



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

GERMAN

GRADE 8

First published 2023

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training, and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs), and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

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

The reviewed Grade 8 curriculum designs build on competencies attained by learners at the end Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

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



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PREFACE

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Grade 8 is the second grade of Junior School in the reformed education structure.

The reviewed Grade 8 curriculum furthers implementation of the CBC from Grade 7 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests, and abilities before selection of pathways and tracks at the Senior School education level. This is very critical in the realisation of the Vision and Mission of the ongoing curriculum reforms as enshrined in the Sessional Paper No. I of 2019: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing Every Learner’s potential**.

Therefore, the Grade 8 curriculum designs are intended to enhance the learners’ development of the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub-strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for a smooth transition to Grade 9. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to facilitate the achievement of its stipulated mandate and implementation of the Government and Sector (Ministry of Education -MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 8 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support. Specifically, special thanks goes to the Cabinet Secretary-MoE and the Principal Secretary - State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 8 and the preparation of learners for transition to Grade 9.



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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

The people of Kenya belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect, to live together in harmony and foster patriotism, and to make a positive contribution to the life of the nation.

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

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

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships, which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy that requires an adequate and relevant domestic workforce.

c) **Technological and Industrial Needs**

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

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

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

4. **Promote sound moral and religious values**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
5. **Promote social equity and responsibility**
Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
6. **Promote respect for and development of Kenya's rich and varied cultures**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in the contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.
7. **Promote international consciousness and foster positive attitudes towards other nations**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
8. **Promote positive attitudes towards good health and environmental protection**
Education should inculcate in young people the value of good health for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION

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

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

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

ESSENCE STATEMENT

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in a non-formal curriculum. This will give the learner an opportunity to acquire language competencies in experiential, innovative and flexible programs. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning of these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1/YCT2

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB-STRANDS

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

STRAND 1.0: LISTENING AND SPEAKING

Theme 1: Greetings and Introduction (Basic Greetings & Formal Form (<i>Sie-Form</i>))				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Oral Expression, Active listening (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) recognize structures and expressions for oral interaction, b) employ appropriate structures and expressions for oral interaction, c) appreciate the role of structures and expressions in communication.	The learner is guided to: <ul style="list-style-type: none"> listen to basic greetings (<i>Hallo, guten Tag, guten Morgen, guten Abend</i>) and repeat, listen to short dialogues on asking and responding to questions about name and how one is doing (z.B. <i>Wie heißen Sie? Ich heiÙe Herr/Frau ...; Wer sind Sie? Ich bin Herr/Frau ...; Wie ist Ihr Name? Mein Name ist Herr/Frau...; Wie geht es Ihnen? Mir geht es gut. etc.</i>), simulate/role-play formal greetings with peers, watch audio-visuals of people talking about where they come from and/or stay (z.B. <i>Woher</i> 	How do we improve our vocabulary?

			<p><i>kommen Sie? Ich komme aus ...;</i> <i>Wo wohnen Sie? Ich wohne in ...),</i></p> <ul style="list-style-type: none"> dramatize simple dialogues of formal greetings and introductions with peers. 	
<p>Core competencies to be developed: Communication and Collaboration: The learner develops the skill of listening keenly and actively as he/she simulate/role-play formal greetings with peers.</p>				
<p>Values: Respect: The learner observes rules of social interactions as they dramatize simple dialogues of formal greetings and introductions with peers.</p>				
<p>Pertinent and contemporary issues (PCIs): Social cohesion: The learner enacts simple dialogues with peers hence enhancing social interaction in a formal environment.</p>				
<p>Link to other learning areas: The learner relates the concepts of observing rules of social interaction with the same in Social Studies, English and Kiswahili.</p>				

Theme 2: Extended Family (Name, Age, Profession)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Interactive Speaking, Listening for Information (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify specific information for comprehension, b) employ appropriate vocabulary and structures in speaking, c) appreciate the role of turn taking in communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to a text about nuclear and extended family members (<i>der Vater, die Oma, der Onkel, der Cousin ..., etc.</i>) and match to given pictures, • listen to an audio text on extended family and answer given questions (<i>z.B ; Das ist mein Onkel. Er ist 25 Jahre alt. Er ist Mechaniker; Das ist meine Cousine. Sie ist 16 Jahre alt. Sie ist Schülerin; usw.</i>), • listen to short texts of common professions for family members (<i>z.B. Meine Tante ist Pilotin von Beruf</i>), • talk about members of their extended family, 	How can you make a conversation interesting?

			<ul style="list-style-type: none"> ask and respond to questions with peers about family members (z.B. <i>Wie heißt dein/e Opa/Oma? Er/Sie heißt ...; Wie heißt dein/e Onkel/Tante? Er/Sie heißt ...</i>). 	
<p>Core competencies to be developed: Citizenship: The learner develops active community life skills as they talk about members of their extended family</p>				
<p>Values: Unity: The learner works collaboratively as he/she asks and responds to questions about family members. (z.B. <i>Wie heißt dein/e Opa/Oma? Er/Sie heißt ...; Wie heißt dein/e Onkel/Tante? Er/Sie heißt ...</i>)</p>				
<p>Pertinent and ccontemporary issues (PCIs) Citizenship (cultural awareness): The learner develops cultural awareness as they talk about members of their extended family.</p>				
<p>Link to other learning areas: The learner links the concepts of the extended family to the same concepts in Social Studies.</p>				

