



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 9

First Published 2024

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FOREWORD

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

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

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

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



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PREFACE

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

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

Therefore, the Grade 9 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

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



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review 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, which responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, 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 successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 9 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 for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks 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, 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 9 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

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



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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment.

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

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills, and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant, and integrated citizens.

5. Promote social equity and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability, or geographical environment.

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

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights, and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION

S/No	Learning Area	Number of Lessons per Week (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 the end of Junior School, the learner should be able to:

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

ESSENCE STATEMENT

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

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

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	Suggested Number of Lessons	Total
Listening and speaking	• Listening for information	2	18
	• Listening for comprehension	2	
	• Fluency (Pronunciation)	2	
	• Conversational skills (Negotiation)	2	
	• Presentation skills (Debate, public speaking)	6	
	• Intensive Listening	2	
	• Storytelling (legends)	2	
Reading	• Reading comprehension	6	18
	• Extensive Reading	6	
	• Reading for information (plays, visuals)	4	
	• Intensive reading	2	
Writing	• Handwriting	2	18
	• Social writing (emails)	2	
	• Creative writing (poems, plays, short stories)	6	
	• Essay Writing (descriptive essay)	2	
	• Writing for information	2	
	• Assessment of writing	2	
	• Functional writing (application letters)	2	
Showcasing Concepts and Skills in Indigenous Language		6	
Total Number of Lessons			60

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

THEME 1: COMMUNITY HEROES AND HEROINES				
Suggested Vocabulary: hero, heroine, community, save, serve, leader, patriotic, unite, celebrate, brave, coward				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Listening for Information (2 lessons) <i>Nouns (names of people, things and places)</i> <i>Paraphrasing</i>	By the end of the Sub Strand, the learner should be able to: - identify target words (<i>names of people, things and places</i>) from an oral text for information, - paraphrase the main ideas in an oral text for comprehension, - acknowledge the important role of effective listening in learning.	The learner is guided to: - work jointly with peers to pick out nouns (names of people, things and places) in a text, - list the nouns on charts for display in the language corner, - discuss with peers the various ways of listening for information, - listen to an audio recording on community heroes and heroines, - pick out the main ideas from the recording, - make notes on the qualities of an ethical leader from the text, - share their findings with peers for review, - work collaboratively to role-play a news report on a community hero or heroine of choice.	- How do get information from an oral text? - Why are some individuals considered community heroes or heroines?

Core Competencies to be developed:

- Communication and Collaboration: This is enhanced as the learner engages actively using facts and examples when sharing their findings on qualities of an ethical leader with peers for review.
- Digital Literacy: It is enhanced as the learner interacts with digital content when listening to an audio recording on community heroes and heroines.

Values:

- Respect: This is developed as the learner accommodates diverse opinions when discussing with peers the various ways of listening for information.
- Responsibility: It is enhanced as the learner diligently takes up assigned roles when working with peers to roleplay a news report on a community hero and heroine of choice.

Pertinent and Contemporary Issues (PCIs):

Good Governance: The learner interacts with texts on community heroes and heroines and identifies the qualities of an ethical leader.

Link to other Learning Areas:

The learner can relate information derived from the texts on community heroes and heroines to the concept of nationalism in Social Studies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Reading for Comprehension (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) outline reading strategies for use in a given text, b) answer comprehension questions from a text for information, c) embrace the use of appropriate comprehension skills for lifelong learning.	The learner is guided to: • explain the pre-reading steps to peers, • read a text on community heroes and heroines and make short notes, • identify vocabulary related to community heroes and heroines from the texts, • collaborate with peers to conduct a spelling-bee mini-contest to spell the vocabulary identified, • work jointly with peers to infer the meaning of vocabulary from context, • make notes on the main ideas from a text and share with peers, • make a summary of a section of the text, • share the summaries with their peers for review, • answer direct and inferential questions from the text.	1. How should you read for comprehension? 2. Why are community heroes and heroines important in the society?

Core Competencies to be developed:

- Critical Thinking and Problem-solving: This is enhanced as the learner follows simple instructions during the spelling-bee mini-contest to spell the vocabulary identified.
- Citizenship: It is promoted as the learner accumulates information when reading a text on community heroes and heroines and makes short notes.

Values:

- Unity: It is promoted as the learner cooperates with peers to conduct a spelling-bee mini-contest to spell the vocabulary identified.
- Love: The learner displays trustworthiness when sharing the summaries with their peers for review.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: The is promoted as the learner interacts with texts on community heroes and heroines.

Link to other Learning Areas:

The learner can relate the concept of writing summaries to the learning of reading strategies in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Handwriting (2 lessons) • <i>Legibility and neatness</i> • <i>Spacing</i> • <i>Spelling</i>	By the end of the Sub Strand, the learner should be able to: - outline characteristics of good handwriting for information, - rewrite a short essay neatly and legibly for effective communication, - assess handwritten texts for correct spelling and word spacing, - embrace good handwriting for effective communication.	The learner is guided to: • work with peers to search for handwritten texts that are neatly and legibly written, • discuss the characteristics of good handwriting, • use the discussion findings to create a criteria or checklist for assessing good handwriting, • rewrite a short essay on the theme using neat and legible handwriting and share with peers, • assess each other's work according to the criteria or checklist prepared for correct word spacing, neatness, and legibility, • identify commonly misspelt words, • rewrite the commonly misspelt words correctly and neatly,	1. Why should we write neatly and legibly? 2. How can illegible handwriting result in miscommunication?

			• peer assess each other's work for correct spelling, • organise their neatly written work in the class portfolio.	
Core Competencies to be developed: • Citizenship: This is promoted as the learner demonstrates tolerance when assessing other's work according to the criteria or checklist prepared for correct word spacing, neatness and legibility. • Learning to Learn: This is developed as the learner builds on their own learning experiences when using the discussion findings to create a criteria or checklist for assessing good handwriting.				
Values: • Patriotism: The learner exhibits honesty when peer assessing other's work for the correct spelling. • Respect: It is instilled as the learner appreciates diverse opinions during the discussion on characteristics of good handwriting.				
Pertinent and Contemporary Issues (PCIs): Good Governance: This is promoted as the learner interacts with texts and knowledge on community heroes and heroines.				
Link to other Learning Areas: The learner is able to relate the concept around the theme of community heroes and heroines to leadership in Social Studies.				

THEME 2: ICT - CYBER SECURITY				
Suggested Vocabulary: technology, computer, safe, hacker, sites, accountability, cyber security, internet, intonation, password				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Listening for Comprehension (2 lessons) • <i>Identifying the main idea</i> • <i>Pronouns</i> • <i>Comprehension</i>	By the end of the Sub Strand, the learner should be able to: a) identify the main idea and specific details in a text for comprehension, b) respond to texts on the theme for information, c) acknowledge the importance of listening for comprehension.	The learner is guided to: • listen to recordings of stories based on the theme, • work with peers to identify pronouns from the listened to recordings, • create a list of the pronouns identified and list them on a chart for display, • work collaboratively to use the pronouns to construct sentences, • discuss the main ideas from the recordings, • answer direct and inferential questions from the texts listened to, • conduct a debate on the advantages and disadvantages of the internet.	1. Why is it important to identify the main idea in a text? 2. How can you benefit from technology?

