REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 7

GERMAN

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
2021

First Published in 2021

ISBN: …………………………………….

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate *'to develop curriculum and curriculum support materials'* has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on 'Reforming Education and Training in Kenya for Sustainable Development'. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country's future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education, Grades 4 and 5. The roll out for Grade 6 and Junior Secondary (Grade 7-9) will subsequently follow.

It is my hope that the curriculum designs for Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

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PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). The implementation progressed to Upper Primary (Grade 4, 5 and 6) based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level.

The Grade 7 curriculum designs for the respective learning areas will enable the development of twenty first century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum will be a significant milestone towards realization of the curriculum mission 'Nurturing Every Learner's Potential'.

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ACKNOWLEDGEMENT

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

The Kenya Institute of Curriculum Development has developed the Grade 7 curriculum designs taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment Rubric linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development of the designs. I also appreciate the contribution of the Semi-Autonomous Government

Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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TIME ALLOCATION

No	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical and Pre-Career	5
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	2
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	**45**

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. 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 in order to make a positive contribution to the life of the nation.

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

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

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. 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 which is in need of 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 recognizes 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.

iii) 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.

iv) Promote sound moral and religious values.

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

v) Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which 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.

vi) 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 in order to build a stable and modern society.

vii) Promote international consciousness and foster positive attitudes towards other nations.

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

viii.   Promote positive attitudes towards good health and environmental protection.
Education should inculcate in young people the value of good health in order 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.

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

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

SUBJECT GENERAL LEARNING OUTCOMES

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

STRAND 1.0: LISTENING AND SPEAKING				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
1.0 Listening and Speaking	1.1. **Selective listening: Market** (5 Lessons)	By the end of the sub strand, the learner should be able to: a) identify commodities found at the market, b) listen for selective information from speakers in diverse contexts, c) speak clearly and logically about a given topic for effective communication, d) appreciate the importance of a budget while shopping.	The learner is guided to: • list commodities typically found at the local market from an audio • name items shown in a picture of a German market • watch video clips of a typical farmers' market in Kenya and Germany and name the items they see • listen to an audio or audio-visual recording and match the commodities mentioned to a price list • make presentations about shopping for food in Kenya and Germany • discuss the need for integrity while shopping in the class online forum • discuss the difference between shopping with a budget and shopping without one among peers	1. What do you need to consider before shopping? 2. What do you consider when listening to texts?
Core Competencies to be developed: **Communication and Collaboration**: Learners develop skills of speaking clearly and logically as they discuss issues				

of shopping and the need for integrity.

Core Values:

    Integrity: Learners develop the value of integrity while shopping.

Pertinent and Contemporary Issues (PCIs):

    Financial Literacy: Learners develop financial literacy skills as they discuss the need to prepare a budget before shopping.

Link to other subjects:

    Learners link their learning to Business Studies and Mathematics as they discuss and consider budgeting as well as pricing of items.

Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify commodities	Learner identifies and confidently names all commodities found at the market in texts	Learner identifies and names all commodities found at the market in texts	Learner identifies and names most of the commodities found at the market in texts	Learner requires support to identify some commodities found at the market in texts
Ability to listen for selective information	Learner identifies specific information in diverse shopping contexts and carries out all assigned tasks	Learner identifies specific information in diverse shopping contexts	Learners identifies specific information in shopping contexts	Learner listens to texts, exhibits difficulties in identifying selective information
Ability to speak clearly and logically	Learner speaks clearly and logically about all the given topics,	Learner speaks clearly and logically about all the given topics	Learner speaks clearly and logically about most of the given topics	Learner requires prompting to speak clearly and logically

	engages audience all the time			about given topics

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.2. Selective listening: School** (5 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the various subjects offered in school, b) listen actively for selective information on aspects of school, c) appreciate the differences in school timetables between Kenya and Germany.	The learner is guided to: • listen to an audio with the names of the subjects and their German equivalent • name the various subjects taught in their school • listen to audio or audio -visual recordings of a school timetable and speak about the subject allocation as per instructions provided • watch a short video clip on school subjects in Germany and highlight key differences • compare and contrast their school time table with a typical school time table in Germany • talk about the subjects offered in German schools and compare with those offered in Kenyan schools • discuss possible reasons for the differences in school timetables in Kenya and Germany	1. Why are oral texts important in learning? 2. Why are timetables in a school important?

Core Competencies to be developed:

Critical thinking and problem solving: The learners develop active listening skills as they engage in conversations

about school timetables in Kenya and Germany.	

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

Pertinent and Contemporary Issues (PCIs):
    Friendship Formation: Learners will develop skills required for friendship formation as they engage in discussions.

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

Assessment Rubrics

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.3. Listening for gist: Leisure time** (5 Lessons)	By the end of the sub strand, the learner should be able to: a) identify various holiday destinations in Kenya and Germany, b) talk about leisure time activities in Kenya and Germany, c) listen to texts for the general idea, d) appreciate the value of leisure time activities in everyday life.	The learner is guided to: • listen to recordings of a variety of typical holiday sounds, and name them from a list • speculate on where the named activities are found • share with peers about how they spend their leisure time • talk about various locally and internationally recognized holiday destinations • listen to recordings from a variety of contexts and speculate the means of transport they hear • speak about the benefits of their favourite leisure activity to their peers • talk about how one can turn their leisure time activities into a profession • make a brief video/audio text and share in an online forum their dream destinations in Kenya and Germany	1. How do you get general ideas from texts? 2. Why are some leisure activities considered inappropriate for different age groups?

