REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GERMAN
GRADE 8

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

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

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 8 is the second level of the Junior Secondary School (JSS) in the new education structure.

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

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

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

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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 8 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

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

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for Grade 9.

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LESSON ALLOCATION

	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 Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	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 instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development 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 behavior 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 skills and basic 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 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.Detailed Listening: Restaurant (5 Lessons)**	By the end of the sub strand the learner should be able to: a) speak on personal preferences using appropriate vocabulary, b) demonstrate detailed listening skills on given topics, c) execute given tasks independently for learning, d) show awareness of the eating habits in Kenya and Germany.	The learner is guided to: • talk about favourite foods/drinks and their prices in pairs/groups, • role-play a restaurant scene and orders/pays for food or drinks, • listen to/watches a video on a restaurant scene and answers questions, • identify various foods on a menu and put them in categories (dessert, main course, etc.), • research online or in other available resources on the eating habits in Germany and discuss with peers, • choose a restaurant from given lists in Germany and Kenya, compare their menus and discuss with peers how informative the menus are to consumers, • discuss how to save their money while eating out.	Why is it important to listen keenly to an oral text?

Core Competencies to be developed:
- Self-efficacy: The learner learns to execute tasks on their own by conducting online research on the eating habits in Germany and discussing with their peers.

Core Values:
- Respect: The learner learns to use polite language while placing orders during simulation of dialogues in a restaurant.

Pertinent and Contemporary Issues (PCIs):
- Consumer Literacy Skills: Learners develop consumer awareness as they choose a restaurant from given lists in Germany and Kenya, compare their menus and discuss with peers how informative the menus are to consumers.

Link to other learning areas:
- The learner links to Mathematics and Business Studies by learning about the cost of various food items and to Home Science when they learn about healthy eating.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to speak about personal preferences	Learner speaks on personal preferences using appropriate and varied vocabulary	Learner speaks on personal preferences using appropriate vocabulary	Learner speaks on most of their personal preferences using appropriate vocabulary	Learner speaks on personal preferences using limited vocabulary and with support
Ability to listen for details	Learner listens to complex texts and captures all required details	Learner listens to given texts and captures all required details	Learner listens to texts and captures most of the required details	Learner listens to texts and captures some of the required details
Ability to execute tasks independently	Learner independently executes complex tasks correctly	Learner independently executes all given tasks	Learner independently executes most of the given tasks	Learner independently executes some of the given tasks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.2.Detailed Listening: School** (6 Lessons)	By the end of the sub strand the learner should be able to: a) identify relevant vocabulary and expressions about school, b) decode detailed information from an audio text, c) interact with technology to enhance learning, d) appreciate the differences between school routines in Kenya and Germany.	The learner is guided to: • listen to simple texts/dialogues/songs relating to school routines/facilities • enact dialogues/simple interview about asking and telling time using prepositions of time • discuss how proper time management saves money • gather information from the listening texts and discuss with peers • listen to recorded audio and respond to questions about school routine in Germany • research about typical school routines/facilities in Germany and compare with own school • make (PowerPoint) presentations on findings about school routine in Germany to their peers/ in class	What is the significance of listening comprehensions in learning a foreign language?

Core Competencies to be developed:
• Digital literacy: Learner develops the skill of interacting with digital technology as they research online and make PowerPoint presentations about school routines in Germany.

Core Values:
- Responsibility: The learner learns about the concept of time in school routines hence they appreciate the need to do the right thing at the right time.

Pertinent and Contemporary Issues (PCI):
- Time Management: The learner learns the concept of time management by becoming aware of the school routine in their own schools.

Link to other learning areas:
- The learner learns about time which is a concept taught in Mathematics and does comparisons of the school routine in Kenya and Germany which is linked to Geography.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary and expressions	Learner identifies all relevant and complex vocabulary and expressions used in a school context	Learner identifies all relevant vocabulary and expressions used in a school context	Learner identifies relevant vocabulary and most of the expressions used in a school context	Learner identifies a few vocabulary and expressions used in a school context, needs prompting to identify others
Ability to decode detailed information	Learner listens to audio texts and correctly decodes the required detailed and complex information	Learner listens to audio texts and correctly decodes the required detailed information	Learner listens to audio texts and correctly decodes most of the required detailed information	Learner listens to audio texts and correctly decodes some of the required detailed information

Ability to interact with digital technology	Learner interacts with technology to research and make creative presentations of school routines in Germany	Learner interacts with technology to research and make presentations of school routines in Germany	Learner satisfactorily interacts with technology to research and make presentations of school routines in Germany	Learner needs assistance to interact with technology to research and make presentations of school routines in Germany

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.3 Detailed Listening: Leisure activities** (7 Lessons)	By the end of the sub strand the learner should be able to: a) use appropriate vocabulary in a given context, b) present selected information from an audio text using appropriate language structures and vocabulary, c) express their intentions fluently, d) demonstrate awareness of balance between work and leisure.	The learner is guided to • listen to an audio about leisure time activities and answer questions • listen to recorded audio of people talking about their plans and match them to specific times of the day • interview their peers on what they plan to do at different times of the day • talk about what they plan to do in their leisure time in pairs/groups, • talk about what they plan to do during the weekend/half-term/school holidays in pairs/groups, • talk about their ideal holidays with their peers/parents, • talk about which leisure time activities they can engage in with their parents, • identify leisure activities to be done as alternatives to harmful activities	How do we ensure we get all the details from an oral text?

Core competencies to be developed:
• Communication and Collaboration: Learner develops speaking skills to communicate clearly and effectively using appropriate language, expression and gestures.

Core Values:
- Respect: Learner develops appreciation and respect for each other's opinions and preferences as they work in groups in describing their ideal holidays.

Pertinent and Contemporary Issues (PCIs):
- Parental empowerment and engagement: Learner engages with parents when they involve them in planning for leisure time activities.

Link to other learning areas:
- The learner links learning to Sports and Physical Education when they learn about various leisure time activities and sports.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use appropriate vocabulary and expressions for leisure time activities	Learner uses appropriate and complex vocabulary and expressions related to leisure time activities	Learner uses appropriate vocabulary and expressions related to leisure time activities	Learner uses simple vocabulary and expressions related to leisure time activities	Learner requires prompting to use appropriate vocabulary related to leisure time activities
Ability to present selected information	Learner listens to and presents selected information from texts in a clear and concise manner	Learner listens and presents selected information from texts correctly	Learner listens and presents some selected information from texts	Learner listens to texts; requires prompting to present selected information
Ability to express intentions fluently	Learner confidently and fluently speaks about their intentions	Learner speaks fluently about their intentions	Learner speaks fluently about their intentions with minimal hesitations	Learner speaks about their intentions with hesitation and always requires support

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.4. Selective Listening:** **Professions** (4 Lessons)	By the end of the sub strand the learner should be able to: a) identify different occupations from given texts, b) listen for specific information from texts on careers and professions, c) value the diversity of careers in the professional world.	The learner is guided to: • match names of occupations, • pantomime careers/occupations while peers guess what they are, • listen to audio-visual recordings about careers and match the information gleaned to appropriate statements, • listen to audio-visual recordings on different people's career choices and respond to given questions, • describe the merits of online jobs in pairs/groups, • discuss role of parents when one is choosing a career	How can we avoid distractions while listening to an oral text?

Core competencies to be developed:

• Self-efficacy: Learner develops effective communication and negotiation skills as they discuss the merits of new careers such as online jobs.

Core Values:

• Integrity: Learner develops the value of integrity as they candidly discuss their reasons for choosing their preferred careers.

Pertinent and Contemporary Issues (PCI's):
- Career Guidance and Mentorship: Learner develops awareness for career guidance and mentorship as they discuss typical career stereotypes and what influences them to choose their preferred careers.