Theme 3: My Surroundings				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Oral Expression, Active Listening (3 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify phrases and vocabulary for comprehension, listen actively to texts for communication, interact using acquired phrases and vocabulary with peers, value the role of expressions in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to short texts about places and match to given pictures of place in pairs, listen to people talking about where they are going (<i>z.B. das Hotel, der Supermarkt, der Markt, der Postamt (Huduma Center), die Bushaltestelle, die Bank, der Milchladen, das Krankenhaus, die Bibliothek, etc.</i>) and answer given questions, listen to dialogues about people going to different places and simulate with peers, (<i>z.B. Wohin gehst/fährst du? Ich gehe/fahre auf den Markt ..., etc.</i>) listen to texts on activities people do in various locations (<i>z.B. Wo kaufst du Tomaten? Ich kaufe</i> 	<p>How do you show you are listening actively?</p>

			<p><i>Tomaten im Supermarkt, etc.) and answer given questions,</i></p> <ul style="list-style-type: none"> • watch video-clips of people going to/or working in various places and discuss with peers, • discuss places that hold their interest in their surroundings. 	
<p>Core competencies to be developed: Self-efficacy: The learner enhances their knowledge of self as they discuss places that hold their interest in their surrounding and around the school.</p>				
<p>Values: Patriotism: The learner demonstrates love of their school and neighbourhood as they discuss places that hold their interest in their surroundings.</p>				
<p>Pertinent and contemporary issues (PCIs): Self-awareness skills: The learner develops a sense of self-awareness as he/she discusses places that hold their interest in their surroundings.</p>				
<p>Links to other learning areas: The learner relates the concept of my surroundings to the same in Social studies</p>				

Theme 4: Time: Stundenplan

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.4 Interactive Speaking, Listening for Information (3 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify specific information from listening texts for communication, b) express themselves using acquired language structures for communication, c) value the role of vocabulary in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to short simple texts about time (z.B. <i>Wie spät ist es? Es ist ... Uhr; Es ist halb ...; Es ist ... vor/nach ...; etc.</i>) and match it to given picture, • listen to people talking about time and answer given questions, • listen to short texts on time for school and learning areas (z.B. <i>Wann beginnt die Schule? Die Schule beginnt um ...; Wann ist der Deutschunterricht / die Deutschstunde? - Der Deutschunterricht ist um ... Uhr</i>) and simulate, • ask and respond to questions about time with peers. (z.B. <i>Wann ist Mittagessen? Um wieviel Uhr trinkst du Tee? etc.</i>) 	<p>How can you make a conversation interesting?</p>

Core competencies to be developed:

Communication and Collaboration: The learner develops the skill of speaking clearly and effectively when s/he asks and responds to questions about time.

Values:

Responsibility: The learner demonstrates the value of excellence when s/he asks and responds to questions about time.

Pertinent and contemporary issues (PCIs)

Good governance: The learner talks with peers on ways of utilizing time appropriately in their day-to-day activities.

Link to other learning areas:

The learner relates the concept of time to the same concepts in Social Studies and Mathematics.

Theme 5: Fun and Enjoyment: Travel – “*Wilde Tiere*”, “*Wohin?*”, “*denn*”.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Active Listening (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify specific sound patterns for communication, b) extract specific information from a text for comprehension, c) acknowledge the role of active listening for communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to names of wild animals and repeat, • listen to short simple text on wild animals (<i>z.B. der Lowe, der Elefant, die Schlange, die Zebra...</i>) and discuss with peers, • listen to short texts on attractive places to tour, (<i>z.B. ich fahre nach Nairobi, denn der Schlangenpark ist billig</i>) • listen to short text and match text to picture of animal, • research online and from other sources on wild animals and share with peers. 	Why should we listen actively?

Core competencies to be developed:

Creativity and Imagination: The learner develops networking skills as s/he researches online and from other sources on wild animals and shares with peers.

Values:

Love: The learner develops an appreciation of wild animals as they research online and from other sources on wild animals and share with peers.

Pertinent and contemporary issues (PCIs):

Online safety: The learner develops safe internet skills to be careful when researching online on wild animals and share with peers.

Link to other learning areas:

The learner relates the concept of wild animals to the same concept in Agriculture.

Theme 6: Foods and Drinks: In the Kitchen – meal preparation, ingredients, utensils				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Interactive Speaking, Listening for Information (3 Lessons) <i>Vocabulary</i>	By the end of the sub-strand, the learner should be able to: a) identify specific information for comprehension, b) employ specific vocabulary in oral expression, c) value the role vocabulary plays in every day interactions.	The learner is guided to: <ul style="list-style-type: none"> • listen to names of ingredients for certain dishes and repeat, • listen to short simple texts and fill in the blank space a missing letter, • listen to short texts and cross out the extra ingredient, • listen to short texts on description of kitchen items/utensils and match to given pictures, • listen to short simple texts on preparation of simple meals and discuss with peers, • discuss with peers on preparation of their favourite meals. 	How do you share ideas?

Core competencies to be developed:

Self-efficacy: The learner identifies own preferences as they speak with peers on preparation of their favourite meals.

Values:

Unity: The learner works collaboratively with peers as they discuss simple meals and prepare their favourite meals.

Pertinent and contemporary issues (PCIs):

Self-awareness: The learner enhances personal skills in cooking when they listen to texts and share information on preparation of simple meals.

Link to other learning areas:

The learner relates the topic of talking about foods and drinks to the same concepts in Agriculture.

