several** questions correctly on likes and dislikes	Answers **very few** questions correctly on likes and dislikes
Fluency	Reads texts making **no errors** of pronunciation, rhythm and intonation	Reads texts making **minimal errors** of pronunciation, rhythm and intonation	Reads texts making **many errors** of pronunciation, rhythm and intonation	Reads texts making **very many errors** of pronunciation, rhythm and intonation
Spelling and punctuation	Writes texts with **no** spelling and punctuation errors	Writes texts with **minimal** spelling and punctuation errors	Writes texts with **many** spelling and punctuation errors	Writes texts with **very many** spelling and punctuation errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING **READING** **WRITING**	**1.4.5 Moments of the day** **(4 lessons)**	By the end of the sub strand, the learner should be able to: a) link daily activities to moments of the day b) read simple texts related to moments of the day c) construct simple and practical documents about their daily activities d) appreciate the importance of respecting schedules	The learners: • match **daily activities** to **moments of the** *day (le matin, après-midi, le soir, la nuit)* using flash cards etc • classify **daily activities** according to moments of the day with **picture stimuli.** *(Se lever, prendre le petit-déjeuner/déjeuner/diner, jouer, regarder la télévision, se coucher)* • talk about **activities** they engage in at different **moments of the day** • create **daily or weekly journals** based on activities carried out at various moments of the day • draw and colour **pictures** depicting different **moments of the day**	1. What do you do at different times of the day?

Core Competencies to be developed:
Communication and collaboration: sharing information on what learners do at different moments of the day in groups
Creativity and imagination: creating daily and weekly journals

PCIs: *Timekeeping*: doing tasks at the appointed time	Values: Responsibility in timekeeping Respect for others by observing timetables on scheduled events
Link to other learning areas: All learning areas	**Suggested Community Service Learning activities:** Learners share virtues of timekeeping with peers and other community members

Assessment rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Comprehension	Correctly answers **all** questions on activities done at different moments of the day	Answers **most** questions correctly on actions done at different moments of the day	Answers **several** questions correctly on actions done at different moments of the day	Answers **very few** questions correctly on actions done at different moments of the day
Spelling and punctuation	Writes texts with no spelling and punctuation errors	Writes texts with minimal spelling and punctuation errors	Writes texts with many spelling and punctuation errors	Writes texts with very many spelling and punctuation errors

Strand	Sub – Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING **READING** **WRITING**	**1.4.6 Expressing what one wants** **(5 lessons)**	By the end of the sub strand, the learner should be able to: a) use polite words to ask for what one wants b) read short texts on clothing items and colours c) write short texts about shopping d) appreciate the importance of courtesy when asking for something	The learners: • identify essential **clothing items** and **colours** • simulate **short simple dialogues** on expressing what one wants in a polite way *(Je/Tu voudrais + item & Colour adjectives)* • match names of **clothing items** and their corresponding **pictures** on flashcards. • read short dialogues on **shopping**, in groups or pairs • answer questions from a reading text on clothing items and colours • fill in blanks in a dialogue with learned **vocabulary** • fill in worksheets with **vocabulary** on clothing items from audio texts • sing **songs** on colours and clothing items • play **word search games** to find vocabulary on colours and clothing items	1. What type of clothes do you know? 2. What types of clothes would you want to wear on special occasions?
Core Competencies to be developed: Communication and collaboration: taking turns to ask for what they want and responding to requests for items Self-efficacy: decisively saying what one wants				
PCIs: *Self-awareness*: understanding oneself		**Values:** Responsibility; ability to make proper dressing choices		

	Respect: use of polite language in expressing what one wants
Link to other learning areas: Religious education, home science, foreign languages, English, Kiswahili, Music, Art and craft	**Suggested Community Service Learning activities:** Encourage peers within the school community to use polite language when expressing what they want

Assessment rubric				
Indicator	**Exceeding expectation**	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Comprehension	Correctly answers all questions from read texts	Answers most questions correctly from read texts	Answers several questions correctly from read texts	Answers very few questions correctly from read texts
Use of polite language	Always uses polite expressions when asking for something	uses polite expressions when asking for something most of the times	Occasionally uses polite expressions when asking for something	Hardly uses polite expressions when asking for something
Spelling and punctuation	Writes texts with no spelling and punctuation errors	Writes texts with minimal spelling and punctuation errors	Writes texts with many spelling and punctuation errors	Writes texts with very many spelling and punctuation errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	**1.4.7 Locating objects in our surrounding** **(4 lessons)**	By the end of the sub strand, the learner should be able to: a) tell the position of objects in relation to other objects b) read short statements describing the position of objects c) describe the location of objects in writing d) appreciate the importance of placing objects in appropriate places for safety	The learners: • identify the **positions** of different **objects** • ask questions *(où est…?)* about the **location of objects** in the immediate environment. • respond to questions about the location of objects in the immediate environment using **prepositions of place** *(dans, sur, sous)* • observe and identify **changes in the location** of **objects** • play hide and seek **games** *(cache-cache) to* reinforce their understanding of positioning objects • use **jumbled up letters** to form prepositions • use **sentence prompts** to draw objects in different positions *(ex: le chat est sous la table)* • view and **read pictures** showing objects in different positions	1. Why is it important to place objects in the right positions?

Core Competencies to be developed:
Communication and collaboration: asking and responding to questions on locating objects in pairs and groups
Critical thinking and problem solving*:* making decisions on the best and safe place to place different objects
Learning to learn: learners take it upon themselves to put objects in appropriate places

PCIs:	Values:
Disaster risk reduction: learners take it upon themselves to place	Responsibility by keeping objects in proper places

objects in appropriate places for safety	
Link to other learning areas: Social studies, indigenous languages, foreign languages, English, Kiswahili	**Suggested Community Service Learning activities:** Putting up signboards and labelling storage areas for items in the surrounding

Assessment rubric				
Indicator	**Exceeding expectation**	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Telling position of objects	The learner accurately tells the position of objects in the environment	The learner tells positions of objects in the environment with minimal errors	The learner has some difficulty telling the position of objects in the environment.	The learner has a lot of difficulty telling the position of objects in the environment.
Fluency	Reads texts making no errors of pronunciation, rhythm and intonation	Reads texts making minimal errors of pronunciation, rhythm and intonation	Reads texts making many errors of pronunciation, rhythm and intonation	Reads texts making very many errors of pronunciation, rhythm and intonation
Spelling and punctuation	Writes texts with no spelling and punctuation errors	Writes texts with minimal spelling and punctuation errors	Writes texts with many spelling and punctuation errors	Writes texts with very many spelling and punctuation errors

Strand	Sub – Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	1.4.8 **Expressing how one feels** (**6 lessons**)	By the end of the sub-strand, the learner should be able to: a) Identify common body parts in French. b) tell what part of the body hurts c) Write short texts on how one feels d) Read aloud short texts expressing how one feels e) Appreciate the importance of good health	Learners: • listen to **songs** and **poems** on parts of the body. • identify and name **body parts** on a chart or a digital device • practice **saying which part of the body hurts** as they engage in short dialogues(*avoir mal+partie du corps*) • cut out names of **body parts** on a sheet of paper and paste them on an **unlabelled body image** • play **word search games** to identify body parts • Sort out body parts by **gender** *(le/la/)* and by **numbe**r *(les)*	1. How do you know you are sick? 2. What do you do when you are sick? 3. What do you do to remain in good health?

Core Competencies to be developed:
Communication and collaboration: as learners express how they feel
Self-efficacy: through the consciousness of being able to take care of one's health

PCIs:	Values:
Self-awareness: human health literacy; taking care of one's body	Responsibility: taking good care of personal health
Link to other learning areas: Physical and health education, home science, indigenous languages, foreign languages, English, Music, art and craft, Kiswahili	**Suggested Community Service Learning activities:** Participate in sports activities for good health within the community Participate in charity activities that promote health awareness in the community

Assessment rubric				
Indicator	**Exceeding expectation**	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Identifying parts of the body	Correctly identifies all parts of the body	Correctly identifies most parts of the body	Correctly identifies many parts of the body	Correctly identifies a few parts of the body
Language	Says where it hurts with no errors in sentence structure	Says where it hurts with minimal mistakes in sentence structure	Says where it hurts with many mistakes in sentence structure	Says where it hurts with very many mistakes in sentence structure
Fluency	Reads texts making no errors of pronunciation, rhythm and intonation	Reads texts making minimal mistakes of pronunciation, rhythm and intonation	Reads texts making many mistakes of pronunciation, rhythm and intonation	Reads texts making very many errors of pronunciation, rhythm and intonation
Spelling and punctuation	Writes texts with no spelling and punctuation errors	Writes texts with minimal spelling and punctuation errors	Writes texts with many spelling and punctuation errors	Writes texts with very many spelling and punctuation errors

List of Assessment Methods	**List of Non-Formal Activities**	**List of Learning Resources**
- Physical identification of objects. - Filling in missing letters. - Filling in missing words. - Sounding words or letters. - Rearranging jumbled up letters or words. - Spelling; oral and written. - Writing. - Mimicking through role-play. - Reading aloud.	- Songs - Recitation of poems - Role plays and simulation - Games e.g. *hide and seek* - Peer education; practice with peers - Participation in French club activities	- Charts - Video clips - Video games - Jumbled up grids - Word puzzles - Flashcards *(words or games)* - Maps - Short stories - Real objects *(clothes, food,*

- Answering simple questions. - Colouring shapes and objects. - Word searches. - Word puzzles.		*class objects)* - Audio recordings - Pictures - Poems - Songs - Chalkboard - Word wheel - Name tags and labels - Word searches - Journals - Computer - Cards for special occasions

GERMAN

Essence Statement

Kenya is part of the international community and therefore, learners shall be given the opportunity to learn foreign languages. Apart from the national official and indigenous languages learned in lower primary, learners at upper primary will have access to other languages such as Arabic, Chinese French and German. German language learning at this level will focus on the four basic language skills: listening, speaking, reading and writing Additionally, German language learning will promote international consciousness and appreciation of one's own and other people's cultures.

Subject General Learning Outcomes

By the end of the course the learner should be able to:
a) communicate information effectively about everyday issues.
b) listen actively to varied speakers in varied contexts and respond appropriately.
c) read varied simple texts on familiar matters for information and enjoyment.
d) interact with others on familiar topics in a simple manner.
e) write simple texts on subject matter relating to their everyday experiences.
f) use varied media to access and create information to enhance German language learning.
g) appreciate own and other people's culture for national cohesion and international consciousness.
h) apply acquired knowledge and skills to address challenges in everyday life.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0.LISTENING AND SPEAKING	**1.1.GREETINGS AND INTRODUCTION (12 LESSONS)**	By the end of the sub strand, the learner should be able to: a) respond to greetings appropriately in formal and informal contexts. b) use appropriate structures to greet others. c) introduce themselves and others using appropriate phrases. d) appreciate the role greetings and introduction play in social interactions.	Learners • listen to informal (*du/ihr*-form), formal (Sie – form) greetings and introductions from a variety of sources, e.g. the teacher, recorded audio/video. • greet peers, teachers and others appropriately based on time of day. • use picture reading to distinguish formal and informal greetings and introductions. • role-play and dramatise greetings, introductions • ask and respond to questions using appropriate question words (*wie, wo, was, wer,woher..), Ja – nein Fragen* and correct word order in pairs/groups. • demonstrate in pairs and groups how different people greet and introduce themselves. • listen to greetings and match them to the appropriate pictures. • listen to greetings and arrange pictures in the correct spoken sequence. • record audios and videos on interaction with peers on greetings and introductions and share.	1. Why do you greet others? 2. Why do you introduce yourself? 3. How do you introduce yourself?
	Core Competency to be developed: Communication and Collaboration: Learners practise how to greet and introduce onesel and others in the school context and in the immediate environment. Self-efficacy: Learners' ability to give information about themselves with confidence and demonstrating a great sense of sel awareness. Critical thinking: This will be developed when they are responding to why people greet.			

Digital Literacy: Learners will develop this competency by creating video and audio recordings of greetings, introductions and interactions with their peers.

PCIs: Learners develop skills of knowing oneself and interacting with others.	**Values**: Learners demonstrate respect as set out in the socia interaction norms.
Link to other learning areas: All learning areas in languages: for instance, how do people greet in Swahili, English and indigenous languages; Social Studies on where people come from; Science and Technology when they create audio and video recordings.	**Suggested Community Service Learning**: Learners identify people in their community and teach them how to greet in German or identify German speaking people in the community and greet and introduce themselves as a way of practising what they learnt.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Eye contact • Level of understanding • Non – verbal language • Articulation • Tempo	Learner - consistently keeps eye contact while listening and responding - consistently understands with ease all questions, greetings personal information and responds appropriately - consistently uses appropriate non-verbal language - consistently speaks with the correct pronunciation and intonation - consistently speaks with the appropriate speed,	Learner - keeps eye contact most of the time when listening and responding - understands with ease all questions, greetings, personal information and responds appropriately most of the time - uses appropriate non-verbal language most of the time - speaks with the correct pronunciation and intonation most of the time, - speaks with the appropriate speed most of the time	Learner - keeps eye contact some of the time while listening and responding - understands some of the questions, greetings, personal information and responds appropriately some of the time - uses appropriate non-verbal language some of the time - speaks with the correct pronunciation and intonation some of the time - speaks with the appropriate speed some of the time	Learner - avoids eye contact most of the time while listening and responding - exhibits difficulty in understanding and interpreting questions, greetings and personal information - does not employ appropriate non-verbal language to support communication most of the time - has difficulty articulating words - speaks slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING AND SPEAKING	**1.2.NUMBERS AND DAYS OF THE WEEK** **(2 LESSONS)**	By the end of the sub strand, the learner should be able to: a) count up to twenty (20) in German for effective communication. b) use days of the week to express time.	Learners • practise counting 0-20 in German. • use numbers to indicate how old they are. • ask each other in pairs/groups how old they are. • orally exchange their own and others' telephone numbers. • listen to an audio recording on numbers and repeat or cross them out. • identify numbers using flash cards. • play digital games by clicking on numbers and listening to audio recording on a digital device. • play games involving numbers e.g. hopscotch, tap, hide and seek etc. • listen and sing along to songs on days of the week.	Why are numbers important?
	Core Competency to be developed: Communication and Collaboration: Learners use numbers to provide information on age, telephone numbers in pairs and groups Critical thinking: This will be developed when they explain in their own words why numbers are important. Digital Literacy: Learners play games on smart devices.			
	PCIs: Learners develop skills of knowing oneself and others.		**Values**: Learners demonstrate honesty in giving information about themselves and others.	
	Link to other learning areas: all learning areas in languages on how numbers are said and mathematics which has provided skills in counting.		**Suggested Community Service Learning**: Learners to work with members of their community and count in German and the common community language.	

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Articulation • Tempo • Correctness	Learner - consistently speaks with the correct pronunciation and intonation of the numbers and days of the week - consistently speaks with the appropriate speed - consistently uses numbers and days of the week in different situations appropriately	Learner - speaks with the correct pronunciation and intonation of the numbers and days of the week most of the time - speaks with the appropriate speed most of the time - correctly uses numbers and days of the week in different situations most of the time	Learner - speaks with the correct pronunciation and intonation of the numbers and days of the week some of the time - speaks with the appropriate speed some of the time - correctly uses numbers and days of the week in different situations some of the time	Learner - has difficulty articulating numbers and days of the week correctly - speaks slowly and hesitantly - has difficulty using numbers and days of the week in different situations

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING AND SPEAKING	**1.3. PHONOLOGICAL AWARENESS** **(2 LESSONS)**	By the end of the sub strand, the learner should be able to: a) correctly pronounce the letters of the German alphabet to enhance communication. b) discriminate the typical German sounds from other languages for correct articulation.	Learners • listen to the German Alphabet in recorded form, e.g. songs, poems, and repeat. • spell out their names and others using the sounds as represented by the German alphabet. • use creativity to create/remix/ rap etc songs and poems in pairs/groups on the German alphabet and perform in class. • use phones to record audio/video of own songs and share with peers or upload as podcasts/ videocasts. • participate in word-games by manipulating letters to complete words. • play memory games. • dictate car number plates from different countries and acronyms in German. • listen to common German names and repeat.	1. Why is it important to pronounce sounds and words correctly? 2. Why is it important to speak at the appropriate speed?

Core Competency to be developed:
Communication and Collaboration: Learners work on the sounds of the alphabet in pairs and groups.
Critical thinking: This will be developed when using phones to record audio/video of songs and sharing with peers or uploading as podcasts/videocasts.
Creativity and imagination: Learners create/remix/ rap own songs and poems.
Digital Literacy: Learners create and share digital content on digital devices.

PCIs: Learners develop skills of knowing oneself and others.	**Values**: Learners demonstrate responsible use of digital platforms and ethics in sharing content digitally. They also demonstrate respect for each other when working in pairs and groups.
Link to other learning areas: all learning areas in languages on how sounds are articulated in other	**Suggested Community Service Learning**: Learners will work with members of their community and practise the common sounds in German

	languages, music in creating songs as well as Science and Technology in creating and sharing podcasts and videocasts.	and the language spoken in the immediate environment.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Articulation • Tempo	Learner - consistently speaks with the correct pronunciation and intonation of German sounds and words - consistently speaks with the appropriate speed	Learner - speaks with the correct pronunciation and intonation of German sounds and words most the time - speaks with the appropriate speed most of the time	Learner - speaks with the correct pronunciation and intonation of German sounds and words some of the time - speaks with the appropriate speed some of the time	Learner - has difficulty articulating German sounds and words - speaks slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING AND SPEAKING	**1.4. DESCRIBING OBJECTS AND PEOPLE IN THE IMMEDIATE ENVIRONMENT** **(3 LESSONS)**	By the end of the sub strand, the learner should be able to: a) describe objects in in the predicative form. b) describe people in their immediate environment correctly in the predicative form.	Learners • identify the correct definite articles (*der/die/das*) for objects and people. • use colours (*blau/rot/grün*, usw.) to describe objects their immediate environment correctly. • use adjectives that they can easily relate to, such as *gut, interessant, jung, groß, super, reich, nett, schön, intelligent*, in describing objects and people. • work in pairs using guessing games to describe other learners in class and objects (*Wer bin ich…? Was ist das…?*) • say their favourite colours and those of their friends. • draw, paint and colour objects and persons using computer and/or paper. • scan their paper drawings, store them and share in digital form. • print and display their paintings and drawings in class.	1. How do you describe objects and people? 2. Why do you describe objects and people?
	Core Competency to be developed: Communication and Collaboration: Learners use colours and adjectives to describe objects and people in their immediat environment. Critical thinking: This will be developed when they discuss how and why they describe objects and people. Creativity and imagination: Learners explore their creativity through drawing, painting and colouring objects and people.			