Link to other learning areas:
- Learner links their learning to Pre-Technical and Pre-Career Studies as they discuss their career choices.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify occupations from texts	Learner identifies all occupations from given texts	Learner identifies all required occupations from given texts	Learner identifies the occupations from given texts with minimal prompting	Learner identifies a few of the occupations from given texts; requires support to identify others
Ability to listen for specific information from texts on careers and professions	Learner listens to given oral texts and responds accurately and with details to all given questions	Learner listens to given oral texts and responds accurately to all given questions	Learner listens to given oral texts and responds accurately to most of the given questions	Learner listens to given oral texts and responds accurately to some of the given questions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.5. Detailed Listening: Household Items** (5 Lessons)	By the end of the sub strand the learner should be able to: a) identify the location of items in a room/home, b) listen for particular information on household items in diverse contexts, c) appreciate order at home.	The learner is guided to: • describe the location of household items using pictures • listen to songs on household items and list the items • listen to a short audio on household items and match them to the appropriate preposition and location • prepare and present a skit contrasting a boy's room with a girl's room with peers • discuss the importance of order to enhance safety in the home and responsibility in handling household items	How does listening to oral texts enhance your speaking skills? Why is it important to keep our rooms neat and orderly?

Core competencies to be developed:
- Learning to learn: Learner develops the skill of working collaboratively as they prepare and present a skit contrasting a boy's room with a girl's room with peers.

Core Values:
- Responsibility: Learner learns to exercise caution while handling household items.

Pertinent and Contemporary Issues (PCIs):

- Safety and security: Learner discusses the importance of safety when arranging household items.

Link to other learning areas:

- Learner links their learning to Home Science and Integrated Sciences as they describe the arrangement of an orderly room.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify locations of items in a room /home	Learner identifies and explains the locations of all items in a room /home	Learner identifies the locations of all items in a room /home	Learner identifies the locations of most items in a room /home	Learner identifies the locations of a few items in a room /home, requires support to identify others
Ability to listen for particular information	Learner promptly and correctly picks out particular information on household items on diverse contexts	Learner correctly picks out particular information on household items	Learner correctly picks out most of the particular information on household items	Learner correctly picks out a few of the particular information on household items
Ability to work collaboratively	Learner works very well with others to carry out given tasks	Learner works well with others to carry out given tasks	Learner collaborates with others to carry out given tasks	Learner needs prompting to collaborate with others to carry out given tasks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.6. Evaluative Listening: Health** (5 Lessons)	By the end of the sub strand the learner should be able to: a) name common ailments in their school, b) interpret information by speakers in diverse contexts for judgement, c) suggest remedies for common ailments at home and school, d) value the need to be open minded in dealing with common ailments.	The learner is guided to • listen to an audio recording and underline common ailments from a list • listen to an audio recording and match the statements to a person/speaker • listen to Audio- or audio-visual Recordings of health advisories and present the summary in class • make presentation on remedies for common ailments from Audio- or Audio-Visual recordings • prepare and present a skit on common ailments and how to care for others • discuss in groups creative ways in which they can deal with the most common ailments in their school	How do we give our opinions on oral texts?

Core competencies to be developed:
• Critical Thinking and Problem Solving**:** Learner develops open mindedness and creativity when they suggest practical remedies to common ailments.

Core Values:
• Love: Learner learns to care for and have compassion for others as they role play caring for the sick.

Pertinent and Contemporary Issues (PCIs):

- Non-communicable diseases: Learner discusses ways in which they can prevent and deal with common ailments and non-communicable diseases.
- Consumer Literacy Skills: Learner develops an awareness for consumer protection as they listen to Audio- or Audio-Visual Recordings of health advisories and present the summary in class

Link to other learning areas:
Learner links their learning to Integrated Science and Health Education as they discuss protective measures against common ailments.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to name common ailments	Learner names and explains all common ailments with ease.	Learner names all common ailments.	Learner names most common ailments.	Learner names a few ailments, requires support to identify others.
Ability to interpret information	Learner correctly interprets information by speakers in diverse contexts and makes own judgement	Learner correctly interprets information by speakers in given contexts and makes own judgement	Learner correctly interprets most of the information by speakers in given contexts and makes own judgement some of the time	Learner correctly interprets some of the information by speakers in given contexts, needs prompting to make own judgement
Ability to demonstrate open-mindedness and creativity	Learner is able to suggest innovative remedies as well as accept contributions from peers	Learner is able to suggest practical remedies as well as accept contributions from peers	Learner is able to suggest practical remedies and is open to some contributions from peers	Learner requires assistance in suggesting practical remedies as well as accepting contributions from peers

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.7. Detailed Listening: Media** (3 Lessons)	By the end of the sub strand the learner should be able to: a) mention functions of media devices used at home and school, b) listen for selective information about media by speakers in diverse contexts, c) use media devices in a responsible manner.	The learner is guided to: • state functions of various types of media, • talk about favourite media device in pairs/groups, • listen to audio-visual recordings of people talking about how they use their media devices and note down key aspects, • listen to audio-visual recordings of official bulletins, • discuss ways in which people can use their media devices responsibly • prepare and present suggestions on how to teach their young siblings about responsible use of use media	1. How do we ensure we get all the details in an oral text? 2. Why do teenagers spend a lot of time on media devices?

Core competencies to be developed:
• Self-Efficacy: Learner develops effective communication and negotiation skills as they discuss ways in which people can use their media devices responsibly.

Core Value(s):
• Respect: Learner develops respect when they discuss responsible use of media to enhance peace and patriotism.

Pertinent and Contemporary Issues (PCIs):
- Violence, Extremism and Radicalisation: Learner discusses ways in which people use their media devices responsibly to avoid extremism, radicalisation, violence, bullying and in accessing inappropriate sites.

Link to other learning areas:
- Learner links their learning to Life Skills and Religious Studies as they discuss responsible ways of using media.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to mention functions of media devices used at home and in school.	Learner confidently identifies diverse functions of media	Learner identifies functions of media.	Learner identifies most functions of media	Learner names a few functions of media, requires support to identify others.
Ability to listen for selective information by speakers in diverse contexts.	Learner listens for selective information by speakers in diverse contexts about media	Learner listens for selective information by speakers in contexts about media	Learner listens for selective information by speakers in most contexts about media	Learner listens for selective information by speakers in some contexts about media
Ability to effectively communicate on responsible use of media	Learner confidently and effectively communicates about responsible use of media.	Learner communicates effectively about responsible use of media.	Learner makes significant contributions about responsible use of media.	Learner requires assistance to contribute about responsible use of media.

STRAND 2.0 READING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.1 Selective reading: Restaurant** (3 Lessons)	By the end of the sub strand the learner should be able to: a) categorise foodstuff according to type, b) read texts for specific information, c) appreciate the eating cultures of different people.	The learner is guided to: • work with peers (in pairs, in groups) and sort out foodstuff in categories of *Obst, Gemüse, Fleisch, Getränke,* etc from a given list of names of foodstuff and pictures • download or source menus and identify the various dishes offered in different restaurants • read a dialogue depicting a conversation in a restaurant • match the food orders made by the customers • identify and sort out dishes that they consider healthy and unhealthy • read dialogues loudly indicating situations in a restaurant, and answer questions on selective information, • read online and in various resources on eating habits in Kenya and in Germany and present their findings in class	How can one identify ideas from a text?
Core competencies to be developed:				
• Self-efficacy: Learner develops self-awareness skills on the choice of food and how they impact on their wellbeing.				
Core Values:				
• Respect: Learner demonstrates respect for other cultures as they learn about food found in other cultures.				

Pertinent and Contemporary Issues:
• Lifestyle Diseases: Learner develops awareness on the impact of eating habits on lifestyle diseases.

Link to other learning areas:
• Learner links their learning to Language when they read different food terminologies, Health Education and Home Science as they read on healthy eating habits.