Theme 7: My Body: Feelings, Emotions, and Needs

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.7 Oral Expression, Active Listening</p> <p>(3 Lessons)</p> <p><i>Detailed listening</i></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify appropriate sounds and words for communication,</p> <p>b) express ideas using appropriate language structures,</p> <p>c) acknowledge the value of active listening in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to short simple texts on expressing feelings and emotions (<i>z.B. Ich bin müde/hungrig/satt/glücklich/traurig/durstig/krank, etc.</i>) and match to given emojis, • listen to short simple texts on expressing needs (<i>z.B. Ich habe Hunger. Ich brauche/möchte Essen. Ich habe ..., etc.</i>) and simulate with peers, • listen to short simple poems/songs on expressing feelings and emotions and answer given questions. 	<p>How do you maintain healthy dialogue with others?</p>

Core competencies to be developed:

Self – efficacy: The learner speaks out their needs and receives advice gracefully when they listen to texts on expressing feelings, emotions and needs.

Values:

Respect: The learner demonstrates respect when they listen to peers giving instructions on what they ought to do.

Pertinent and contemporary issues (PCIs):

Learning environment: The learner enhances awareness of daily issues and activities when they listen to texts expressing feelings, emotions and needs.

Link to other learning areas:

Learner relates the concept of feelings and emotions to life skills in Social Studies.

Theme 8: Weather and Environment : Physical features, Activities done under different weather conditions

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.8 Interactive Speaking, Listening for Information</p> <p>(3 Lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary</i> • <i>Ausdrücke</i> 	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognize specific vocabulary for comprehension, b) extract specific information from a listening comprehension text, c) appreciate the role vocabulary plays in listening and speaking. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to names of physical features and repeat, • listen to short simple texts on description of physical features, (<i>z.B. Der Berg ist hoch; Der Wald ist grün...</i>) • listen to short text and label the picture, (<i>z.B Text A = Strand, Text B = Berg/Ozean</i>), • discuss on physical features within their immediate environment with peers, • discuss activities one can do, (<i>z.B. Bergsteigen, Tee pflanzen, Boot fahren</i>) • research more on physical features in Kenya and discuss with peers. 	<p>Why is vocabulary important?</p>

Core competencies to be developed:

Citizenship: The learner enhances awareness on the importance of sustaining and protecting global resources of the planet within their community.

Values:

Responsibility: The learner recognizes that they have some responsibilities as citizens to protect their environment for enjoyment.

Pertinent and contemporary issues (PCIs)

Environmental conservation: The learner develops an awareness of promotion of environmental conservation and technology as he/she researches online on physical features in Kenya and share with peers.

Link to other learning areas:

The learner relates the concept of weather and environment to the same concepts in Social Studies.

Theme 9: Getting Around : Transport –“Wie komme ich ...?“, „Wo ist ...?“

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.9 Oral Expression, Active Listening (3 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify basic sound patterns in speaking, b) extract specific information from listening texts, c) listen to audio texts for enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to names of means of transport and repeat, • listen to short texts on description of means of transport, (z.B. <i>Der Schulbus ist langsam</i>, etc.) • ask peers to name favourite means of transport and they respond, (z.B. <i>Was ist ...?; Mein Lieblingstransportmittel ist ..., denn ...; Ich fahre am liebsten mit ..., denn ..., etc.</i>) • listen to short simple text on people travelling to different places, (z.B. <i>Ich fahre/fliege/reise nach ... mit ..., etc.</i>) • listen to short simple texts on people asking for direction (z.B. <i>Wo ist die Schule?; Wo ist das Krankenhaus?</i> etc.) and simulate with peers, 	<p>Why are sounds useful in speaking?</p>

			<ul style="list-style-type: none"> • ask each other on how to reach places, (z.B. <i>Wie kommst du zur Schule? Ich komme mit ...</i>, etc.) • watch online videos on how people travel to different places, • listen to songs/poems on means of transport. 	
<p>Core competencies to be developed: Communication and Collaboration: The learner demonstrates the skill of contributing to group decision making when they work collaboratively and ask each other on how to reach places.</p>				
<p>Values: Unity: The learner strives to achieve a common goal when they ask peers to name favourite means of transport.</p>				
<p>Pertinent and contemporary issues (PCIs): Road safety: The learner gets more informed on road safety when they watch online videos on how people travel to different places.</p>				
<p>Link to other learning areas: The learner relates the concept of transport to the same concepts in Social Studies and other languages.</p>				

ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify listening markers in a text for communication.	Learner identifies more than the required listening markers in a text for communication.	Learner identifies all the required listening markers in a text for communication.	Learner identifies most of the required listening markers in a text for communication.	Learner identifies some of the required listening markers in a text for communication.
Ability to listen actively for comprehension.	Learner listens actively and carries out more than the given tasks correctly.	Learner listens actively and carries out all the given tasks correctly.	Learner listens actively and carries out most of the given tasks correctly.	Learner listens actively and carries out some of the given tasks correctly.
Ability to use acquired vocabulary to communicate in varied contexts.	Learner uses acquired and varied vocabulary to communicate in varied contexts.	Learner uses acquired vocabulary to communicate in varied contexts.	Learner uses acquired vocabulary to communicate in varied contexts most of the time.	Learner uses acquired vocabulary to communicate in varied contexts some of the time.