	Digital Literacy: Learners scan and print their own drawings and paintings in colour.	
	PCIs: Learners develop skills of knowing oneself and others.	**Values**: Learners demonstrate responsibility in the use o digital platforms, awareness of the ethics of digitally sharing content and honesty and empathy in describing people.
	Link to other learning areas: All learning areas in languages on how adjectives are used. Additionally, learners use skills acquired from Art and Craft to enhance their learning through creativity and enjoyment.	**Suggested Community Service Learning**: Learners to work with members of their community and practise describing people and objects in German and the local language spoken in that community.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Level of understanding • Articulation • Tempo • Sentence melody	Learner - consistently understands and uses the correct structures to describe objects and people appropriately - consistently speaks with the correct pronunciation and intonation of the sounds and words - consistently speaks with the appropriate speed - consistently speaks with the appropriate sentence melody	Learner - understands and uses the correct structures to describe objects and people appropriately most of the time - speaks with the correct pronunciation and intonation of the sounds and words most of the time - speaks with the correct tempo most of the time - speaks with the appropriate sentence melody most of the time	Learner - understands and uses the correct structures to describe objects and people appropriately some of the time - speaks with the correct pronunciation and intonation of the sounds and words some of the time - speaks with the correct tempo some of the time - speaks with the appropriate sentence melody some of the time	Learner - has difficulty understanding and using the correct structures to describe objects and people - has difficulty articulating sounds and words - speaks slowly and hesitantly - has difficulty speaking with the appropriate sentence melody

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING AND SPEAKING	**1.5. SCHOOL** **(3 LESSONS)**	By the end of the sub strand, the learner should be able to: a) describe the school using basic information. b) use appropriate vocabulary in German to describe school items and learning areas. c) take care of their school items to enhance responsible behaviour.	Learner • uses pictures to describe the school using basic information (name. size, location). • listens to the teacher/recorded material and points at the corresponding objects provided as pictures. • listens to school items in German and repeats. • collects school items of choice in pairs/groups and finds out the German name and article. • matches the learning areas in German to the ones in English. • listens to the learning areas in German and repeats. • listens to descriptions of school items and matches them to the correct picture. • describes school items in singular and plural form using colours and adjectives. • records (in pairs/groups) favourite school items and learning areas and presents to others. • creates/recites short poems and songs about own school. • sings songs about own school.	Why do you love your school?

			• discusses with peers ways of keeping own class and school clean. • discusses with others how to take good care of own school items.	

Core Competency to be developed:

Communication and Collaboration: Learners use acquired vocabulary and structures to talk about their school, school items and learning areas.

Critical thinking: This will be developed when they discuss what makes their school stand out.

Creativity and imagination: Learners create and recite poems and songs about their schools.

Learning to learn: Learners collect school items of their choice in pairs/groups and find out the German name and article.

Digital Literacy: Learners use audio-visual equipment to record each other talking about their favourite school items and learning areas and share with others.

PCIs: Learners demonstrate environmental awareness in keeping their school clean. Learners demonstrate Financial literacy through taking good care of their school items.	**Values**: Learners demonstrate patriotism through love for one's school and responsibility in taking care of their own school.
Link to other learning areas: all learning areas in languages on how school items are referred to, Social Studies on where the school is located and Agriculture on how to take care of plants.	**Suggested Community Service Learning**: Learners work with members of their community to plant and take care of flowers within the school and in the community.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Level of understanding • Articulation • Tempo • Sentence melody	Learner - consistently understands and uses the correct structures to describe school items and learning areas appropriately - consistently speaks with the correct pronunciation and intonation of the sounds and words - consistently speaks with the appropriate speed - consistently speaks with the appropriate sentence melody	Learner - understands and uses the correct structures to describe school items and learning areas appropriately most of the time - speaks with the correct pronunciation and intonation of the sounds and words most of the time - speaks with the correct tempo most of the time - speaks with the appropriate sentence melody most of the time	Learner - understands and uses the correct structures to describe school items and learning areas appropriately some of the time - speaks with the correct pronunciation and intonation of the sounds and words some of the time - speaks with the correct tempo some of the time - speaks with the appropriate sentence melody some of the time	Learner - has difficulty understanding and using the correct structures to describe school items and learning areas - has difficulty articulating sounds and words - speaks slowly and hesitantly - has difficulty speaking with the appropriate sentence melody

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING AND SPEAKING	**1.6. LEISURE TIME ACTIVITIES** **(3 LESSONS)**	By the end of the sub strand, the learner should be able to: a) describe leisure time activities in spoken and written forms. b) distinguish between positive and negative leisure time activities.	Learner • matches pictures to the correct activities. • listens to background sounds of activities and identifies the activities implied. • pantomime own hobbies and their peers guess what they are. • asks others what activities they engage in during leisure time. • talks about what he/she likes doing during own leisure time using the adverb *gern*. • walks around the class describing own hobbies and asking classmates to describe theirs. • watches video clips on common German leisure time activities and talks about them with peers. • collects pictures from newspapers and magazines, creates collages and talks about them in class.	1. How do you spend your leisure time? 2. Why are leisure time activities important?
	Core Competency to be developed: Communication and Collaboration: Learners use vocabulary to describe hobbies and leisure time activities. Critical thinking: This will be developed when they discuss positive and negative leisure time activities. Creativity and imagination: Learners collect pictures from newspapers and magazines and create collages on leisure time activities. Digital Literacy: Learners use audio-visual equipment to record own leisure time activities and share with others.			
	PCIs: Learners develop awareness of the importance of leisure time activities in keeping healthy, socialising appropriately etc.		**Values**: Learners demonstrate responsibility by using own leisure time appropriately and respecting others	

		choices.
	Link to other learning areas: all learning areas in languages when talking about leisure time activities, Art and Craft by fostering creativity, Physical and Health Education to emphasize the advantages of keeping fit and healthy.	**Suggested Community Service Learning**: Learners organise sports and other fun activities such as plays, readings, movie watching with members of the community.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Level of understanding • Articulation • Tempo • Sentence Melody	Learner - consistently understands and uses the correct structures to describe leisure time activities appropriately - consistently speaks with the correct pronunciation and intonation of sounds and words - consistently speaks with the appropriate speed - consistently speaks with the appropriate sentence melody	Learner - understands and uses the correct structures to describe leisure time activities appropriately most of the time - speaks with the correct pronunciation and intonation of sounds and words most of the time - speaks with the appropriate speed most of the time - speaks with the appropriate sentence melody most of the time	Learner - understands and uses the correct structures to describe leisure time activities appropriately some of the time - speaks with the correct pronunciation and intonation of sounds and words some of the time - speaks with the appropriate speed some of the time - speaks with the appropriate sentence melody some of the time	Learner - has difficulty understanding and using the correct structures to describe leisure time activities - has difficulty articulating sounds and words - speaks slowly and hesitantly - has difficulty speaking with the appropriate sentence melody

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING AND SPEAKING	**1.7. FOODSTUFF** **(4 LESSONS)**	By the end of the sub strand, the learner should be able to: a) describe various foods in German. b) use appropriate vocabulary and structures in describing foodstuff.	Learner • listens to the teacher/recorded audio about various foodstuff. • watches a video on different types of foodstuff and arranges them according to category (Obst/Gemüse/Getränke/ Anderes). • describes various foodstuff using correct definite article, colours and adjectives. • plays a personification guessing game with peers describing various foodstuff (z.B. Ich bin grün und suß, wer bin ich? – der Apfel). • Simulates with others in pairs/groups how foods are served in various communities. • makes a video showing how various food plants (Obst/Gemüse) look like and presents in class. • brings to school common foods available at homes and simulates a supermarket/market scene. • arranges food in the simulations according to appropriate definite articles. • creates and sings songs about own staple food.	Why do you eat'

			• watches a video on common German foods.	

Core Competency to be developed:
Communication and Collaboration: Learners use German language to tell each other how food is served in various communities
Critical thinking: This will be developed when they discuss healthy and unhealthy food.
Creativity and imagination: Learners simulate/role-play a market/supermarket scene.
Digital Literacy: Learners use audio-visual equipment to record various types of foodstuff.

PCIs: Learners develop awareness of proper nutrition.	**Values**: Learners demonstrate responsibility by eating healthy.
Link to other learning areas: all learning areas in languages on how to talk about food; Physical and Health Education to emphasize the advantages of being active; Home Science on how food is prepared; Agriculture on how food plants looks like; Science and Technology in using audio visual equipment to record videos.	**Suggested Community Service Learning**: Learners visit the community market to learn about local staple food. They could also describe common German foods to the community.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Level of understanding • Articulation • Tempo • Sentence Melody	Learner - consistently understands and uses the correct structures to talk about foodstuff. - consistently speaks with the correct pronunciation and intonation of sounds and words - consistently speaks with the appropriate speed - consistently speaks with the appropriate sentence melody	Learner - understands and uses the correct structures to talk about foodstuff most of the time - speaks with the correct pronunciation and intonation of sounds and words most of the time - speaks with the appropriate speed most of the time - speaks with the appropriate sentence melody most of the time	Learner - understands and uses the correct structures to talk about foodstuff some of the time - speaks with the correct pronunciation and intonation of sounds and words some of the time - speaks with the appropriate speed some of the time - speaks with the appropriate sentence melody some of the time	Learner - has difficulty understanding and using the correct structures to talk about foodstuff - has difficulty articulating sounds and words - speaks slowly and hesitantly - has difficulty speaking with the appropriate sentence melody

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0.READING	**2.1.GREETINGS AND INTRODUCTION** **(4 LESSONS)**	By the end of the sub strand, the learner should be able to: a) read simple texts fluently and with understanding. b) read at an appropriate speed for enjoyment. c) read aloud short texts accurately. d) appreciate the importance of turn taking and listening to peers as they read.	Learners • read along to recorded texts on informal (*du/ihr*-form) and formal (Sie – form) greetings and introductions from a variety of sources. • read simple dialogues silently. • read simple dialogues aloud. • read in pairs and in turns to simulate a greeting and introduction situation. • use skimming and scanning strategies to read for gist. • use picture reading to match pictures to texts to distinguish formal and informal greetings and introductions. • read and dramatise greetings, introductions. • read written questions and respond using appropriate question words (*wie, wo, was, wer,woher..*). • organise short texts in the right order, • read and share the information they have read in their own words. • read aloud texts and record themselves to listen to their own intonation and articulation.	1. Why is reading important? 2. What do you read?
	Core Competency to be developed: Communication and Collaboration: Learners share information verbally about texts they have read. Self-efficacy: When learners read information about other people and compare with themselves. Critical thinking: This will be developed when learners give reasons as to why reading is important and the role of reading in their own personal lives.			

Digital Literacy: This is developed when they record themselves while reading.

PCIs: Learners develop skills of knowing oneself and interacting with others.	**Values**: Learners demonstrate respect and responsibility as set out in the social interaction norms.
Link to other learning areas: All learning areas in languages: for instance, how do people greet in Swahili, English and indigenous languages; Social Studies: Where they come from and live.	**Suggested Community Service Learning**: Learners identify people in their community and read out aloud to them in German.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Level of understanding • Reading aloud • Tempo	Learner - consistently reads and understands texts on questions, greetings and personal information with ease and answers questions on the text appropriately - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them - consistently reads with the appropriate speed	Learner - reads and understands texts on questions, greetings, personal information and answers questions on the text appropriately most of the time - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them most of the time - reads with the appropriate speed most of the time	Learner - reads and understands texts on questions, greetings, personal information and answers questions on the text appropriately some of the time - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them some of the time - reads with the appropriate speed some of the time	Learner - has difficulty reading and understanding texts on greetings, personal information and answering questions on a text - has difficulty reading aloud texts with expressive interpretation and cannot easily detect errors - has difficulty reading with the appropriate speed

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 READING	2.2.NUMBERS, DAYS OF THE WEEK (1 LESSON)	By the end of the sub strand, the learner should be able to: a) associate words and numbers in German for effective communication. b) Use days of the week to communicate effectively c) develop appropriate reading speed, articulation and fluency for communication.	Learners • reads out aloud numbers up to twenty (20). • reads out own and others' telephone numbers. • silently reads numbers in numeral form against the numbers in words. • read out aloud in pairs/groups numbers displayed numerically on flash cards. • reads and sequence jumbled up days of the week and numbers in words. • finds the days of the week/ numbers in words hidden in a puzzle. • reads sample business cards and isolate information relating to addresses and telephone numbers and speak these aloud. • reads sample business cards and take turns to role-play the information on the business cards.	- Why is it important to read numbers?

Core Competency to be developed:
Communication and Collaboration: Learners carry out activities on numbers in pairs and groups.
Critical thinking: This will be developed when they explain in their own words why numbers are important.

PCIs: Learners develop financial literacy skills by using numbers to keep records of personal or school belongings.	**Values**: Learners demonstrate honesty in giving information about themselves and others.
Link to other learning areas: all learning areas in languages on how numbers are said and mathematics which has provided skills in counting.	**Suggested Community Service Learning**: Learners to work with members of their community and count in German and the common community language.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Reading for understanding and representation • Reading aloud • Tempo	Learner - consistently and accurately identifies, makes meaning and expresses the main ideas or any other information contained in a text with ease - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them - consistently reads fluently and at an appropriate speed	Learner - accurately identifies, makes meaning and expresses the main ideas or any other information contained in a text most of the time - consistently and accurately reads aloud texts with expressive interpretation, easily detects errors and correct them most of the time - reads fluently and at an appropriate speed most of the time	Learner - identifies, makes meaning and expresses the main ideas or any other information contained in a text some of the time - consistently and accurately reads aloud texts with expressive interpretation, easily detects errors and correct them some of the time - reads fluently and at an appropriate speed some of the time	Learner - has difficulty identifying, making meaning or expressing the main ideas or any other information contained in a text - has difficulty reading aloud texts with expressive interpretation and cannot easily detect errors - has difficulty reading fluently and at an appropriate speed

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0. READING	2.3. PHONOLOGICAL AWARENESS

(1 LESSON) | By the end of the sub strand, the learner should be able to:
a) identify the typical German phonemes for correct articulation of German words.
b) scanning strategies.
c) discriminate the typical German sounds from the other languages while reading aloud. | Learners
• read the German Alphabet,
• take turns to read out aloud the German alphabet.
• read and create a song/rap based on the German alphabet.
• read out aloud and spell out their names and others' using the sounds as represented by the German alphabet.
• read for gist using scanning and skimming strategies
• read out typical German names, acronyms and number plates from different countries.
• search the internet for a relevant tutor on sounds and share the link with others in the classroom.
• identify sounds that are likely to be challenging to them individually and practice them with peers and teachers.
• read out aloud German poems. | Why is correct articulation of sounds and words important? |
| | **Core Competency to be developed**:
Communication and Collaboration: Learners take turns reading the sounds of the alphabet and share information.
Critical thinking: This will be developed when they discuss why correct articulation is important.
Creativity and imagination: Learners create own songs/rap based on the German alphabet.
Self-efficacy: Learners identify challenging areas and mitigate them through practice.
Digital Literacy: Learners search for content online and share with others. | | | |

PCIs: Learners develop skills of knowing oneself by identifying challenging areas and mitigate them through practice.	**Values**: Learners demonstrate honesty and integrity in identifying individual weakness.	
Link to other learning areas: all learning areas in languages on how sounds are articulated. Science and Technology when using the internet to search for content and share it with peers.	**Suggested Community Service Learning**: Learners read to members of their community and practise the common sounds in German and those of the language spoken in in their communities.	

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Reading aloud • Tempo	Learner - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them all the time - consistently reads aloud with the appropriate speed all the time	Learner - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them most the time - reads aloud with the appropriate speed most of the time	Learner - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects some of the time - reads aloud with the appropriate speed some of the time	Learner - has difficulty reading aloud texts with expressive interpretation and cannot easily detect errors - reads aloud slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0. Reading	**2.4.** Describing objects and people in their immediate environment (3 Lessons)	By the end of the sub strand, the learner should be able to: a) read silently simple texts describing objects and people fluently and with understanding. b) read aloud simple texts describing objects and people fluently and with understanding. c) read at an appropriate speed for enjoyment. d) appreciate the importance of turn taking and listening to peers as they read.	Learners • read aloud simple texts describing objects and people with their teacher. • read simple texts on descriptions of people and objects and share with peers the main information in the text. • read given objects using the correct definite articles (*der/die/das*). • learn how to use dictionaries to find out the gender (*der/die/das*) of objects. • use colours (*blau/rot/grün*, *usw.*) to describe objects. • read given colours and adjectives and match them to the correct pictures. • Working in pairs, read descriptions to others who then guess what/ who is being described. • read a description of an object/person, then draw, paint and colour it using their favourite colours using computer and/or paper, scan and print it.	1. How do you describe objects and people? 2. Why do you describe objects and people?
	Core Competency to be developed: Communication and Collaboration: Learners use colours and adjectives to describe objects and people to each other.			

	Critical thinking: This will be developed when they discuss how and why they describe objects and people.
	Creativity and imagination: Learners explore their creativity by drawing, painting and colouring objects and people.
	Digital Literacy: Learners scan and print their own drawings and paintings in colour.

	PCIs: Learners demonstrate skills of knowing oneself, others and their immediate environment hence developing required life skills.	**Values**: Learners demonstrate responsibility in the use o digital platforms; develop awareness of the ethics o digitally sharing content; demonstrate honesty an empathy in describing people.
	Link to other learning areas: all learning areas in languages on how adjectives are used and Art and Craft that fosters creativity. Science and Technology when colouring, scanning and printing materials using digital devices.	**Suggested Community Service Learning**: Learners read simple texts in German describing objects and prominent members found in their community.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Reading for understanding and representation • Reading aloud • Tempo	Learner - consistently and accurately identifies, makes meaning of texts on description of people and objects with ease - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them - consistently reads with the appropriate speed	Learner - accurately identifies, makes meaning of texts on description of objects and people with ease most of the time - accurately reads aloud texts with expressive interpretation and easily detects errors and corrects them most of the time - reads with the appropriate speed most of the time	Learner - identifies and makes meaning of texts on description of objects and people some of the time - reads aloud texts with expressive interpretation and easily detects errors and corrects them some of the time - reads with the appropriate speed some of the time	Learner - has difficulty in identifying, making meaning of texts on description of objects and people - has difficulty reading aloud texts with expressive interpretation and cannot easily detect errors - reads slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0. READING	2.5. SCHOOL **(2 LESSONS)**	By the end of the sub strand, the learner should be able to: a) read simple texts on school fluently and with understanding. b) read at an appropriate speed for enjoyment. c) read aloud short texts about school accurately.	Learners • read words, simple sentences and texts on school and learning areas and make meaning of them. • read simple texts about their school and talk about them with peers. • read along with the teacher or to an audio recording on school items. • read aloud on the prompt of the teacher or audio recording. • search for and read out hidden school items in a puzzle. • read words on school items and match with the corresponding picture. • read short poems and songs about taking care of their school. • learn how to use dictionaries to find out the gender (*der/die/das*) of school items. • carry out a research on the history of their school and share with others.	What role does your school motto play?