Assessment Rubric

Ability to categorize different types of foodstuff	Learner categorizes a variety of familiar and unfamiliar types of foodstuff correctly.	Learner correctly categorizes given types of foodstuff	Learner categorizes different types of foodstuff with some assistance	Learn Learner categorizes common types of foodstuff but requires a lot of assistance to complete the task
Ability to read texts for specific information	Learner reads complex texts for specific information on foodstuff and carries out extra tasks on such texts independently and appropriately.	Learner reads texts for specific information on foodstuff and carries out given tasks appropriately.	Learner reads texts for specific information on foodstuff and responds to most questions appropriately.	Learner reads simple texts, needs assistance to extract specific information about foodstuff from given texts.
Ability to demonstrate self-awareness	Learner expresses preferences and is able to confidently justify such choices	Learner expresses preferences and is able to justify such choices	Learner expresses preferences and is able to justify most of the choices	Learner expresses preferences and is able to justify some of the choices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Reading	1.1 Selective Reading: School (5 Lessons)	By the end of the sub strand the learner should be able to: a) identify aspects associated with school in texts, b) read texts on school for specific information, c) interact with digital technology to enhance learning.	The learner is guided to: • read texts about school routines and match the texts to pictures, • read school timetables and answer given questions, • read formal time on model clocks, • watch video tour of a school or study a given map and note the terminologies given to different facilities, • read texts on schools in Germany and download or source pictures or read given texts on schools in Germany and find supporting pictures, • read texts on school facilities in Germany and compare them with those in Kenya.	How do you manage your time in school?

Core competencies to be developed:
- Digital literacy: Learner develops the skill of interacting with technology as they read online about schools in Germany and download pictures.

Core Values:
- Responsibility: Learner demonstrates responsibility as they discuss how to manage their time properly in school.

Pertinent and Contemporary Issues:
- Peer Pressure: Learner develops an awareness for peer pressure as they discuss how to resist peer pressure in time management.

Link to other learning areas:
• Learner links this sub strand to Mathematics as they read the numbers of the official time correctly and Social Studies as they read about school resources and facilities.
Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify aspects associated with school	Learner identifies all common and uncommon aspects associated with school in a text using appropriate terminology	Learner identifies all aspects associated with school in a text using appropriate terminology	Learner identifies the common aspects associated with school in a text using appropriate terminology	Learner identifies the most common aspects associated with school in a text using the most basic terminology
Ability to read for specific information	Learner reads texts for specific information about school routines, facilities and time and carries out complex tasks independently and appropriately	Learner reads texts for specific information about school routines, facilities and time and carries out given tasks appropriately	Learner reads texts for specific information about school routines, facilities and time and carries out most of the tasks appropriately	Learner reads texts for information about school routines, facilities and time but requires assistance to extract information and to carry out tasks
Ability to interact with digital technology	Learner confidently interacts with digital technology to access more information on schools in Kenya and Germany	Learner interacts with digital technology to access more information on schools in Kenya and Germany	Learner interacts with digital technology but requires some assistance to access information on schools in Kenya and Germany	Learner interacts with digital technology under guidance and requires a lot of assistance to access information about schools in Kenya and Germany

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2 Selective Reading: Leisure Time (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify leisure time activities from texts, b) read texts on leisure time for specific information, c) appreciate the differences in leisure time activities in Kenya and Germany.	The learner is guided to: • read about leisure interests in small groups • read and match short texts to pictures depicting varied leisure time activities • read texts and identify the different times of the day • read and put parts of a text in the correct order • download or source a *Terminkalender,* read and answer questions on it • research (online/other sources) on popular leisure time activities in Germany and compare them with those in Kenya.	1. How do we get specific information from a text? 2. Why should we involve our parents in making plans for leisure time activities?

Core competencies to be developed:
• Creativity and imagination: Learner develops the skill of making connections when they read and put parts of a text in the correct order.

Core Values:
• Respect: Learner demonstrates respect for other people's preferences when planning leisure time activities.

Pertinent and Contemporary Issues:
- Parental empowerment and engagement: This is observed as learner discusses why they should involve their parents when making plans for their leisure time activities.

Link to other learning areas:
- Learner links this sub strand to Health Education when they read on leisure activities that promote fitness and healthy living.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify leisure time activities	Learner independently identifies all common and uncommon leisure time activities in complex texts	Learner accurately identifies all leisure time activities in a given text	Learner accurately identifies most of the leisure time activities in a given text	Learner identifies the leisure time activities in a given text, needs prompting to use the correct terms
Ability to read selectively	Learner confidently reads texts on leisure, festivities and times of the day and independently extracts required specific information	Learner reads texts on leisure, festivities and times of the day and extracts required specific information accurately.	Learner reads texts on leisure, festivities and times of the day; requires minimal prompting to extract the required information	Learner reads texts on leisure, festivities and times of the day; requires constant prompting to extract required information
Ability to make connections in texts	Learner is able to make connections of complex texts and make cohesive texts	Learner is able to make connections of texts and make cohesive texts	Learner is able to make connections of simple texts and make cohesive texts	Learner requires assistance to be able to make connections of texts and make cohesive texts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.3 Extensive Reading: People & Professions** (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify careers and occupations in texts, b) read texts for own enjoyment, c) appreciate diversity in career choices of their peers.	The learner is guided to: • read a text and underline given professions • in pairs read and match short texts to careers described • search for occupations in a puzzle • research, read and present a short professional biography of a favourite famous personality • download or source business cards and/or job advertisement and highlight the occupation and discuss with peers • collect various advertisements for job vacancies, read and discuss them • work in pairs to prepare a short text on their dream career, exchange with the partner and read for the rest	1. What is your favourite reading text and why? 2. What factors do people consider when choosing careers?

Core competencies to be developed:
• Self-efficacy: Learner develops personal skills when they reflect on their strengths and weaknesses in relation to career choices.

Core Value(s):
• Integrity: Learner is made aware of integrity issues as they read about career choices and exemplary careers.

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Pertinent and Contemporary Issues:
• Career guidance and mentorship: Achieved when the learner discuss their future career plans with peers.

Link to other learning areas:
• Learner links this sub strand to Languages when reading on occupations and Computer Studies when they use computers to research and download business cards and job advertisements.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify occupations	Learner identifies common and uncommon occupations in complex texts	Learner identifies occupations in given texts	Learner identifies common occupations in given texts	Learner identifies most common occupations in texts, needs help identifying others
Ability to read for enjoyment	Learner independently selects appropriate and complex texts to read for enjoyment.	Learner selects appropriate texts to read for enjoyment.	Learner selects texts to read for enjoyment with minimal guidance	Learner reads but needs a lot of guidance to select appropriate texts for leisure reading
Ability to reflect on personal strengths and weaknesses	Learner is able to critically assess personal strengths and weaknesses and make appropriate career choices	Learner is able to assess personal strengths and weaknesses and make appropriate career choices	Learner is able to assess personal strengths and weaknesses and make appropriate career choices with some guidance	Learner is able to assess personal strengths and weaknesses and make appropriate career choices with a lot guidance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.4 Reading for Comprehension: Home** (4 Lessons)	By the end of the sub strand the learner should be able to: a) identify household items from texts, b) read various texts on household items for comprehension, c) value reading for personal interest in various contexts.	The learner is guided to: • read various brief texts and extract names of household items from them • read and classify household items under *Geschirr*, etc. • read texts on household items and classify them according to their location in a house • read and match household items that 'belong together' e.g *der Elektroherd und der Topf,* • read a text on various ways of caring for household items • select and read any text to peers • read diverse online texts on different furnishings and interior design and give their opinions • read an article of personal interest and share with peers	How do you ensure maximum comprehension when reading a given text?

Core competencies to be developed:
• Learning to learn**:** Learner develops the skill of learning independently when they choose what to read for personal interest.

Core Values:				
• Responsibility: Learner demonstrates responsibility when they read and get information on handling household items responsibly.				

Pertinent and Contemporary Issues:				
• Safety and Security: Learner develops awareness for safety and security when they gain knowledge on safe use of various household items.				

Link to other learning areas:				
• Learner links this sub strand to Home Science when they learn about organizing household items at home.				