Core Competencies to be developed:

- Digital Literacy: This is developed as the learner interacts with digital content when listening to recordings of stories based on the theme.
- Communication and collaboration: It is developed as the learner speaks engagingly with facts and examples when conducting a debate on the advantages and disadvantages of the internet.

Values:

- Unity: This is enhanced as the learner collaborates with peers to identify pronouns from the listened to recordings.
- Responsibility: It is developed as the learner engages in assigned roles and duties when conducting a debate on the advantages and disadvantages of the internet.

Pertinent and Contemporary Issues (PCIs):

ICT: It is promoted as the learner interacts with texts on ICT and cyber security.

Link to other Learning Areas:

The learner can relate the concept of listening for comprehension to listening skills in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Reading for Comprehension: Poetry (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify features of style used in poems for comprehension, b) relate themes in poems to real life for effective communication, c) advocate for reading of poems for enjoyment.	The learner is guided to: • conduct a reader's theatre to read poems based on the theme, • work with peers to identify the main ideas in the poems, • develop a vocabulary bank of words related to the theme from the poems, • identify features of style used in the poem (<i>e.g. rhyme, metaphors, similes, repetition</i>) • discuss the themes in a poem and relate them to real life, • work jointly to compose a simple poem on the theme, • organise their best poems in the class portfolio, • stage choral verses on the poems during inter-class festivals or clubs.	1. Why are poems important? 2. How can we get specific details from a poem?

Core Competencies to be developed:

- Creativity and Imagination: This is enhanced as the learner exchanges new ideas that inspire creative thinking when working jointly with peers to compose a simple poem on the theme.
- Self-efficacy: It is enhanced as the learner effectively orders and prioritises tasks when developing a vocabulary bank on words related to the theme from the poems.

Values:

- Unity: This is promoted as the learner cooperates with peers to stage a choral verse on the poem during inter-class festivals or clubs.
- Respect: It is enhanced as the learner appreciates diverse opinions when discussing the themes in a poem and relating them to real life.

Pertinent and Contemporary Issues (PCIs):

Information Technology: This is promoted as the learner works with peers to compose and stage their choral verses (poems) on cyber security during inter-class festivals or clubs.

Link to other Learning Areas:

The learner can relate the concept of poetry to their learning of poems for performance in Creative Arts and Sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Social Writing - Email (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify components of emails for effective communication, b) compose and send an email message for self-expression, c) acknowledge the importance of using email services in social writing.	The learner is guided to: • work with peers to collect varied sample emails from different sources for discussion in class, • identify components of an email, • make notes on the components of an email, • brainstorm ideas to incorporate when writing an email to a friend, • work jointly with peers to create an email address, • draft a simple email to a friend on a subject related to the theme, • edit and proofread the email received from peers, • revise their email based on the comments given by peers, • conduct a debate on the advantages and disadvantages of using email for communication.	How do you normally communicate with your friends?

Core Competencies to be developed:

- Digital literacy: This is promoted as the learner uses technology skills when working jointly with peers to create an email address.
- Critical Thinking and Problem-solving: The learner analyses concepts by logical reasoning when conducting a debate on the advantages and disadvantages of using email for communication.

Values:

- Unity: It is enhanced as the learner cooperates with peers to collect varied sample emails from different sources for discussion in class.
- Responsibility: This is enhanced as the learner exhibits accountability to accept constructive input when revising their email based on the comments given by peers.

Pertinent and Contemporary Issues (PCIs):

ICT: The learner interacts with concepts and learns how to compose and send emails for communication as an emerging platform for communication.

Link to other Learning Areas:

The learner can relate the skills learnt in email writing to the concept of digital communication in Pre-Technical Studies.

THEME 3: SERVING THE COMMUNITY				
Suggested Vocabulary: community, sanitation, education, boreholes, mentorship, literacy, serve, environment, old, sick, persons living with disabilities				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Pronunciation (2 lessons) • <i>Commonly mispronounced words</i> • <i>Intonation</i>	By the end of the Sub Strand, the learner should be able to: a) identify commonly mispronounced words for effective communication, b) pronounce target words correctly for fluency, c) apply correct intonation in words for accurate communication, d) acknowledge the role of accentuation in indigenous language speech.	The learner is guided to: • work with peers to identify words that are commonly mispronounced, • list the words on a chart and display them in class, • conduct a gallery walk to read the words in turns, • read words displayed on flashcards using correct intonation, • watch a pre-recorded audio clip on the theme and identify the vocabulary used, • prepare a short talk on community service using correct intonation and accentuation, • present the talk to peers for review,	1. How can we tell the difference between one indigenous language and another? 2. Why should we take part in community service?

			hold a discussion forum on instances in which wrong intonation on words affects meaning implied in a language.	
Core Competencies to be developed: - Communication and Collaboration: The learner contributes to group decision-making when working with peers to identify words that are commonly mispronounced. - Learning to Learn: This is enhanced as the learner plans and manages time effectively to prepare and present a short talk on serving the community using correct intonation and accentuation.				
Values: - Respect: This is enhanced as the learner appreciates diverse opinions when holding a discussion forum on instances in which wrong intonation on words affects meaning implied in a language. - Unity: It is promoted as the learner appreciates the effort of those who present the short talk to peers during review.				
Pertinent and Contemporary Issues (PCIs): Civic Responsibility: It is promoted as the learner discusses content from the theme on how to embrace serving the community for nation building.				
Link to other Learning Areas: The learner can relate the concept of pronunciation to the concepts of stress and intonation in English and Kiswahili.				

Strand	Sub Strand	Specific Learning Outcomes	Specific Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Extensive Reading: Library skills (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) describe key practices for effective library use, b) respond to texts related to the theme for information, c) embrace extensive reading of indigenous literature for enjoyment.	The learner is guided to: - work with peers to collect varied reading resources on people who have served their communities well and successfully, - organise the reading resources in the class portfolio, - work with peers to discuss key considerations when using the library, - conduct a silent reading session to read resources and grade appropriate texts, - answer questions related to the texts read, - prepare a reading log with details of the texts read (<i>e.g. title, author, characters, setting, summary of events</i>) for future reference, - collaborate with peers to come up with a reading club for indigenous languages materials.	- How can we make use of the library resources well? - How have you engaged yourself in serving your community and society?

Core Competencies to be developed:

- Citizenship: The learner accumulates varied reading resources on people who have served their communities well and successfully.
- Critical thinking and Problem-solving: The learner explores views when discussing key considerations when using the library.