Core Competency to be developed:
Communication and Collaboration: Learners read and talk about their school, school items and learning areas.
Learning to learn: Learners find out information about their school on their own and share.

PCIs: Learners demonstrate environmental awareness in keeping their school clean.	**Values**: Learners demonstrate patriotism and responsibility throug love for own school and by taking care of their own school.
Link to other learning areas: all learning areas in languages on how school items are referred to; in social Studies on where the school is located; Agriculture on how to take care of plants.	**Suggested Community Service Learning**: Learners work with members of their community to plant and take care of flowers within the school and the community.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Reading for understanding and representation • Reading aloud • Tempo	Learner - consistently and accurately identifies, makes meaning of texts on school with ease - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them - consistently reads with the appropriate speed	Learner - accurately identifies, makes meaning of texts on school with ease most of the time - accurately reads aloud texts with expressive interpretation and easily detects errors and corrects them most of the time - reads with the appropriate speed most of the time	Learner - identifies and makes meaning of texts on school some of the time - reads aloud texts with expressive interpretation and easily detects errors and corrects them some of the time - reads with the appropriate speed some of the time	Learner - has difficulty in identifying, making meaning of texts on school - has difficulty reading aloud texts with expressive interpretation and cannot easily detect errors - reads slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 READING	2.6. **LEISURE TIME ACTIVITIES** **(3 LESSONS)**	By the end of the sub strand, the learner should be able to: a) read simple texts on leisure time activities fluently and with understanding. b) read at an appropriate speed and fluency for enjoyment. c) read aloud short texts accurately.	Learners • read words, simple sentences and texts on leisure time activities and make meaning of them. • read and match pictures to the correct texts. • read aloud texts on leisure time activities. • read about leisure time activities of their peers in Germany and discuss the positive and the negative ones. • find out the meaning of vocabulary using pictures.	How do you spend your leisure time?
	Core Competency to be developed: Communication and Collaboration: Learners use acquired vocabulary and structures to describe their hobbies and leisure time activities. Critical thinking: This will be developed when they discuss positive and negative leisure time activities.			
	PCIs: Learners develop awareness on the relationship between fitness activities and keeping healthy. They could also learn to associate with others during their leisure time thus developing life skills		**Values**: Learners demonstrate responsibility by using own leisure time appropriately. They also demonstrat respect for each other either as team mates or opponents	
	Link to other learning areas: all learning areas in languages on how leisure time activities are referred to, physical and health education to emphasize the advantages of being active.		**Suggested Community Service Learning**: Learners organise sports and other fun activities such as plays, readings, movie watching with members of their community and sensitise them on the role of leisure time activities.	

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Reading for understanding and representation • Reading aloud • Tempo	Learner - consistently and accurately identifies, makes meaning of texts on leisure time activities with ease - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them - consistently reads with the correct tempo all the time	Learner - accurately identifies, makes meaning of texts on leisure time activities with ease most of the time - accurately reads aloud texts with expressive interpretation and easily detects errors and corrects them most of the time - reads with the correct tempo most of the time	Learner - identifies and makes meaning of texts on leisure time activities and hobbies some of the time - reads aloud texts with expressive interpretation and easily detects errors and corrects them some of the time - reads with the correct tempo some of the time	Learner - has difficulty in identifying, making meaning of texts on leisure time activities - has difficulty reading aloud texts with expressive interpretation and cannot easily detect errors - reads slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 READING	**2.7. FOODSTUFF** **(2 LESSONS)**	By the end of the sub strand, the learner should be able to: a) read simple texts on foodstuff with understanding b) read texts at an appropriate speed and fluency for enjoyment. c) read aloud texts with the correct pronunciation and intonation d) appreciate the need for healthy eating habits. Not provided for in the other	Learners • read words, simple sentences and texts on foodstuff and make meaning of them. • read a sample supermarket brochure/restaurant menu and identify the various foodstuff. • read and classify various foodstuff according to category (*Obst/Gemüse/Getränke/Anderes*). • read dialogues about what people eat and speak about it. • read and match words with the correct foodstuff in pictures. • learn how to use dictionaries to find out the gender (*der/die/das*) of various foodstuff. • Discuss the need to eat healthy food.	Why is it important to eat a balanced diet?

Core Competency to be developed:
Communication and Collaboration: Learners read dialogues about what people eat and speak about it.
Critical thinking: This will be developed when they discuss healthy and unhealthy food.

PCIs: Learners develop awareness of unhealthy eating habits in relation to nutrition.	**Values**: Learners demonstrate responsibility by eating healthy.
Link to other learning areas: all learning areas in languages on names of various foodstuff, in Home Science to emphasize the advantages of eating healthy.	**Suggested Community Service Learning**: Learners discuss importance of healthy eating with members of the community.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Reading for understanding and representation • Reading aloud • Tempo	Learner - consistently and accurately identifies, makes meaning of texts on foodstuff with ease - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them - consistently reads with the appropriate speed	Learner - accurately identifies, makes meaning of texts on foodstuff with ease most of the time - accurately reads aloud texts with expressive interpretation and easily detects errors and corrects them most of the time - reads with the appropriate speed most of the time	Learner - identifies and makes meaning of texts on foodstuff some of the time - reads aloud texts with expressive interpretation and easily detects errors and corrects them some of the time - reads with the appropriate speed some of the time	Learner - has difficulty in identifying, making meaning of texts on foodstuff - has difficulty reading aloud texts with expressive interpretation and cannot easily detect errors - reads slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0.WRITING	3.1.GREETINGS AND INTRODUCTION **(4 LESSONS)**	By the end of the sub strand, the learner should be able to: a) write simple sentences using familiar words and phrases. b) write simple texts using the correct structures. c) apply the correct German orthography rules to write simple texts. d) develop writing skills in German for enjoyment.	Learners • write simple words, phrases and sentences related to greetings and introductions. • fill in missing letters in words. • fill in missing information in sentences and simple texts. • write down jumbled up sentences and texts in the right order. • write questions using correct question words (*Wie…? Wo…? Woher…? Wer…?*). • write a short profile about themselves and share with others. • write short message texts (SMS) to each other using digital devices	1. Why is writing important? 2. What do you write about?

Core Competency to be developed:
Communication and Collaboration: Learners share information by writing short profiles and sharing with others.
Critical thinking: Learners develop critical thinking skills when they give reasons as to why writing is important.
Digital Literacy: This will be developed when they write short message texts (SMS) to each other using digital devices.

PCIs: Learners develop skills of knowing oneself and interacting with others.	**Values**: Learners demonstrate respect as set out in the social interaction norms. They also demonstrate responsibility in the use of digital devices in sending short text messages.
Link to other learning areas: All learning areas in languages, for instance on how people greet and introduce each other in Swahili, English and indigenous languages. The link with Social Studies regards writing on where the learners live and come from.	**Suggested Community Service Learning**: Learners interview people in the community and write profiles on them.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Spelling • Sentence structure • Punctuation • Coherence	Learner - consistently and accurately spells simple words in German - consistently and accurately constructs simple sentences using the correct sentence structure - consistently uses correct punctuation marks - consistently and accurately presents ideas in a coherent manner	Learner - spells simple words in German correctly most of the time - constructs simple sentences using the correct sentence structure most of the time - uses correct punctuation marks most the time - presents ideas in a coherent manner most of the time	Learner - spells simple words in German correctly some of the time - constructs simple sentences using the correct sentence structure some of the time - uses correct punctuation marks some the time - presents ideas in a coherent manner some of the time	Learner - has difficulty spelling simple words in German - has difficulty constructing simple sentences using the correct sentence structure - has difficulty using correct punctuation marks - has difficulty presenting ideas in a coherent manner

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	3.2.NUMBERS, DAYS OF THE WEEK **(1 LESSON)**	By the end of the sub strand, the learner should be able to: a) use acquired phonemes to write numbers in German. b) use numbers and days of the week to communicate in writing.	Learners • write numerical numbers (0-20) in words. • write their own/others' telephone numbers and addresses numerically and a in words. • write telephone numbers and days of the week as dictated by others. • write jumbled up days of the week in the correct order. • identify the days of the week in a puzzle and write them down. • -identify numbers in words in a crossword puzzle. • identify days of the week in a crossword puzzle. • write sentences and simple texts using numbers and days of the week.	Why is it important to write down numbers and days of the week?
	Core Competency to be developed: Communication and Collaboration: Learners write numbers down as dictated by others. Critical thinking: This will be developed when they explain in their own words why it is important to write numbers.			
	PCIs: Learners develop financial literacy skills by keeping records of personal belongings.		**Values**: Learners demonstrate honesty in giving information about themselves and others.	
	Link to other learning areas: all learning areas in languages on how numbers are written and mathematics which has provided skills in counting.		**Suggested Community Service Learning**: Learners identify members in the community and teach them how to write numbers 0 – 20 and days of the week in German.	

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Spelling • Sentence structure • Punctuation	Learner - consistently and accurately writes numbers and days of the week in German - consistently and accurately constructs simple sentences using the correct sentence structure - consistently uses the correct punctuation marks	Learner - writes numbers and days of the week in German correctly most of the time - constructs simple sentences using the correct sentence structure most of the time - uses correct punctuation marks most of the time	Learner - writes numbers and days of the week in German correctly some of the time - constructs simple sentences using the correct sentence structure some of the time - uses correct punctuation marks some of the time	Learner - has difficulty writing numbers and days of the week in German - has difficulty constructing simple sentences using the correct sentence structure - has difficulty using correct punctuation marks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	3.3. PHONOLOGICAL AWARENESS (1 LESSON)	By the end of the sub strand, the learner should be able to: a) correctly write the typical German phonemes and sounds to facilitate effective communication in German. b) discriminate the typical German sounds from the other languages in writing. c) appreciate the similarities and differences between the German language and other languages they know.	Learners • write the German Alphabet correctly. • create songs and simple poems (*Elfchen*) on the alphabet and days of the week. • write sounds and words from varied sources, e.g. recorded audio, dictation, peers, teachers etc. • fill in missing letters in words. • fill in missing words in texts.	Why is it important to write correctly?
	Core Competency to be developed: Communication and Collaboration: Learners take turns dictating and writing the alphabet. Creativity and imagination: Learners create own songs/raps and simple poems based on the German alphabet. Digital Literacy: Learners use audio-visual devices for dictation.			
	PCIs: Learners develop skills of knowing oneself and others by identifying challenging areas in writing phonemes and mitigating them through practice.		**Values**: Learners demonstrate responsibility and integrity in identifying individual weaknesses. They also demonstrate respect for others by empathising with them in relation to their weaknesses.	
	Link to other learning areas: all learning areas in languages on how sounds are articulated.		**Suggested Community Service Learning**: Learners identify learners within the school community experiencing difficulties in writing phonemes in German and practise with them how to write them correctly. They also write down typical German sounds together with the community members and compare with other	

	languages spoken in the immediate environment and use acquired knowledge to help them improve articulation skills of their language.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Spelling • Sentence structure • Punctuation	Learner - consistently and accurately writes words in German correctly - consistently and accurately constructs simple sentences using the appropriate phrases - consistently uses correct punctuation marks -	Learner - writes words in German correctly most of the time - constructs simple sentences using the appropriate phrases most of the time - uses correct punctuation marks most of the time -	Learner - writes words in German correctly some of the time - constructs simple sentences using the appropriate phrases some of the time - uses correct punctuation marks some of the time -	Learner - has difficulty writing words in German - has difficulty constructing simple sentences using the appropriate phrases - has difficulty using the correct punctuation marks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	3.4. DESCRIBING OBJECTS AND PEOPLE IN THE IMMEDIATE ENVIRONMENT (2 LESSONS)	By the end of the sub strand, the learner should be able to: a) express herself/himself in writing through simple descriptions of objects and people. b) use the acquired vocabulary and structures to communicate appropriately in writing. c) develop writing skills in German for enjoyment.	Learners • write simple descriptions of people and objects using adjectives and colours. • Working in pairs, learners write descriptions of objects/people and their peers guess what/who is being described. • draw, paint, colour an object or a person whose description they have read about.	1. How do you describe objects and people? 2. - Why do you describe objects and people?
	Core Competency to be developed: Communication and Collaboration: learners work in pairs and write descriptions on objects and people. Creativity and imagination: Learners draw, paint and colour objects or people whose description they have read about.			
	PCIs: Learners develop skills of knowing oneself and others.		**Values**: Learners demonstrate honesty and empathy in describing people.	
	Link to other learning areas: all learning areas in languages on how adjectives are used and Art and Craft skills to enhance their creativity and enjoyment.		**Suggested Community Service Learning**: Learners write simple texts in German describing prominent members of the community.	

Not for Sale

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Expression of ideas • Sentence structure • Punctuation • Coherence	Learner - consistently and accurately expresses himself/herself using basic information on objects and people in a clear and concise manner - consistently and accurately constructs simple sentences using the appropriate phrases - consistently uses correct punctuation marks - consistently and accurately presents ideas in a coherent manner	Learner - consistently and accurately expresses himself/herself using basic information on objects and people in a clear and concise manner most of the time - constructs simple sentences using the appropriate phrases most of the time - consistently uses correct punctuation marks most of the time - accurately presents ideas in a coherent manner most of the time	Learner - consistently and accurately expresses himself/herself using basic information on objects and people in a clear and concise manner some of the time - constructs simple sentences using the appropriate phrases some of the time - consistently uses correct punctuation marks some of the time - accurately presents ideas in a coherent manner some of the time	Learner - has difficulty expressing himself/herself using basic information on objects and people in a clear and concise manner - has difficulty constructing simple sentences using the appropriate phrases - has difficulty in using the correct punctuation - has difficulty presenting ideas in a coherent manner

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	**3.5. SCHOOL** **(3 LESSONS)**	By the end of the sub strand, the learner should be able to: a) express herself/himself on basic information about school in writing. b) use the acquired vocabulary and structures to communicate appropriately in writing. c) develop writing skills in German for enjoyment.	Learners • write words, simple sentences and texts about school (school name, location, type, size, school items and learning areas/subjects). • write simple texts about their school and talk about them with peers. • write the singular and plural forms of the items they use in school. • write in German the learning areas and read them aloud in turns. • search in pairs for school items/learning areas hidden in a puzzle and write them down. • write the school items/learning areas corresponding to pictures. • creatively write in pairs/groups short poems (*Elfchen)* and songs about taking care of their school. • carry out online research on the learning areas in schools in Germany for Grade 4-6 and write them down. • compare the school items/learning areas in Germany and in Kenya and share with others.	1. What role does the school motto play for you? 2. Why do you go to school?
	Core Competency to be developed: Communication and Collaboration: Learners write simple texts on their school and share in pairs/groups. Learning to learn: Learners find out information about schools in Germany on their own and share. Creativity and Imagination: Learners compose songs and write simple poems about their school.			

	Digital Literacy: Learners use search engines to fetch information from the web.	
	PCIs: Learners demonstrate environmental awareness in keeping their school clean and develop financial literacy by learning the importance of taking good care of the school items.	**Values**: Learners demonstrate patriotism through love for own school and responsibility by taking care of their school. They will also learn to appreciate the differences and similarities in school cultures. Moreover, they will demonstrate responsibility in the ethical use of internet.
	Link to other learning areas: all learning areas in languages on how school items/learning areas are referred to, in social studies on where the school is located, agriculture on how to take care of plants.	**Suggested Community Service Learning**: Learners work with members of their community to plant and take care of flowers within the school and in the community.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Expression of ideas • Sentence structure • Punctuation • Coherence	Learner - consistently and accurately expresses oneself on basic information about school in a clear and concise manner - consistently and accurately constructs simple sentences using the appropriate phrases - consistently uses correct punctuation marks - consistently and accurately presents ideas in a coherent manner	Learner - accurately expresses oneself on basic information about school in a clear and concise manner most of the time - constructs simple sentences using the appropriate phrases most of the time - consistently uses correct punctuation marks most of the time - accurately presents ideas in a coherent manner most of the time	Learner - accurately expresses oneself on basic information about school in a clear and concise manner some of the time - constructs simple sentences using the appropriate phrases some of the time - consistently uses correct punctuation marks some of the time - accurately presents ideas in a coherent manner some of the time	Learner - has difficulty expressing oneself on basic information about school in a clear and concise manner - has difficulty constructing simple sentences using the appropriate phrases - has difficulty using correct punctuation - has difficulty presenting ideas in a coherent manner

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	3.6 LEISURE TIME ACTIVITIES (3 LESSONS)	By the end of the sub strand, the learner should be able to: a) express herself/himself in writing on leisure time activities. b) use the acquired vocabulary and structures to write simple texts. c) develop writing skills in German for enjoyment. d) appreciate the role leisure time activities play in everyday life and development of talent.	Learners: • write words, simple sentences and texts on leisure time activities and hobbies. • write texts on leisure time activities using pictures as stimuli. • write about leisure time activities and hobbies of their peers in Germany in pairs or groups and discuss the positive and the negative ones. • Identify in writing the differences and similarities in leisure tie activities in Germany and Kenya. • formulate questions on leisure time activities and ask their peers (*Was machst du in der Freizeit?*). • contribute to a discussion in writing to an internet forum on activities they engage in during leisure time using the German language. • write down activities from varied sources (teachers/recorded audio). • write a short poem or text on favourite leisure time activities. • discuss appropriate and inappropriate leisure time activities.	1. How do you spend your leisure time? 2. Why are leisure time activities important?
	Core Competency to be developed: Communication and Collaboration: Learners use acquired vocabulary and structures to describe hobbies and leisure time activities in pairs or groups. Critical thinking: This will be developed when they discuss positive and negative leisure time activities.			

Digital Literacy: They create a forum on the net for discussion on leisure activities.	
PCIs: Learners develop awareness on health by discussing the appropriate and inappropriate leisure time activities.	**Values**: Learners demonstrate responsibility by using one's leisure time and internet appropriately. They also demonstrate respect for the German culture through appreciating the differences and similarities in leisure time activities.
Link to other learning areas: all learning areas in languages when writing on leisure time activities, Physical and Health Education through emphasis on the advantages of being active, Science and Technology in the use of digital devices.	**Suggested Community Service Learning**: Learners organise talent/ fun day with members of their community.