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify household items	Learner independently identifies and classifies familiar and unfamiliar household items appropriately.	Learner identifies and classifies household items.	Learner identifies and classifies common household items.	Learner identifies most common household items, needs prompting to classify them.
Ability to read texts and complete tasks	Learner reads texts and independently completes tasks appropriately	Learner reads texts and completes tasks appropriately	Learner reads texts and completes tasks with minimal prompting	Learner reads texts; requires guidance to complete given tasks correctly
Ability to learn independently	Learner is able to organize own learning by choosing complex but age-appropriate reading materials	Learner is able to organize own learning by choosing age-appropriate reading materials	Learner requires some guidance to organize own learning and to choose appropriate reading materials	Learner requires a lot of guidance to organize own learning band to choose appropriate reading materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.5 Reading for gist: Health (2 Lessons)**	By the end of the sub strand the learner should be able to: a) identify main ideas in a text, b) read texts on health for gist, c) appreciate various media as sources of information.	The learner is guided to: • read texts on common ailments and note these • read texts on how to express oneself when ill • read dialogues on ailments • match pictures showing persons suffering from various ailments to the expressions • choose an ailment, research on it (online and from other available sources) and present to peers • read tips on how to remedy common ailments at home and share these with peers • in pairs/groups read on and compare common ailments in Kenya and Germany from a variety of sources	How do you ensure you get the main ideas in a text when reading?

Core competencies to be developed:
• Critical thinking and problem solving: Learner develops researching skill when they read extensively online/assorted media to get information on common ailments.

Core Values:
• Love: Learner demonstrates love when they acquire useful information on how to take care of the sick at home.

Pertinent and Contemporary Issues:
• Non-communicable diseases: Learner develops awareness about non-communicable diseases when they read and share information about common ailments.

Link to other learning areas:
• Learner links this sub strand to other learning areas such as Health education where learners acquire knowledge on ailments

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to read for gist	Learner reads various texts on common and uncommon ailments and undertakes assigned related tasks appropriately	Learner reads texts on common ailments and undertakes assigned related tasks appropriately	Learner reads texts on common ailments and undertakes some of the assigned related tasks appropriately	Learner reads texts on common ailments but requires assistance to undertake the assigned related tasks
Ability to use various media as sources of information	Learner researches extensively using various media for information on common and uncommon ailments and shares with peers	Learner researches using various media for information on common ailments and shares with peers	Learner researches using various media for information on the most common ailments	Learner requires assistance in getting information on common ailments from various media and needs prompting to share with peers
Ability to carry out research on common ailments	Learner is able to carry out extensive research on common ailments	Learner is able to carry out research on common ailments	Learner is able to carry out some research on common ailments	Learner requires assistance to be able to carry out research on common ailments

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.6 Skimming and Scanning: Media (2 Lessons)	By the end of the sub strand the learner should be able to: a) read texts for general information using the skimming skills, b) read texts for specific information using the scanning skills, c) assess the value of media in everyday life.	The learner is guided to: • read texts on media and extract general information • match paragraph headings to given paragraphs in a text • read and match texts according to their subject matter • read and identify key information in given texts • research, read and present on the media in everyday life • collect various product placement articles in various media and discuss the information they try to relay • read about the role of media in eradicating radicalisation violence and extremism • read about functions of media especially social media and share these with peers	How do you get general ideas from a text?

Core competencies to be developed:
• Self-efficacy: Learner develops effective communication skills when they research and present about the functions of media in their everyday lives.

Core Values:
• Respect: Learner shows respect by how they share information, videos and photos on social media.

Pertinent and Contemporary Issues:

- Consumer Awareness: Learner develops awareness of the role of the media in influencing consumers to various products as they discuss product placement in various media.

Link to other learning areas:

- Learner links this sub strand to Computer Studies as they are exposed to media devices and their functions.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to skim texts for information	Learner reads and understands general information from various texts on media and carries out given tasks and extra tasks appropriately	Learner reads and understands general information from texts on media and carries out given tasks	Learner reads and understands general information from texts on media and carries out most of the given tasks with minimal guidance	Learner reads general information from texts on media with minimal understanding, requires considerable prompting to carry out given tasks
Ability to scan texts for information	Learner reads for specific information from varied texts about media and carries out related tasks appropriately	Learner reads for specific information from given texts about media and carries out related tasks	Learner reads given texts about media and extracts required specific information with minimal guidance	Learner reads given texts about media with consistent prompting, requires support to extract specific information and to carry out related tasks
Ability to communicate effectively on the functions of media	Learner is able to extensively research and clearly and concisely make a presentation on the functions of the media	Learner is able to research and make a presentation on the functions of the media	Learner is able to research and make a presentation on the functions of the media with some guidance	Learner is able to research and make a presentation on the functions of the media with a lot of guidance

STRAND 3.0 WRITING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.1 Functional Writing: Restaurant** (4 Lessons)	By the end of the sub strand the learner should be able to: a) identify food items found in given texts, b) write a simple menu for a restaurant, c) express preference clearly in writing, d) appreciate food preferences based on varied cultural contexts.	The learner is guided to: • match different pictures of foodstuff with the appropriate names • listen to a dialogue between a waiter and a customer and categorize phrases they use (*was sagt der Kellner/Gast)* • prepare and write own menu from samples and share it with peers through available media • carry out research for catchy phrases on menus for Kenyan and German Hotels and create a menu using them • write a dialogue expressing their preferences using a given menu • outline financial considerations to make when ordering a meal	1. How do we ensure clarity in our communication? 2. How do we make healthy choices while eating out?

Core Competencies to be developed:
• Self-efficacy: Learner develops the skill of clarity of communication when they identify and express their preferences.

Core Values:
• Respect: Learner demonstrates respect when they use polite language in making orders and expressing their preferences.

Pertinent and Contemporary Issues (PCIs):
• Lifestyle diseases: Learner develops awareness for lifestyle diseases when they learn how to order healthy food.

Link to other learning areas:
• Learner links this sub strand to Home Science as they learn more about nutrition and how to adopt healthy eating habits and Mathematics as they learn about pricing of food items.

Assessment Rubric

Indicators	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to identify food items	Learner identifies all food items found in given texts, differentiates whether they are found in Kenya or Germany	Learner identifies all food items found in given texts	Learner identifies most of the food items found in given texts	Learner requires support to identify food items found in given texts
Ability to write simple menus	Learner writes simple menus correctly and creatively using the prescribed formula	Learner writes simple menus correctly using the prescribed formula	Learner writes simple menus correctly using the prescribed formula most of the time	Learner occasionally writes simple menus correctly but requires assistance in using the prescribed formula
Ability to communicate clearly	Learner communicates in a clear and precise manner to express preference	Learner communicates in a clear manner to express preference	Learner communicates in a clear manner to express preference most of the time	Learners communicates in a hesitant and unclear manner to express preference

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.2. Functional writing: School (3 Lessons)**	By the end of the sub strand the learner should be able to: a) identify facilities found in a school environment, b) write a functional text about school, c) interact with digital technology to enhance learning, d) acknowledge differences between schools in Kenya and Germany.	The learner is guided to: • look at photos /pictures with school items/ facilities and write down their names • match the names of the school facilities with activities carried out there and writes down sentences expressing the activities • write a schedule of activities for different days of school • read a text on a typical school routine in Kenya and Germany and depict the information in a poster • research online and prepare a poster comparing school facilities in Kenya and in Germany • write guidelines to prepare a delegation of Kenyan students going to Germany on an exchange program and present these on a poster.	1. Why is it important to prepare a personal daily schedule? 2. How does following set schedules save money?

Core competencies to be developed:
- Digital literacy: Learner develops skills for using digital technology to effectively accomplish given tasks as well as select digital technology relevant to different tasks.

Core Values:
- Responsibility**:** Learner demonstrates responsibility when they develop the posters on school routines.

Pertinent and Contemporary Issues (PCIs):

- Time Management: Learner develops awareness for time management when they compare the various school settings and school routines, learning about school routines.

Link to other learning areas:

- Learner links this sub strand to Social Studies when they learn the various aspects of school life and Mathematics as they learn to tell informal and formal time.