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

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

Pertinent and Contemporary Issues (PCIs):
Alcohol and substance abuse: Learners develop an awareness on alcohol and substance abuse as they respond to the Key Inquiry Questions. **Financial Literacy:** Learners talk about income generation as they discuss how one can turn leisure time activities into a profession.

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

Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below Expectations
Ability to identify holiday destinations	Learner identifies and explains all holiday destinations in given texts	Learner identifies all holiday destinations in given texts	Learner identifies most of the holiday destinations in given texts	Learner identifies a few holiday destinations in given texts
Ability to talk about leisure time activities	Learner talks about leisure time activities in Kenya and Germany	Learner accurately talks about a various leisure time activities	Learner talks about leisure time activities most of the time	Learner talks about leisure time activities when prompted

	and identifies inappropriate leisure time activities	in Kenya and Germany		
Ability to listen for gist	Learner listens to texts on common leisure activities and modes of transport and confidently responds to the given tasks on general ideas expressed	Learner listens to texts on common leisure activities and modes of transport and responds to the given tasks on general ideas expressed	Learner listens to texts on common leisure activities and modes of transport and responds to most of the given tasks on general ideas expressed appropriately	Learner listens to texts on common leisure activities and modes of transport but requires support to undertake given tasks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.4. Selective Listening: Family** (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) talk about relationships in the extended family, b) listen selectively to texts in a given context, c) appreciate the diversity in family setups.	The learner is guided to: • list the members of an extended family • listen to audio or audio visual recordings and match family members to pictures • listen to an interview about family and then respond to a set of questions • listen to audio or audio visual recordings of a German family and note down the differences between families • solve a puzzle on family using cues from an audio or audio visual recording • carry out research through available print and digital media with peers on the various family setups in Germany and present the findings	1. Who is your family? 2. Why is family important in the society?

Core Competencies to be developed:

   Critical Thinking and Problem Solving: Learners demonstrate open mindedness and creativity as they discuss the diversity in family set ups.

   Digital Literacy: Learners develop the skill of interacting with technology as they carry out research online and solve

puzzles on family using cues from an audio or audio visual recording.	

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

Pertinent and Contemporary Issues (PCIs):
    Social Cohesion: Learners develop awareness for the role of family in social cohesion as they respond and discuss the Key Inquiry Question.

Link to other subjects:
    Learners link their learning to Social Studies when they talk about their the families,

Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.5. Selective listening: Home** (5 Lessons)	By the end of the sub strand, the learner should be able to: a) identify items and pets in the house, b) listen to texts for specific information in diverse contexts, c) appreciate the importance of caring for pets in our immediate environment.	The learner is guided to: • match rooms and household items to given pictures • list common pets within their locality • listen to audio/visual recording and identify the rooms mentioned • listen to audio/visual recording and note down the pets mentioned • prepare and present a skit about handling of pets • make a short presentation on favourite pet	1. How do we ensure we get all the information needed from a text? 2. Why should we take care of pets?

Core Competencies to be developed:
Communication and Collaboration: Learners develop skills of listening keenly and actively when reacting to the presentations of their peers.

Core Values:
Social Justice: Learners demonstrate awareness of animal rights and appropriate care and handling of pets when they prepare and present the skit.

Pertinent and Contemporary Issues (PCIs):
Animal welfare: Learners develop an awareness for animal welfare as they are preparing the skit.
Link to other subjects:
Learners link their learning to Home Science and Agriculture when they discuss the care of pets at home.

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.6. Selective listening: Human Body (5 Lessons)	By the end of the sub strand the learner should be able to: a) identify parts of the human body, b) listen for selective information about body parts, c) value taking care of their bodies.	The learner is guided to: • name body parts as pointed out to them by a peer • mention body parts when a peer pantomimes the functions of body parts • listen to audio or audio visual recordings containing information on body parts and respond to questions • listen to audio or audio visual recordings containing functions of the body parts and summarise the information • present with peers a song/poem on body parts • complement body parts of peers	1. Why are oral texts important in learning? 2. Why is it important to respect other people's sexual identity?

Core Competencies to be developed:
  Learning to learn: Learners work collaboratively to present songs/poems on body parts.

Core Values:
  Respect: Learners demonstrate respect for one's body as they respond to the Key Inquiry Questions.

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

Link to other subjects:

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

Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.7. Appreciative listening: Media (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) classify different types of media used in everyday life, b) listen to texts on media for enjoyment, c) use digital devices to interact and create content d) acknowledge the role of media in sharing information and entertainment.	The learner is guided to: • list different types of digital devices • listen to audio or audio visual recordings containing information on media in school • listen to audio or audio visual recordings containing information on media in a German home • share songs and listening texts from YouTube with peers • comment on the songs and texts shared through the class forum • interview peers in school to ascertain the percentage of the learners who can competently handle the most commonly used digital devices • carry out online research on simple tips for handling a digital device of their choice and post the findings in a digital forum	1. Why are listening texts important? 2. How should we take care of digital devices?

Core Competencies to be developed:

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

Core Values:
Responsibility: Learners demonstrate responsibility when they discuss how to take care of and handle digital devices.
Pertinent and Contemporary Issues (PCIs):
Safety and Security Education: Learners will develop awareness on observing safety and security when handling digital devices.
Link to other subjects:
Learners link their learning to Computer studies as well as Pre-Technical and Pre-Career Education as they describe and handle different types of media.