Values:

- Respect: It is enhanced as the learner ensures positive regard for others when conducting a silent reading session to read resources and grade appropriate texts.
- Patriotism: This is promoted as the learner is devoted to working with peers to collect varied reading resources on people who have served their communities well and successfully.

Pertinent and Contemporary Issues (PCIs):

Civic Responsibility: This is promoted as the learner collaborates with peers to come up with a reading club for indigenous languages materials.

Link to other Learning Areas:

The learner can relate the skills acquired in extensive reading to their independent reading in Religious Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.1 Creative Writing – Poetry (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the features of a poem for information, b) compose a short poem on the theme for creative expression, c) acknowledge the role of poetry in creating awareness on community service.	The learner is guided to: • work with peers to collect varied poems from the community, • organise the poems collected in the class portfolio, • conduct a reader's theatre to read poems on the theme, • identify the features (<i>e.g. poet, persona, stanzas and lines</i>) in the poems, • work jointly with peers to brainstorm ideas to consider when composing a poem on the theme – serving the community, • work jointly with peers to compose a short poem on the theme and share for feedback, • revise the poem based on the suggestions given by peers, • display their best poems in the class gallery wall, • join a club or society and initiate community service activities within the school environment.	What makes a poem different from a story or a passage?

Core Competencies to be developed:

- Creativity and Imagination: The learner exchanges new ideas that inspire creativity when working with peers to compose and share a short poem on the theme.
- Communication and Collaboration: This is enhanced as the learner works jointly with peers to brainstorm ideas to consider when composing a poem on the theme.

Values:

- Unity: It is enhanced as the learner strives to achieve a common goal when working jointly with peers to brainstorm ideas to consider when composing a poem on the theme – serving the community.
- Peace: It is promoted as the learner displays tolerance when conducting a reader's theatre to read poems on the theme.

Pertinent and Contemporary Issues (PCIs):

Human rights and Responsibilities: This is enhanced as the learner composes and interacts with poems on serving the community for societal growth.

Link to other Learning Areas:

The learner can relate the concept of poetry to the composition and performance of poetry in Creative Arts and Sports.

THEME 4: SAFETY IN PUBLIC PLACES				
Suggested Vocabulary: safe, speed, road crash, drive, emergency, public, police, report, precaution, terror, crime, accident, response				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Conversation skills- Negotiation <i>(2 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) recognise words used to interrupt politely during conversations for effective communication, b) apply the skills of turn-taking and interrupting politely during a conversation for effective communication, c) embrace good negotiation skills in communication.	The learner is guided to: • listen to an audio recording of a conversation between people negotiating over an issue, • identify words that the speakers use to interrupt each other, • work in partnership with peers to list the words on flashcards, • search from online and offline sources for words used to interrupt politely in a conversation, • display the words on the language corner for a gallery walk, • work collaboratively to conduct a mock group interview on the theme	1. How can we interrupt another speaker during a conversation? 2. Why is it important to take safety precautions in public places?

			(safety in public places) using proper turn-taking skills and interrupting politely.	
Core Competencies to be developed: • Digital Literacy: This is promoted as the learner uses digital technology to accomplish tasks when searching from online and offline sources for additional words used to interrupt politely in a conversation. • Citizenship: It is enhanced as the learner works collaboratively to develop a constructive dialogue when conducting a mock group interview on the theme using proper turn-taking skills and interrupting politely.				
Values: • Love: It is enhanced as the learner displays trustworthiness when working in partnership with peers to list the words on flashcards. • Integrity: This is promoted as the learner exhibits transparency by displaying the words on the language corner for a gallery walk.				
Pertinent and Contemporary Issues (PCIs): Peace Education: This is promoted as the learner interacts with texts and discusses with peers safety in public places as well as how to negotiate effectively and respectfully in a conversation.				
Link to other Learning Areas: The learner can relate the skills used in negotiation during conversations to the concept of peacebuilding in Social Studies.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Extensive reading – short stories (2 lessons) • <i>Vocabulary</i> • <i>Adjectives</i> • <i>Summary writing</i>	By the end of the Sub Strand, the learner should be able to: a) identify vocabulary from texts on the theme for language acquisition, b) use vocabulary related to the theme for sentence construction, c) summarise the main ideas in a text for information, d) advocate for reading widely for enjoyment.	The learner is guided to: • work collaboratively with peers to conduct a reader's theatre to read short stories on the theme (causes of road crashes and mitigation measures), • pick out vocabulary related to the theme from the short stories, • work jointly to conduct a spelling bee contest to spell the vocabulary identified, • find the meaning of the vocabulary spelt, • work with peers to pick out adjectives used in the text, • use the vocabulary and adjectives to construct simple sentences and share with peers for review, • collaboratively identify the main ideas of the text,	1. Why are short stories important? 2. Why is it important to ensure safety in your environment and especially roads?

			• make a summary on the main ideas from the short story.	
Core Competencies to be developed: • Learning to Learn: This is enhanced as the learner is motivated to learn continuously by finding the meaning of the vocabulary spelt. • Self-efficacy: It is enhanced as the learner shows concerted attention to manage tasks when conducting a spelling bee contest to spell the vocabulary identified.				
Values: • Respect: It is promoted as the learner accommodates diverse opinions when sharing constructed sentences on vocabulary for peer review. • Responsibility: It is enhanced as the learner engages in assigned roles and duties when working with peers to conduct a reader's theatre.				
Pertinent and Contemporary Issues (PCIs): Safety and Security: This is promoted as the learner interacts with stories on safety in public places.				
Links to other Learning Areas: The learner can relate the concept of extensive reading to literary appreciation in English and Kiswahili.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.1 Essay writing (2 lessons) • <i>Descriptive essays (280-320 words)</i> • <i>Adjectives</i>	By the end of the Sub Strand, the learner should be able to: a) explain the steps involved in writing a descriptive essay for information, b) write a descriptive essay for effective communication, c) recognise the role of writing on various topics for creative expression and enjoyment.	The learner is guided to: • watch audio-visual clips on what to do in the event of an unforeseen disaster in a public place, • make notes on the do's and don'ts in such scenarios, • work with peers to use adjectives to describe a safe and unsafe public place, • surf the internet or find publications on sample descriptive essays, • discuss the parts of a descriptive essay (<i>introduction, body, conclusion</i>), • draft the introductory paragraph of a descriptive essay (<i>280-320 words</i>) related to the theme, • share their work with peers for review, • revise the essay based on feedback from peers,	1. How can we describe events, people and things accurately? 2. How should one behave in public places to avoid putting others in danger?

			complete the descriptive essay and publish it in a school or public magazine.	
Core Competencies to be developed: - Communication and Collaboration: The learner contributes to group decision-making when working with peers to use adjectives to describe a safe and unsafe public place. - Digital Literacy: This is promoted as the learner interacts with digital content when surfing the internet to find sample descriptive essays.				
Values: - Responsibility: It is enhanced as the learner diligently makes notes on the do's and don'ts in the event of an unforeseen disaster in a public place. - Patriotism: This is promoted as the learner is made aware of their own responsibilities in the society when watching audio-visual clips on what to do in the event of an unforeseen disaster in a public place.				
Pertinent and Contemporary Issues (PCIs): Civic Responsibility: This is promoted as the learner writes an essay on safety in public places and publishes it in a school or public magazine.				
Link to other Learning Areas: The learner can relate the skills of surfing the internet to access resources to online research in Pre-Technical Studies.				