Assessment Rubric

Indicators	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to identify school facilities	Learner accurately identifies all school facilities and lists their functions	Learner accurately identifies all school facilities	Learner identifies most facilities	Learner requires assistance to identify a few school facilities
Ability to write a functional text	Learner is able to write creative texts about school using appropriate language structures and vocabulary	Learner is able to write texts about school using appropriate language structures and vocabulary	Learner is able to write texts about school	Learner requires assistance to able to write texts about school
Ability to interact with technology	Learner works efficiently with technology. Can easily navigate, communicate and has multiple ways to work with the appropriate software, digital devices and application programs relevant to different tasks.	Learner works with technology, can navigate, communicate, work easily with digital devices and correct application programs relevant to different tasks.	Learner is able to work with technology. Can move, communicate and do basic things with most digital devices.	Learner is able to minimally work with technology. Can communicate and do basic things with a few digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.3 Functional Writing: Leisure Time (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify key aspects of leisure in given contexts, b) sequence the daily routine according to the various times of the day, c) value the responsible use of time during leisure activities.	The learner is guided to: • label leisure activities and match them with the different times of the day • identify vocabulary items about leisure activities from a crossword puzzle • write an itinerary for a holiday in their dream destination • write an email to peers assigning them roles at an upcoming sporting event • create a time log for use in monitoring the usage of leisure time • write letters to peers inquiring about the advice their teachers/parents have given them on leisure time	Why is writing things down important?

Core competencies to be developed:
• Collaboration and communication: Learner develops functional writing skills when they write letters to peers inquiring about leisure time.

Core Values:
• Respect: Learner demonstrates respect when they appreciate the diversity and differences in their classmates' leisure activities and schedules.

Pertinent and Contemporary Issues (PCIs):
• Parental empowerment and engagement: Learner understands the role of parents in making plans and schedules for their leisure time activities.

Link to other learning areas:
• Learner links this sub strand to Sports Education as they learn to plan their leisure time activities, physical recreation.

Assessment Rubric

Indicators	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to identify leisure time activities	Learner identifies all leisure time activities using the correct and varied prepositions, vocabulary and phrases	Learner identifies all leisure time activities using the correct prepositions, vocabulary and phrases	Learner identifies most of the leisure time activities using some correct prepositions, vocabulary and phrases	Learner identifies a few leisure time activities using a few correct prepositions, exhibits limited use of vocabulary and phrases
Ability to sequence daily routines	Learner accurately and with ease arranges the events in a daily routine in the correct chronological order in relation to the given time of the day	Learner satisfactorily arranges the events in a daily routine in the correct chronological order in relation to the given time of the day	Learner arranges most of the events in a daily routine in the correct chronological order in relation to the given time of the day	Learner arranges a few of the events in a daily routine in the correct chronological order in relation to the given time of the day
Ability to write a functional text	Learner is able to write a comprehensive letter to a peer using correct language structures and vocabulary	Learner is able to write a letter to a peer using correct language structures and vocabulary	Learner is able to write a simple letter to a peer using correct language structures and vocabulary	Learner is able to write a letter to a peer; requires assistance to use correct language structures and vocabulary

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.4. Creative Writing:** **Professions** (3 Lessons)	By the end of the sub strand the learner should be able to: a) classify various professions in Kenya based on gender, b) compose short texts on career aspirations, c) connect with digital technology for effective communication, d) demonstrate appreciation for various careers in Kenya and Germany.	The learner is guided to: • create a Bingo game where they match various jobs to pictures given • fill in a crossword puzzle by finding the correct clues about various occupations • write a description of any career and share • compose a text summarising important guidelines to consider when choosing a career • write down a dialogue (and record an audio of themselves talking) about career wishes using the modal verb "*möchten*" • make a collage of common occupations in Kenya and Germany from different sources (online etc.) and take turns naming them	How do we express our creativity in writing?

Core competencies to be developed:
• Digital Literacy: Learner develops the ability to connect with digital technology when they use digital devices as they carry out online research on various common occupations in Kenya and Germany.

Core Values:
• Integrity: Learner demonstrates integrity by being truthful and honest when expressing their career wishes.

Pertinent and Contemporary Issues (PCIs):
• Career guidance and mentorship: Learner develops awareness for the need for career guidance and mentorship in making informed career decisions.

Link to other learning areas:
• Learner links this sub strand to Pre-Technical and Pre-Career education as they learn more about the choices for the future career.

Assessment Rubric

Indicators	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to classify various occupations	Learner correctly and concisely classifies all given professions according to gender	Learner correctly classifies all given professions according to gender	Learner correctly classifies most of the given occupations according to gender	Learner correctly classifies a few of the given occupations according to gender
Ability to compose short texts on careers	Learner composes well written and creative short texts on future careers	Learner composes short texts on future career wishes correctly	Learner requires some guidance to compose short texts on future career wishes correctly	Learner requires considerable support to compose short texts on future career wishes correctly
Ability to connect with digital technology	Learner is able to effectively and effortlessly connect with digital technology on digital media and spaces, online video, audio and social media.	Learner is able to effectively connect with digital technology on digital media and spaces, online video, audio and social media.	Learner is able to effectively connect with digital technology on most digital media and spaces, online video, audio and social media.	Learner is able to connect with digital technology on a few digital media and spaces, online video, audio and social media.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Writing	3.5 Descriptive Writing: Household items (3 Lessons)	By the end of the sub strand the learner should be able to: a) name specific household items in a given context, b) write a descriptive text in various contexts, c) work collaboratively for further learning, d) appreciate the need to take care of household items	The learner is guided to: • watch a video on different types of houses with different rooms and discuss it in pairs • list down the household items and furniture • write a dialogue in pairs between 2 people who have just moved into a new house • describe the position of items and furniture at home. • research on how to take care of household appliances for safety in the house, and share with peers • collaboratively come up with tips on taking care of household items	1. How do we paint a clear picture through writing? 2. Why is it important to work together?

Core competencies to be developed:
• Learning to learn: Learner develops self-discipline by working collaboratively to come up with tips on proper care of household items.

Core Values:
• Responsibility: Learner demonstrates responsibility by researching on how to take care of household items.

Pertinent and Contemporary Issues (PCIs):
• Safety and Security: Learner develops safety and security skills as they organize their own room in a safe way.

Link to other learning areas:

- Learner links this sub strand to Social Studies and Home Science as they learn about organizing, managing and taking care of their own home.

Assessment Rubric

Indicators	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to name specific items	Learner correctly names all household items found in their immediate environment and beyond.	Learner correctly names household items in given texts	Learner correctly names most of the household items in given texts	Learner correctly names a few household items in given texts
Ability to write descriptive texts	Learner creatively and correctly writes descriptive texts using appropriate language structures and vocabulary	Learner writes descriptive texts using appropriate language structures and vocabulary	Learner writes simple descriptive texts using appropriate language structures and vocabulary	Learner requires assistance to write descriptive texts using appropriate language structures and vocabulary
Ability to work collaboratively	Learner displays self-discipline, works collaboratively and is always willing to learn from others	Learner works collaboratively and is willing to learn from others	Learner works with peers and is willing to learn from them most of the time.	Learner requires persuasion and encouragement to work with others.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**4.1 Creative Writing: Health** (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify specific information in given context, b) write creative texts about various topics, c) apply previous knowledge to accomplish assigned tasks, d) value the need for compassion while taking care of the sick.	The learner is guided to: • watch a video clip on different patients interacting with doctors over different ailments and write down the ailments mentioned • fill in a crossword puzzle with common ailments • write down symptoms of ailments from speakers talking about how they are feeling • write down remedies to the common ailments they have identified • write down a dialogue between a patient and a doctor where the patients explain their ailments and doctor gives advice and role play it • record the role play and use it for discussion, reflection and tips when taking care of sick persons • research and write down different ways of preventing various common communicable and non-communicable ailments	1. Why is it important to explore our creativity through writing? 2. Why is your health important?

Core competencies to be developed:

- Critical thinking and problem solving: Learner acquires the skill of interpretation and inference by applying what they have learned in other subjects and in everyday life to suggest remedies to common ailments.

Core Values:

- Care and compassion: These values are acquired as learner takes care of their own health and cares for a sick person using acquired knowledge and skills.