Assessment Rubric				
Indicators	**Exceeds expectations**	**Meets expectations**	**Approaches expectations**	**Below Expectations**
Ability to classify media	Learner categorises and explains all the given media	Learner categorises all the given media	Learner categorises most of the given media	Learner categorises some of the given media
Ability to listen for enjoyment	Learner always appreciates songs and texts shared by peers and gives constructive feedback all the time	Learner appreciates songs and texts shared by peers and gives constructive feedback	Learner appreciates most songs and texts shared by peers and gives feedback most of the time	Learner acknowledges songs and texts shared by peers and requires support in giving feedback
Ability to interact and create with technology	Learner competently connects basic parts of a digital device and creates presentations using digital	Learner connects basic parts of a digital device and creates presentations	Learner connects basic parts of a digital device and creates presentations using	Learner connects basic parts of a digital device, requires support to create presentations

	devices	using digital devices	digital devices with minimal assistance	

STRAND 2.0: READING				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Reading	**2.1 Reading aloud**: **Market** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify items from a shopping list, b) read texts aloud using the correct articulation, and appropriate tempo c) value correct articulation in communication.	The learner is guided to: • read aloud food items from a shopping list in turns • read words and match pictures/real foodstuff to names of various foodstuffs • categorize various foodstuff according to their gender • read and identify the type of text e.g., *Menu, Dialogue, price list* • read texts/menus/dialogues and identify foodstuff and quantifiers with peers • read dialogues on shopping at the market • role-play various dialogues with peers to enhance non-verbal cues • take photos of foodstuffs in their homes and exchange with peers for interpretation	1. Why is reading aloud important? 2. How do we ensure integrity when shopping?
Core Competencies to be developed: **Communication and Collaboration:** Learners develop teamwork skills as they role play various dialogues with peers.				

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

Pertinent and Contemporary Issues (PCIs):
Financial literacy: This is developed as learners discuss budgets and why they are important.

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

Assessment Rubric

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

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

2.0 Reading	2.2 Silent reading: School (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) skim texts for general information, b) read texts silently for specific information, c) appreciate preferences of peers.	The learner is guided to: • read provided timetables from schools in Kenya and Germany and compare the times and learning areas • read texts silently using skimming and scanning skills and highlight favourite learning areas • solve puzzles and highlight the learning areas hidden therein • read short texts from their peers on their preferred learning areas • read short texts on preferences (study times, learning areas etc.) with peers	1. Why do you read texts in the German language? 2. Why should we respect other people's preferences?

Core Competencies to be developed:
   Critical thinking and problem-solving: Learners display open-mindedness when interacting with peers regarding subject preferences in school.

Core Values:
   Patriotism: Learners develop love for their own school when they compare their school timetables with those in Germany.

Pertinent and Contemporary Issues (PCIs):
   Friendship Formation: Learners develop the ability to form friendships by discussing and recognizing subject preferences of their peers.

Link to other subjects:
   Learners link to Languages when learning to use prepositions of time and to Mathematics when learning numbers.

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 Reading Comprehension: Leisure time (4 Lessons)	By the end of the sub strand, the learner should be able to: a) read names of leisure time activities in reading texts, b) read texts for comprehension, c) recognise differences between the leisure time activities in Kenyan and the German contexts.	The learner is guided to: • read the texts and identify various holiday activities • underline and read out loud the leisure time activities • read texts and identify various means of transport • match in pairs/groups provided subtitles to appropriate paragraphs of texts and read them out • read while rearranging jumbled up parts of a sentence in the correct order • research online and read about typical German holidays • prepare in pairs/groups a short presentation on the favourite modes of transport in Germany and read them out in a class plenum	1. Why is leisure time important? 2. What can you do to get main ideas from a text?
Core Competencies to be developed:				
Digital literacy: The skill to connect using digital technology is developed when the learner reads about typical German holidays in an online research.				

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

Pertinent and Contemporary Issues (PCIs):
Alcohol and substance abuse: Learners develop awareness for alcohol and substance abuse when learning about holiday activities.

Link to other subjects:
Learners link to other languages on leisure time activities and to Social Studies on other cultures.

Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.4 Silent reading: Family** (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) read names of family relations, b) read texts silently for general and specific information, c) appreciate individual differences within the family set-up.	The learner is guided to: • read silently and identify specific members of the family from the provided text on a family tree (e.g. *Großeltern, Onkel, Neffen*, etc.) • read texts describing various family members and identify these in provided pictorial aids • read a provided family tree and classify the family members according to gender • research (online and through other means) and read on family relations in Kenya and Germany • make a poster presentation on the similarities and differences between family set-ups in Kenya and Germany • discuss fairness in relating to family members, • read a text depicting family conflicts and share opinions on how to show tolerance	1. What bad habits should one avoid when reading silently? 2. How important are family relations?

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

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

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

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

Assessment Rubric

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

information	carrying out related tasks with ease	out related tasks	of the related tasks	prompting to carry out the related tasks

READING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.5. Reading comprehension: Home** (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify rooms, common pets and household items in a text, b) read varied texts for comprehension, c) judge the value of different pets in different societies or socio-cultural contexts.	The learner is guided to: • read and underline rooms and household items in a text • match pictures of rooms in a house to short texts of household items and activities • read texts with pictures on different homes settings and compare items in the texts to their own • read peers' texts on dream houses and guess who wrote which text • take photos/download pictures/ draw pictures of homes with different types of furniture, • read texts on different pets and their welfare needs and match them to pictures of the pets • read texts on pets found in Kenya and in German speaking countries for	1. How do we benefit from reading? 2. Why do people keep pets?

			comparison • read texts on animal rights for awareness and highlight important points	

Core Competencies to be developed:
    Communication and collaboration: Developed when learners work in groups to take photos and download pictures of homes with different types of furniture.