THEME 5: OUR CULTURAL HERITAGE				
Suggested Vocabulary: culture, pride, monument, museum, artifacts, dressing, ornaments, tools, homes, attire				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Presentation Skills – Public speaking (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) recognise non-verbal cues in oral presentations for effective communication, b) pick out key messages from a speech for information, c) make a speech on cultural heritage, d) desire to enhance conversational skills to improve their communication.	The learner is guided to: • watch a video recording of a speech and identify non-verbal cues (<i>e.g. gestures, facial expressions, appearance, tonal variations, body movements</i>) used, • work jointly with peers to identify what the non-verbal cues imply or communicate, • discuss the importance of non-verbal cues in public presentations, • paraphrase the key issues of discussion from the speech listened to, • work collaboratively to make/customise their own simple attire and ornaments as a way of appreciating their cultural heritage, • prepare a short presentation on cultural heritage,	1. How would you present an impromptu speech to an audience? 2. Why should we preserve aspects of our cultures?

			• use their customised attire and ornaments when presenting a short speech on the theme, • peer review each other's presentation by assessing the use of non-verbal cues and relevance of message, • conduct a photo gallery walk to appreciate various cultures as part of cultural heritage.	
Core Competencies to be developed: • Creativity and Imagination. The learner exchanges ideas that inspire creativity when making/customising their own simple attire and ornaments. • Self-efficacy: This is enhanced as the learner shows their skills by using their customised attire and ornaments when presenting a short speech on the theme.				
Values: • Responsibility: This is enhanced as the learner offers leadership and guidance when peer reviewing each other's presentations. • Patriotism: This is promoted as the learner is made aware of their own culture when conducting a photo gallery walk to appreciate various cultures as part of cultural heritage.				
Pertinent and Contemporary Issues (PCIs): Cultural Awareness: This is promoted as the learner conducts a photo gallery walk to appreciate various cultures as part of cultural heritage.				
Link to other Learning Areas: The learner can relate the skills used in public presentations to the concept of performance in Creative Arts and Sports.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Reading for Information – Plays (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify vocabulary related to cultural heritage for language acquisition, b) respond to a text on the theme for comprehension, c) embrace lessons learnt from plays for lifelong learning.	The learner is guided to: - conduct a reader's theatre to read plays related to the theme, - work collaboratively to identify vocabulary related to the theme from the plays, - list the vocabulary on flashcards and organise them in a vocabulary bank, - use the vocabulary to fill word puzzles, - work with peers to construct simple paragraphs, - answer direct and inferential questions on the play read, - work collaboratively to discuss the lessons learnt from the plays read and make connections to real life, - roleplay one of the plays read with peers in class, - work with peers to record the play and store the recorded clip in a digital portfolio.	- How do you read for information? - How can plays be used to preserve our cultural heritage?

Core Competencies to be developed:

- Critical Thinking and Problem-solving. This is enhanced as the learner analyses concepts by logical reasoning when using the vocabulary to fill word puzzles.
- Digital Literacy: It is promoted as the learner uses digital technology to record the play and store the recorded clip in a digital portfolio.

Values:

- Social Justice: It is enhanced as the learner accords equal opportunities in sharing roles when roleplaying one of the plays read with peers in class.
- Respect: This is enhanced as the learner displays patience when conducting a reader's theatre to read plays related to the theme.

Pertinent and Contemporary Issues (PCIs):

Cultural Awareness: This is enhanced as the learner reads texts on cultural heritage and role-plays with peers in class on the theme.

Link to other Learning Areas:

The learner can relate the vocabulary derived from plays on cultural heritage to concepts on the social organisation of communities in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.1 Creative Writing - Plays (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain the features of a play for information, b) write a short play based on the theme for communication, c) recognise the contribution of playwriting in the preservation of culture.	The learner is guided to: • watch a live or recorded grade-appropriate skit in class and discuss the characters and use of dialogue, • search online or offline for grade-appropriate short play scripts related to the theme and read with peers, • work jointly with peers to discuss the features of a play with an emphasis on the characters, setting language, and stage directions, • sketch a one-scene play related to the theme, • exchange the play with peers for review, • revise the script according to the suggestions given by their peers, • write a two-scene play based on the theme, • work with peers to allocate roles and act out the play, • partner with peers to organise a class mini-festival and stage the plays,	1. How does a play differ from a story? 2. How are plays written?

			organise their best play scripts in the class portfolio.	
Core competencies to be developed - Creativity and imagination: The learner exchanges new ideas to inspire creativity when writing a two-scene play based on the theme. - Learning to learn: is enhanced as the learner plans and manages tasks effectively when partnering with peers to organise a class mini-festival and stage the plays.				
Values: - Peace: This is enhanced as the learner displays tolerance with peers when organising a class mini-festival and staging the plays. - Social Justice: The learner accords equal opportunities when allocating roles to peers and acting out the play.				
Pertinent and Contemporary Issues (PCIs): Ethnic Relations: This is promoted as the learner scripts and stages a creatively written play on the theme of cultural heritage.				
Link to other Learning Areas: The learner can relate the concept of playwriting and cultural heritage to their learning of creative composition of artistic work in Creative Arts and Sports.				

THEME 6: ECONOMIC ACTIVITIES				
Suggested Vocabulary: farming, fishing, pastoralism, trading, apprenticeship, craft, resource				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Intensive Listening <i>(2 lessons)</i> <i>Riddles</i> <i>Tongue twisters</i>	By the end of the Sub Strand, the learner should be able to: - recite tongue twisters for language acquisition, - solve riddles for comprehension, - use tongue twisters and riddles appropriately in oral texts for communication, - acknowledge the role of tongue twisters and riddles in language acquisition.	The learner is guided to: - work with peers to collect varied tongue twisters and riddles from the community, - take turns to recite the tongue twisters, - work with peers to conduct a speed game to recite the tongue twisters within the shortest time possible, - work jointly with peers to discuss the riddling process, - collaborate with peers to solve riddles, - compose a spoken word piece (utterance) with relevant tongue twisters and riddles, - perform the spoken word piece during club activities, - organise the riddles and tongue twisters in a portfolio.	- How can we ensure we say tongue twisters correctly? - Why are riddles important in a community?

Core competencies to be developed:

- Communication and Collaboration: The learner works jointly with peers to conduct a speed game to recite the tongue twisters within the shortest time possible.
- Creativity and Imagination: is enhanced as the learner shares new ideas that inspire creativity when composing a spoken word piece with relevant tongue twisters and riddles.