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Expression of ideas • Sentence structure • Punctuation - Coherence	Learner - consistently and accurately expresses oneself on basic information related to leisure time activities in a clear and concise manner - consistently and accurately constructs simple sentences using the appropriate phrases - consistently uses correct punctuation marks - consistently and accurately presents ideas in a coherent manner	Learner - accurately expresses oneself on basic information related to leisure time activities in a clear and concise manner most of the time - constructs simple sentences using the appropriate phrases most of the time - consistently uses correct punctuation marks most of the time - accurately presents ideas in a coherent manner most of the time	Learner - accurately expresses oneself on basic information related to leisure time activities in a clear and concise manner some of the time - constructs simple sentences using the appropriate phrases some of the time - consistently uses correct punctuation marks some of the time - accurately presents ideas in a coherent manner some of the time	Learner - has difficulty expressing oneself on basic information related to leisure time activities in a clear and concise manner - has difficulty constructing simple sentences using the appropriate phrases - has difficulty using the correct punctuation - has difficulty presenting ideas in a coherent manner

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	**3.7. FOODSTUFF** **(2 LESSONS)**	By the end of the sub strand, the learner should be able to: a) express herself/himself on foodstuff in writing. b) use the acquired vocabulary and structures to write simple texts on foodstuff. c) develop writing skills in German for enjoyment. d) appreciate the role food plays in health.	Learners • write the names of various foodstuff in German according to the gender (*der, die, das*). • write the names of foodstuff using pictures. • write the description of food using colours and adjectives. • in groups/pairs write simple menus and dialogues. • write various foodstuff according to category (*Obst/Gemüse/Getränke/anderes Essen*). • write words, simple sentences and texts on foodstuff and make meaning of them. • in groups, discuss the difference between healthy and unhealthy food. • find out online the typical German foodstuff and compare with their own.	Why is eating healthy food important?
	Core Competency to be developed: Communication and Collaboration: Learners write dialogues and menus about what people eat and speak about it. Critical thinking: This will be developed when they discuss healthy and unhealthy foods. Learning to Learn and Digital Literacy: Learners find out on-line typical German foodstuff and compare with their own.			
	PCIs: Learners develop awareness of issues related to healthy and unhealthy eating.		**Values**: Learners demonstrate responsibility by eating healthy. They also demonstrate respect by appreciating other people's food culture.	
	Link to other learning areas: all learning areas in languages on vocabulary about food, Physical and Health Education and Home Science to emphasize the importance of eating healthy food as well as Agriculture on the various categories of food.		**Suggested Community Service Learning**: Learners learn about the healthy food in their community and sensitise members of the community on the importance of healthy eating.	

Suggested Formative Assessment and Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• Expression of ideas • Sentence structure • Punctuation • Coherence	Learner - consistently and accurately expresses oneself on basic information related to foodstuff in a clear and concise manner - consistently and accurately constructs simple sentences using the appropriate phrases - consistently uses correct punctuation marks - consistently and accurately presents ideas in a coherent manner	Learner - accurately expresses oneself on basic information related to foodstuff in a clear and concise manner most of the time - constructs simple sentences using the appropriate phrases most of the time - consistently uses correct punctuation marks most of the time - accurately presents ideas in a coherent manner most of the time	Learner - accurately expresses oneself on basic information related to foodstuff in a clear and concise manner some of the time - constructs simple sentences using the appropriate phrases some of the time - consistently uses correct punctuation marks some of the time - accurately presents ideas in a coherent manner some of the time	Learner - has difficulty expressing oneself on basic information related to foodstuff in a clear and concise manner - has difficulty constructing simple sentences using the appropriate phrases - has difficulty using the correct punctuation marks - has difficulty presenting ideas in a coherent manner

List of Assessment Methods

1. Observations
2. Discussions
3. Quizzes
4. Questionnaires
5. Learning/Response Logs
6. Exit/Admit Slips
7. Total Physical Response Tests
8. Oral Evaluation Forms
9. Portfolios
10. Projects
11. Standardized Tests
12. Journals
13. Cloze Tests
14. Essays
15. Demonstrations
16. Drawings
17. Speeches
18. End-of-Unit Tests
19. Debates
20. Written Tests
21. Self-Assessment
22. Peer Assessment

List of Non-Formal Activities
1. German Cultural Festival
2. German Clubs
3. Kenya Music Festival
4. Tandem (face-to-face or electronic) and intercultural learning
5. School Open Days
6. Exchange Programs
7. Language Days
8. Inter-House Competitions
9. Inter-Class Competitions
10. Inter-School Contests

16. Realia
17. Charts
18. Posters
19. Flash Cards
20. Drawings
21. Business Cards
22. Pictures
23. Menus
24. Brochures
25. Programs on different activities
26. Price Lists

List of Resources
1. Audio and video recordings
2. TV
3. Projectors
4. Smartboards
5. DVD players
6. Smartphones
7. Laptops
8. Radios
9. Podcasts
10. Internet
11. Newspapers
12. Magazines
13. Course and Work Books
14. Easy Readers
15. Maps

CHINESE LANGUAGE

Essence Statement
汉语本质陈述
Kenya is part of the international community and therefore learners shall be given the opportunity to learn other languages apart from the national official and indigenous languages learnt in lower primary level. The foreign languages include Arabic, French, German and Mandarin Chinese.
Mandarin Chinese language learning at this level will focus on the basic language skills, namely, listening, speaking, reading and writing. Additionally, it will promote international consciousness and appreciation of one`s culture and other people cultures.

肯尼亚是国际社会的一员，因此学习者除了在小学阶段学习国语、官方语和土著语之外，应有机会学习其他语言。其他语言包括阿拉伯语、

法语、德语和汉语普通话。

这一级别的汉语普通话学习将侧重于基本语言技能：听、说、读和写。 此外，它还将有助提升国际意识和增进对自身文化和其他文化的欣赏

Subject General Learning Outcomes
By the end of the end of the course, the learner should be able to:
a) communicate in Chinese language on day to day issues.
b) listen to and respond appropriately to communication from varied contexts.
c) read simple texts for information and enjoyment.
d) write Chinese language correctly using characters.
e) Use acquired Chinese language structures and vocabulary for effective communication.
f) use varied media and technologies to enhance Chinese language learning.
g) appreciate Chinese culture for international consciousness.

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
1.0 Listening and Speaking	**1.1. Greetings (2 lessons)**	By the end of the sub strand, the learner should be able to: a) articulate the four tones accurately and fluently b) pronounce initials and finals clearly and correctly c) respond to basic greetings appropriately for effective communication	• Learners practice articulating the four tones • Learners identity and pronounce Initials and Finals and words in turns • Combine initials, finals and tones to form words • Learners practise greetings in pairs • Learners listen to a CD on Chinese greetings and discuss among themselves	Why is it important to pronounce words correctly?
Core Competencies to be developed:	**Communication and collaboration**: Learners practise in pairs to greet. **Critical Thinking:** Learners discuss why it is important to pronounce words correctly.			
PCIs	Social greetings promote life skills in effective communication.		**Values:** Once the learner is able to greet others appropriately, unity is enhanced.	
Links to other learning areas:	Chinese is related to Indigenous Languages; Chinese tones compare to sounds of some indigenous languages.		**Suggested Community Service Learning Activities:** Learners practise greeting with others in the community	
Non-formal activity:	Learners practise articulating the four tones with other children in Chinese Club activities.			

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner identifies and articulates the four tones in *Pinyin* accurately and fluently	The learner differentiates and articulates the four tones in *Pinyin* accurately and fluently	The learner differentiates and articulates the four tones in *Pinyin* accurately	The learner is able to differentiate and articulate some of the tones in *Pinyin*	The learner has difficulty differentiating the four tones and is not able to articulate them in *Pinyin*	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences建议学习方法	Key Inquiry Question(s) 核心问题
Writing	**Greetings (2 lessons)**	By the end of the Sub strand, the learner should be able to: a) write the four tones in the right sequence b) write initials and finals accurately c) write basic greetings in *pinyin* d) write the six basic strokes of Chinese characters.	• Learners practise writing the four tones • Learners practise writing Initials and Finals in groups • Learners practise writing basic greetings in *Pinyin* • Learners listen to a CD on greetings and practice in groups • Learners practice writing the six basic strokes of Chinese characters • Learners watch a video on basic strokes of Chinese characters	Why is writing important?
Core competencies to be developed:	**Digital Literacy**: Digital literacy is promoted through watching videos of greetings, and basic Chinese strokes			
PCIs	Life Skills : communication is enhanced through writing greetings and basic Chinese strokes			**Values:** Respect is fostered once learners greet elders appropriately
Links to other learning areas	Greetings are a common feature in Chinese, English and indigenous languages			**Suggested Community Service Learning Activities:** Learners greet their friends and relatives and teach them how to use Chinese greetings
Non- formal activity	Learners teach their friends how to write the basic strokes of Chinese characters			

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner writes basic greetings and basic strokes in *Pinyin* correctly and accurately	The learner writes basic greetings and basic strokes in *Pinyin* correctly and accurately	The learner writes basic greetings and basic strokes in *Pinyin* correctly	The learner is able to write basic greetings and basic strokes in *Pinyin*	The learner has difficulty writing basic greetings and basic strokes	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
1.0. Listening and Speaking	**1.2. Self Introduction** **(2 lessons)**	By the end of the Sub strand the learner should be able to**:** a) pronounce Initials and Finals clearly and correctly b) introduce self and others correctly and appropriately c) express courtesy when meeting others	• Learners identify Initials and Finals in words • Learners fill in initials and finals in given tasks • Learners practice introducing self and others • Learners practice how to express courtesy when meeting others • Learners listen to a CD on basic introduction of self and others	1. Why is the pronunciation of Initials and Finals important? 2. How do you ask and respond to basic introduction of self and others? 3. How do you express courtesy when meeting others appropriately?
Core competencies to be developed:	Communication and collaboration: This is enhanced through self-introduction and introducing others Self efficacy: This is promoted when the learner is able to confidently introduce self			
PCIs	Life Skills: etiquette is enhanced		**Value:** unity is enhanced when learners show courtesy	
Links to other learning areas	The sub strand is related to other languages and religious studies in relation to self introduction and expressing courtesy when meeting others		**Suggested Community Service Learning Activities:** Learners to participate in social functions through skits and plays o self introduction	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner uses self introduction and courtesy words appropriately and accurately	The learner uses self introduction words and courtesy words when meeting others accurately	The learner uses self introduction words and courtesy words when meeting others correctly.	The learner is able to use courtesy words in introduction of self and others in basic terms	The learner has difficulty in self introduction and use of courtesy words	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences建议学习方法	Key Inquiry Question(s) 核心问题
1.0 Listening and Speaking	1.2. Nationality (2 lessons)	By the end of the sub strand the learner should**:** a) pronounce Initials and Finals b) construct simple sentences using correct grammar c) ask each other their nationality appropriately.	Learners: • listen to a CD on new words and repeat • role play on Nationality • listen to a CD on nationality	Why is nationality important/
Core competencies to be developed:	Communication and Collaboration is enhanced Citizenship: Patriotism is achieved			
PCIs	Global Citizenship: Promotes social cohesion and patriotism		Values :Respect for others is fostered	
Links to other learning areas	Humanities in relation to Geographical location and religion		**Suggested Community Service Learning Activities** Learners can teach other members of the community name of other Countries in Chinese	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner talks about their Nationality accurately and fluently	The learner talks about their Nationality accurately and fluently	The learner states his/her Nationality accurately	The learner is able to state their Nationality	The learner has difficulty expressing their Nationality	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
1.0 Listening and Speaking	1.3. My Family (2 lessons)	By the end of the sub strand the learner should be able to: a) use vocabulary on family members for communication. b) introduce oneself and immediate family members accurately and correctly say numbers 0 – 20 correctly.	Learners: • listen to a CD on description of family members • listen to a CD on family and repeat. • practise the pronunciation of words on family members • practise to count numbers 1 – 20	Why is family important?
Core competencies to be developed:	When the learner introduces family members appropriately, communication and collaboration is enhanced.			
PCIs	When learners have the confidence to introduce themselves, self esteem is built.		**Values :** Love, respect and unity are fostered in the family when the learner can introduce each member appropriately	
Links to other learning areas	English, Kiswahili and Indigenous languages also teach about family Mathematics as numbers are taught		**Suggested Community Service Learning Activities:** The family is part of the community	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner talks about self and other family members accurately and fluently Count numbers 1 – 20 accurately	The learner talks about self and other family members accurately and fluently Count numbers 1 – 20 accurately	The learner talks about self and other family members accurately Count numbers 1 – 20 accurately	The learner talks about self and other family members Count numbers 1 – 20 accurately	The learner has difficulty talking about self and other family members The learner has difficulty in counting numbers 1 – 20	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
1.0 Listening and Speaking	**1.4 My Home (2 lessons)**	By the end of the sub strand the learner should be able to : a) pronounce names of rooms in Chinese correctly. b) construct sentences with names of house rooms correctly.	Learners: • describe the rooms in their homes • listen to an audio visual CD about house rooms • match the pictures of house rooms with their names	Which is your favourite room in the house and why?
Core competencies to be developed:	Communication and collaboration: Learners use audio visual aids or technology to assist in understanding names of house rooms. This improves communication			
PCIs	Safety at Home: Learners are sensitized on safety at home when they learn about house rooms		**Values:** Responsibility-learners demonstrate stewardship of the household. Love and harmony is cultivated when family members stay together	
Links to other learning areas	Mathematics: Learners study numbers of rooms Hygiene and Nutrition: Learners study cleanliness of house rooms		**Suggested Community Service learning activities:** Learners actively participate in community service by visiting a children`s home and discussing names of rooms. Learners draw a house indicating rooms in the house and exhibit in the community	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
Accurately articulates names of house rooms Accurately articulates sentences with names of house rooms	Perfectly articulates names of house rooms Perfectly articulates sentences with names of house rooms Accurately says the location of a room in the house	Accurately articulates names of house rooms Accurately articulates sentences with names of house rooms	Is able to articulate some names of house rooms Is able to accurately articulate some sentences on house rooms	Has difficulty articulating the names of house rooms Has difficulty articulating sentences on house rooms	

1.0 Listening and Speaking	1.5 School Life (2 lessons)	By the end of this Sub strand, the learner should be able to: a) articulate words using correct pronunciation and intonation b) use appropriate vocabulary to talk about school	• In groups learners practise pronouncing names of school learning areas • In pairs learners practise pronouncing names of learning materials • Learners watch an audio visual on names of learning areas, learning materials and sports	What is your school life like?
Core competencies to be developed:	Learning to learn: Learners research on names of sports in Chinese using Digital Literacy Programme			
PCIs	**Health related issues:** When learners practise sports they become physically fit and healthy		**Values :** Responsibility-Learners become responsible with their learning materials	
Links to other learning areas	All learning areas can be linked to this Sub strand as learners have to name them in Chinese		**Suggested Community Service Learning Activities:** Learners organize sports matches in their community and teach others names of sports in Chinese	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner pronounces names of learning areas, learning materials and school sports accurately and fluently	The learner pronounces names of learning areas, learning materials and school sports perfectly	The learner Pronounces names of learning areas, learning materials and school sports accurately	The learner is able to pronounce some names of learning areas, learning materials and school sports correctly	The learner has difficulty pronouncing names of learning areas, learning materials and school sports	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
1.0 Listening and Speaking	**1.6.Foods and Beverages** **(2 lessons)**	By the end of the Sub strand the learner should be able to: a) pronounce names of food and beverages correctly b) use the acquired vocabulary to talk about food and beverages. c) Appreciate the need to eat healthy foods.	• Learners pronounce names of foods • Learners pronounce names of beverages • Learners listen to audio CD about food and beverages and respond appropriately • Learners say the names of food and beverages that a shown on a flash card	Why is eating healthy foods important?
Core competencies to be developed:	**Communication and collaboration**: When the learner can articulate names of foods and beverages, communication and collaboration will be fostered **Learning to learn:** The learner asks questions on different foods and beverages			
PCIs	**Health related issues:** Nutrition, learners learn to eat a balanced diet		**Values** :Love: When learners share food they portray the value of love	
Links to other learning areas	Hygiene and Nutrition: Healthy diet is taught; Agriculture- Food production is taught		**Suggested Community Service Learning Activities:** Learners can visit the needy in the society and share food with them. Learners can visit a farm and identify various foods grown in the farm	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner pronounces names of foods and beverages accurately	The learner pronounces names of foods and beverages perfectly	The learner pronounces names of foods and beverages accurately	The learner is able to pronounce some names of foods and beverages correctly	The learner has difficulty pronouncing names of foods and beverages	

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Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
1.0 Listening and Speaking	**1.7 Time (2 lessons)**	By the end of the Sub strand the learner should be able to: a) Pronounce words related with time correctly. b) Use acquired vocabulary and structures to talk about time in Chinese language.	• Listen to an audio visual about time and practice with peers • In groups make dialogues about time	What is the role of time in life?
Core competencies to be developed:	**Digital Literacy**: Learners are able to tell time			
PCIs	**Life Skills :** When learners value time they become punctual and responsible		**Values :Responsibility** : Learners become time conscious	
Links to other learning areas	Time is also taught in Mathematics, Kiswahili, English and Indigenous Languages		**Suggested Community Service Learning Activities:** Participation during timed community activities e.g. weddings, religious activities, graduation and parents' day	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
Asking and saying the time accurately and fluently	The learner asks and says the time perfectly and fluently	The learner asks and says the time accurately and fluently	The learner is able to ask and say time correctly	The learner has some difficulty asking and saying the time	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
1.0 Listening and Speaking	**1.8 Colours (2 lessons)**	By the end of the sub strand, the learner should be able to: a) pronounce the names of primary colours in Chinese language b) describe things in their immediate neighbourhood.	• Listen and watch to an audio visual about colours and imitate names of colours • Match the pictures of learning materials with the right colours	Why is colour impotant?
Core competencies to be developed:	**Learning to learn-** Learners can research on the colours of their school uniform in Chinese			
PCIs	**Education for Sustainable Development -** Learners interact with the environment by telling the colours in their surroundings		**Values:** Responsibility- learners to care for the environment so that it can remain green	
Links to other learning areas	Agriculture-Learners get sensitized on how environmental degradation affects agriculture Creative arts – Learners learn about primary colours		**Suggested Community Service Learning Activities:** Learners participate in community tree planting to make the environment green	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner pronounces the names of primary colours and learning materials accurately	The learner pronounces the names of primary colours and learning materials perfectly	The learner Pronounces the names of primary colours and learning materials accurately	The learner is able to pronounce some names of primary colours and learning materials correctly	The learner has difficulty pronouncing names of primary colours and learning materials	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
2.0 Reading	**2.1. Greetings** **(2 lessons)**	By the end of the sub strand the learner should be able to: a) read Initials and Finals aloud b) read basic Chinese greetings aloud from a chart.	• In groups learners read Initials and Finals aloud • Learners read Chinese greetings aloud to each other	1. How do you greet your teacher in Chinese? 2. How do you show respect?
Core competencies to be developed	**Communication and collaboration**: in reading , communication and collaboration is enhanced			
PCIs:	**Values:** Effective communication is developed when the learners greet each other and use courtesy words appropriately.		**Values :** Respect for others is fostered once the learner greets other people appropriately	
Links to other learning areas:	Chinese is linked to English, Kiswahili and indigenous languages through use of courtesy words.		**Suggested Community Service Learning:** Learners practice greeting others in community events	
Non-formal activity:	Learners practise greeting other children in Mandarin Chinese in a Chinese Club or cultural event.			