STRAND 2.0: READING

Theme 1: Greetings and Introduction: Basic Greetings & Formal Form (Sie-Form)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading Aloud (Fluency) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) recognize sound combination patterns for fluency, b) read texts aloud for fluency, c) read texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • read aloud short simple texts on basic greetings (z.B. <i>Hallo, guten Tag, guten Morgen, guten Abend</i>) and note them down, • read short dialogues on asking about one's name with peers, (z.B. <i>Wie heißen Sie? Ich heiße Herr/Frau ...; Wer sind Sie? Ich bin Herr/Frau ...; Wie ist Ihr Name? Mein Name ist Herr/Frau ..., etc.</i>) • read short dialogues on how one is doing, (z.B. <i>Wie geht es Ihnen? Mir geht es gut!, etc</i>) • read short dialogues on where one comes from and where one stays (z.B. <i>Woher kommen Sie? Und wo wohnen Sie?</i>), 	How do we improve our fluency?

			<ul style="list-style-type: none"> • read aloud dialogues on the above perspectives on greetings and self-introduction with peers. 	
<p>Core competencies to be developed: Communication and Collaboration: The learner demonstrates the skill of contributing to group decision making when they read dialogues on self-introduction with peers.</p>				
<p>Values: Unity: The learner works collaboratively to achieve a common goal when they read and enact/imitate simple dialogues with peers.</p>				
<p>Pertinent and contemporary issues (PCIs): Social cohesion: The learner develops social skills when they read texts on self-introduction in a formal set-up.</p>				
<p>Link to other learning areas: The learner relates the concepts of politeness with the same in Social Studies, English, and Kiswahili.</p>				

Theme 2: Extended Family: Name, age, and profession				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading Comprehension (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify vocabulary for comprehension, b) read texts for comprehension, c) read texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • read names of nuclear and extended family <i>members</i> and match to given pictures, • read short texts and cross the odd family member out, • read short texts on name, age and profession of extended family and respond to provided questions. 	How do we get main ideas in a text?
Core competencies to be developed: Self-efficacy: The learner enhances confidence when reading texts on name, age and profession of extended family.				
Values: Respect: The learner displays positive attitude towards others when they read short texts on family and professions with peers.				
Pertinent and contemporary issues (PCIs): Critical and Creative thinking: The learner demonstrates awareness of knowing more about professions when they read texts on professions of family members.				
Links to other learning areas: The learner relates the topic of the extended family to the same concepts in Social Studies and other languages.				

Theme 3: My surroundings: My Town “*Wohin?*”

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Reading Aloud (Articulation) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify punctuation marks for articulation, b) read texts for articulation, c) value the role of articulation in language.	The learner is guided to: <ul style="list-style-type: none"> • read aloud simple texts on essential places and answer yes/no questions, • read aloud texts and match to appropriate picture of place with peers, • read aloud texts of people going to different places in town and fill the blank space, • read aloud texts on activities people do in town and simulate with peers. 	How do punctuation marks affect reading?

Core competencies to be developed:

Communication and Collaboration: The learner demonstrates the skill of contributing to group decision making when they read aloud texts and match to appropriate picture of place with peers.

Values:

Unity: The learner strives to achieve a common goal when they read aloud texts and match to appropriate picture of place with peers.

Pertinent and contemporary issues (PCIs):

Social cohesion: The learner develops awareness of essential places and what is done there, when they read aloud texts on activities people do in town and simulate with peers.

Link to other learning areas:

The learner relates the topic of talking about his/her surroundings to the same concepts in Social Studies.

Theme 4: Time (12 hrs Clock, “Stundenplan”)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Reading Comprehension (2 Lessons) <ul style="list-style-type: none"> • <i>Skimming</i> • <i>Scanning</i> 	By the end of the sub-strand, the learner should be able to: a) identify information for comprehension, b) read texts for comprehension, c) appreciate role of vocabulary in reading.	The learner is guided to: <ul style="list-style-type: none"> • read texts on 12 hour clock, • read peer’s personal timetable and give feedback in plenary, • read short text and select the corresponding picture of the clock, • read text on school routines in Kenya and Germany with peers. 	How do we ensure we get the needed information from reading texts?
Core competencies to be developed: Communication and Collaboration: The learner demonstrates the skill of contributing to group decision making when they read peer’s personal timetable and give feedback in plenary.				
Values: Unity: The learner works collaboratively as they read text on school routines in Kenya and Germany with peers.				
Pertinent and contemporary issues (PCIs): Good governance: The learner talks with peers on ways of utilizing time appropriately in their day to day activities.				
Link to other learning areas: The learner relates the topic of talking about time to the concept of ordinal numbers in Mathematics.				

Theme 5: Fun and Enjoyment: Travel – “Wilde Tiere”, “Wohin?”, “denn”				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.5 Reading Aloud (Fluency) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify sentence melody for fluency, b) read aloud texts for fluency, c) appreciate the role fluency plays in language.	The learner is guided to: <ul style="list-style-type: none"> • read aloud list of names of wild animals, • read aloud texts on wild animals and respond to questions with peers, • read aloud texts on tourist attraction sites in Kenya and Germany and discuss in with peers, • research from various sources texts on wild animals and share with peers 	What role does fluency play in a language?
<p>Core competencies to be developed: Learning to learn: The learner demonstrates the skill of working on their own to accomplish assigned tasks when they research from various sources, texts on wild animals and share with peers.</p>				

Values:

Patriotism: The learner develops an appreciation of their own and other countries as they read short texts on tourist attraction sites in Kenya and Germany and discuss with peers.

Pertinent and contemporary issues (PCIs)

Animal welfare: The learner develops an awareness of concepts on animal welfare when they research online texts on wild animals and share with peers.