Values:

- Unity: This is promoted as the learner cooperates with peers to collect varied tongue twisters and riddles from the community.
- Peace: This is promoted as the learner displays tolerance with peers when collaborating to solve riddles.

Pertinent and Contemporary Issues (PCIs):

Peer education and mentorship is promoted as the learner collaborates with others to recite tongue twisters and solve riddles.

Link to other Learning Areas:

The learner can relate the concept of solving riddles and reciting tongue twisters to similar concepts in the study of short forms in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Reading for Comprehension (2 lessons) • <i>Vocabulary</i> • <i>Verbs</i> • <i>Comprehension</i>	By the end of the Sub Strand, the learner should be able to: a) identify vocabulary related to the theme from texts for language acquisition, b) respond to comprehension questions from texts on the theme for compression, c) advocate reading texts and indigenous literature widely for enjoyment.	The learner is guided to: • read texts on the theme, • identify vocabulary related to the theme – economic activities, • pick out verbs from the text and list them down, • create a vocabulary list of words related to the theme, • work with peers to find the meaning of the words, • work with peers to create mind maps to establish other words related to the new words (<i>e.g. opposites, synonyms</i>), • construct sentences using vocabulary and verbs related to economic activities, • answer direct and inferential questions from comprehension passages related to the theme.	1. How do we read for comprehension? 2. Why do people take part in economic activities in the society?

Core Competencies to be developed:

- Learning to Learn: This is promoted as the learner is motivated to learn continuously by identifying vocabulary related to the theme.
- Critical thinking and Problem-solving: The learner analyses concepts by logical reasoning when creating mind maps to establish other words related to the new words.

Values:

- Love: This is promoted as the learner respects others when working to find the meaning of the words.
- Social Justice: This is promoted as the learner fosters inclusivity of ideas when working with peers to create mind maps to establish other words related to the new words (*e.g. opposites, synonyms*).

Pertinent and Contemporary Issues (PCIs):

Poverty: This is addressed as the learner interacts with texts and passages on economic activities to get creative ideas for poverty eradication.

Link to other Learning Areas:

The learner can relate their knowledge of verbs to the concept of word classes in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Writing	6.3.1 Writing for information-Homonyms (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify homonyms for information, b) distinguish meaning between homonyms for comprehension, c) appreciate writing in indigenous languages for enjoyment.	The learner is guided to: • work with peers to put together a collection of homonyms from the community, • create mind maps to identify the different meanings of the words, • construct sentences to bring a distinction in meaning between homonyms, • fill in gaps with correct words from a set of homonyms, • compose a paragraph with the homonyms to create distinct differences in meaning between the words, • share their work with peers for review.	1. How can you distinguish the meaning between two different words with the same spelling? 2. Why do economic activities differ from one location to another?

Core Competencies to be developed:

- Communication and Collaboration: This is enhanced as the learner works jointly with others to put together a collection of homonyms from the community.
- Critical Thinking and Problem-solving: The learner follows simple instructions when filling in gaps with correct words from a set of homonyms.

Values:

- Peace: This is promoted as the learner displays tolerance when working with peers to put together a collection of homonyms from the community.
- Integrity: This is promoted as the learner displays accountability by sharing their work with peers for review.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: The learner works harmoniously and tolerantly with peers to put together a collection of homonyms from the community.

Link to other Learning Areas:

The learner can relate the concept of homonyms to similar content in English.

THEME 7: FIRST AID				
Suggested Vocabulary: gauze, first aid kit, injury, ambulance, emergency, wound, fracture, resuscitation				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Presentation Skills- Debate (2 lessons) <i>Qualities of an effective debater</i> <i>Adverbs</i> <i>Actual debate</i>	By the end of the Sub Strand, the learner should be able to: - outline the qualities of an effective debater for information, - participate in a debate on the theme for effective communication, - acknowledge the role debates play in language acquisition.	The Learner is guided to: - listen to an online or recorded public presentation on the theme, - discuss the qualities of an effective public speaker from the presentation, - use adverbs to describe the actions of the presenters from the recording, - list the adverbs on manila paper for display, - work with peers to discuss the qualities of an effective debater, - collaborate with peer and allocate roles to hold a debating session on a topic of choice, - peer review each other's performance, - discuss with peers some of the best debaters in various fields.	- How can we be more persuasive during a debate? - Why is first aid important?

Core Competencies to be developed:

- Communication and Collaboration. This is enhanced as the learner collaborates with peers and allocates roles to hold a debating session on a topic of choice.
- Digital Literacy: This is promoted as the learner interacts with digital content when listening to an online or recorded public presentation on the theme.

Values:

- Love: It is enhanced as the learner respects others when peer reviewing their performance.
- Respect: It is promoted as the learner accommodates diverse opinions when discussing some of the best debaters in various fields.

Pertinent and Contemporary Issues (PCIs):

Safety and Security is enhanced as the learner listens to an online or recorded public presentation on the theme – First Aid.

Link to other Learning Areas:

The learner can relate vocabulary learnt on first aid to their learning of safety measures in Integrated Science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Reading for Information <i>(2 lessons)</i> <i>Visuals</i>	By the end of the Sub Strand, the learner should be able to: a) describe visuals accompanying texts for comprehension, b) make connections between visuals and accompanying texts for information, c) create visuals from written texts for effective communication, d) acknowledge the importance of visuals to understanding of texts.	The Learner is guided to: - work with peers to search for a collection of varied visuals (<i>for example pictures, graphs, charts</i>) of types of injuries sustained through road clashes and how to administer first aid, - describe the visuals and predict what story or information the visual could represent, - make connections between visuals and their accompanying texts based on the theme, - read a text on the theme and create a visual to summarise the information in the text, - work with peers in teams to conduct a pictictionary session where they begin to draw a picture and another team tries to guess what it could be before it is complete, - organise the visuals drawn in the class portfolio.	- Why are visuals important? - How do visuals summarise information? - How can you help people involved in a road crash?

Core Competencies to be developed:

- Critical Thinking and Problem-solving: This is enhanced as the learner follows simple instructions when creating a visual to summarise the information in the text read.
- Learning to Learn: This is enhanced as the learner builds on their own learning experiences when describing the visuals and predicting what story or information the visual could represent.

Values:

- Unity: This is promoted as the learner cooperates with peers to put together a collection of varied visuals.
- Responsibility: It is enhanced as the learner diligently organises the visuals drawn in the class portfolio.

Pertinent and Contemporary Issues (PCIs):

Safety and Security: is promoted as the learner interacts with visuals and texts on the theme of First Aid.