Core Values:
    Social justice: Learners demonstrate awareness of social justice when they identify and highlight key issues on animal rights.

Pertinent and Contemporary Issues (PCIs):
    Animal welfare: Learners develop an awareness when they read texts on animal rights.

Link to other subjects:
    Learners link to other languages as they read on the needs of pets, Visual Arts when they take photos, Agriculture while they take care of pets, and Home Science when considering rooms in a house and the household items

Assessment Rubric				
Indicators	**Exceeds expectations**	**Meets expectations**	**Approaches expectations**	**Below Expectations**
Ability to identify rooms common pets and items	Learner identifies rooms, common pets and household items in a text confidently	Learner identifies rooms, common pets and household items	Learner identifies rooms, common pets and household items with minimal assistance	Learner identifies a few rooms, common pets and household items but needs some support to identify others

Ability to read for comprehension	Learner reads texts for details on rooms, common pets and items and responds to all questions in detail appropriately	Learner reads texts for details on rooms, common pets and items and responds to all questions appropriately	Learner reads texts for details on rooms, common pets and items with some assistance and responds to most questions appropriately	Learner needs assistance to extract details from texts on rooms, common pets and items

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.6. Reading aloud: Human Body** (3 Lessons)	By the end of the sub strand the learner should be able to: a) extract names of body parts from a reading text, b) read texts aloud with appropriate pronunciation, intonation and tempo, c) value their bodies and those of others.	The learner is guided to: • find and read out aloud names of body parts from a puzzle (start with easily recognizable words that mirror English words: *Knie*, etc), • read out a text on body parts aloud and display a phonemic awareness, • read 'randomized' texts/paragraphs in pairs/groups and identify difficulty to pronounce words • find the plural forms of various body parts with the help of dictionaries and take note of the changes in spelling (*Zahn - Zähne*, etc.) • play the 'Bratwurst' game (a turn taking game where learners read a predetermined number of words) • take part in a running dictation reading activity (in pairs/groups) • read and identify information about body parts in short texts • read brief texts on body functions and	1. Why is correct pronunciation important when reading? 2. How best can we take care of our bodies?

			guess the body part	
			• read independently to learn other body parts and their functions	
			• read texts depicting different manifestations of human sexuality, such as texts on intersex for appreciation and respect for ones and others bodies	

Core Competencies to be developed:
   Learning to learn: Demonstrated when learners read independently for information.

Core Values:
   Respect: This is demonstrated as they value and respect their bodies and those of others regardless of their differences.

Pertinent and Contemporary Issues (PCIs):
   Human sexuality: The learner develops awareness about sexual diversity and the need to respect one's and other's bodies.

Link to other subjects:
   Learners link to other languages, Integrated Science, Sports and Physical Education and Health Education with regards to body parts, and Computer Studies when using gadgets and the internet.

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.7 Extensive Reading: Media** (3 Lessons)	By the end of the sub-strand the learner should be able to: a) read texts for general information and enjoyment, b) scan texts on diverse contexts on media c) value various types of media and electronic devices.	The learner is guided to: • look at pictures of various digital devices and identify the ones they are familiar with • read brief descriptions of everyday digital devices and identify them from their surroundings/provided photos (in pairs/groups) • read a text from a digital device and indicate whether the statements given are true or false • read and underline key words in a given text • work in pairs and identify what they have or don't have from a given list of devices • read excerpts of favourite devices to peers • carry out online research on common types of media in Kenya and in Germany and present the findings in class	How can one identify main ideas from a text?

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

Core Values:
   Responsibility: Learners demonstrates responsibility by taking care of the devices.

Pertinent and Contemporary Issues (PCIs):
Safety and security: Learners practise safety and security when taking care of the devices

Link to other subjects:
Learners link to Computer Studies as they read about digital devices and take care of them.

Assessment Rubric				
Indicators	**Exceeds expectations**	**Meets expectations**	**Approaches expectations**	**Below Expectations**
Ability to read texts for general information	Learner reads and understands general and specific information from texts on print and electronic media and devices and carries out all given tasks	Learner reads and understands general information from texts on print and electronic media and devices and carries out tasks without much prompting	Learner reads and understands general information from texts on print and electronic media and devices and carries out some of the tasks appropriately	Learner reads and understands the general information from texts on print and electronic media and devices with a lot of prompting
Ability to scan texts on diverse contexts on media	Learner reads texts for specific information on print and electronic media and devices and carries out related tasks with ease	Learner reads texts for specific information on print and electronic media and devices and carries out the related tasks	Learner reads texts for specific information on print and electronic media and devices and carries out most of the related tasks	Learner reads texts for specific information on print and electronic media and devices, but requires consistent prompting to carry out related tasks

STRAND 3.0: WRITING				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.0 Writing	**3.1 Functional writing: Market** (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify food items in a market, b) write shopping lists in a given context, c) recognize the importance of honesty in a shopping situation.	The learner is guided to: • match pictures of various foodstuff to appropriate quantifiers provided • research online on various foodstuff and their prices • list various foodstuff they would require for a party in pairs • write a shopping list for a birthday party, within a given budget • scan and share the shopping lists • research with peers for appropriate expressions used in a shopping situation and list them down • write sample dialogues of buyers and sellers	1. Why is writing things down important? 2. Why are budgets important?