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner reads basic greetings and courtesy words in *Pinyin* accurately and fluently	The learner reads basic greetings and courtesy words in *Pinyin* accurately and fluently	The learner reads basic greetings and courtesy words in *Pinyin* accurately	The learner is able to read some of the greetings and courtesy words in *Pinyin*	The learner has difficulty reading basic greetings and courtesy words in *Pinyin*	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
2.0. Reading	**2.1.Self Introduction (2 lessons)**	By the end of the sub strand the learner should**:** a) read Initials and Finals clearly and correctly b) read basic Introduction of self and others correctly and appropriately.	Learners: • read Initials and Finals in groups • read self-introduction texts loudly • read courtesy expressions • listen to a CD on self introduction and practice in pairs	How do you introduce sel and others correctly?
Core competencies to be developed:	**Communication and collaboration:** When the learner reads and correctly uses the appropriate response to self introduction communication and collaboration is enhanced			
PCIs	**Life Skills:** etiquette is enhanced	**Value**: Respect is fostered when the learner shows courtesy when meeting others		
Links to other learning areas	Chinese is related to other languages and religious studies with regard to courtesy	**Suggested Community Service Learning Activities:** Learners to practice etiquette during community functions		

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner reads self introduction and courtesy words appropriately and accurately	The leaner reads self introduction and courtesy words appropriately and accurately	The learner reads self introduction and courtesy words appropriately	The learner reads self introduction and courtesy words	The learner has difficulty reading self introduction and courtesy words	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
2.0 Reading	**2.1 Nationality (2 lessons)**	By the end of the Sub strand the learner should be able to**:** a) construct simple sentences using acquired vocabulary and structures. b) read dialogues for understanding	Learners: • listen and repeat the dialogue on nationality • listen to a CD on nationality • read initials and finals	What is the importance of vocabulary?
Core competencies to be developed:	Communication and Collaboration: This is fostered when learners participate in class activities Creativity and Imagination: This is enhanced during classroom activities			
PCIs	Globalization and Cohesion are enhanced		**Values**: Unity is enhanced	
Links to other learning areas	Humanities in teaching of Nationalism		**Suggested Community Service Learning Activities:** Learners can visit children's homes, interact with them and teach them songs, drama and skits on Nationalism	
Non-formal activity	Learners can show other family members how to name Kenya in Chinese.			

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner states their nationality appropriately The learner asks others their nationality accurately	The learner states their nationality appropriately The learner asks others their nationality accurately	The learner states their nationality correctly The learner asks others their nationality correctly	The learner is able to state their nationality The learner is able to ask others their nationality	The learner has difficulty stating their nationality The learner has difficulty asking others their nationality	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
2.0 Reading	**2.3.My Family (2 lessons)**	By the end of the sub strand the learner should be able to : a) name family members in Chinese b) read aloud sentences on family correctly c) count numbers 1-20 in Chinese language.	Learners: • identify the family members from a picture appropriately • read the names of family members in Pinyin • listen to a CD on family members • read flash cards of numbers 1 – 20.	What is the reason of learning to count?
Core competencies to be developed:		**Citizenship:** A happy family builds a happy nation. The learner will acquire individual sense of responsibility towards family members		
PCIs		Life skills :Appreciation of self and family members is fostered when learners read about family	**Values** : Love and affection among family members is promoted	
Links to other learning areas		In Kiswahili and Chinese, father and mother are similar for example: bàba-baba māmā-mama	**Suggested Community Service Learning Activities:** Learners sing songs on the role of family members in community functions	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner reads about self and family members in *Pinyin* accurately and fluently The learner counts numbers 1 – 10 correctly	The learner reads about self and family members in *Pinyin* accurately fluently The learner counts numbers 1 - 20 clearly	The learner reads about self and family members in *Pinyin* accurately The learner reads numbers 1 - 20 correctly	The learner is able to read some sentences about self and family members in *Pinyin* and reading numbers 1 – 20	The learner has difficulty reading about self and family members in *Pinyin* and reading numbers 1 – 20	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
2.0 Reading 读	2.4 My Home 我的家 2 lessons	By the end of the sub strand, the learner should be able to: a) read aloud names of rooms in a house in Chinese language b) read simple sentences on rooms in Chinese language names.	Learners: • watch audio visual materials on room names • read aloud names of house rooms • practise the pronunciation of house room names	Why have several rooms in a house?
Core competencies to be developed:	**Self efficacy:** Learners will improve their self confidence when they can name house rooms			
PCIs	Safety at home will be enhanced when learners know how to navigate different rooms in the house.		**Values**: Responsibility will be cultivated when learners conduct themselves appropriately at home	
Links to other learning areas	Mathematics: when counting the number of rooms or number of family members		**Suggested Community Service learning activities** Learners will clean houses for the elderly.	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner reads names of rooms accurately and fluently	The learner reads names of rooms accurately and spontaneously	The learner reads names of rooms accurately and fluently	The learner is able to read some names of rooms accurately	The learner has difficulty reading room names	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
2.0 Reading	**2.5 School Life (2 lessons)**	By the end of this Sub strand the Learner should be able to: a) pronounce correctly vocabulary related to school life. b) read simple texts on school.	• In pairs learners identify learning areas from the class timetable • Learners draw and read learning materials • Learners read aloud the names of different sports	What is your favorite sport?
Core competencies to be developed:	**Imagination and Creativity:** Learners improve their creativity when they draw learning materials			
PCIs	**Health Related Issues:** The learners are sensitized on the importance of fitness and health during sports		**Values:** Unity is heightened when learners participate in sports	
Links to other learning areas	**Physical and Health Education** – sports are also taught		**Suggested Community Service Learning Activities:** Learners participate in community sports and teach others names of sports in Chinese	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner reads names of learning areas, learning materials and school sports accurately	The learner reads names of learning areas, learning materials and school sports fluently	The learner reads names of learning areas, learning materials and school sports accurately	The learner is able to read some names of learning areas, learning materials and school sports correctly	The learner has difficulty reading names of learning areas, learning materials and school sports	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
2.0 Reading	**2.6 Food and Beverages** **(2 lessons)**	By the end of the Sub strand the learner should be able to: a) read aloud the names of foods and beverages in Chinese language. b) appreciate the Chinese food for cultural enrichment	• In pairs learners match pictures of food with their Chinese *Pinyin* names • In turns learners read aloud names of food and beverages in Chinese • Learners play a game about food and beverages • Reading a word puzzle on food and *beverages*	Why are various foods important?
Core competencies to be developed:	Digital Literacy: digital literacy is promoted when the learners watch video and plays e-games on food and beverages			
PCIs	**Health related issues:** The learners will be encouraged to eat balanced diet to avoid life style diseases **Global Citizenship:** The learners learn about foods and beverages from other countries and the concept of sustainable development		**Values:** Responsibility: Learners are encouraged to eat responsibly and avoid wastage	
Links to other learning areas	Agriculture: Learners appreciate the source of food and beverages		**Suggested Community Service Learning Activities:** Identify foods and beverages in their community and local markets and name them in Chinese	

Assessment Rubric
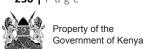
Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation	Total
The learner reads names of foods and beverages accurately	The learner reads names of foods and beverages perfectly	The learner reads names of foods and beverages correctly	The learner is able to read some names of foods and beverages accurately	The learner has difficulty reading names of foods and beverages	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
2.0 Reading	**2.7 Time** **(2 lessons)**	By the end of the Sub strand the Learner should be able to: a) read the Time aloud in *Pinyin* b) read simple sentences on time in Chinese language	• Read out the time on the flash cards • In pairs match the time correctly • In groups make clocks using manila papers and read out the time	Why is time important?
Core competencies to be developed:		**Imagination and Creativity:** This is fostered when learners improvise clock face when using manila paper		
PCIs	**Life Skills:** time management is enhanced		**Values:** Responsibility - learners are responsible when they become good time managers.	
Links to other learning areas	The concept of time is also taught in Mathematics, Kiswahili, English and Indigenous Languages		**Suggested Community Service Learning Activities:** Learners to teach their friends and relatives about time	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner reads time accurately ,articulates sentences telling the time	The learner perfectly articulates sentences reading the time	The learner accurately reads sentences telling the time	The learner is able to fluently read some sentences expressing time	The learner has difficulty articulating the sentences expressing time	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
2.0 Reading	**2.8 Colours (2 lessons)**	By the end of the sub strand the learner should be able to read names and phrases on colours in Chinese language	• Watch a video on primary colours in Chinese • Match learning materials with the right colours • Recognize pictures of primary colours from flash cards	Which is your favourite colour and why?
Core competencies to be developed:	**Digital literacy** – Learners advance their interaction with technology when they watch videos			
PCIs	**Education for Sustainable Development -** Learners familiarize themselves with the benefits of a green environment		**Values: Responsibility -** For environmental sustainability	
Links to other learning areas	English, Kiswahili, Indigenous languages: Learners also study colours Creative arts: Learns paints in colours		**Suggested Community Service Learning Activities:** The learners participate in community Art exhibition	

Assessment Rubric

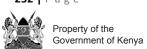| Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner reads the names of primary colours and colours of learning materials accurately	The learner is able to read the names of primary colours and colours of learning materials perfectly	Reads the names of primary colours and colours of learning materials correctly	The learner is able to read some names of primary colours and colours of learning materials accurately	The learner has difficulty reading names of primary colours and colours of learning materials	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
3.0. Writing	**3.1. Self-Introduction** **(2 lessons)**	By the end of the sub strand the learner should**:** • write initials and finals accurately • write self introduction and courtesy words in *Pinyin*.	Learners: • practice writing Initials and Finals in groups • Match self-introduction and courtesy words with correct *pinyin*	Why is writing important?
Core competencies to be developed:	Digital Literacy: This will be enhanced when learners watch videos on basic strokes Learning to learn: Learners will be able to express themselves			
PCIs	Global citizenship: Patriotism is promoted		**Values**: Respect is enhanced	
Links to other learning areas	linked to English and indigenous languages through practice using *pinyin*		**Suggested Community Service Learning Activities**: Participation in National and International activities	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner writes self introduction and courtesy words correctly and accurately The learner writes Initials and Finals correctly and accurately	The learner writes self introduction and courtesy words correctly and accurately The learner writes Initials and Finals correctly and accurately	The learner writes self introduction and courtesy words accurately The learner writes Initials and Finals accurately	The learner is able to write some self introduction and courtesy words correctly The learner is able to write some Initials and Finals correctly	The learner has difficulty in writing self introduction and courtesy words The learner has difficulty in writing Initials and Finals	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
3.0 Writing	**3.2 Nationality** **(2 lessons)**	By the end of the sub strand the learner should be able to **:** a) write simple words and sentences in *Pinyin.* b) appreciate the differences between mandarin and other languages' orthography.	Learners • match given pictures with *pinyin* • write words on nationality in *pinyin*	Why do we have different ways of writing?
Core competencies to be developed:	Communication and Collaboration: Imagination is fostered				
PCIs	Global Citizenship: this is promoted as learners learn other nationalities		**Values**: enhancing social cohesion	
Links to other learning areas	Humanities by learning other nationalities		**Suggested Community Service Learning Activities:** Participate in National and International activities	
Non-formal activities	Learners can show other family members how to write Kenya in Chinese.				

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learners write their nationality correctly and accurately in Pinyin	The learners write their nationality correctly and accurately in Pinyin	The learner writes their own Nationality correctly in Pinyin	The learner is able to write their own Nationality in Pinyin	The learner has difficulty writing own Nationality in Pinyin	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
3.0 Writing	**3.3 My Family (2 lessons)**	By the end of the sub strand the learner should be able to **:** a) write the family members in *Pinyin* b) write simple sentences about nuclear family members in *Pinyin* c) write numbers 1 – 20 in *Pinyin*	Learners: • draw pictures of their family members and name them • identify the pictures with names of family members in *Pinyin* • listen to a CD on family members • write numbers 1 – 20 in *Pinyin*	Why is writing correctly important?
Core competencies to be developed:	Imagination and Creativity is enhanced when learners draw members of their families			
PCIs	Cohesion is enhanced when learners write about their family members		**Values** : Respect for self and other family members is enhanced when learners address the members of the family appropriately	
Links to other learning areas	In English language and Environmental activities, family relations are also taught		**Suggested Community Service Learning Activities:** Learners draw pictures of their families and display them in art galleries and Children`s homes	
Non-formal activity	Learners refer to their family members using Chinese names for example: bàba, māmā, gēgē, mèimei			

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner writes about self and family members accurately and appropriately in *Pinyin*	The learner writes about self and family members accurately and appropriately in *Pinyin*	The learner writes about self and family members appropriately in *Pinyin*	The learner is able about self and family members in *Pinyin*	The learner has difficulty in writing about self and family members in *Pinyin*	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
2.0 Reading 读	2.4 My Home 我的家 2 lessons	By the end of the sub strand, the learner should be able to: c) read aloud names of rooms in a house in Chinese language d) read simple sentences on rooms in Chinese language names.	Learners: • watch audio visual materials on room names • read aloud names of house rooms • practise the pronunciation of house room names	Why have several rooms in a house?
Core competencies to be developed:	**Self efficacy:** Learners will improve their self confidence when they can name house rooms			
PCIs	Safety at home will be enhanced when learners know how to navigate different rooms in the house.		**Values**: Responsibility will be cultivated when learner conduct themselves appropriately at home	
Links to other learning areas	Mathematics: when counting the number of rooms or number of family members		**Suggested Community Service learning activities** Learners will clean houses for the elderly.	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner reads names of rooms accurately and fluently	The learner reads names of rooms accurately and spontaneously	The learner reads names of rooms accurately and fluently	The learner is able to read some names of rooms accurately	The learner has difficulty reading room names	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
3.0 Writing	**3.4 My Home (2 lessons)**	By the end of the sub -strand the learner should be able to a) write names of house rooms in *Pinyin* b) write sentences about rooms in the house in *Pinyin*	Learners: • draw a house indicating the rooms within the house • match the pictures of rooms with their *Pinyin* names • play video games about names of house rooms in *Pinyin* • watch a DVD on how to write compound character strokes	Why do you write words and sentences?
Core competencies to be developed:	**Imagination and creativity**: The learners enhance their imagination and creativity by drawing house rooms.			
PCIs	Life skills education: Learners enhance their assertiveness when they say names of house rooms		**Values**: Responsibility is promoted when learners know how to maintain order in the rooms	
Links to other learning areas	Creative activities: Learners draw and paint pictures of their homes		**Suggested Community Service learning activities:** Learners draw pictures of their homes and label the rooms therein in *Pinyin*, then they give the pictures as gifts to their relatives and community members Participate in community exhibition	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner writes names of rooms accurately in Pinyin The learner writes compound character strokes correctly	The learner writes names of rooms perfectly in *Pinyin* The learner writes compound character strokes perfectly	The learner writes names of rooms accurately in *Pinyin* The learner writes compound character strokes accurately	The learner is able to write some names of rooms accurately in *Pinyin* The learner writes compound character strokes correctly	The learner has difficulty writing room names in *Pinyin* The learner has difficulty writing compound character strokes	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
3.0 Writing	**3.5 School Life (2 lessons)**	By the end of the Sub strand the learner should be able to: a) write vocabulary related to school life in *pinyin* b) write compound character strokes in *pinyin*.	• Learners to write the school learning areas in *Pinyin* • Learners to draw learning materials • Learners watch a video on names of sports in Chinese and write down the names of sports they see in *Pinyin* • Learners watch a DVD on how to write compound character strokes	Why is engaging in sports in your school important?
Core competencies to be developed:	**Imagination and Creativity:** Learners improve their creativity when they draw learning materials: Digital literacy is promoted when learners watch DVDs			
PCIs	**Health Related Issues:** The learners are sensitized on the importance of fitness and health during sports		**Values:** Unity is heightened when learners participate in sports	
Links to other learning areas	**Physical and Health Education** – sports are also taught		**Suggested Community Service Learning Activities:** Learners participate in community sports and teach others names of sports in Chinese	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner writes names of learning areas, learning materials and school sports accurately The learner writes compound character strokes correctly	The learner writes names of learning areas, learning materials and school sports perfectly in *Pinyin* The learner writes compound character strokes properly	The learner writes names of learning areas, learning materials and school sports accurately and in *Pinyin* The learner writes compound character strokes accurately	The learner is able to write some names of learning areas, learning materials and school sports accurately in *Pinyin* The learner writes compound character strokes correctly	The learner has difficulty writing names of learning areas, learning materials and school sports The learner has difficulty writing compound character strokes	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
3.0 Writing	**Foods and Beverages (2 lessons)**	By the end of the sub strand the learner should be able to: a) write names of foods and beverages in *pinyin* b) write compound character strokes and single component characters.	• In pairs, learners write names of food in *Pinyin* • In groups, learners write names of beverages in *Pinyin* • Learners listen to an audio visual and write down the names of foods and beverages they hear • Learners watch a DVD on how to write compound character strokes • Learners write single component characters	Why is it important to practise writing strokes?
Core competencies to be developed:	**Imagination and Creativity:** As learners interact with audio visuals, their imagination and creativity is enhanced **Learning to learn:** Learners learn new concepts on diets			
PCIs	**Environment:** After learners learn about food sources, they will appreciate environmental sustainability		**Values:** Learners will become responsible when they protect food sources	
Links to other learning areas	**Agriculture:** The concepts of food are also taught in agriculture **Environment and creative arts:** Learners will learn where different food crops are grown		**Suggested Community Service Learning Activities:** The learners participate in annual Agricultural shows by having a stand	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner writes names of foods and beverages accurately The learner writes compound character strokes and single component characters correctly	The learner writes names of foods and beverages perfectly in *Pinyin* The learner writes compound character strokes and single component characters perfectly	The learner writes names of foods and beverages accurately and *Pinyin* The learner writes compound character strokes and single component characters correctly	The learner is able to write some names of foods and beverages in *Pinyin* The learner is able to write compound character strokes and single component characters	The learner has difficulty writing names of foods and beverages in *Pinyin* The learner has difficulty in writing compound character strokes and single component characters	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s)　　核心问题
3.0 Writing	**3.7 Time (2 lessons)**	By the end of the Sub strand the Learner should be able to: a) write time in *Pinyin* correctly b) appreciate the importance of time in day to day life.	• In groups, draw clocks and write the time in *Pinyin* • Practise drawing lines to match clocks with the right time	Why is keeping time important?
Core competencies to be developed:	**Imagination and Creativity:** Drawing and writing time on manila paper the learner`s imagination and creativity is enhanced			
PCIs	**Parental empowerment and engagement:** parents to assist learners to understand the concept of time and relate this in their daily activities		**Values :** Responsibility is heightened when learners become time conscious	
Links to other learning areas	The concept of time is also taught in Mathematics, English and Kiswahili		**Suggested Community Service Learning Activities:** Learners to dedicate time to participate in voluntary service to clean the community or plant trees	

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
Writes the time accurately in *Pinyin*	Writes the time perfectly in *Pinyin*	Writes the time accurately in *Pinyin*	Is able to write the time with some accuracy in *Pinyin*	Has difficulty writing the time in *Pinyin*	

Strand 主题	Sub strand 话题	Specific Learning Outcomes 具体学习成果	Suggested Learning Experiences 建议学习方法	Key Inquiry Question(s) 核心问题
3.0 Writing	**3.8 Colours (2 lessons)**	By the end of the Sub strand the learner should be able to write names and phrased of primary colours in *Pinyin*	• In groups paint pictures with primary colours and name the colours in *Pinyin* • Watch flash cards and write the names of the primary colours they see in *Pinyin* • Listen to an audio and write the primary colours they hear in *Pinyin*	What meaning do colours have in various contexts?
Core competencies to be developed:	**Digital literacy** – Learners advance their interaction with technology when they watch videos and listen to audios			
PCIs	**Education for Sustainable Development -** Learners familiarize themselves with the benefits of a colorful environment			**Values: Unity** – Learners learn the importance of a harmonious environment
Links to other learning areas	English, Kiswahili, Indigenous languages: Learners also study colours Creative arts – Learners use colours to draw and paint			**Suggested Community Service Learning Activities:** The learners participate in community painting competitions

Assessment Rubric

Indicator 指标	Exceeds expectation 超乎预期	Meets expectation 符合预期	Approaching expectation 接近预期	Below expectation 低于预期	Total 总计
The learner writes the names of primary colours and colours of learning materials in *Pinyin* accurately	The learner is able to write the names of primary colours and colours of learning materials in *Pinyin* perfectly	The learner writes the names of primary colours and colours of learning materials in *Pinyin* accurately	The learner is able to write some names of primary colours and colours of learning materials in *Pinyin* correctly	The learner has difficulty writing names of primary colours and colours of learning materials	

Assessment Methods

Basically, there are four assessment based on different acoustic features, as explained in the following:

1. **Phoneme**

   This is based on the log probabilities of the test utterance with respect to the acoustic models derived from a large speech corpus for speaker independent speech recognition. Note that the target utterance is not required for this evaluation.