Link to other Learning Areas:

The learner can relate the concepts from texts on first aid to their learning of health education in Integrated Science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Writing	7.3.1 Assessment of Writing – Narrative Composition (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) recognise the features of a well-written composition for information, b) assess written texts for relevance, punctuation, and neatness, c) acknowledge the need for quality in written work for effective communication.	The learner is guided to: - search online and offline for features of a well-written composition, - work with peers to distinguish samples of neat and well-written compositions from those that are not well written, - outline common errors made when writing, - work with peers to prepare a criteria or checklist for assessing written texts based on key features (<i>e.g. relevance, punctuation, neatness</i>), - write a short narrative composition on types of injuries sustained through road clashes and how to administer first aid, - share their work with peers for assessment against the set criteria or checklist, - review their written compositions based on feedback from peers, - display their quality written work in the class gallery.	How do you ensure the quality of written work?

Core Competencies to be developed:

- Critical Thinking and Problem-solving: The learner works with peers to analyse concepts when distinguishing samples of neat and well-written compositions from those that are not well written.
- Learning to Learn: This is enhanced as the learner is motivated to learn continuously when working with peers to prepare a criteria or checklist for assessing written texts based on key features.

Values:

- Responsibility: This is enhanced as the learner exhibits accountability by sharing their work with peers for assessment against the set criteria or checklist.
- Unity: This is enhanced as the learner cooperates with peers to prepare a criteria or checklist for assessing written texts based on key features.

Pertinent and Contemporary Issues (PCIs):

Civic Responsibility: The learner strives to help peers improve the quality of their work through assessment.

Link to other Learning Areas:

The learner can relate the concept of preparing a criteria or checklist to their learning of the concept of data collection and presentation using tables in Mathematics.

THEME 8: INDIGENOUS LITERATURE				
Suggested Vocabulary: story, books, poems, songs, legends, literature, write, hero, heroine, community				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Storytelling - Legends (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain the characteristics of a good storyteller for information, b) retell a legend from a community for effective communication, c) acknowledge the role of legends in the preservation of culture.	The learner is guided to: • work with peers to discuss modern-day legends in society, • collect a variety of legend stories from the community, • organise the collection of legends in the class portfolio, • collaborate with peers to identify features that make a storytelling session interesting (<i>e.g. songs, audience involvement, tonal variation</i>), • take turns to conduct a storytelling session on legends from African communities, • work jointly with peers to record the storytelling session, • peer assess each other's presentation, • listen to a resource person retell a legend,	1. How can one listen to get information? 2. How does a community preserve its culture?

			discuss moral lessons learnt from the legend and relate them to real life.	
Core Competencies to be developed: - Digital Literacy: This is enhanced as the learner uses digital technology to jointly record the storytelling session. - Creativity and Imagination: This is enhanced as the learner takes turns to conduct a storytelling session on legends from African communities.				
Values: - Unity: This is promoted as the learner collaborates with peers to identify features that make a storytelling session interesting. - Patriotism: The learner recognises the effort of other citizens when discussing modern-day legends in the society.				
Pertinent and Contemporary Issues (PCIs): Good Governance: This is promoted as the learner discusses moral lessons learnt from the legend and relates them to real life.				
Link to other Learning Areas: The learner can relate the concept of legends to their learning of narratives in English and Kiswahili.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Intensive Reading – Legends (2 lessons) • <i>Characteristics</i> • <i>Adjectives</i>	By the end of the Sub Strand, the learner should be able to: a) outline the characteristics of legends for information, b) respond to questions from legends for comprehension, c) acknowledge reading of legends from various cultures for enjoyment.	The learner is guided to: • read legendary narratives from various sources, • identify legendary characters from stories, • work with peers to create mind maps to describe their character using relevant adjectives, • share ideas on the unique qualities of the legendary characters, • identify vocabulary from the narratives and list them, • infer the meaning of the new words from the narratives, • answer direct and inferential questions from stories on legends.	1. How do you read intensively? 2. Why can an individual be considered a legend in the society?
Core Competencies to be developed: • Learning to Learn: This is enhanced as the learner engages in collective learning as they read legendary narratives and identify the legendary characters with peers. • Critical Thinking and Problem-solving: It is enhanced as the learner logically analyses concepts when creating mind maps to describe their character using relevant adjectives.				

Values:

- Patriotism: This is promoted as the learner reads legendary narratives from various sources.
- Love: This is promoted as the learner portrays a caring attitude by sharing ideas on the unique qualities of the legendary characters.

Pertinent and Contemporary Issues (PCIs):

Cultural Awareness: The learner interacts with indigenous literature on legendary characters.

Link to other Learning Areas:

The learner can relate with the concept of legends to similar concepts in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Writing	8.3.1 Creative writing – short story (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain the features of a short story for information, b) write a short story featuring a hero or heroine for creative expression, c) recognise the place of short story writing in indigenous knowledge preservation.	The learner is guided to: • read a short story from print or digital sources on community legends, • work jointly with peers to examine the features of a short story, • make notes on the features of a short story, • identify a community or national hero and heroine and their unique qualities, • prepare an outline of a short story featuring the community or national hero or heroine, • use the outline to write a short story on the hero or heroine, • share their story with peers for review, • publish their refined short story in a school or public magazine.	1. How can we differentiate a short story from a novel? 2. Why is it important for a community to honour its heroes and heroines?

Core Competencies to be developed:

- Digital Literacy: This is promoted as the learner interacts with digital content when reading a short story from digital sources on community legends.
- Self-efficacy: It is promoted as the learner shows concerted attention by using the outline to write a short story on the hero or heroine.

Values:

- Patriotism: The learner identifies a community or national hero and heroine and their unique qualities.
- Respect: The learner appreciates diverse opinions when sharing their story with peers for review.

Pertinent and Contemporary Issues (PCIs):

Social cohesion is promoted as the learner works with peers to write, peer review and revise the short stories featuring a community legendary hero or heroine.

Link to other Learning Areas:

The learner can relate the concept of writing short stories to their learning of the concept of creative writing in English.

THEME 9: KENYAN CULTURES				
Suggested Vocabulary: greetings, good manners, thank you, welcome, sorry, excuse me, please, hello,				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Presentation Skills (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) outline the qualities of an effective presenter for information, b) present a short talk on Kenyan cultures for effective communication, c) acknowledge the Kenyan culture as a source of pride for its people.	The learner is guided to: • conduct research on how other Kenyan communities say common greetings and words like <i>thank you</i> and <i>welcome</i>, • create a word bank for the common greetings and words identified from other communities, • discuss with peers the qualities that make an effective presenter, • prepare a short talk on the topic <i>Kenyan culture as a source of the people's pride</i>, • make the presentation during club activities while engaging the audience and applying the public presentation skills,	1. How can you hold an audience's attention when making a presentation? 2. Why are all the Kenyan communities important?