Core Competencies to be developed:
  Communication and collaboration: Learners develop teamwork skills by collectively preparing, researching and recognising the value of peers' contributions in the task.

Core Values:
  Integrity: By making the price lists and simulating shopping situations, learners will develop the value of integrity.

Pertinent and Contemporary Issues (PCIs):
  Financial Literacy: The learners prepare shopping lists and make decisions on how best to spend money.

Link to other subjects:
Learners link to Mathematics in quantifying and pricing of items.

Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below Expectations
Ability to identify food items	Learner identifies and explains all food items	Learner identifies all food items	Learner identifies most food items	Learner identifies some food items and requires assistance to identify others
Ability to write a shopping list	Learner writes a well detailed shopping list using correct format	Learner writes a shopping list using correct format	Learner writes a shopping list using correct format most of the time	Learner writes a shopping list using correct format sometimes.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.2 Functional writing: School** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify subjects taught in school, b) write a diary based on school routine, c) respect the preferences of peers.	The learner is guided to: • match the names of subjects in German to the equivalent in English • write down subjects offered in their school • use photos from the internet and any other sources to identify times of the day • fill out school activities on a template • write own diary and compare it with those of their peers • compare own school routine with those of learners in Germany and note similarities and differences • prepare a personal time table using digital devices and share with their peers • write about subject preferences on an online forum and comment on the contribution of peers	Why are personal preferences important?

Core Competencies to be developed:
   Critical thinking and problem-solving: Learners develop the skill of open-mindedness and creativity when they discuss with their peers their created timetables in an online forum.

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

Pertinent and Contemporary Issues (PCIs):
Peer Pressure: Learners are sensitized about peer influence on subject preferences and pathway choices.

Link to other subjects:
Learners link to Mathematics where they learn about time and English where they learn about schedules and functional writing.

Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.3 Functional writing: Leisure Time** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify leisure time activities in Kenya and Germany, b) identify various modes of transport in Kenya and Germany, c) design a poster/brochure on holiday activities, d) appreciate the beauty of holiday destinations in Kenya.	The learner is guided to: • list down national holidays in Kenya and Germany • fill in a crossword puzzle on various holiday activities • complete a mind map on various modes of transport in Kenya and in Germany • unscramble letters to form proper words of modes of transport • develop a poster on leisure time activities with peers • design a digital brochure advising tourists on holiday celebrations in Kenya • write opinions in a blog on inappropriate leisure time activities • carry out an online research on major holidays celebrated in Kenya and Germany and write a short text on the same	1. How do you spend your leisure time? 2. Why are adverts important?

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

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

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

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

Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.4 Descriptive writing: Family** (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) write a descriptive text in various contexts, b) use interpretation and inference skills to solve problems, c) appreciate the role of each family member in creating peaceful coexistence.	The learner is guided to: • listen to an audio on family and write down the relations • draw their own family tree depicting their position in relation to the other family members • write out short descriptions of various family members (their age, hobbies, outlook, character) • fill out a cloze test describing different members of the family • make a collage using picture/photos of their various family members and write out their names, ages, occupations etc., • design a postcard for each of the family members and send it as an attachment via digital platforms to the respective family members • discuss with peers about family relations and conflicts and write down possible solutions to avoid them	1. How do you solve problems? 2. Why is social cohesion in a family important?

Core Competencies to be developed:
Critical thinking and Problem solving: Learners acquire interpretation and inference skills in exploring problems in the family and creating possible solutions.

Core Values:
Unity: Learners appreciate inclusion, co-existing and working together as a family.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: Learners learn how stability of a society depends on the unity and strength of the family as a social unit.

Link to other subjects:
Learners link to Social Studies where the learners learn about basic family functions, family trees, relations and unity within the family.

Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below Expectations
Ability to write descriptive texts	Learner writes a clearly detailed text on family members, their roles and interactions with ease	Learner writes a clearly detailed text on family members, their roles and interactions	Learner writes a text with most details on family members, their roles and interactions	Learner writes a text on family members, their roles and interactions with considerable support
Ability to use interpretation and inference skills in solving	Learner identifies, interprets common conflicts in family settings and suggests	Learner interprets common conflicts in family settings and suggests appropriate	Learner interprets most of the common conflicts in family settings and suggests	Learner interprets some common conflicts in family settings and requires prompting to

problems	appropriate solutions in writing	solutions in writing	appropriate solutions in writing	suggest appropriate solutions in writing

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.5. Descriptive writing: Home** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write names of household items and common pets, b) write descriptive texts about their homes, c) take proper care of common pets found at home.	The learner is guided to: • match pictures of household items with their names • fill in missing words of household items in sentences • rearrange scrambled words of household items to form correct words • select household pets from a list of animals • colour and name various pets • write a profile of a pet and post it on an online platform • prepare a poster advertising various household items • develop guidelines for the care of pets	1. How do you ensure order in the house? 2. Why is it important to take care of pets?

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

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

Pertinent and Contemporary Issues (PCIs):
   Animal Welfare: Learners appreciate animals, learn to live with them and become advocates of animal rights.

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

Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.6. Descriptive writing: Human Body (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write names of the parts of the human body, b) describe functions of body parts for communication, c) advice their peers on caring for their bodies.	The learner is guided to: • find various body parts hidden in a puzzle, then write them down • match pictures of various body parts to their corresponding names • fill in the blanks in texts describing functions of various body parts • construct simple sentences on the various functions of different body parts • write a short text on ways of taking care of their bodies and shares with peers.	1. How should we describe our bodies? 2. How do you take care of your body?