Pertinent and Contemporary Issues (PCIs):

- HIV/AIDS: Learner develops awareness for the differences between communicable and non-communicable ailments as they research and write down different ways of preventing them.

Link to other learning areas:

- Learner links this sub strand to Health Education and Home Science as they write about common ailments and how to prevent them.

Assessment Rubric

Indicators	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to identify specific information in given context	Learner identifies a wide range of common ailments and symptoms, and lists them correctly.	Learner identifies common ailments and symptoms, and lists them correctly.	Learner identifies most common ailments and symptoms, and lists them in German.	Learner identifies a few common ailments and a few symptoms, and requires support in listing them correctly in German.

Ability to write creative texts	Learner creatively writes creative texts about common ailments and gives well thought out appropriate remedies for these	Learner writes creative texts about common ailments and gives remedies for these	Learner writes creative texts about most common ailments and gives most remedies.	Learner requires assistance to write creative texts about common ailments and give remedies.
Ability to apply previous knowledge	Learner applies previous knowledge of language structures and vocabulary to accomplish assigned tasks and extra ones appropriately	Learner applies previous knowledge of language structures and vocabulary to accomplish assigned tasks appropriately	Learner applies previous knowledge of language structures and vocabulary to accomplish assigned tasks with minimal prompting	Learner applies previous knowledge of language structures and vocabulary to accomplish assigned tasks with a lot of prompting

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.7 Creative Writing: Media** **(2 Lessons)**	By the end of the sub strand the learner should be able to: a) identify specific items in a given context, b) write a creative text in various contexts, c) demonstrate self-awareness skills when discussing media use, d) value responsible use of the internet/media by young people.	The learner is guided to: • look at pictures of different types of media and write them down, • research on the common types of media and present them in class • identify functions of media in a text and write them down • fill in a given table on the uses of media • interview peers on how they use media and prepare a brief presentation • write a skit on responsible use of media and play it out with peers • create a poster on responsible internet use for school going children	What is the relevance of media in the society today?

Core competencies to be developed:
- Self-efficacy: Learner develops self-awareness skills by reflecting on their peers' use of various media as well as when they create a poster on responsible use of the media for their peers.

Core Values:
- Respect: Learner learns to respect other internet users thereby using the internet responsibly e.g. in sharing information.

Pertinent and Contemporary Issues (PCIs): • Violence, extremism and radicalisation: Learner develops awareness for the role of the media with regards to violence, extremism and radicalisation.	

Link to other learning areas:
• Learner links this sub strand to Computer Studies as they take part in video recording and editing and use of other kinds of electronic media like computers.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify specific items	Learner accurately identifies all the types of media and devices in a given context and explains their function	Learner accurately identifies all the types of media and devices in a given context	Learner identifies most of the types of media and devices in a given context	Learner identifies some of the types of media and devices in a given context, requires support to identify others
Ability to write a creative text	Learner writes a descriptive and creative text in various contexts	Learner always writes a creative text in the given context	Learner writes a creative text in the given context most of the time	Learner exhibits difficulty in writing creatively in the given context
Ability to demonstrate self-awareness when discussing media use	Learner is able to critically look at own and peers' media usage and discuss its appropriate use	Learner is able to look at own and peers' media usage and discuss its appropriate use	Learner is able to look at own and peers' media usage; requires some assistance to discuss its appropriate use	Learner is able to look at own and peers' media usage; requires a lot of assistance to discuss its appropriate use

STRAND 4.0 LANGUAGE STRUCTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Language Structures	**4.1 Conjugation, Accusative and Dative** (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify direct and indirect objects in sentences, b) construct sentences with direct and indirect objects correctly, c) employ appropriate language structures in various contexts.	The learner is guided to: • underline the nouns in given sentences • classify the underlined nouns either as direct or indirect objects • rearrange jumbled up words to form correct sentences • construct sentences with direct and indirect objects • use irregular verbs to form sentences in the context of a restaurant • discuss in pairs/groups what makes a verb irregular • come up with rules on irregular verbs • identify verbs denoting the dative case by use of pictures • role-play a situation in a restaurant with peers	How do you conjugate verbs in your local language?
Core competencies to be developed: • Self-Efficacy: Learner develops effective communication skills when they employ appropriate language structures to role play a situation in a restaurant					
Core Values: • Respect: Learner demonstrates respect for other persons by using appropriate language structures in their role plays					

Pertinent and Contemporary Issues:
- Lifestyle diseases: Learner develops awareness for lifestyle diseases when they learn about foods and eating habits

Link to other learning areas:
- Learner links their learning to other languages in using direct and indirect objects in sentences.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify direct and indirect objects	Learner identifies simple and complex direct and indirect objects in sentences.	Learner identifies the direct and indirect objects in sentences.	Learner identifies the simple direct and indirect objects in sentences.	Learner identifies the simplest direct and indirect objects in sentences; requires prompting to differentiate the two.
Ability to construct sentences using direct and indirect objects	Learner constructs complex sentences using direct and indirect objects appropriately	Learner constructs sentences using direct and indirect objects appropriately	Learner constructs simple sentences using direct and indirect objects appropriately	Learner constructs basic sentences using direct and indirect objects
Ability to employ appropriate language structures	Learner employs appropriate and complex language structures in communicative situations	Learner employs appropriate language structures to communicate	Learner employs appropriate language structures to communicate with minimal prompting	Learner employs basic language structures to communicate

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.2 Prefixes, Preposition, Interrogative pronoun** 3 Lessons)	By the end of the sub strand the learner should be able to: a) identify verbs with separable prefixes in sentences, b) construct sentences using verbs with separable prefixes, prepositions and interrogative pronouns, c) interact with technology for learning, d) develop an awareness of how to resist peer pressure.	The learner is guided to: • identify various verbs with separable prefixes in given texts • underline the verbs and the prefixes in given sentences • select own texts and identify and make a list of verbs with separable prefixes • conjugate verbs with separable prefixes • use appropriate prepositions to tell formal time • construct sentences using verbs with separable prefixes and prepositions of time • use interrogative pronouns to inquire about their school routines • research online/other sources on prepositions of time and interrogative pronouns used to describe school routines in Kenya and Germany • discuss with peers how to resist peer pressure in school	What words do you use to ask for time in your local language?

Core competencies to be developed:

- Digital Literacy**:** Learner acquires the skill of interacting with technology when they research online/other sources on prepositions of time and interrogative pronouns used to describe school routines in Kenya and Germany.

Core Values:

- Responsibility: Learner demonstrates responsibility by undertaking own research on more prepositions of time and interrogative pronouns.

Pertinent and Contemporary Issues:

- Peer Pressure: Learner develop awareness for peer pressure as they discuss with peers how to resist it in school

Link to other learning areas:

- Learner links their learning to other languages that have prefixes, interrogative pronouns and prepositions, learning is also linked to Computer Studies in interacting with digital technology.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify verbs with separable prefixes	Learner identifies various common and less common verbs with separable prefixes in complex sentences	Learner identifies various verbs with separable prefixes in given sentences	Learner identifies common verbs with separable prefixes in given sentences	Learner identifies various verbs; requires prompting to identify the separable prefixes in given sentences
Ability to construct sentences	Learner independently constructs complex sentences using a variety of verbs with separable	Learner constructs sentences using given verbs with separable prefixes, prepositions	Learner constructs simple sentences using given verbs with separable prefixes,	Learner constructs basic sentences; requires guidance to appropriately use verbs

	prefixes, prepositions and interrogative pronouns appropriately	and interrogative pronouns	prepositions and interrogative pronouns	with separable prefixes, prepositions and interrogative pronouns
Ability to interact with technology for learning	Learner independently and responsibly uses technology to complete assigned tasks in a timely manner	Learner responsibly uses technology to complete assigned tasks in a timely manner	Learner responsibly uses technology to complete assigned tasks	Learner responsibly uses technology; requires guidance to complete assigned tasks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.3. Modal Verb, Prepositions** (3 Lessons)	By the end of the sub strand the learner should be able to: a) construct sentences using modal auxiliary verbs, b) tell times of the day using appropriate prepositions of time, c) apply observation skills in discussing leisure time, d) demonstrates respect for other people's choices.	The learner is guided to: • match pictures with sentences that contain modal verbs and identify the modal verbs • construct sentences using modal verbs about given situations • talk about plans using appropriate prepositions of time • construct simple sentences with reference to pictures that show different people displaying what they would like to do • use modal auxiliary verbs and prepositions of time to write an Email/letter to a friend in Germany and share their plans for their leisure time • discuss their ideal leisure time activities using correct language structures • research on leisure time in German speaking countries and present on activities that they can take part in	How does an "auxiliary" relate to the main part of something?