Links to other learning areas:

The learner relates the concept of wild animals to the same concepts in Integrated Science.

Theme 6: Foods and Drinks: In the Kitchen – meal preparation, ingredients, utensils.				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.6 Reading Comprehension (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify information from reading texts for comprehension, b) extracts specific information from reading comprehension texts, c) reads texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • read names of ingredients for specific dishes/kitchen items, • reads texts on preparation of simple meals and answer questions, • research online/at the library and read short texts on meals in Germany and share findings with peers, • read sample recipes and answer given questions. 	How do you share information you have read?
<p>Core competencies to be developed: Learning to learn: The learner enhances their research skills when they research online/at the library, and read short texts on meals in Germany and share findings with peers.</p>				

Values:

Integrity: The learner observes integrity as they go online and read short texts on meals in Germany and share findings with peers.

Pertinent and contemporary issues (PCIs)

Online safety: The learner develops awareness of online safety when they go online and read texts on meals in Germany and share findings with peers.

Link to other learning areas:

The learner relates the concepts of foods and drinks to the same concepts in Agriculture.

Theme 7: My Body: Feelings, emotions, and needs				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.7 Reading Aloud (Articulation) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) recognize specific sound combination patterns for articulation, b) read texts for articulation, c) value the role of articulation in language acquisition.	The learner is guided to: <ul style="list-style-type: none"> • reads texts aloud on expressing feelings, emotions and needs, and arrange pictures in the correct sequence with peers, • reads aloud simple poems/songs on expressing feelings and emotions and respond to the questions with peers, • research texts on expressing emotions and present in plenary for feedback. 	Why should one pay attention on vowels when reading?

Core competencies to be developed:

Self-efficacy: The learner develops skills of self-awareness as they read texts on expressing feelings, emotions and needs.

Values:

Love: The learner empathizes with other people's feelings and emotions when they read poems/sing songs on feelings and emotions in groups.

Pertinent and contemporary issues (PCIs)

Mental health: The learner develops emotional awareness when they read short simple texts on people's feelings, emotions and needs in pairs.

Links to other learning areas:

The learner relates the concept of feelings, emotions and needs to concepts of life skills in Social Studies.

Theme 8: Weather and Environment: Physical features, Activities done under different weather conditions				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.8 Reading Comprehension (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify specific words for comprehension, b) read texts for comprehension, c) appreciate the role of vocabulary in comprehension.	The learner is guided to: <ul style="list-style-type: none"> • read short simple texts on physical features and identify them with peers • read texts on activities people do in varying weather conditions and match to given pictures, • read online texts on physical features in Kenya and Germany and share findings with peers. 	How do we ensure we get all the required information from a text?
<p>Core competencies to be developed: Digital literacy: The learner develops skills of interacting with technology when they read online texts on physical features in Kenya and Germany and share findings with peers.</p>				

Values:

Patriotism: The learner develops an appreciation of their country as they read online texts on physical features in Kenya and share findings with peers.

Pertinent and contemporary issues (PCIs):

Environmental awareness: The learner develops environmental awareness when they read short simple texts on activities people do in varying weather conditions.

Links to other learning areas:

The learner relates the topic of talking about the weather and environment to the same concepts in Social Studies.

Theme 9: Getting Around: Transport ("Wie komme ich ...?" “ „Wo ist ...?“)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.9 Reading Aloud (Fluency) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) recognize specific sound combinations for pronunciation, b) extract specific information from reading comprehension texts, c) read texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • read names of means of transport and select the appropriate pictures in groups, • read short texts on description of means of transport and answer the questions in pairs, • read short simple texts on people travelling to different places and answer simple questions in groups, • read short simple texts on giving directions on places to travel and discuss with peers. 	What is the role of consonants in reading texts?
<p>Core competencies to be developed: Communication and Collaboration: The learner contributes to group decision making when they read names of means of transport and select the appropriate pictures in groups.</p>				

Values:

Unity: The learner exhibits cooperation when they read short simple texts on people travelling to different places and answer simple questions, in groups

Pertinent and contemporary issues (PCIs)

Social Cohesion: The learner demonstrates social cohesion when they read short simple texts on giving directions of places to travel to, and discuss with peers

Links to other learning areas:

The learner relates the concept of transport to the same concept in Social Studies.

ASSESSMENT RUBRIC FOR READING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify expressions from reading texts.	Learner identifies more than the required expressions from given reading texts.	Learner identifies all the required expressions from given reading texts.	Learner identifies most of the required expressions from given reading texts.	Learner identifies some of the required expressions from given reading texts.
Ability to read aloud texts for articulation.	Learner reads aloud texts with the correct articulation, has near native fluency.	Learner reads aloud texts with the correct articulation.	Learner reads aloud texts with the correct articulation most of the time.	Learner reads aloud texts with the correct articulation some of the time.
Ability to read texts for comprehension.	Learner reads given texts and carries out more than the given tasks correctly.	Learner reads given texts and carries out all the given tasks correctly.	Learner reads given texts and carries out most of the given tasks correctly.	Learner reads given texts and carries out some of the given tasks correctly.