			• work collaboratively with peers to peer review each other's presentation, • stage the best presentations during an interclass festival, • work jointly with peers to record the presentations, • compose a song on the theme and present it at a school or community function.	
Core Competencies to be developed: • Citizenship: This is promoted as the learner accumulates information when researching on how other Kenyan communities say common greetings and words like <i>thank you</i> and <i>welcome</i>. • Self-efficacy: The learner effectively prioritises tasks when making the presentation in class while engaging the audience and applying the public presentation skills.				
Values: • Unity: This is promoted as the learner works jointly with peers to record the presentations. • Responsibility: It is developed as the learner diligently prepares a short talk on the topic <i>Kenyan cultures as a source of the people's pride</i>.				
Pertinent and Contemporary Issues (PCIs): Ethnic and Racial Relations: This is promoted as the learner conducts research on other Kenyan communities and seeks to understand them better.				
Link to other Learning Areas: The learner can relate the concept of public presentations to the concept of performance in Creative Arts and Sports.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.1 Extensive reading – Grade-appropriate texts (2 lessons) • <i>Vocabulary</i> • <i>Identifying main ideas</i> • <i>Prepositions</i>	By the end of the Sub Strand, the learner should be able to: a) outline the main ideas from texts for comprehension, b) infer the meaning of vocabulary from the text for language acquisition, c) advocate for reading indigenous literature for enjoyment.	The learner is guided to: • read grade-appropriate texts and outline the main ideas, • identify vocabulary from the texts, • work with peers to find the meaning of the new words from context, • play a language game to match the vocabulary identified to their synonyms, • identify prepositions used from the texts read and create a list, • use the vocabulary identified and prepositions to construct sentences related to the theme, • write a summary of the key ideas in the texts read, • create a reading log with details of grade-appropriate texts read (<i>e.g. title, author, characters, setting, summary of events, vocabulary</i>), • team up with peers to prepare a mosaic on a creative idea presenting Kenyan cultures.	1. How do we read for information? 2. How can we ensure we live harmoniously with all the other Kenyan communities?

Core Competencies to be developed:

- Learning to Learn: The learner is motivated to learn continuously by using the vocabulary identified to construct sentences related to the theme.
- Critical Thinking and Problem-solving: The learner follows simple instructions when playing a language game to match the vocabulary identified to their synonyms.

Values:

- Responsibility: This is promoted as the learner diligently creates a reading log with details of grade-appropriate texts read.
- Unity: It is promoted as the learner works with peers to find the meaning of the new words from context.

Pertinent and Contemporary Issues (PCIs):

Human Rights: This is promoted as the learner experiences a sense of association with other cultures.

Link to other Learning Areas:

The learner can relate the concept of interaction with other Kenyan cultures to the concept of living together in Religious Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Writing	9.3.1 Functional Writing – Letters of Application (2 lessons) <i>Scholarship Letter</i>	By the end of the Sub Strand, the learner should be able to: a) recognise the components of a letter of application for information. b) write a letter of application for a scholarship for effective communication, c) acknowledge writing as a means of communicating for lifelong learning.	The learner is guided to: • search online and offline for samples of scholarship application letters, • work with peers to identify the components of a well-written scholarship application letter, • compose an application letter for a scholarship for Senior School education funding, • share their written letters with peers for review, • organise their reviewed letter in a portfolio.	1. Why do we make applications whenever we need formal opportunities? 2. How do application letters differ from other letters?
Core competencies to be developed: • Communication and Collaboration: This is promoted as the learner contributes to group decision-making when identifying the components of a well-written scholarship application letter. • Digital Literacy: This is promoted as the learner uses digital technology to search online and offline for samples of scholarship application letters.				

Values:

- Integrity: It is developed as the learner displays transparency by sharing their written letters with peers for review.
- Responsibility: This is developed as the learner diligently organises their reviewed letter in a portfolio.

Pertinent and Contemporary Issues (PCIs):

Human Rights: The learner is exposed to writing application letters for scholarships which would be instrumental to increasing access to education opportunities.

Link to other Learning Areas:

The learner can relate the concept of writing letters to similar concepts in functional writing in English and Kiswahili.

SUGGESTED ASSESSMENT RUBRIC

Strand: Listening and Speaking				
Indicator \ Level	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to use parts of speech in sentence construction - Nouns - Pronouns - Adjectives, - Prepositions - Adverbs - Verbs	Uses parts of speech in sentence construction (Nouns, Pronouns, Adjectives, Prepositions, Adverbs, and Verbs) with precision.	Uses parts of speech in sentence construction (Nouns, Pronouns, Adjectives, Prepositions, Adverbs, and Verbs).	Uses most of the parts of speech in sentence construction (Nouns, Pronouns, Adjectives, Prepositions, Adverbs, and Verbs).	Uses a few of the parts of speech in sentence construction (Nouns, Pronouns, Adjectives, Prepositions, Adverbs, and Verbs).
Ability to identify target words from an oral text for information.	Identifies target words from a variety of oral texts for information.	Identifies target words from an oral text for information.	Identifies most target words from an oral text for information.	Identifies only a few target words from an oral text for information with assistance.
Ability to paraphrase the main idea and specific information from an oral text.	Paraphrases the main idea and specific information from an oral text with precision.	Paraphrases the main idea and specific information from an oral text.	Paraphrases the main idea and specific information from an oral text leaving out few details.	Paraphrases the main idea and specific information from an oral text but leaves out most of the details.

Ability to infer the meaning of vocabulary from a text.	Infers the meaning of vocabulary from a text with rich details.	Infers the meaning of vocabulary from a text.	Partially infers the meaning of vocabulary from a text.	Infers the meaning of vocabulary from a text with clues.
Ability to pronounce target words correctly.	Pronounces target words correctly for fluency.	Pronounces target words correctly.	Pronounces most target words correctly.	Pronounces a few target words correctly.
Ability to apply correct intonation in speech for effective communication.	Applies correct intonation meticulously in speech for effective communication.	Applies correct intonation in speech for effective communication.	Applies correct intonation in speech in most instances for effective communication.	Applies correct intonation in speech for effective communication in limited instances.
Ability to use tongue twisters and riddles appropriately in oral texts for communication.	Uses tongue twisters and riddles appropriately in oral texts for communication with precision.	Uses tongue twisters and riddles appropriately in oral texts for communication.	Uses tongue twisters and riddles appropriately in oral texts for communication with minimal lapses.	Uses tongue twisters and riddles appropriately in oral texts for communication with guidance.
Ability to demonstrate proper turn-taking and interrupting politely during negotiations.	Demonstrates proper turn-taking and interrupts politely during negotiations with precision.	Demonstrates proper turn-taking and interrupts politely during negotiations.	Demonstrates proper turn-taking and interrupts politely during negotiations in most instances.	Demonstrates proper turn-taking and interrupts politely during negotiations with cues.