Core Competencies to be developed:
• Creativity and Imagination: Learner gains observation skills as they research on leisure time in German speaking countries and presents on activities that they can take part in

| Core Values: |
| Respect: Learner displays respect by respecting their peers' choices in how they spend their leisure time |

Core Values:
• Respect: Learner displays respect by respecting their peers' choices in how they spend their leisure time

Pertinent and Contemporary Issues:
• Parental empowerment and engagement: Learner involve their parents while making plans for their leisure time

Link to other learning areas:
• Learner links their learning to other languages on the use of modal auxiliary verbs

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to construct sentences using modal verbs	Learner constructs complex sentences using modal verbs to communicate about leisure time appropriately	Learner constructs sentences using modal verbs appropriately	Learner constructs simple sentences using modal verbs appropriately	Learner constructs simple sentences; requires prompting to use modal verbs
Ability to tell the time using prepositions	Learner uses a wide variety of appropriate prepositions of time to tell the time	Learner uses appropriate prepositions to tell the time	Learner uses appropriate prepositions to tell the time with minimal prompting	Learner tells the time; requires prompting to use appropriate prepositions
Ability to apply observation skills	Learner actively takes part in discussions on leisure time and engages peers to learn more	Learner takes part in discussions on leisure time and engages peers to learn more	Learner takes part in discussions on leisure time with peers; requires some prompting to ask questions to learn more	Learner takes part in discussions on leisure time with peers; requires a lot of prompting to ask questions to learn more

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.4. Modal Verb, Coordinating Conjunction** (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify modal auxiliary verbs in sentences, b) identify the coordinating conjunction in sentences, c) construct sentences using modal verbs, d) construct sentences using the conjunction *"denn"*, e) respect other people's career preferences.	The learner is guided to: • match pictures depicting various professions • conjugate the modal verb "möchten" • bring jumbled up words in order to make a coherent sentence with modal verbs • construct sentences about career wishes using modal verbs • match two sentences, one showing a preferred profession and the other giving the reason for the choice • research online the names of professions in the German language • construct sentences about dream careers using the modal verb and the conjunction "denn"	Why are conjunctions important in communication?
Core competencies to be developed: • Self-efficacy: Learner displays their personal skills by expressing their career choices and respecting their peers' preferred pathways.				

• Digital Literacy**:** Learner develops the skills of interacting with technology when they are researching the names of professions in the German language.	

Core Values:
• Integrity: Learner is encouraged to exhibit honesty and uprightness in their future professions

Pertinent and Contemporary Issues:
• Career guidance and Mentorship: Learner receives advice on their preferred future professions

Link to other learning areas:
• Learner links their learning to guidance and counselling since they are advised on their career choices.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify modal auxiliary verbs	Learner identifies and differentiates all modal auxiliary verbs in given sentences	Learner identifies all modal auxiliary verbs in given sentences	Learner identifies most of the modal auxiliary verbs in given sentences	Learner identifies some of the modal auxiliary verbs in given sentences
Ability to identify coordinating conjunction	Learner identifies and differentiates all coordinating conjunctions in given sentences	Learner identifies all coordinating conjunctions in given sentences	Learner identifies most of the coordinating conjunctions in given sentences	Learner identifies some of the coordinating conjunctions in given sentences
Ability to construct sentences using modal verbs	Learner constructs complex sentences using modal verbs appropriately	Learner constructs sentences using modal verbs appropriately	Learner constructs simple sentences using modal verbs appropriately	Learner constructs simple sentences; requires support to use modal verbs appropriately

Ability to construct sentences using "*denn*"	Learner constructs complex sentences using the conjunction "denn" appropriately	Learner constructs sentences using the conjunction "denn" appropriately.	Learner constructs simple sentences using the conjunction "denn" appropriately	Learner constructs simple sentences; requires support to use the conjunction "denn" appropriately
Ability to express career choices while respecting other's preferences	Learner is able to confidently express own career choice while showing understanding and respect for others' preferences	Learner is able to express own career choice while showing understanding and respect for others' preferences	Learner is able to express own career choice while showing some understanding and respect for others' preferences	Learner is able to express own career choice; requires guidance to understand and respect others' preferences

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.5 Verbs and Prepositions denoting location** (3 Lessons)	By the end of the sub strand the learner should be able to; a) identify the prepositions and verbs of place and location in sentences, b) use prepositions of place and location correctly in a sentence, c) construct sentences using verbs denoting location, d) reflect on own work for assessment, e) value safety in school and at home.	The learner is guided to: • list down all the prepositions they are familiar with • identify prepositions of place and location in a given text • using items within the classroom, play a game in pairs/groups involving prepositions (*Wo liegt das Lineal? /Ich sehe was, was du nicht siehst...? etc.*) of place and location • locate items found on a given picture/photo/sketch using the appropriate verbs and prepositions • describe their spaces at home using verbs and prepositions of location and discuss with peers • assess how they can make their homes and rooms safer	Why is reflection on one's own work important?

Core competencies to be developed:
* Learning to learn: Learner develops skills of reflection as they assess how they can make their homes and rooms safer

Core Values:
* Responsibility: Learner demonstrates responsibility as they discuss how household items should be arranged to minimise accidents in the house

Pertinent and Contemporary Issues:
- Safety and security: Demonstrated as learner discusses how household items should be arranged to minimise accidents in the house.

Link to other learning areas:
- Learner links their learning to Business Studies and Mathematics as they budget and consider pricing of items.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the prepositions and verbs of place and location in sentences	Learner identifies and differentiates all prepositions and verbs of place and location in sentences	Learner identifies all prepositions and verbs of place and location in sentences	Learner identifies most of the prepositions and verbs of place and location in sentences	Learner identifies some of the prepositions and verbs of place and location in sentences
Ability to construct sentences using correct prepositions of place and location	Learner constructs complex sentences using the prepositions of place and location appropriately	Learner constructs sentences using the prepositions of place and location appropriately	Learner constructs simple sentences using the prepositions of place and location appropriately	Learner constructs simple sentences; requires prompting to use the prepositions of place and location appropriately
Ability to construct sentences using verbs denoting location	Learner constructs complex sentences using verbs denoting location appropriately	Learner constructs sentences using verbs denoting location appropriately	Learner constructs simple sentences using verbs denoting location appropriately	Learner constructs sentences; requires prompting to use verbs denoting location appropriately

Ability to reflect on own work	Learner is able to critically reflect on own work and independently develop remedial measures	Learner is able to reflect on own work and develop remedial measures	Learner is able to reflect on own work and needs minimal prompting to develop remedial measures	Learner is able to reflect on own work and needs a lot of prompting to develop remedial measures

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.6 Sentence structure, Word order (3 Lessons)	By the end of the sub strand the learner should be able to; a) identify the key components of a sentence, b) construct sentences using the correct word order, c) conjugate verbs appropriately for effective communication, d) appreciate the role of research in learning.	The learner is guided to: • conjugate given regular verbs, • find verbs in a given text and write their infinitive form, • reorder jumbled up words to form correct sentences, • research on the internet/other sources on how to conjugate the verb *weh tun,* • construct sentences using *weh tun,*	1. How does word order affect communication in a language? 2. How should we treat people suffering from chronic diseases?

Core competencies to be developed:
- Critical thinking and problem solving: Learner develops their researching skill when they research on the internet/other sources on how to conjugate the verb *weh tun*

Core Values:
- Love: Learner demonstrates love when they discuss how they should treat people suffering from chronic diseases.