Core Competencies to be developed:
   Learning to Learn: Learners develop the skills of sharing learnt knowledge as they share with their peers texts they have written on how to take care of their bodies.

Core Values:
   Respect: Learners learn about human body parts and their functions hence appreciate their own bodies and those of others' ,therefore developing the value of respect and tolerance for others.

Pertinent and Contemporary Issues (PCIs):
   Human Sexuality: Learners discuss functions of their reproductive body parts hence develop appropriate life skills on human sexuality. Learners are also made aware of the existence of intersex persons and their challenges.

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

Assessment Rubric				
Indicators	**Exceeds expectations**	**Meets expectations**	**Approaches expectations**	**Below Expectations**
Ability to write the names of the parts of the human body	Learner names all parts of the human body correctly with ease	Learner names all parts of the human body correctly	Learner names most parts of the human body correctly	Learner names a few parts of the human body
Ability to describe the functions of the body	Learner describes the body parts and their functions in writing with ease	Learner describes the body parts and their functions in writing	Learner describes the body parts and most of their functions in writing	Learner names the body parts and describes a few of their functions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.7. Descriptive writing: Media** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write media devices in their immediate environment correctly, b) describe the use of various types of media, c) use media devices responsibly for learning and enjoyment.	The learner is guided to: • spell names of media devices found at home and school • write down electronic devices presented in audio or visual stimuli • develop a questionnaire about the use of media in school and share it online • using newspaper/magazine cuttings, create a catalogue of various media devices • fill in a table categorizing media types and devices on the basis of their usage • compare the advantages and disadvantages of various media types • write a simple safety manual on how to take care of various electronic devices • create a table ranking the types of media on the basis of safety and share it with peers	Why is media important in learning?

Core Competencies to be developed:
  Digital Literacy: Learners interact with technology as they share information with peers using various online platforms.

Core Values:
Responsibility: Learners demonstrate responsibility as they explain how to take care of electronic devices.

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

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

Assessment Rubric

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

STRAND 4.0: LANGUAGE STRUCTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.1 Nouns, Pronouns and Direct Objects** (3 Lessons)	By the end of the sub strand, the learner should be able to a) identify compound nouns, quantifiers and direct objects in sentences, b) construct sentences using interrogative pronouns, c) recognise the importance of language correctness in communication.	The learner is guided to: • identify component words in a compound noun • form compound nouns with the right articles • match food items with quantifiers • rearrange given random words to construct sentences • identify the subject and direct object in a sentence • construct simple sentences from shopping lists • ask questions using the interrogative pronouns *"wie viel"* for uncountable nouns and "*wie viele*" for countable nouns • fill in blanks in given sentences using the correct nouns or quantifiers • simulate a buying/selling situation compound nouns, quantifiers, direct object in sentences and interrogative pronouns with their peers	Why is correctness in language necessary?

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

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

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

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

Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.2 Prepositions and Making Comparisons** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify in writing prepositions and interrogative pronouns found in texts, b) apply correct comparative and superlative forms for effective communication, c) value diversity in making comparisons.	The learner is guided to: • underline prepositions and interrogative pronouns in the given sentences • match given prepositions with corresponding elements of time • inquire about time using *„Wie spät ist es?"* and *"Um wie viel Uhr ist ...?"* • use appropriate prepositions to tell time, • identify comparative forms of adjectives • make equal and unequal comparisons of given situations • research on how to make the superlative forms of adjectives • discuss preferred subjects using comparative forms • describe own school in comparison to another	Why are prepositions important?

Core Competencies to be developed:

   Critical thinking and problem-solving: Learners enhance their researching skills as they use the internet and other media to find out how to make superlative forms.

Core Values:
Patriotism: Demonstrated when learners show love for their own school by stating the qualities they like about their school.

Pertinent and Contemporary Issues (PCIs):
Friendship Formation: Demonstrated when learners discuss the qualities of good friends.

Link to other subjects:
Learners link their learning to Social Studies on time zones.

Assessment Rubric				
Indicators	**Exceeds expectations**	**Meets expectations**	**Approaches expectations**	**Below Expectations**
Ability to identify prepositions and interrogative pronouns	Learner identifies and explains all prepositions and interrogative pronouns found in texts	Learner identifies all prepositions and interrogative pronouns found in texts	Learner identifies most prepositions and interrogative pronouns found in texts	Learner identifies some prepositions and interrogative pronouns found in texts
Ability to apply correct comparative forms	Learner confidently makes equal and unequal comparisons using the correct comparative and superlative forms	Learner makes equal and unequal comparisons using the correct comparative and superlative forms	Learner makes equal and unequal comparisons using the correct comparative and superlative forms most of the time	Learner makes equal and unequal comparisons using the correct comparative and superlative forms with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language **Structures**	**4.3. Verbs and** **Adverbs** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) express themselves using modal verbs and adverbs, b) communicate using appropriate irregular verbs in varied contexts, c) connect using digital technology for learning, d) appreciate varied usage of modal verbs in communication.	The learner is guided to: • match pictures with sentences that contain modal auxiliary verbs • identify adverbs of manner and their scope from an illustration • describe prominent sports personalities in Kenya using modal auxiliary verbs and adverbs of manner • conjugate common irregular verbs depicting leisure activities • discuss how the modal verbs have been used in the sentences • construct simple sentences with reference to pictures that show different people displaying what they are able to do • use modal auxiliary verbs and adverbs of manner to write an Email/ letter to a penpal in Germany and talk about their hobbies and preferences • use irregular verbs to talk about their preferred leisure time activities • research and share about leisure time	Why is conjugation important in communication?

			activities of the youth in Kenya and Germany	

Core Competencies to be developed:
  Digital literacy: Learners develop skills of connecting using digital technology when they send emails and when they research and share information digitally.