STRAND 3.0: WRITING

Theme 1: Greetings and Introduction: Basic Greetings & Formal Form (<i>Sie-Form</i>)				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Guided Writing (1 Session) <i>Creative writing: Dialogues</i>	By the end of the sub-strand, the learner should be able to: a) identify specific words and phrases for enhancing language learning, b) write dialogues for communication, c) appreciate the role of words and phrases in writing.	The learner is guided to: <ul style="list-style-type: none"> • match basic greetings appropriately, (<i>z.B. Hallo, guten Tag, guten Morgen, guten Abend</i>) • fill missing word in incomplete spaces of a dialogue, (<i>z.B. Wie heißen ____? Wie geht es ____?, etc.</i>) • write/complete in the space the correct form of the verb, (<i>z.B. Frau Amani w ____ in Bungoma</i>) • bring up jumbled up sentences to a logical dialogue, • write short simple dialogues with peers and present in plenary for feedback. 	Why is writing important?

Core competencies to be developed:

Communication and Collaboration: The learner contributes to group decision making when they write short simple dialogues with peers and present in plenary for feedback.

Values:

Unity: The learner strives to achieve a common goal when they write short simple dialogues with peers and present in plenary for feedback.

Pertinent and contemporary issues (PCIs):

Social Cohesion: The learner enacts simple dialogues with peers hence enhancing social interaction.

Link to other learning areas:

The learner relates the concepts of polite language with the same in concepts in English and Kiswahili.

Theme 2: Extended Family: Name, Age, and Profession

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2. Guided Writing (Vocabulary) (1 Session)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize appropriate vocabulary for communication, b) write texts for effective communication, c) write texts for enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • write nouns of family members with correct definite articles, (<i>der Vater, die Oma, der Onkel, der Cousin...</i>) • match the opposites of family members and read aloud to peers, • fill in the blank space an appropriate family member, (<i>z.B. Vater von meinem Vater ist _____</i>), • fill blank spaces with a suitable profession from a provided list, • find family members' professions in a puzzle and read out to peers, • fill a cross word with family members' professions with peers, • research online on professions in Germany and share information with peers. 	<p>Why is it important to write things down?</p>

Core competencies to be developed:

Learning to learn: The learner works on their own to accomplish assigned tasks when they research online on professions in Germany, and share information with peers.

Values:

Responsibility: The learner exhibits self-drive when they research online on professions in Germany and share information with peers.

Pertinent and contemporary issues (PCIs)

Online safety: The learner develops self-awareness of online safety when they research online on professions in Germany and share information with peers.

Link to other learning areas:

The learner relates the topic of talking about the extended family to the same concepts in Social Studies.

Theme 3: My Surroundings: My Town “Wohin?”				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Guided Writing (1 Session) <i>Sentence construction</i>	By the end of the sub-strand, the learner should be able to: a) identify appropriate language patterns for communication, b) write words in varied contexts for learning, c) appreciate the role spelling plays in writing.	The learner is guided to: <ul style="list-style-type: none"> • fill blank places in a word and read out to peers, (z.B. S-PER_AR__T) • fill blank space with the correct noun (z.B. wo kaufst du Milch? _____ wo kaufst du Fleisch? _____) and read to peers, • match text to appropriate picture of place with peers, • colour pictures of own favourite place in town, • combine 2 parts of a word to form one (z.B. Super+ Markt = Supermarkt), • match 2 sentences logically with peers (z.B. Ich gehe ins Hotel, denn ich will Pommes essen), • watch video-clips/sketches/newspaper cuttings of people going to/or working in important places in 	Why is good handwriting important?

			town and write the name of place/activity in groups. (z.B. <i>man selling fruits – der Markt / der Verkäufer</i>)	
Core competencies to be developed:				
Self-efficacy: The learner identifies general features of own town when they colour pictures of own favourite place in town.				
Values:				
Unity: The learner strives to achieve common goal when they watch video-clips/sketches/newspaper cuttings of people going to/or working in important places in town, and write the name of place/activity in groups.				
Pertinent and contemporary issues (PCIs):				
Social cohesion: The learner develops an awareness of social cohesion when they watch clips on activities that gather people in one place for common purpose.				
Link to other learning areas:				
The learner relates the topic of talking about his/her surroundings to the same concepts in Social Studies.				

Theme 4: Time: 12 Hour Clock, <i>Stundenplan</i>				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.4 Guided Writing (1 Session) <i>Creative Writing: Poems</i>	By the end of the sub-strand, the learner should be able to: a) identify sound combinations for communication, b) utilize appropriate language structures in writing, c) write short texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • draw a sketch of clock and label, • write time shown on a few pictures of clocks, (z.B. <i>Es ist 8 Uhr</i>) • fill text with special words linked to 12 hour clock, (z.B. <i>halb, vor, nach, viertel...</i>) • sequence the correct picture of the clock to audio, • underline learning areas from text and read to peers, • sketch a personal time-table and share with peers, • fill gaps with yes or no responses from text, • write short poems (<i>Elfchen</i>) on school routine and share with peers for feedback. 	How do we express our creativity in writing?

Core competencies to be developed:

Communication and Collaboration: The learner contributes to group decision making when they write short poems (*Elfchen*) on school routine, and share with peers for feedback.

Values:

Unity: The learner strives to achieve common goal when they sketch a personal time-table and share with peers.

Pertinent and contemporary issues (PCIs)

Social cohesion: The learner develops awareness when they watch clips on activities that gather people in one place for a common purpose.

Link to other learning areas:

The learner relates the topic of talking about time to the same concept in Social Studies and ordinal numbers in Mathematics.