2. **Tone**

   Each syllable is associated with a tone in Mandarin Chinese. The pronounced tone of a syllable can be identified by a tone classifier, and the result is then compared with the correct tone for evaluation. Note that we can obtain the correct tones from the text of the utterance; hence, the target utterance is not used directly for this evaluation.

3. **Intensity**

   Each syllable has an intensity vector, which is compared to that of the corresponding syllable in the target utterance to ensure it has a similar score.

4. **Rhythm**

   The duration of each syllable and the silence in between are compared to those of the target utterance to ensure they have a similar score.

List of Non Formal Learning Activities

1. Chinese Clubs in the school
2. Field trips &practicals
3. Role plays
4. Games
5. Films and slide shows
6. Pupet shows
7. Brainstorming sessions
8. Progressive stories
9. Talk shows
10. Demonstrations

List of Strands, Sub Strands and Suggested Learning Resources

Strands	Sub Strands	Learning Resources
1. Listening and Speaking 2. Reading 3. Writing	• Greetings • Introduction • Nationality • My family • My family • My home • School life • Foods and beverages • Time • Colours	• Books and booklets • Cartoons • Charts • ICT DVDs, CDs • Flash Cards • Journals • Maps • Newspaper cuttings and magazines • Pictures • Portraits • Realia • Resource persons • Surrounding environment • Television • Word puzzles

ARABIC

Foreign Languages Essence Statement

Kenya is Part of the larger international community and therefore learners shall be given the opportunity to learn other languages apart from the national, official and indigenous languages learned in lower primary. The foreign languages will include: Arabic, German and Mandarin. Foreign language learning at this level will focus on basic language skills: listening, speaking, reading and writing. Additionally, it will promote international consciousness and appreciation of area culture and other cultures.

Arabic

Arabic is one of the oldest and greatest languages in the world. Arabic is an official language in more than 21 countries.

It is the mother tongue of millions of native speakers. Arabic is sacred language to over one and a half billion Muslims around the world. Arabic has influenced many other languages and has lent vocabularies to some of our local languages such as Kiswahili and Somali.

Proficiency in Arabic language will enable the learner to access information and appreciate the culture of the language which promotes intercultural understanding.

General Outcomes

By the end of the course the learner should be able to:
a) respond to spoken and written Arabic for effective communication
b) appreciate the culture of Arabic speaking people to promote national and international relationship   for co-existence
c) access information written in Arabic for further learning
d) use Arabic grammatical rules to communicate efficiently.

1.0 LISTENING AND SPEAKING				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question (s)**
1.0 LISTENING AND SPEAKING	**1.1.0 Introduction of self and others** Attentive listening and response to greetings (2 Lessons)	By the end of the sub strand, the learner should be able to: a) respond appropriately to greetings for communication b) pronounce the intended sounds in the greetings for proper c) introduce him/herself using the correct phrases, d) introduce others using the correct phrases e) appreciate common Arabic greetings as a way of promoting peaceful co-existence.	Learners: • listen to **Arabic greetings and introduction. Assalaamu alaykum/ sabaahul kheyr/massaun nuur/ keyfa haaluk)** • practice Arabic greetings (**Assalaamu alaykum/ sabaahul kheyr/massaun nuur/ keyfa haaluk…)** in groups and in pairs • practice **introducing self and others in group discussions. Ismy ahmad, ana taalibun/ haadha aby, haadhihi ukhty** • pronounce sounds **(m, f, b, w)** individually and in groups. **(Huruf shafawiyya)** • **sing songs** about Arabic greetings in chorus • are guided to practice the greetings at **home (with parents, siblings and neighbours).**	1. When do we greet each other? 2. Why is it important to pronounce the following sounds? **(m, f, b, w)**

Core Competences to be developed: **Communication and collaboration** is integrated through oral expression, in order to know other people as well as introduce oneself for familiarisation.

Digital literacy: Learners learn greeting through watching   audio video devices.

Self-efficacy: Learners master Arabic greetings and develop the ability to talk about themselves and others to be aware of who they are.

PCIs: **Gender issues:** Learners learn to honour and respect the other gender and promote religious aspects by showing respect towards members of the community for peaceful co-existence.	**Values:** Respect, unity, love: These values are developed as learners get to know each other
Link to other subjects: **All languages**: as greetings are a common	**Suggested Community Services Learning activities:** Learners interact with

aspect tackled in all languages.	family members at home, by exchanging greetings among themselves.

Assessment Rubrics

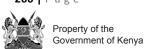| Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Pronunciation	Learner consistently and correctly pronounces huruf shafawiyya.	Learner correctly pronounce huruf shafawiyya	Learner sometimes pronounce huruf shafawiyya correctly.	Learner pronounces huruf shafawiyya with difficulty.
Response to greetings	Learner correctly and appropriately responds to greetings.	Learner respond to greetings most of the times correctly.	Learner sometimes responds to greetings correctly.	Learner responds to greetings with difficulty.

Strand	Sub Strand Sub-Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Listening and Speaking	**1.2 Reading** **1.2.0 Greetings** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) articulate huruf shafawiyya correctly for proper pronunciation b) read greetings phrases correctly c) read from right to left accurately d) appreciate reading new Arabic words.	Learners: • practice reading words containing huruf shafawiyya cluster, loudly. **(B- baqara M- maa'un** **W- walad F- famun)** • exchange Arabic greetings phrases (**Assalaamu alaykum/ sabaahul kheyr/massaun nuur/ keyfa haaluk)** in groups and in pairs • read simple sentences of self-introduction and introduction of others from a displayed screen. • read أنشودة (songs) of Arabic common greetings in chorus • practise left eye movement when reading.	1. What is the significant of pronounce these sounds (ب م و ف)؟ 2. Why should we greet each other?

Core Competences to be developed: Communication and collaboration as learners introduce oneself.
Digital literacy: Learners appreciate the use of digital devices as they learn how to communicate with others.
Self-efficacy: Learners master correct reading of Arabic greetings and develop the ability to talk about themselves and thus be aware of who they are.

PCIs: Life skills: Gender issues; Learners learn to honour and respect the other gender. Promote religious aspects by showing respect towards members of the community.	**Values:** Respect, Peace, Unity**:** These values are nurtured as learners communicate and greet to know each other
Link to other subjects: All languages as greetings are a common aspect tackled in all languages.	**Suggested Community services learning activities:** Learners interact with family members at home and exchange greetings among themselves in their immediate environment.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Articulation	Learner always articulates huruf shafawiyya accurately	Learner articulates huruf shafawiyya correctly most of the times	Learner articulates huruf shafawiyya with assistance.	Learner needs considerable assistance to articulate huruf shafawiyya.
Reading Greetings	Learner reads all the greetings phrases accurately.	Learner read all the greetings phrases correctly most of the times.	Learner sometimes read greetings phrases correctly.	Learner has difficulty in reading greetings phrases.
Reading from right to left.	Learner can read from right to left with accuracy.	Learner can read from right to left correctly.	Learner can read from right to left with assistance.	Learner reads from right to left with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Writing	**1.3 Writing** **1.3.1 Greetings** **Pre-writing** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write the selected consonant correctly b) differentiate given consonant by putting dots c) write Arabic greeting phrases from right to left.	Learners: • practise Joining the dots to form a complete letter **(ba/ta/ thaa/ nuun)** • differentiate letters with similar shapes **(ba/ta/ thaa/ nuun)** by placing dots at their respective places • practise colouring shapes of the selected huruf (ba, ta tha , nuun) for identification • practise writing the Arabic greetings phrases (**Assalaamu alaykum/ sabaahul kheyr/massaun nuur/ keyfa haaluk/** • practise copying short sentences of self-introduction and others systematically from right to left.	1) Why do we write these Arabic letters? (ba/ta thaa/ nuun) 2) Which Arabic letters were doted?

Core Competences to be developed: Communication and collaboration is integrated through the use of writing to know other people as well as introduce oneself.
Digital literacy: Learners appreciate the use of digital devices as they learn how to communicate with others.
Self-efficacy: Learners master writing of Arabic greetings and develop the ability to write about themselves and thus be aware of who they are.

PCIs: Life skills: Gender issues: Learners learn to honour and respect the other gender. Promote religious aspects are also prompted by showing respect towards members of the community for peaceful co-existence.	**Values:** Respect, Peace, Unity**:** prompted through communication and getting to know each other.
Link to other subjects: All languages: as greetings are a common aspect tackled in all languages.	**Suggested Community services learning activities:** Learners interact with family members at home, by exchanging greetings among themselves in their immediate environment.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting expectations	Approaching Expectations	Below Expectations
Shapes of letters	Learner always writes the Arabic letters in their shapes correctly.	Learner can writes the Arabic letters in their shapes most of the times.	Learner sometimes write Arabic letters in their shapes.	Learner has difficulty writing shapes of the letters.
Copying the greetings phrases	Learner always copies the greetings phrases accurately	Learner most of the times copies the greetings phrases correctly.	Learner sometimes copies the greetings phrases correctly.	Learner copies the greetings phrases with difficulty.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.1 Listening and Speaking	**Family** **Attentive Listening and Response to Questions** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) respond appropriately to a variety of questions from the listening comprehension b) pronounce the selected sounds correctly c) apply the grammatical rules learnt in various contexts d) appreciate the roles of their immediate family members by portraying a positive behaviour to all.	Learners: • listen and respond confidently to simple questions through **audio visual equipment (TV/laptop)** • practise correct pronunciation of the sounds **ز ل ض in group and pairs.** • role play various scenarios of communication based on family members. **(father, mother and children)** • mention and discuss in groups and pairs, the roles of every family member using proper grammatical rules. **Pronouns (ana- anta- anti)** **Demonstrative pronouns.** **(,Hadhaa ,hadhihi** • use vocabulary on immediate family **members (father/ mother/ brother/ sister)** by **storytelling**. • show positive behaviour and good team work when role playing family members.	1. How do we identified our immediate family members? 2. What are the roles of each family member in the family?
Core Competences to be developed: Digital literacy: as learners interact with digital equipment. Communication and Collaboration: As learners practise attentive listening and response to instructions.					

PCIs: **Social cohesion**: Learners develop better relations with those around them as they appreciate their family members. Self-**awareness and esteem:** as learners appreciate members of their family.	**Values**: Responsibility, love, respect and unity are developed when the learner interacting to their family members.

Link to other subjects: **Social studies** and languages topic on a family members is tackled	**Suggested Community Services Learning activities**: Learner obey their parents and respect family members and elders.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting expectations	Approaching Expectations	Below Expectations
Response	Learner can easily and correctly respond to questions.	Learner responds to questions correctly.	Learner needs moderate assistance to respond to questions.	Learner needs considerable assistance to respond to questions.
Grammar	Learner always completes sentences using grammatical rules accurately.	Learner completes sentences using grammatical rules correctly most of the times.	Learner sometimes completes sentences using grammatical rules.	Learner completes sentences using grammatical rules with difficult.
Pronunciation	Learner pronounces sounds consistently and accurately.	Learner pronounces sounds accurately most of the time.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.2 Reading	**Pre-reading** **Active Reading** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) read words formed from three letters with correct intonation b) read short sentences and phrases about the family loudly and with confidence c) identify grammatical rules from the given text.	Learners: • identify the letters by reading them from the chart • practise reading simple sentences by identifying the **Pronouns (ana- anta- anti) and Demonstrative pronouns (,Hadhaa ,hadhihi)** in a given text. • watch and **read pictures** to extract vocabulary of the home set-up and family members**. (al abu fil ghurfah)** • Participate in simple **digital games** of word reading. • Learners work in two reading groups to facilitate peer learning.	1. Why the immediate family members are important? 2. How do you relate to the following family members? - الأب - الأَم. - الأَخ - الأَخت
Core Competences to be developed: Digital literacy: as learners interact with digital equipment in word reading games. **Learning to Learn**: As learners apply active reading of 3-letter words and beyond.				
PCIs: **Social cohesion**: Learners develop better relations with those around them as they appreciate their family members. **Self-awareness and esteem** as learners appreciate members of their family.			**Values**: Responsibility, love, respect and unity are developed after the learner recognises the importance of his/her family members, interacting with others in the class and appreciating each other's duties.	
Link to other subjects: Social studies: Tackles important of developing good relations with members of the society and co-existing.			**Suggested Community Services Learning activities**: Learners obey their parents, respect family members and elders**.**	

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Assessment Rubrics
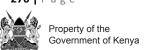
Indicator	Exceeding expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Intonation	Learner easily reads with correct intonation.	Learner reads with moderate intonation.	Learner reads with correct intonation some times.	Learner has difficulty reading with the correct intonation.
Grammatical rules	Learner can identify pronouns and demonstrative pronouns in a sentence with ease.	Learner always identifies pronouns and demonstrative pronouns in a sentence.	Learner sometimes identifies pronouns demonstrative pronouns in a sentence.	Learner can identify pronouns and demonstrative pronouns in a sentence but with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.3 Writing	**Guided Writing** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write the selected Arabic letters correctly b) write words formed from the selected letters correctly c) complete sentences using the correct grammatical rules.	Learners: • draw pictures individually, of family members and label each family member that matches the pictures drawn • complete sentences by filling in the missing words in a variety of **contexts (my family, my home**) using the correct grammatical rules. **Pronouns (ana- anta- anti) Demonstrative pronouns (Hadhaa ,hadhihi** • trace **shapes of the letters** derived from the theme of	1. Which huruf are found in the following words ضياء ليل زهرة 2. What have you learnt from the video clip watched?

			family members and home • watch a **video clip** on Arabic letters and practise writing **from right to left**	

Core Competences to be developed: Digital literacy: as learners interact with digital equipment (watching videos). **Critical Thinking and Problem Solving:** Learners develop critical thinking through various activities	

PCIs: Social cohesion: Learners develop better relations with those around them as they appreciate their family members. **Self-awareness and esteem** as learners appreciate members of their family	**Values**: Responsibility, love, respect and unity are developed after the learner recognises the importance of his/her family members.
Link to other subjects: Social studies: All the language tackled the need to develop good relations with members of the society.	**Suggested Community Services Learning activities**: Learners obey their parents, respect family members and elders**.**

Assessment Rubrics

Indicator	Exceeding expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Grammatical rules	Learner always completes sentences using grammatical rules accurately.	Learner completes sentences using grammatical rules correctly most of the times.	Learner sometimes complete sentences using grammatical rules.	Learner completes sentences using grammatical rules with difficulty.
Spelling	Learner writes words and sentences effectively and correctly.	Learner writes words and sentences correctly.	Learner sometimes writes words and sentences with spelling errors.	Learner writes words and sentences with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.1 Listening and Speaking	**My School** • School Structure • Attentive Listening and Response to Instructions (2 Lessons)	By the end of the sub strand, the learner should be able to: a) respond confidently to instructions and questions on the theme of my school appropriately b) name verity of copyists to form sentences c) pronounce the intended sounds from the context correctly d) use grammatical rules correctly for effective communication.	Learners: • listen to recorded items (audio visuals) about the structure of the school (**Head teacher's office, staffroom, classes**) • in groups and in pairs, Articulate huruf **Al-lisaan** (ر ن ث ظ ذ) correctly after listening to audio recordings • construct oral sentences using the following simple grammatical rules: - **(pronouns, (ana- anta- anti , nahnu). (ana fil fasli)** - **masculine** and feminine possessive pronouns (haadha fasluka, haadhihi maktabatun) - **interrogative** pronouns **(hal/ maadha) (hal haadha faslun?)**	1. Where do we find the following people? a) students b) headteacher c) teachers 2. How do we pronounce these sounds? (ذ ظ ث ن ر)

Core Competences to be developed: digital literacy: students interact with digital devices, communication and collaboration: Through interactions while working together.

Digital literacy: Accessing information (structure of the school) through digital devise (video).

PCIs: Social cohesion as learners learn about members of their school.	**Values:** Unity, Responsibility as leaners instruct

Environmental Education as learner from the school environment.	members of their school community.
Link to other subjects: Languages as learners realize active listening, response to instructions and pronunciation	**Suggested Community Services Learning activities:** Learners identify and take care of their immediate environment. Leaners organize a day for cleaning school compound

Assessment Rubrics

Indicator	Exceeding expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Reading	Learner reads fluently and with considerate speed.	Learner read with considerate speed most of the times.	Learner sometimes reads with a considerate speed.	Learner reads hesitantly and with slow speed.
Pronunciation	Learner pronounces sounds consistently and accurately.	Learner pronounces sounds accurately most of the time.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficult.
Grammatical Rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty to constructing correct sentences using grammatical rules.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.3 Writing	**Guided Writing** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write short sentences about the school structure b) write the correct shapes of the identified letters from the context c) apply grammatical rules by constructing sentences.	Learners: • **visit the different structures** in the school and describe them in writing by using simple sentences (maktabun waasi'un, fusuulun kabeerun) • individually copy the huruf **(daal/ dhal/ raa/ zaa)** according to their correct shapes • group the letters according to the dotted and undotted cluster **using flash cards** • individually Complete sentences by filling the missing words using pronouns and interrogative pronouns (هل من)(أنا، أنت ،أنت ، نحن)	1. why do we write these huruf? (daal/ dhal/ raa/ zaa) 2. What are interrogative pronouns?