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

Pertinent and Contemporary Issues (PCIs):
  Alcohol and substance abuse: Learners demonstrate awareness of alcohol and substance abuse as they discuss inappropriate leisure time activities that the youth engage in.

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

Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below Expectations
Ability to express themselves using modal verbs and adverbs	Learner appropriately uses modal verbs and adverbs of manner to express themselves all the time	Learner appropriately uses modal verbs and adverbs of manner to express themselves	Learner appropriately uses modal verbs and adverbs of manner to express themselves most of the time	Learner uses modal verbs and adverbs of manner to express themselves with assistance
Ability to communicate using irregular	Learner accurately communicates using irregular verbs in varied	Learner accurately communicates using irregular verbs in given	Learner accurately communicates using irregular verbs in given	Learner communicates using irregular verbs with

verbs	contexts	contexts	contexts most of the time	assistance
Ability to connect using digital technology	Learner competently connects using digital technology as they research and share their findings on leisure activities	Learner connects using digital technology as they research and share their findings on leisure activities	Learner connects using digital technology as they research and share their findings on leisure activities most of the time	Learner requires assistance to connect using digital technology as they research and share their findings on leisure activities

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.4 Adjectives and Possessive Articles** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) apply adjectives appropriately in sentences, b) use possessive articles appropriately in given contexts, c) value the role of language in families.	The learner is guided to: ● match pictures with the equivalent adjectives ● fill in gaps with correct adjectives ● solve a puzzle (*Kreuzworträtsel*) containing possessive articles ● identify family relations in puzzles ● write a short text about his/her family and how they share household tasks ● use possessive articles to talk about each other`s families with peers	1. Why are adjectives necessary in sentences? 2. How do we describe possession?

Core Competencies to be developed:
  Critical Thinking and Problem solving: Learners develop open- mindedness as they talk to peers about their families.
  Communication and Collaboration: Learners use possessive articles to talk about each other's families with peers.

Core Values:
  Unity: Learners demonstrate unity in the family as they write about their families and how they work together.

Pertinent and Contemporary Issues (PCIs):
  Social cohesion: Learners develop awareness and appreciation for the role of family in social cohesion.

Link to other subjects:

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

Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.5 Prepositions of location** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write prepositions in a sentence, b) describe positions of items in a home, c) appreciate the correct use of prepositions in communication.	The learner is guided to: • fill in blanks using the correct prepositions • make sentences to show the location of items in the home • use internet applications to position furniture in a virtual room • describe location of items in their own rooms in pairs/groups • discuss with peers how they take care of their pets in an online forum • participate in discussions with peers on how to take care of animals (pets) • research (online and offline) and find pictures of a typical German home, note the location of items and share with peers	1. Why are prepositions important? 2. How should we keep our pets safe?

Core Competencies to be developed:
  Communication and Collaboration: Learners develop skills of recognising the value of other's ideas as they discuss with peers how they take care of their pets in an online forum.

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

Pertinent and Contemporary Issues (PCIs):
Animal welfare: Learners develop an awareness for animal welfare when they discuss the KIQ on which animals one can keep as pets.

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

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

LANGUAGE STRUCTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.6 Singular and plural forms** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) write singular and plural forms of nouns in a given context, b) form plurals of words using identified patterns in a text, c) develop positive relationships with peers during collaborative tasks.	The learner is guided to: • look at and identify the body parts from a drawing/sketch/photo/realia • classify body parts according to gender • play a guessing game where they randomly guess the possible plural forms of the various body parts based on previous language knowledge • deduce plural patterns using given examples and reflect on these with peers • fill in blanks for singular or plural forms in a test • form sentences using plural forms to explain how body parts function • match body parts and their functions • identify the body parts that are considered 'private' • discuss why one must respect other	1. Why should we take care of our bodies? 2. Why is it important to work together?

			• people's bodies, • research from various media the names of internal organs and share with peers	

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

Core Values:
    Respect: Respect is developed when learners discuss why one must value and respect other people's bodies.

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

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

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

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.7 Negative Articles** (3 Lessons)	By the end of the sub strand, the learner should be able to: a) form negative articles in the nominative and accusative case, b) negate sentences appropriately for communication, c) value the importance of negation in communication.	The learner is guided to: • use flash cards to match articles to their negative forms • play a game in class where one learner points to an object and the rest give its negative article • identify varied negations in sentences • mark the negative articles in given sentences • negate given sentences e.g *Das ist ein Bleistift...Nein, das ist kein Bleistift* • form sentences using negative articles • use the internet to research further on the rules and examples of negation in German and share with peers on a digital platform of choice	Why is negation important to communication?

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

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

Pertinent and Contemporary Issues (PCIs):
Safety and Security: Learners develop awareness on safety and security when using media devices.

Link to other subjects:
Learners link their learning to English and Kiswahili languages on how sentences are negated.

Assessment Rubric

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

COMMUNITY SERVICE LEARNING (CSL) PROJECT

The CSL project is based on the four language skills: listening, speaking, reading and writing. The project seeks to enhance the time management skills of learners and also gives them an opportunity to utilize skills learned in the German language.