Theme 5: Fun and Enjoyment: Travel, “Wilde Tiere”, “Wohin?”, “denn”				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.5. Guided Writing (Orthography) (1 Session)	By the end of the sub-strand, the learner should be able to: a) recognize specific patterns as expressed by different sound combinations for communication, b) employ correct orthography in writing texts, c) appreciate the role orthography plays in writing.	The learner is guided to: <ul style="list-style-type: none"> • re-write jumbled up letters to form correct names of wild animals, (z.B <i>welo</i> = <i>Lowe</i>) • write names of wild animal shown in the picture and share with peers, • search for names of wild animals in a puzzle, • match text to picture of the wild animals from audio, • draw sketches of wild animals, colour and share with peers, • research online on names of other wild animals and share with peers. 	Why are punctuation marks important in writing?
<p>Core competencies to be developed: Creativity and Imagination: The learner develops exploration skills by undertaking tasks that require first hand experiences in order to use them to create something new when they draw sketches of wild animals, colour and share with peers.</p>				

Values:

Responsibility: The learner demonstrates pro-activeness when he/she goes online and writes names of other wild animals, and shares with peers.

Pertinent and contemporary issues (PCIs):

Internet safety: The learner becomes conscious on internet or social media when they go online and search for names of other wild animals, and share with peers.

Link to other learning areas:

The learner relates the concept of wild animals to the same in Integrated Science.

Theme 6: Foods and Drinks: In the Kitchen – meal preparation, ingredients, and utensils				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.6. Guided Writing (1 Session) <i>Functional Writing : Menu</i>	By the end of the sub-strand, the learner should be able to: a) recognize basic punctuation marks in writing, b) employ specific vocabulary for communication, c) write texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • write names of ingredients from an audio stimulus, • fill in the blank space with a missing letter in the ingredients, • cancel/cross out the odd item, • find ingredients in a puzzle, • sketch kitchen items and label them, • write the missing item texts and share with peers, • arrange sentences in the correct sequence on procedure of preparing meals, • write a menu of favourite foods in groups. 	<ol style="list-style-type: none"> 1. How do you share ideas? 2. Why is it important to write things down?

Core competencies to be developed:

Learning to learn: The learner develops relationships by sharing what they have learnt when they cancel/cross out the odd item.

Values:

Unity: The learner strives to achieve a common goal when they write a menu of favourite foods in groups.

Pertinent and contemporary issues (PCIs):

Self-awareness: The learners enhance personal skills on cooking when they write a menu of their favourite foods in groups.

Link to other learning areas:

Learner relates the topic of talking about foods and drinks to the same concepts in Agriculture and Integrated Science.

Theme 7: My Body: Feelings and emotions				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.7. Guided Writing (1 Session) <ul style="list-style-type: none"> • <i>Word order</i> • <i>German Orthography rules</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) recognize basic spelling patterns for communication, b) employ basic orthography rule in writing, c) appreciate the role spelling plays in writing. 	The learner is guided to: <ul style="list-style-type: none"> • attach a suitable emoji on appropriate feelings and emotions, • write the correct form of the identified verbs from text, • match the appropriate picture to described feeling, • fill the blank spaces with a suitable word form a given list, • write short poems/songs on feelings and emotions collaboratively, • write a weekly journal on feelings and emotions. 	Why is correct spelling useful in writing?
Core competencies to be developed: Critical thinking and Problem solving: The learner enhances skills of problem solving when they write short poems/songs on feelings and emotions.				

Values:

Respect: The learner demonstrates respect when they listen to peers giving instructions on what they ought to do.

Pertinent and contemporary issues (PCIs):

Assertiveness: The learners enhance skills of self-awareness on identifying different emotions and feelings of their own bodies when they match the appropriate picture to described feelings.

Link to other learning areas:

The learner links the concept of feelings and emotions to the same in Social Studies (life skills).

Theme 8: Weather and Environment: Physical features, Activities done under different weather conditions				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.8. Guided Writing (Vocabulary) (1 Session)	By the end of the sub-strand, the learner should be able to: a) recognize specific vocabulary for communication, b) spell words in writing, c) appreciate the role spelling plays in writing.	The learner is guided to: <ul style="list-style-type: none"> • list names of physical features from an audio stimuli, • writes the name of the pictured physical features, • complete label of name of a feature, (z.B der B _____ ist hoch) • fill blank spaces with a missing activity, • search physical features online, label them and share with peers. 	How do you gather vocabulary in writing?

Core competencies to be developed:

Communication and Collaboration: The learner contributes to group decision making by participating actively in given tasks.

Values:

Respect: The learner demonstrates spirit of open mindedness when they understand and appreciate others, when they search physical features online, label them and share with peers.

Pertinent and contemporary issues (PCIs):

Environmental awareness: Promotion of environment and technology as the learner researches online on physical features in Kenya and share with peers.

Link to other learning areas:

The learner relates the topic of talking about the weather and environment to the same concepts in Social Studies.

Theme 9: Getting Around: Transport, „Wie komme ich ...?“, „Wo ist ...?“				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.9. Guided Writing (1 Session) <i>Creative writing: Songs</i>	By the end of the sub-strand, the learner should be able to: a) identify specific words and phrases for enhancing language learning, b) spell words correctly for communication, c) appreciate the role of words and phrases in writing.	The learner is guided to: <ul style="list-style-type: none"> • attach names of means of transport to appropriate picture, • search for means of transport from puzzle with peers, • re-arrange the letters to form meaning, (z.B. <i>UTAO = AUTO</i>) • fill the blank space means of transport, (z.B. der ----- ist langsam...) • write short sentences on favourite means of transport, • write short answers to questions from short simple texts on safe places to travel to, • create songs on travelling and present to peers. 	How do you write well?

Core competencies to be developed:

Communication and Collaboration: The learner contributes to group decision making when they create songs on travelling and present to peers.