Pertinent and Contemporary Issues:
- Non-communicable diseases and chronic diseases: Learner develops an awareness of how to treat people suffering from these as they discuss the Key Inquiry Question.

Link to other learning areas:
- Learner links their learning to other languages in how verbs are conjugated.

Assessment Rubric				
Indicators	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to identify key components of a sentence	Learner is able to identify all key components in complex sentence structures	Learner identifies all key components of a sentence	Learner identifies most of the key components of a sentence	Learner identifies some of the key components of sentence
Ability to conjugate verbs correctly	Learner confidently conjugates regular and irregular verbs correctly	Learner correctly conjugates regular and irregular verbs	Learner correctly conjugates some regular and irregular verbs	Learner requires assistance to conjugate verbs.
Ability to construct sentences using the correct word order	Learner constructs complex sentences following a variety of word order rules independently	Learner constructs sentences using the given word order rules correctly	Learner constructs simple sentences using the correct word order	Learner needs assistance to form sentences with the correct word order

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.7. Verbs, Adverbs of frequency** **(3 Lessons)**	By the end of the sub strand the learner should be able to; a) identify adverbs of frequency in sentences, b) construct sentences using verbs with separable prefixes, c) utilize adverbs of frequency and conjunctions to communicate, d) demonstrate task execution skills while carrying out given tasks, e) appreciate the value of positive feedback in learning.	The learner is guided to: • underline adverbs in given texts • identify verbs in a given text • write the verbs found in the text in their infinitive form • look up verbs with separable prefixes and their meaning • construct sentences using the verbs with separable prefixes found above in different contexts • write simple texts using adverbs of frequency • critique peers' texts and give feedback • construct sentences using the conjunction *denn*	How does media influence violence?

Core competencies to be developed:
• Self-efficacy: Learner develops skills in task execution as they write simple texts using adverbs of frequency.

Core Values:
• Respect**:** This will be developed as learners critique each other's text and give feedback.

Pertinent and Contemporary Issues (PCIs):
• Violence, Extremism and Radicalisation: Learner discusses how media influences violence

Link to other learning areas:

- Learner links their learning to English and Kiswahili languages on how adverbs of frequency are used in sentences.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify adverbs of frequency in sentences	Learner identifies and differentiates all adverbs of frequency in given sentences	Learner identifies all adverbs of frequency in given sentences	Learner identifies most of the adverbs of frequency in given sentences	Learner identifies some of the adverbs of frequency in given sentences
Ability to construct sentences using verbs with separable prefixes	Learner constructs complex sentences using a wide range of verbs with separable prefixes	Learner constructs sentences using verbs with separable prefixes appropriately	Learner constructs simple sentences using verbs with separable prefixes appropriately	Learner constructs simple sentences; requires guidance to use verbs with separable prefixes
Ability to use adverbs and conjunctions correctly	Learner uses a variety of adverbs of frequency and conjunctions correctly	Learner uses adverbs of frequency and conjunctions correctly	Learner uses some adverbs of frequency and conjunctions correctly	Learner uses a few adverbs of frequency and conjunctions correctly
Ability to demonstrate task execution skills	Learner demonstrates exemplary execution skills while carrying out given tasks	Learner demonstrates appropriate execution skills while carrying out given tasks	Learner demonstrates appropriate execution skills while carrying out given tasks most of the time	Learner demonstrates appropriate execution skills while carrying out given tasks some of the time

COMMUNITY SERVICE LEARNING PROJECT (CSL)

Introduction
CSL in Grade 8 builds on the experiences in Grade 7. The learner will be expected to carry out only one CSL project at the end of Junior Secondary School with Grade 8 focusing on making preparations to undertake the CSL project. The preparations will be carried out in groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other subjects.

The preparations will entail the following steps:
- identifying a community problem through research,
- planning and coming up with solutions to solve the identified problem.

CSL Skills to be covered:
i) **Leadership**: Learners develop leadership skills as they undertake various roles during preparation.
ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovation ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
iii) **Research:** Learners will be expected to identify a problem or pertinent issue in the community and indicate how the problem will be solved. They will also acquire skills on how to report their findings.
iv) **Communication:** Learners indicate reporting mechanisms to be used during the actual project e.g., how they intend to communicate with members of the community, either online or offline.
v) **Citizenship:** As learners engage in the CSL activities for this Grade, they will be vested with the rights, privileges and duties of a citizen, hence giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.

vi) **Life Skills Education:** Learners will be equipped with life skills including decision making, assertiveness, effective communication, problem solving and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.

vii) **Community Development:** Learners will be empowered with skills necessary to effect relevant change including building stronger and more resilient communities.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
• Environmental degradation • Life style diseases • Communicable and non-communicable diseases • Poverty • Violence in community • Food security issues • Conflicts in the community **Note:** The suggested PCIs are only examples.	By the end of the CSL project, the learner should be able to: a) identify a problem in the community through research b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) appreciate the need to belong to a community.	The learner is guided to: • brainstorm on pertinent and contemporary issues in their community that need attention in groups • choose a PCI that needs immediate attention and explain why in groups • carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups • discuss possible solutions to the identified issue in groups • propose the most appropriate solution to the problem in groups • discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule, etc) • develop instruments for data collection	1. How does one determine community needs? 2. Why is it necessary to make adequate preparations before embarking on a project?

| Teachers should allow learners to identify PCIs as per their context and reality. | | • identify resources needed for the CSL project (human, technical, financial)
• discuss when the project will begin and end
• prepare a programme/timetable of the entire project execution
• Assign roles to be carried by all group members
• reflect on how the project preparation enhanced learning. | |

Key Component of CSL developed
a) Identification of a problem in the community through research
b) planning to solve the identified problem
c) designing solutions to the identified problem

Core competencies to be developed
- Communication and collaboration: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project.
- Self-efficacy: Learners develop the skills of self-awareness and leadership as they undertake the CSL project
- Creativity and Imagination: Learners will come up with creative ways of solving the identified community problem
- Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem.
- Digital Literacy: Learners can use technology when as they research on a community problem that they can address.
- Learning to Learn: Learners gain new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project.
- Citizenship: This is enhanced as learners choose a PCI that needs immediate attention in the community.

Pertinent and contemporary Issues
- Social cohesion as learners discuss possible solutions to the identified issue.

- Critical thinking as learners discuss possible solutions to the identified issue.

Values
- Integrity as learners carry out research using digital devices and print media as they identify a community problem to address.
- Respect as learners brainstorm on pertinent and contemporary issues in their community that need attention

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community through research	Critically identifies a problem in the community through research	Identifies a problem in the community through research	Identifies a problem in the community, employs some aspects of research	Requires prompting and support to identify a problem in the community
Ability to plan to solve the identified problem	Systematically and comprehensively plans to solve the identified problem	Comprehensively plans to solve the identified problem	Plans to solve the identified problem, leaves out some details	Plans to solve the identified problem but leaves out many detailsa
Ability to design solutions to the identified problem	Elaborately designs solutions to the identified problem	Designs solutions to the identified problem	Partly designs solutions to the identified problem	Partly designs solutions to the identified problem with some support

APPENDIX 1: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES

Strand	Suggested Learning Resources	Suggested Assessment Methods	Non- formal activities
1.0 Listening and Speaking	- 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 - German Cultural Festival - 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	● Total Physical Response ● Writing texts ● Forming sentences ● Peer assessment ● Writing menus	● Exchange Programs ● Tandem (face-to-face or electronic) and intercultural learning ● Language Days

	• Cross word puzzles • Pictures • Drawings • Magazines • Photographs • Newspapers • Flashcards • Illustrations • Journals • Recording devices • Menus • Brochures • Resource person	• 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	• 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

	● Lists of homophones, synonyms, antonyms. homonyms, rhymes ● Word bush ● Curiosity charts		
Special Needs Education	● Tactile diagrams ● Brailed materials ● Adapted realia ● Pictorial diagrams ● Interactive digital content	● 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