Core Competences to be developed: Learn to learn: Learners trace letters for them to be able to use them in normal writing.		
PCIs: Creative and critical thinking as learners practise guided Arabic writing.	**Values:** Responsibility as leaners take care of the school property. Respect for rules and laws while mastering rules and laws in writing Arabic sentences.	
Link to other subjects: All Languages, tackled writing skills.	**Suggested Community Services Learning activities**: Learners are guided to maintain the school environment by having cleaning days.	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Vocabularies	Learner can use vocabularies learnt to construct sentences accurately.	Learner can use vocabularies learnt to construct sentences most of the times.	Learner can sometimes use vocabularies learnt to construct sentences.	Learner can use vocabulary learnt to construct sentences with difficulty.
Spellings	Learner writes words and sentence effectively and correctly.	Learner write words and sentences correctly.	Learner writes words with spelling errors.	Learner write words with difficulty.
Ideas	Learner's ideas always flow logically.	Learner's ideas flow logically most of the times.	Learner's ideas sometimes flow logically.	Learner's ideas do not flow logically.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)

4.1 Listening and Speaking	In The Market
	
	Attentive listening and responding to questions
	
	(2 Lessons)
		By the end of the sub strand, the learner should be able to:
		a) listen attentively to short paragraphs on **types of shops,**
		b) respond appropriately to simple questions and instructions about the market.
		c) differentiate between a seller and a buyer.
		d) construct nominal sentences orally using vocabulary learnt from the market.
		e) pronounce correctly the intended sounds for clarity.
			Learners:
			• discuss in groups using interrogative pronouns **(kam/bikam/maa)**
			بكم هذا التفاح؟
			بخمسة شلن
			• practise pronunciation of selected huruf in **pairs (taa/ twaa/ daal)**
			• name different types of shops found in the market using pictures presented to them in digital format
			• respond questions on audio clips in groups and individually.
			• role play in pairs buying and selling (class shop) using interrogatives and nominal sentences.
			  - **Maa haadha/ haadha tuffaahun**
			  - **Bikam haadha tuffaah?...**
				1. Which shops are we paying meat from?
				2. What is the difference between a seller and a buyer?

Core Competences to be developed: Creativity and imagination: through naming market place activities. Accessing information about the market through the use of digital divorces will enhance digital literacy.

PCIs: Social cohesion as learners practise active listening and responding to question while interacting with others in the market. Financial literacy as leaners identify prices of items in the market.	**Values:** Integrity: leaners learn how to conduct themselves (no shoplifting): in the market, they also develop Respect and love for the people found in the market.

Link to other subjects: Social Studies and areas in learning languages skill.	Suggested Community services learning activities: Learners visit the market and develop interest in business and trade.

Assessment Rubrics

Indicator	Exceeding expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Vocabularies	Learner can easily and correctly name the types of the shops found in the market.	Learner can correctly name the types of the shops found in the market.	Learner needs assistance to name the types of shops in the market.	Leaner has difficulty naming the types of the shops found in the market.
Grammatical Rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner need moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty constructing correct sentences using grammatical rules.
Pronunciation	Learner can pronounce sounds consistently and accurately.	Learner can pronounce sounds accurately most of the time.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.2 Reading	**Types of Shops** **Guided Reading** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) read a given text with acceptable speed b) name the items found in different shop c) differentiate letters with similar sounds by pronouncing them with correct intonation for proper reading.	Learners: • read aloud phrases and **nominal sentences** in groups, from the text books • Use **picture- reading** to explain items found in different shops **(salt/sugar/soap/rice…)** through **power point presentation or any other digital device** • Read aloud letters with similar sounds **(taa/twaa/daal**) from a **chart** • In groups, **construct simple sentences** using **shop vocabulary** • Visit the market to identify the different types of shops.	1. What are the important of differentiating the following letters (taa/ twaa/ daal) 2. What are the different items found in the following shops? a) butchery b) grocery c) tailoring shop
Core Competences to be developed: Digital literacy: Learners read phrases from digital devices.					
PCIs: Life skills. **Environmental education**, as learners identify types of shops in their surroundings **Financial Literacy**: as learners learn the process of buying and selling in the market.			**Values:** Respect, integrity, honesty and ethics, as learners interact with shoppers and shopkeepers. (they realise the importance of these values by interacting with these individuals)	
Link to other subject: Mathematics: as learners learn accounting money in buying and selling			**Suggested Community Services Learning activities:** Learners visit the market to buy essentials and interact with buyers and sellers.	

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Assessment Rubrics

Indicator	Exceeding expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Reading	Learner reads fluently with speed.	Learner reads with considerable speed most of the times.	Learner sometimes reads with a considerable speed.	Learner reads hesitantly and with slow speed.
Pronunciation	Leaner pronounces sounds consistently and accurately.	Learner pronounces sounds accurately most of the times.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.3 Writing	**Types of Shops** **Guided Writing** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) list names of different shops found in the market correctly b) write short sentences using vocabulary from the context c) differentiate letters with similar shapes by putting dots d) write complete sentences using the correct grammatical rules e) appreciate the important of the market for economic growth	Learners: • write words using letters **(seen, sheen, saad, dhaaad)** (sha'run, samaa'un…) • visit a local market to list things found in different shops • group letters with similar shapes **(seen, sheen, saad, dhaaad)** and differentiate them by putting dots • participate in a sentences **writing competition** using vocabulary found in the market	1) Why do we have different types of shops in the market?
Core Competences to be developed: Creativity and Imagination: Through participating in writing competitions. **Learn to Learn**: As learners learn the different types of shops and what they stock.				
PCIs: Environmental Education: as learners interact with the market environment. **Social Cohesion:** as learners interact with shopkeepers and shoppers.			**Values:** Respect for rules and laws, as learners learn basic norms in the shops, e.g: buying before consuming items.	
Link to other subjects: Mathematics: as learners interact with money/denomination in the market.			**Suggested Community Services Learning activities:** Visiting the market with friends to learn about different commodities.	

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Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Thematic vocabularies	Learner can use vocabulary learnt to construct sentences accurately.	Learner can in most of the time use vocabulary learnt to construct sentences.	Learner sometimes use vocabulary learnt to construct sentences.	Learner uses vocabulary learnt to construct sentences with difficulty.
Grammatical rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficult to construct correct sentences using grammatical rule.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
5.1 Listening and Speaking	**Numbers** **Effective listening** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) count numbers (1-30) orally in their order b) use interrogatives to ask questions appropriately c) pronounce the selected sounds correctly for effective communication d) ask the prices of various items using interrogative pronouns.	Learners: • display number charts (of numbers 1-30) and name the numbers in sequence • discuss in pairs and in small groups the use of **interrogative pronouns (كم بكم)** in different contexts appropriately • articulate **huruf al lisaan** by the use of digital devices e.g power point presentation and flash cards • count items that are locally available from (1-30), e.g sticks, beans. • visit the school shop and ask the prices of items found there using interrogative pronouns (كم ، بكم)	1. why do we learn Arabic numbers? 2. What can we use for counting?
Core Competences to be developed: Critical thinking by giving the learner an opportunity to apply number counting in their day- to - day lives. **Communication and collaboration**: Leaners discuss and respond to questions.					
PCIs: Financial literacy			**Values:** Responsibility: Learners learn the importance of numbers and the value they carry.	
Link to other subjects: Mathematics: numbers is an aspect tackled in mathematics, as well as counting.			**Suggested Community Services Learning activities:** Learners are able to count different items while in their homes and surroundings.	

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Vocabularies	Learner can use vocabularies learnt to construct sentences accurately.	Learner always uses vocabularies learnt to construct sentences most of the times.	Learner can sometimes use vocabularies learnt to construct sentences.	Learner can uses vocabulary learnt to construct sentences with difficulty.
Grammatical rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty construct correct sentences using grammatical rules.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
5.2. Reading	**Numbers in words** **(1 Lesson)**	By the end of the sub strand, the learner should be able to: a) read numbers (1-30) in their correct sequence b) the intended sounds pronounce in various words correctly. c) appreciate the importance of reading Arabic numbers	Leaners: • read given numbers in words presented either on flashcards, smart boards and charts correctly. • sing songs on numbers in groups • pronounce the following sounds (ج ش ي) in a word	1. why do we read the following sounds in a word? (ج ش ي) 2. what are the importance of read the numbers in words?)

Core Competences to be developed: critical thinking by giving the learner an opportunity to apply number counting in their day-to-day lives

PCIs: Life skills as the learner is able to count items found in his or her environment. **Financial literacy:** learners get to know the value of money.	**Values:** Responsibility: Learners learn the importance of numbers and the value they carry.
Link to other subjects: Mathematics: numbers is an aspect tackled in mathematics, as well as counting.	**Suggested Community Services Learning activities:** Learners are able to count different items while in their homes and surroundings.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Reading	Learner can read number in words easily and correctly.	Learner can read number words correctly and with easy.	Learner needs moderate assistance to read numbers words correctly.	Learner reads number words with difficulty.
Pronunciation	Learner Pronounces sounds. consistently and accurately	Learner most of the time pronounces sounds accurately.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficulty.
Ability to Count numbers	Learner always counts numbers in their sequence accurately.	Learner most of the times counts numbers in their sequence.	Learner sometimes counts numbers in their sequence.	Learner cannot count numbers in their sequence.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
5.3. Writing	**Numbers** **Guided writing** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) write numbers **1-30** in figures and words correctly b) write down the selected letters correctly c) use interrogative pronouns in sentences correctly.	Learners: • copy numbers **1-30** in figures and in words **(from the board/laptops)** • draw and colour the correct shapes of the selected huruf **(twaa/Dhwaa)** • write meaningful questions using the **interrogative pronouns** in groups. (كم وبكم) • count and write numbers 1-30 **at home** with their parents and siblings.	1. why do we write numbers 1-30 in words? 2. When do we use **(كم وبكم)?**

Core Competences to be developed: Critical thinking by giving the learner an opportunity to apply number counting in their day-to-day lives

PCIs: Life skills as the learner is able to count items in his or her surroundings. **Financial literacy:** Learners get to know the value of money.	**Values:** responsibility. Learners learn the importance of numbers and the value they carry.
Link to other subjects: Mathematics: numbers is an aspect tackled in Mathematics, as well as counting.	**Suggested Community Services Learning activities:** Learners are able to count different items while in their homes and surroundings.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Writing	Learner always writes accurately.	Learner write neatly most of the times.	Learner sometimes writes neatly.	Learner writes with difficulty.
Grammatical rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty to constructing correct sentences using grammatical rules.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
6.1 Listening and Speaking	**Days of the Week** **Attentive listening and answering questions** **(3Lessons)**	By the end of the sub strand, the learner should be able to: a) mention days of the week in their sequence b) pronounce the selected **huru**f with correct intonation c) use proper interrogative pronouns related to time d) respond to simple questions from the context orally e) mention some activities carried out in the specific days of the week.	Learners: • sing a song about days of the week • ask each other simple questions about the sequence of days of the week in pairs • dramatise, in groups, some activities carried out in the specific days of the week. **(e.g) (the school assembly on Monday)** • practises, in groups or pairs, the use of interrogative pronouns related to time. **(Mataa/ Maadhaa)** **Mataa nadh'habu ilal madrasati?** • differentiate sounds **(qaaf/kaaf)** by pronouncing the sounds correctly using minimal pairs **(كَلَم، قَلَم)** after listening to a **resource person**	1. What are the days of the week? 2. Why are we not going to school every day? 3. How do we pronounce the following letters in words?(ك، ق)
Core Competences to be developed: Learning to learn: Learners learn different activities done or different days of the week.					
PCIs: Life skills: Learners learn how to work productively with others as they are placed in groups during class activities. Social cohesion: Learners interact on special occasions e.g. religious occasions.			**Values:** Respect: Learners learn to respect each other's opinions as they collaborate by working in pairs and groups.	
Link to other subjects: All languages: have an aspect of this topic (days of the week).			**Suggested Community Services Learning activities**: Learners interact and help in activities held within their community e.g. worshipping in public places.	

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Responding to questions	Learner can easily and correctly respond to questions	Learner can respond to questions correctly.	Learner needs moderate assistance to respond to questions.	Learner has difficult responding to questions.
Grammatical rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty constructing correct sentences using grammatical rules.
Pronunciation	Learner can pronounce sounds consistently and accurately.	Learner pronounces sounds accurately most of the times.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
6.2 Reading	**Days of the Week** **Active Reading** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) read simple sentences related to days of the week b) pronounce with clarity the selected sounds for proper communication c) read a given text with correct articulation d) use the given grammatical rules correctly.	Learners: • observe the **class calendar** and read the days of the week correctly • arrange days of the week in a sequence using flashcards in groups • read a given text **(on the digital screen)** and differentiate pronunciation of the intended sounds **(kaaf/qaaf)** correctly • read a given text and identify the interrogative pronouns. **(mataa/maadhaa)**	1. why do we have week end holiday? 2. what do you use to differentiate the following words? **(kallama/ qallama) (qalbun/ kalbun)**

Core Competences to be developed: Learning to Learn: Learners learn names of different days of the week.
Communication and collaboration: Learners interact while working in groups.
Digital literacy: Learners interact with digital devices.

PCIs: Life skills: Learners learn how to work productively with others as they are placed in groups during class activities. **Social cohesion:** Learners interact on special occasions e.g. religious occasions.	**Values:** (Respect): Learners learn to respect each other's opinions as they collaborate by working in pairs and groups.
Link to other subjects: All languages: have an aspect of this topic (Days of the week)	**Suggested Community Services Learning activities**: Learners spend time with family members and friends on the weekends and on special occasions.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Reading	Learner reads fluently and with considerable.	Learner most of the times reads with considerable.	Learner sometimes reads with a considerable.	Learner reads hesitantly with slow speed.
Pronunciation	Learner can pronounce sounds consistently and accurately.	Learner can pronounce sounds accurately most of the times.	Learner can sometimes pronounce sounds correctly.	Learner pronounces sounds with difficulty.
Grammatical rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty to constructing correct sentences using grammatical rules.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
6.3 Writing	**Days of the Week** **Handwriting and Spelling** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) write legible simple sentences from right to left b) write sentences using the specified grammatical rules c) trace correctly the shapes of the selected letters d) develop an interest in Arabic writing.	Learners: • **interpret pictures** of different activities done in the school on different days of the week in orders to write a **simple composition** • write sentences using the line in their note books individually • listen and write dictated words **from an audio recording** using correct spelling • write sentences using interrogative pronouns **(mataa/ maadha)** correctly • list the days of the week in order • draw and colour the shapes of letters **(a'in/ ghain)** in their exercise books.	1) Why do we learn the days of the week?
Core Competences to be developed: Learning to Learn: Learners learn names of different days of the week. **Communication and collaboration:** Learners interact while working together in groups **Digital literacy:** Learners interact with digital devices					
PCIs: Life skills: Learners learn how to work productively with others as they are placed in groups during class activities.			**Values:** (Respect): Learners learn to respect each other's opinions as they collaborate by working in pairs and groups.	
Link to other subjects: All languages: have an aspect of this topic (Days of the week).			**Suggested Community Services Learning activities:** learners spend their free time visiting the orphanage.	

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Handwriting	Learner always writes Arabic words with ligible handwriting from right to left accurately.	Learner most times writes Arabic words with ligible handwriting from right to left correctly.	Learner sometimes writes Arabic words legibly from right to left correctly.	Learner write Arabic words from right to left roughly.
Grammatical rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty constructing correct sentences using grammatical rules.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.1 Listening and Speaking	**Domestic animals and birds** **Attentive Listening** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) name some domestic animals and birds b) give simple descriptions of pets at home c) apply grammatical rules in constructing simple sentences for proper communication d) pronounce correctly the selected sounds	Learners: • listen names of domestic animals and birds are mentioned from **digital devices** • mention the importance of different pets found at home • tell short stories on how to rear domestic animals and birds • in groups and in pairs practise how to pronounce **huruf al halq (kha/ gha)** with correct intonation • practise orally to changing words from singular to dual e.g. **(haadhihi qitwattun- hataani qitwaatani)**	1. why do we keep animals and birds in our homes? 2. What are the significant of pronounce these sounds? **(Harf kha/ gha)** 3. What are the duals of the following words? - **kalbun** - **baqaratun** - **qitwatun**
Core Competences to be developed: Learning to Learn: Learners learn about benefits of animals and birds at home. **Communication and collaboration:** Learners pass information through discussion among themselves. Digital Literacy: Learners interact with digital devices				
PCIs: Animal Welfare Education: Learners learn how to take care of animals and birds around them.			**Values**: Responsibility and love: Learners, through animal education, learn to be responsible towards animals and birds and develop a liking for them.	
Link to other subjects: Social studies, Science and Agriculture. The topic is discussed in these subjects.			**Suggested Community Services Learning activities:** Learners share their knowledge on domestic animals with their parents, siblings and peer at home.	

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Responding	Learner can easily and correctly respond to questions.	Learner can correctly respond to questions.	Learner needs moderate assistance to respond to questions.	Learner responds to questions with difficulty.
Grammatical rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty to constructing correct sentences using grammatical rules.
Pronunciation	Learner pronounces sounds consistently and accurately.	Learner pronounces sounds accurately most of the time.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficulty.
Ideas	Learner's ideas always flow logically when describing their pets orally.	Learner's ideas most of the times flow logically when describing their pets orally.	Learner's ideas sometimes flow logically when describing their pets orally.	Learner's ideas do not flow logically when describing their pets orally.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.2 Reading	**Animals and Birds** **Active Reading** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) read a given text on domestic animals and birds correctly b) complete sentences using the correct grammatical rules c) pronounce selected sounds in a word correctly	Learners: • practise **reading short passages** aloud with the help of a resource person • read in turns through **differentiated learning** to develop independent reading in **consideration of their differences** • read a text **displayed on a screen** and Individually answer the questions given • read and identify the grammatical rules from the displayed text **(Singular/ Dual)** • in groups practise pronunciation of the selected sounds **(khaa/ghaa) from** words **khaali/ghaali)** provided on **flash cards.**	1. Which domestic animals and birds are found in our homesteads? 2. Why do we need to differentiate following words? **Khayr/ ghayr**

Core Competences to be developed: Learning to Learn: Learners get to learn benefits of animals and birds at home.
Communication and collaboration: Learners pass information through discussion among themselves.
Digital literacy: Learners interact with digital devices.

PCIs: Social Relations: Animal Welfare Education: Learners learn how to take care of animals and birds around them.	**Values**: Responsibility, love: Learners, through animal education, learn to be responsible towards animals and develop a liking for them.
Link to other subjects: Social studies, Science and Agriculture: animals' welfare is discussed in these subjects.	**Suggested Community services learning activities:** Learners share their knowledge on domestic animals with peers at home.