Values:

Unity: The learner strives to achieve a common goal when they create songs on travelling and present to peers.

Pertinent and contemporary issues (PCIs):

Social cohesion: The learner develops awareness when they create songs on travelling and present to peers.

Link to other learning areas:

The learner relates the topic of talking about transport to the same concepts in Social Studies.

ASSESSMENT RUBRIC FOR WRITING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify steps of writing.	Learner identifies and explains all the required steps of writing.	Learner identifies all the required steps of writing.	Learner identifies most of the required steps of writing.	Learner identifies some of the required steps of writing.
Ability to identify rules of orthography.	Learner identifies and explains all the required rules of orthography in given contexts.	Learner identifies all the required rules of orthography in given contexts.	Learner identifies most of the required rules of orthography in given contexts.	Learner identifies some of the required rules of orthography in given contexts.
Ability to identify the format in writing.	Learner identifies and explains the correct format in writing for the given contexts.	Learner identifies the correct format in writing for the given contexts.	Learner identifies the correct format in writing for most of the given contexts.	Learner identifies the correct format in writing for some of the given contexts.
Ability to identify expressions in writing.	Learner identifies more than the required expressions in writing for given contexts.	Learner identifies all the required expressions in writing for given contexts.	Learner identifies most of the required expressions in writing for given contexts.	Learner identifies some of the required expressions in writing for given contexts.
Ability to write texts.	Learner writes more than the required texts using the correct format, orthography, and appropriate expressions in given contexts.	Learner writes all the required texts using the correct format, orthography, and appropriate expressions in given contexts.	Learner writes most of the required texts using the correct format, orthography, and appropriate expressions in given contexts.	Learner writes some of the required texts using the correct format, orthography, and appropriate expressions in given contexts.

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

Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a whole school approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff will be involved. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different learning areas and the broader categories of pertinent and contemporary issues (PCIs) for the CSL project. It should also provide an opportunity for the development of core competencies and nurturing of values. Learners will undertake one common integrated class CSL project following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: <ul style="list-style-type: none">• Environmental degradation• Lifestyle diseases, communicable and non-communicable diseases• Poverty• Violence and conflicts in the community• Food security issues
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.

Milestone 3	<p>Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution.</p>
Milestone 4	<p>Implementation The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback. Learners write a report detailing their project activities and lessons from the feedback.</p>
Milestone 6	<p>Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project, as well as how the project helped to deepen learning of the academic concepts.</p>

Note: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of Community Service Learning Integrated Project

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

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

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

Strand	Suggested Learning Resources	Suggested Assessment Methods	Non-Formal activities
2.0 Reading.	<ul style="list-style-type: none"> ● Reading texts. ● Flashcards. ● Pictures. ● Images. ● Drawings. ● Poems. ● Course books. ● Magazines. ● Internet. ● Charts. ● Posters. ● Easy readers. ● Menus. ● Newspaper cutouts. ● Diagrams. ● Journals. ● Rhyme books. ● School readers. ● Word puzzles. ● Checklists. ● Cord words. 	<ul style="list-style-type: none"> ● Reading aloud. ● Discussions. ● Observations. ● Quizzes. ● Portfolio. ● Reading for fluency. ● Role play. ● Learning logs. ● Exit or Admit stamps. ● Peer assessment. ● Checklists. 	<ul style="list-style-type: none"> ● School Open Days ● Kenya Music Festival ● Language Clubs ● Exchange Programs ● Tandem (face-to-face or electronic) and Intercultural Learning ● Language Days ● Inter-House Competitions ● Inter-Class Competitions ● Inter-School Contests
3.0 Writing.	<ul style="list-style-type: none"> ● Audio and video recordings. ● Internet. ● Charts. ● Posters. ● Cross word puzzles. 	<ul style="list-style-type: none"> ● Total Physical Response. ● Writing texts. ● Forming sentences. ● Peer assessment. ● Writing menus. 	<ul style="list-style-type: none"> ● Exchange Programs. ● Tandem (face-to-face or electronic) and Intercultural Learning. ● Language Days.

Strand	Suggested Learning Resources	Suggested Assessment Methods	Non-Formal activities
	<ul style="list-style-type: none"> ● Pictures. ● Drawings. ● Magazines. ● Photographs. ● Newspapers. ● Flashcards. ● Illustrations. ● Journals. ● Recording devices. ● Menus. ● Brochures. ● Resource person. 	<ul style="list-style-type: none"> ● Observations. ● Designing brochures. ● Matching names to pictures. ● Filling in missing information. ● Writing simple plays. ● Matching of sentences. 	<ul style="list-style-type: none"> ● School Open Days. ● Kenya Music Festival. ● Language Clubs. ● Inter-House Competitions. ● Inter-Class Competitions. ● Inter-School Contests.
Special Needs Education.	<ul style="list-style-type: none"> ● Tactile diagrams. ● Brailed materials. ● Adapted realia. ● Pictorial diagrams. ● Interactive digital content. 	<ul style="list-style-type: none"> ● Observations. ● Writing texts. ● Construction of sentences. ● Designing games. ● Discussions. ● Role play. ● Checklists. ● Quizzes. 	<ul style="list-style-type: none"> ● Language Clubs. ● Tandem (face-to-face or electronic) and Intercultural Learning. ● Language Days. ● School Open Days. ● Kenya Music Festival. ● Exchange Programs. ● Inter-House Competitions. ● Inter-Class Competitions. ● Inter-School Contests.