Ability to use non-verbal cues (gestures, facial expressions, appearance, tonal variation, body movements) appropriately in oral presentations like public speaking, debates, and storytelling.	Uses non-verbal cues (gestures, facial expressions, appearance, tonal variation, body movements) in oral presentations like public speaking, debates, and storytelling meticulously.	Uses non-verbal cues (gestures, facial expressions, appearance, tonal variation, body movements) appropriately in oral presentations like public speaking, debates, and storytelling.	Uses most non-verbal cues (gestures, facial expressions, appearance, tonal variation, body movements) appropriately in oral presentations like public speaking, debates and storytelling.	Uses few non-verbal cues (gestures, facial expressions, appearance, tonal variation, body movements) appropriately in oral presentations like public speaking, debates, and storytelling.
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Strand: Reading				
Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to respond to direct and inferential questions from texts.	Responds to direct and inferential questions from texts with precision.	Responds to direct and inferential questions from texts.	Responds to most direct and inferential questions from texts.	Responds to a few direct and inferential questions from texts.
Ability to relate events and themes in texts to real life.	Relates events and themes in texts to real life using rich examples.	Relates events and themes in texts to real life.	Relates most events and themes in texts to real life.	Relates some events and themes in texts to real life with assistance.
Ability to use effective library practices (e.g. silent reading, applying comprehension strategies and keeping a reading log) for lifelong learning.	Uses effective library practices (e.g. silent reading, applying comprehension strategies and keeping a reading log) for lifelong learning consistently.	Uses effective library practices (e.g. silent reading, applying comprehension strategies and keeping a reading log) for lifelong learning.	Uses effective library practices (e.g. silent reading, applying comprehension strategies and keeping a reading log) for lifelong learning occasionally.	Uses effective library practices (e.g. silent reading, applying comprehension strategies and keeping a reading log) for lifelong learning rarely.

Ability to make connections between visuals (<i>pictures, graphs, charts</i>) and written texts.	Makes connections between visuals (<i>pictures, graphs, charts</i>) and written texts with rich examples.	Makes connections between visuals (<i>pictures, graphs, charts</i>) and written texts with rich examples.	Makes connections between visuals (<i>pictures, graphs, charts</i>) and written texts omitting a few details.	Makes connections between visuals (<i>pictures, graphs, charts</i>) and written texts but omits most of the required information.
Ability to apply basic reading strategies (<i>e.g. pre-reading skills, note making, inference, summarising</i>) in reading texts for information.	Applies all the basic reading strategies (<i>e.g. pre-reading skills, note making, inference</i>) in reading texts for information meticulously.	Applies all the basic reading strategies (<i>e.g. pre-reading skills, note making, inference</i>) in reading texts for information.	Applies most basic reading strategies (<i>e.g. pre-reading skills, note making, inference</i>) in reading texts for information.	Applies a few basic reading strategies (<i>e.g. pre-reading skills, note making, inference</i>) in reading texts.
Ability to outline main ideas from grade-appropriate texts for information.	Outlines main ideas from grade-appropriate texts for information with rich references.	Outlines main ideas from grade-appropriate texts for information.	Outlines main ideas from grade-appropriate texts for information leaving out minimal details.	Outlines main ideas from grade-appropriate texts for information but leaves out most details.

Strand: Writing				
Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to rewrite texts neatly and legibly for effective communication.	Rewrites texts neatly and legibly for effective communication in varied contexts.	Rewrites texts neatly and legibly for effective communication.	Partially rewrites texts neatly and legibly for effective communication.	Rewrites texts neatly and legibly for effective communication with assistance.
Ability to write: - emails - letters of application using the correct format, language, and organisation.	Writes both items using the correct format, language, and organisation consistently.	Writes both items using the correct format, language, and organisation.	Writes both items using the correct format, language, and organisation occasionally.	Rarely writes both items meticulously using the correct format, language, and organisation.
Ability to write: - poems - plays - short stories - descriptive essays using the correct format, language and organisation.	Composes all the items using the correct format, language and organisation consistently.	Composes poems, plays and short stories for information.	Composes either poems, plays or short stories for information occasionally.	Rarely composes poems, plays and short stories for information with guidance.
Ability to assess handwritten texts for legibility, neatness, relevance, and coherence.	Meticulously assesses handwritten texts for legibility, neatness, relevance, and coherence.	Assesses handwritten texts for legibility, neatness, relevance, and coherence.	Assesses handwritten texts for legibility, neatness, relevance, and coherence but omits few details.	Assesses handwritten texts for legibility, neatness, relevance, and coherence but omits most details.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE-LEARNING PROJECT

Introduction

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

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: • Environmental degradation • Lifestyle diseases, Communicable and non-communicable diseases • Poverty • Violence and conflicts in the community • Food security issues
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.

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

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

Assessment of Community Service Learning Integrated Project

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

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Listening and Speaking	• Oral narration • Debates • Public Speaking • Oral discussions • Oral presentations • Role plays • Word games • Peer assessment • Self-assessment • Dictation • Question and answer • Aural tests	• Dictionaries • Newspapers • Magazines • Word walls/ Gallery wall/ Language corners • Manilla papers • Poetry books • Posters • Word plays • Storybooks and readers • Models • Pictures and photographs • Flashcards • Charts and realia • Resource persons • Locally available materials to make customised cultural objects (Digital sources) • Language Games • Songs • Digital storybooks	• Participating in debating sessions to enhance listening and speaking for effective communication • Participating in club and society activities • Making oral presentations, spoken words, and speeches during inter-class festivals to enhance fluency • Giving talks on various themes at community events to sharpen language capacity • Composing and performing songs during interclass festivals in school • Holding discussion forums • Conducting mock interview with panels to enhance presentation skills

		• Pictures and photographs • Electronic and digital devices • Charts • Recording devices • Audio-visual resources • Other web resources	• Holding storytelling session during inter-class festivals in school
Reading	• Reading aloud • Peer assessment • Question and answer • Matching tasks • Learner summaries of read texts • Self-assessment • Record of books read • Learner portfolios • Puzzles • Mind maps	• Dictionaries • Newspapers • Magazines • Word walls/ Gallery walls/ Language corners • Poetry books • Posters • Storybooks and readers • Pictures and photographs • Flashcards (Digital sources) • Language Games • Songs • Digital storybooks • Pictures and photographs • Electronic and digital devices • Other web resources	• Discussing books in non-formal groups like debating clubs and book clubs • Composing and reciting poems during school events like assemblies and parents' day • Collecting different forms of literature from the community for reading • Organising spelling bee contests for reading fluency • Conducting Pictionary sessions to enhance reading for information • Playing language games

Writing	• Peer assessment • Dictation • Portfolio • Anecdotal records • Checklists and criteria • Sentence construction • Creative writing • Essay writing • Functional writing • Self-assessment	• Dictionaries • Newspapers • Magazines • Word walls/ Gallery walls/ Language corners • Manilla papers • Posters • Word plays • Flashcards • Realia • Sample handwritings <i>(Digital sources)</i> • Language Games • Digital storybooks • Pictures and photographs • Electronic and digital devices • Charts • Other web resources	• Dramatising and filming skits on various themes • Composing poems on issues around the theme in music or drama clubs • Writing and compiling articles on various themes to publish in magazines and present in clubs • Engaging in essay writing during clubs and societies.
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