Assessment Rubrics

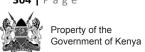| Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Reading	Learner can read fluently and with good speed.	Learner most of the times reads with considerable speed.	Learner sometimes read with a considerable speed.	Learner reads hesitantly with slow speed.
Grammatical rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty to constructing correct sentences using grammatical rules.
Pronunciation	Learner pronounce sounds consistently and correctly.	Learners pronounces sounds correctly most of the time.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
7.3 Writing	**Animals and Birds** **Guided Writing** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) list names of domestic animals and birds that are common in our environment b) write simple sentences correctly using grammatical rules c) write the selected letters legibly and neatly.	• Learners form simple sentences about domestic animals and birds using **singular and plural forms.** • Learners match names of domestic animals and birds with their pictures. • Learners **search for pictures of animals and birds from their digital devices** and draw them in their note-books. • Learners copy and colour the huruf **(faa/qaaf/waaw)** actorly and correctly.	1) How do we take care of domestic animals and birds?

Core Competences to be developed: Learning to Learn: Learners get to learn about animals in their environment, (the harmful ones and the useful ones).
Communication and collaboration: Learners pass information through discussion among themselves.
Digital literacy: Learners interact with digital devices.

PCIs: Animal Welfare Education: Learners learn how to take care of animals and birds around them.	**Values**: Responsibility, love: Learners, through animal education, learn to be responsible towards animals and birds and develop a positive attitude and interest towards them.
Link to other subjects: Agriculture: Learners are taught how to take care of domestic animals and birds.	**Suggested Community Services Learning activities:** Learners share their knowledge on domestic animals with peers at home.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Handwriting	Learner always writes Arabic words with eligible handwriting from right to left accurately.	Learner most times writes Arabic legible from right to left correctly.	Learner sometimes write Arabic words from right to left legible and correctly.	Learner does not write Arabic words from right to left legible and correctly.
Grammatical rules	Learner can easily construct correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty constructing correct sentences using grammatical rules.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
8.1 Listening and Speaking	**Human Body** Attentive Listening and responding to instructions **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) name the different external body parts correctly b) locate different body parts as per the teacher's instructions c) construct simple sentences using vocabularies learnt from the external body parts orally, d) pronounce selected sounds correctly for effective communication e) appreciate the importance of his or her body as a blessing from God.	Learners • sing a song while locating the external parts of their bodies. • Individually construct simple sentences using the vocabularies learnt on the them orally. • mention three letter words by adding the article ﻝﺍ in the context of the external body parts. • in groups and in pairs practise how to pronounce **huruf al halq (haa/ h'aa)** with correct intonation. • listen to **a resource person on awareness of** the privacy and sensitivity of their bodies. • watch a **video clip** on external body parts and discuss what they have learnt in groups.	1. What are the important external body parts? 2. How do we protect our body parts?
Core Competences to be developed: **Learning to learn:** The learners learn to take care of their bodies. **Digital Literacy**: Learners appreciate the use of digital devices as they watch videos about their body parts.				
PCIs: **Health Education**: learners appreciate the importance of care of their bodies for example avoiding drugs abuse. **Self-confidence**: when they identify the functions of their body parts.			**Values:** Responsibility, respect, Integrity and Peace as learners learn to respect their body parts as well as other leaners.	

Self-awareness: when they gain information about their external body parts.	
Link to other subjects: Science and Home Science: care of the body and hygiene is a topic tackled in these subjects.	**Suggested Community Services Learning activities:** Learners practice self-hygiene at home and also encourage their families to do so.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Responding	Learner can easily and correctly respond to questions.	Learner can correctly respond to questions.	Learner needs moderate assistance to respond to questions.	Learner responds to questions with difficulty.
Vocabularies	Learner can use vocabulary learnt to construct sentences accurately.	Learner can use vocabulary learnt to construct sentences most of the time.	Learner sometimes uses vocabulary learnt to construct sentences.	Learner uses vocabulary learnt to construct sentences with difficulty.
Pronunciation	Learner can pronounce sounds consistently and accurately.	Learner can pronounce sounds accurately most of the time.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
8.2. Reading	**Human Body** **Active Reading** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) Read short paragraphs about the external parts of the body b) Read the listed names of the external body parts correctly c) Differentiate through pronunciation Al-shamsiyya and Al-qamariyya in given words d) pronounce the selected sounds with correct intonation.	• Learners name different external body parts as displayed on a **picture chart.** • Learners practise pronunciation of different words using **وال (الشمسية والقمرية) in groups.** • Learners individually add **Al-shamsiyya and Al-qamariyya** in different words and read them correctly. • Learners individually, practise the correct pronunciation of huruf al halq after listening to recorded **audio clips**.	1. How do we read the following words (يد ، رجل)? 2. Why do we add article (أل) to these?(رأس ، كتف ، لسان)
Core Competences to be developed: **Learning to learn:** The learners learn how to take care of their bodies. **Digital Literacy**: Learners appreciate the use of digital devices as they listen to audio clips recording.				
PCIs: **Health Education**; As learners understand the importance of their external body parts and therefore take care of themselves for health for example always the use of the drugs. **Self- awareness:** learners learn to protect themselves from curable and incurable diseases e.g. TB and STDs			**Values:** Responsibility and respect. respect, integrity, peace and unity are inculcated as they learn about the parts of their bodies **Unity:** Through teamwork	
Link to other subjects: Science: Care of the body and hygiene are tackled in the science subjects.			**Suggested Community Services Learning activities:** Learners practise self-hygiene at home and also encourage their families to do so.	

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Reading	Learner read fluently with good speed.	Learner most of the times reads with considerable speed.	Learner sometimes read with a considerable speed.	Learner reads hesitantly with slow speed.
Pronunciation	Learner can pronounce sounds consistently and accurately.	Learner can pronounce sounds correctly most of the time.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficulty.

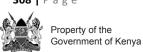| Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
8.3. Writing	**Human Body** **Hand Writing** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) write names of external body parts correctly b) Put intended letters in different positions in words c) write the selected letters correct.	Learner • copy names of the external body from a displayed **digital device** in their exercise books**.** • discus how they can take care of themselves • make new words by playing spelling games **(spelling bee, flash cards)** in pairs and in groups. • identify words with (ال الشمسية وال القمرية) From a given passage. d) write dictated words correctly • draw and colour the external human body and label correctly. • Copy the shapes of the **huruf (h'aa/ khaa)** correctly as displayed on the screen.	What are the functions of the following external body part? (اليد الرجل العين)

Core Competence to be developed: **Learning to learn:** The learners realize important parts of their bodies and therefore learn to take care of them and avoid harming others.
   Digital Literacy: Learners appreciate the use of technology as they interact with digital devices.

PCIs: **Health education**; As the learners understand the importance of external parts of the body and therefore take care of themselves to avoid all that may affect their health. (Example; Drugs)	**Values:** Respect: By respecting others opinion. Integrity: when drawing human body parts they don't draw private parts.

Link to other subjects: Science: care of the body and hygiene is a topic tackled in the science subject.	Suggested Community Services Learning activities: Learners practise self-hygiene at home as they also encourage their families to do so

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Handwriting	Learner always writes Arabic words with legible handwriting accurately.	Learner writes Arabic words correctly and legible handwriting.	Learner sometimes write Arabic words correctly.	Learner writes Arabic words with difficulty.
Spellings	Learner write words effectively and correctly.	Learner writes words correctly.	Learner write words correctly some of the time.	Learner has difficulty when writing words.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
9.1 Listening and Speaking	**Foods and Meals** **Attentive Listening and Response to Instructions** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) name common foods and meals in his or her locality b) construct simple sentences using given structures c) articulate vocal sounds using correct pronunciation and intonation	Learners, • in groups, discuss the **Daily meals and foods** they eat at home, and then present orally. • imitate an **audio recording** in differentiating the pronunciation of various words formed from the vocal sounds using minimum pairs. • construct sentences using interrogative pronoun **(maadha)** according to the context. **(maadha ta'kul I'ndal futuur?)** • **download pictures** of different foods and name them correctly. • Appreciate the important of food to human live and recite the prayer for the food always when eating	1. Why is breakfast important? 2. Why do we need to differentiate the pronunciation of the following sounds? (أ ع)

Core Competences as to be developed:	
Communication and Collaboration: when learners discuss in group foods and meals they eat.	
Digital Literacy: Learners develop skills to use digital devices as they download pictures and interact with different media.	
PCIs: The topic tackles a broad aspect of health nutrition, making learners gain the knowledge to differentiate between healthy and unhealth food.	**Values:** Responsibility: Learners appreciate the food they eat and thus they develop a sense of responsibility to protect the food source and avoid wastage.
Link to other subjects: Home science and Sciences on nutrition and other languages on the issues of grammar	**Suggested Community Services Learning activities:** Donate meals to the less fortune in the neighbourhood.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Responding	Learner consistently and correctly responds to questions.	Learner correctly respond to questions most of the time.	Learner responds to questions correctly some of the time.	Learner required assistance in responding to questions
Grammatical rules	Learner consistently construct sentences using correct grammatical rules.	Learner can construct sentences using correct grammatical rules most of the time.	Learner constructs correct sentences using grammatical rules some of the time.	Learner has difficulty constructing sentences using grammatical rules.
Pronunciation	Learner consistently articulates given sounds correctly.	Learner pronounce given sounds correctly most of the time.	Learner sometimes pronounces given sounds correctly some of the time.	Learner has difficulty to pronouncing given sounds.

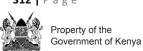| Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
9.2 Reading	**Foods and Meals** **Active Reading** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) read a passage fluently and for understanding b) pronounce selected vocal sounds correctly for effective communication, c) appreciate importance of foods for the human being.	Learners: • read in groups and in pairs the passage provided **(about daily meals)** and extract the vocabularies found in the passage. • divided into reading teams to facilitate peer learning and support. • practise pronunciation of sound **(A' and A)** in pairs as they differentiate their pronunciations and correct each other. • read interrogative sentences correctly and use it in their day to day life • Learners read aloud sentences constructed using interrogative pronouns **(maadha, maa)** displayed on a chart**.**	1. Why should we pronounce a word correctly? 2. Why is food important? 3. Why should human being eat?
Core Competences to be developed: Communication and Collaboration: through group discussion. **Learning to learn**: when learners are divided into reading groups				
PCIs: **Health related issues; nutrition**: the topic tackles a broad aspect of healthy nutrition, making learners gain the knowledge to differentiate between healthy and unhealthy foods.				**Values:** Responsibility: Learners appreciate the need for healthy eating

Link to other subjects: link to Home science and Sciences on nutrition and other languages on issues of grammar	Suggested Community services learning activities: Learners donate meals to the needy in their neighbourhood.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Reading	Learner consistently reads fluently and wit appropriate tempo.	Learner reads fluently with appropriate tempo most of the times	Learner reads fluently with appropriate speed most of the times	Learner reads hesitantly.
Pronunciation	Learner consistently pronounce sounds accurately.	Learner pronounces sounds accurately most of the time.	Learner pronounces sounds correctly Some of times.	Learner pronounces sounds with difficult.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
9.3 Writing	**Daily Meals** **Guided writing** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) names of foods and meals correctly b) write selected letters correctly in Arabic c) write sentences using interrogative pronouns.	Learners • Draw and colour pictures of different types of foods in groups, and label them and display them on classroom activity board. • visit a neighbouring market and list different types of foods they observed. • individually fill in the blank spaces in a broken passage to form complete paragraphs. • Learners individually construct sentences using vocabulary acquired from theme of foods and meals. • Learners individually draw letters (kaaf / laam) in their exercise books correctly.	1. Why people have favorite meals and foods? 2. What are the sources of the our food

Core Competences to be developed:
Communication and Collaboration: learners discussion their favorite meals in groups.
Learning to learn: When learners draw and colour pictures in groups.

PCIs: **Health related issues, nutrition**: the topic tackles a broad aspect of healthy nutrition, making learners gain the knowledge to differentiate between healthy and unhealthy nutritional options.	**Values:** Responsibility: Learners appreciate the different types of the foods when they visit a neighbouring market. **Peace**: when learners visit the market, they interact with different cluster of people peacefully.

Link to other subjects: **Sciences, languages:** the subjects tackle various aspects of nutrition	Suggested Community services learning activities: Donate meals to the less fortune in the neighbourhood.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Writing	Learner consistently writes Arabic words with a legible handwriting accurately.	Learner most times writes Arabic words with a legible handwriting most of the time.	Learner writes Arabic words correctly sometimes.	Learner writes Arabic words with difficulty.
Grammatical Rules	Learner always constructs correct sentences using grammatical rules.	Learner construct correct sentences using grammatical rules most of the time.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficulty in constructing correct sentences using grammatical rules.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10.1 Listening and Speaking	**Environment Effective** **Communication** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) describe the school environment using a variety of vocabulary he or she has acquired, b) use non-verbal cues in oral communication to express feelings c) pronounce the selected sounds correctly d) use the grammatical rules correctly in sentences according to the context, e) appreciate the importance of maintaining cleanliness in day to day lives.	Learners: • share their experiences on how they view their immediate environment by using various vocabulary from the context (cleanliness). • in pairs, conduct an effective conversation on cleanliness, using appropriate non-verbal cues. **(facial expressions, body language)** • participate in a **general cleaning** activity of their **class/ Market/mosque** using **(water, mops and soap)** • listen to an audio **video** on pronunciation of all **huruf al halq (al hamza, al haa, al a'inu, al haa, al ghainu, al khaa)** and practice themin groups and pairs. • individually construct sentences using **Adjectives** orally. **(al faslu nadheefun)**	1. How do we clean our classrooms? 2. What is the importance of cleaning our environment?

Core Competences to be developed:
 Learning to learn: learners learn the importance of cleaning the environment.
Communication and collaboration: Through group discussion.
Digital Literacy: Learners develop skills to use digital devices.
Citizenship: Learners participate in the general cleanliness and preservation of the environment.

PCIs: Environmental education: Learners appreciate the importance of their environment, and therefore take the initiative of taking care and maintaining the environment. Social cohesion: Through group discussion on their environment.	Values: Responsibility: learners learn how to take responsibility of the environment and demonstrate. Unity: through participating in general cleaning.
Link to other subjects: social studies/ language/ Islamic Religion: all subjects tackle a different aspect of the environment.	Suggested Community services learning activities: Learners participate in cleaning their home surroundings, neighbourhoods and mosques.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Sentence construction	Learner constructs correct sentences using grammatical rules.	Learner constructs correct sentences using grammatical rules most of the time.	Learner needs moderate assistance to construct correct sentences using grammatical rules.	Learner has difficult to construct correct sentences using grammatical rules.
Pronunciation	Learner Consistently pronounces sounds accurately.	Learner pronounces sounds accurately most of the time.	Learner sometimes pronounces sounds correctly.	Learner pronounces sounds with difficulty.
Ideas	Learner's ideas always when describing the school environment.	Learner's ideas flow logically when describing the school environment most of the time	Learner's ideas flow logically when describing the school environment sometimes.	Learner's ideas do not flow logically when describing the school environment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10.2 Reading	**Cleanliness** **Comprehension** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) read the passage fluently with appropriate speed, b) explain the meaning vocabularies found in the passage, c) pronounce selected huruf correctly for clarity,	• Learners read and comprehend a passage about cleanliness loudly and clearly in groups and in pairs**.** • Learners individually read texts from reading materials **(digital devices)** in front of the class with courage and confidence. • Learners repeatedly read aloud NominaL sentences using **Adjectives**. **(Al baytu nadheefun)** • Learners in pairs read words containing vocal sounds **(huruf al halq)** correctly and differentiate their different pronunciations through peer correction.	1. What is the importance of personal hygiene? 2. How can we maintain cleanliness in our environment?

Core Competences to be developed:
Learning to learn: learners learn the importance of maintaining personal hygiene.
Communication and collaboration: learners work in pairs to read words.
Self -efficacy: when learners read Arabic text with courage and confidence.
Citizenship: Learners participate in the general cleanliness and preservation of the environment.

PCIs: Environmental Education: Learners appreciate the importance of their environment, and therefore take the initiative of taking care and maintaining the environment. **Social cohesion:** Through group discussion.	**Values:** Responsibility: learners learn how to take responsibility of self and environment. **Respect**: when learners discuss in groups and respect each other's opinion.
Link to other subjects: Religious studies /Science/ social studies/ languages:	**Suggested Community services learning activities:**

all subjects tackle a different aspect of the environment.	Learners participate in cleaning their home surroundings/neighbourhoods/ mosques.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Fluency	Learner consistently read fluently and with appropriate speed.	Learner reads fluently and with appropriate speed some of the time.	Learner reads with appropriate speed some of the time.	Learner reads hesitantly.
Pronunciation	Learners consistently Pronounce sounds accurately.	Learners pronounces sounds accurately most of the time.	Learner sometimes pronounces sounds correctly some of the time.	Learner pronounces sounds with difficult.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10.3 Writing	**Cleanliness** **Guided Writing** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) complete broken passage correctly, b) write the correct shapes of letters selected legibly, c) write all the letters of the Arabic alphabet in sequence.	Learners • practice to write a short composition indicating the correct punctuation marks properly. • write letter (**hamza/ yaa**) according to their correct shapes in their exercise books. • practise individually how to write Arabic alphabet in their sequence. • **complete sentences** presented **on their computers by inserting** the correct words according to the context. • Learner fill in missing information in the passage.	1. What is punctuate? 2. Why punctuation is important in language?

Core Competences to be developed:
  Learning to learn: learners learn the importance of their environment and surroundings as a whole.
Self-efficacy: When learners write Arabic language in sequence.

PCIs: Environmental education: Learners appreciate the importance of a clean environment, and therefore take the initiative of taking care and maintaining the environment.	**Values:** Responsibility: learners learn how to take responsibility of the environment. **Respect**: when learners discuss in groups and respect each other's opinion. **Peace, love** and **unity**: When learners learn and practically engage in eradicating of pollution.
Link to other subjects: Religious studies /Science/ social studies/ languages: all subjects tackle a different aspect of the environment.	**Suggested Community Services Learning activities**: Learners participate in cleaning their home surroundings, neighbourhoods and mosques.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Writing	Learner always writes Arabic words with legible handwriting accurately.	Learner writes Arabic words with legible handwriting correctly most of the times.	Learner writes Arabic words correctly most of the times.	Learner writes Arabic words wrongly.
Grammatical Rules	Learner always constructs correct sentences using grammatical rules.	Learner can construct correct sentences using grammatical rules most of the times.	Learner needs moderate assistance to construct correct sentences using grammatical rules some of the time.	Learner has difficulty in constructing correct sentences using grammatical rules.
Arabic alphabets	Learner always writes Arabic alphabets in sequence accurately.	Learner write Arabic alphabets in sequence correctly most of the times.	Learner sometimes write Arabic alphabets in sequence correctly some of the time.	Learner difficulty in writing the Arabic alphabets in sequence.