Strands relating to CSL Project	Thematic Areas	Project Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1. Listening and Speaking 2. Reading 3. Writing	School Leisure time	By the end of the sub strand, the learner should be able to: a) identify a problem on time management in school, b) write a report on the plans for the proposed project, c) apply time management skills in their daily activities, d) reflect on the project, e) appreciate the use of various tools (diaries,	The learner is guided to: • identify durations when they have free time in school • describe what they do during their free time • discuss whether they are using their time effectively • discuss various ways and tools of effective time management • propose solutions to the time management problem • discuss data collection techniques used (questionnaires, interviews, e.t.c) • develop observation sheets for collecting data	1. Why is it important to manage time? 2. How does proper time management save money?

		etc.) for time management.	• brainstorm and write down possible interview/questionnaire questions • carry out data collection using various tools (interviews, questionnaires, etc.) • develop various reporting tools on their findings • use the developed tools to report on their findings • share the project report through various media to peers and community • collect feedback from peers and community regarding the project • discuss the challenges faced during the project implementation and their possible solutions	

Key Component of CSL developed:
Time Management
The learner will:
a) explain the importance of time management
b) apply decision making skills to set reasonable goals
c) adopt strategies for reducing time wasters
d) value the importance of time management for successful accomplishment of tasks
e) develop the value of adhering to schedules.

Core Competencies to be developed:
• **Critical Thinking and Imagination**: Learners carry out research and report their findings using research tools,

demonstrate autonomy in exploring ideas, seeking solutions and implementing ideas to solve problems in time management.
- **Communication and Collaboration**: Learners share their experiences in time management.
- **Self-efficacy**: Learners develop the skill of self-awareness and organizational skills as they discuss the challenges they have with time management.

Values:
- **Responsibility**: Learners will be equipped to be responsible for managing their time effectively.
- **Respect**: Learners develop the value of adhering to set schedules to avoid wasting time.
- **Unity**: Learners engage with each other in finding solutions to managing their time effectively.

Pertinent and Contemporary Issues (PCIs):
- **Citizenship**: Peer education as learners share experiences and find solutions.
- **Financial Literacy**: Learners develop an awareness of how proper time management can save money.

Links to other subjects:
Social studies as learners handle data that relates to peers and other languages as learners handle issues relating to leisure activities, time, routines and programs.

Assessment Rubrics				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to identify problems	Learner identifies problems on time management and provides solutions effortlessly	Learner identifies problems on time management and finds acceptable solutions	Learner identifies few problems on time management and finds some acceptable solutions	Learner identifies few problems on time management and is not able to provide relatable solutions

Ability to write a report on the plans for the proposed project	Learner writes a comprehensive and informative report on the plans for the proposed project	Learner writes a report on the plans for the proposed project	Learner writes a report on the plans for the proposed project with minimal supervision	Learner writes a report on the plans for the proposed project with a lot of assistance
Ability to apply time management skills in their daily activities	Learner applies time management skills in their daily activities	Learner applies the time management skills in their daily activities	Learner applies most of the time management skills in their daily activities	Learner applies very few of the time management skills in their daily activities
Ability to reflect on the project	Learner reflects on the project and gives comprehensive and constructive suggestions for future projects	Learner reflects on the project and gives feedback for improvement	Learners reflects on some aspects of the project and some feedback for improvement	Learner reflects on a few aspects of the project and gives scanty feedback
Ability to appreciate the use of various tools (diaries, etc.) for time management	Learner recognizes the need for and makes use of the various tools for time management	Learner recognizes the need for various tools for time management	Learner recognizes the need for some of the tools for time management	Learner does not recognize the need for the tools for time management

ANNEX 1: 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	• Flashcards • Pictures • Images • Drawings • Audio and video recordings • Standardized tests • Internet • Course books • DVD players • Listening texts • TV • Charts • Projectors • Laptops • Radio • Magazines	• Role play • Discussions • Observations • Projects • Learning logs • Quizzes • Portfolios • Multiple choices • Exit or Admit stamps • Total Physical Response • Peer assessment	• Kenya Music Festival • German language Clubs • Tandem (face-to-face or electronic) and intercultural learning • School Open Days • Exchange Programs • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests

2.0 Reading	• 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	• Reading aloud • Discussions • Observations • Quizzes • Portfolio • Reading for fluency • Role play • Learning logs • Exit or Admit stamps • Peer assessment • Checklists	• 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	• Audio and video recordings • Internet • Charts • Posters • Cross word puzzles	• Total Physical Response • Writing texts • Forming sentences • Peer assessment	• Exchange Programs • Tandem (face-to-face or electronic) and intercultural learning • Language Days

	• Pictures • Drawings • Magazines • Photographs • Newspapers • Flashcards • Illustrations • Journals • Recording devices • Menus • Brochures • Resource person	• Writing menus • Observations • Designing brochures • Matching names to pictures • Filling in missing information • Writing simple plays • Matching of sentences	• School Open Days • Kenya Music Festival • Language Clubs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
4.0 Language structures	• Libraries • Projectors • Course books • Internet • Charts • Pictures • Drawings • Illustrations • Newspapers • Maps • Chalkboard • Sample compositions • Lists of minimal pairs • Lists of homophones, synonyms,	• Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes	• 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

	antonyms. homonyms, rhymes • Word bush • Curiosity charts		
SNE	• Tactile diagrams • Brailed materials • Adapted realia • Pictorial diagrams • Interactive digital content		