KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Ethical and Skilled Society

JUNIOR SCHOOL CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 7

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TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

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

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

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

   a) **Social Needs**

   Education in Kenya must prepare children for changes in attitudes and relationships 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 modernisation. Education should assist our youth in adapting to this change.

   b) **Economic Needs**

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

   c) **Technological and Industrial Needs**

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

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

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

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

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

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

7. **Promote international consciousness and foster positive attitudes towards other nations.**
    Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should, therefore, lead the youth of the country to accept membership in this international community with all the obligations, responsibilities, rights and benefits that this membership entails.
8. **Promote positive attitudes towards good health and environmental protection.**
    Education should inculcate in young people the value of good health for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION AT JUNIOR SCHOOL

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

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

ESSENCE STATEMENT

Learners in Junior School will be exposed to a range of non-formal programmes including Indigenous Languages. This is because a people's culture is best passed on through their language. In addition, the mother tongue, like any other language, is central to the success or failure of education and development programmes. The Constitution in Chapter 2, Article 7 (3) commits the Government to promote and protect the diversity of language of the people of Kenya as well as promote the development and use of indigenous languages. Furthermore, Article 11 of the Constitution provides for the promotion of all forms of cultural expression through literature, the arts, traditional celebrations, science, communication, information, mass media, publications, libraries, and other cultural heritage. According to Piaget, learners at this age develop the ability to think about abstract concepts.

This course is intended to expose the learner to ideas and appropriate contexts for language acquisition and deductive reasoning. It will also focus on developing further the language skills and competencies acquired at the lower levels of education. The confidence gained will motivate the learner to engage in the active process of learning to discover principles, concepts and facts

for themselves, as suggested by social constructivist scholars. In addition, the potential for the learner to become proficient in the language of their choice to ensure effective communication and educational progress will be enhanced.

Learners will also be provided with opportunities to participate in programmes and visit vernacular radio and television stations and other institutions, to help them gain confidence and expose them to possible future careers through rigorous career guidance programmes They will also be exposed to experiences and information that will enable them to make informed choices as they transit to Senior School. It is expected that this exposure will motivate the learner to develop a reading culture, not only to gain knowledge but also to make themselves eligible for exciting academic and job opportunities. It is hoped that the exposure will spark in the learner, the interest to pursue indigenous languages at Senior School Level and beyond. Reasonable proficiency in the mother tongue at this level will be a prerequisite for study of the Language at the Senior School level.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Respond appropriately to a variety of communication in the indigenous language.
2. Express themselves confidently and appropriately in a variety of social contexts.
3. Demonstrate knowledge of and apply indigenous knowledge, culture and values in varied situations.
4. Comprehend information in different contexts in the indigenous language.
5. Read fluently and write legibly in different formats to express a variety of ideas and opinions.
6. Enjoy communicating using a variety of cultural language strategies.

THEME 1: PEACEFUL COEXISTENCE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 Listening and Speaking	**1.1.1 Listening for information**	By the end of the sub strand, the learner should be able to: a) respond to information from oral texts for communication, b) use appropriate vocabulary to construct sentences, c) recognise listening for information as a crucial aspect of communication.	The learner is guided to: • listen to readings of texts or recorded audio clips in a group and respond to questions, • take notes from oral texts or audio clip texts, • share notes with peers in class for peer review, • work collaboratively to make a list of new vocabulary from the listened to texts, • construct simple sentences using the new vocabulary from the texts.	How should we listen for specific information from a text?

Core Competencies to be developed:
- **Communication** is developed as the learner listens to readings of texts or recorded audio clips actively in a group and responds to questions
- **Digital literacy** is enhanced as the learner accesses content when listening to recorded audio clips in a group and responds to questions.

Values:
- **Respect** is achieved as the learner accepts contributions of peers when they share notes in class for peer review

• **Unity** is enhanced as the learner collaborates with peers to make a list of new vocabulary from the listened to texts.
Pertinent and Contemporary Issues (PCIs):
• **Nationalism** is enhanced as the learner interacts with texts on promotion of peaceful coexistence.
Link to other subjects:
• Learner is able to employ listening for information skills to other language learning areas such as Kiswahili and English

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	1.2.1 Reading comprehension	By the end of the sub strand, the learner should be able to: a) respond to direct and inferential questions from a text for comprehension, b) use the dictionary to find the meaning of vocabulary used in texts for understanding, c) realise the importance of comprehension in communication.	The learner is guided to: • read comprehension texts related to the theme of peaceful coexistence and create a word bank of new vocabulary from the passages, • work with peers to infer the meanings of the vocabulary from context, • use the dictionary to search for the meaning of the vocabulary, • use the vocabulary to construct sentences, • fill in gaps in a passage using the vocabulary, • read texts on peaceful coexistence and answer inferential questions, • search for information on the theme from digital sources and share the findings with peers.	1. How should we read a text to get accurate information? 2. Why is it important to make peace with others?
Core competencies to be developed: • **Digital literacy** is developed as the learner accesses information on the theme of peaceful coexistence from digital sources and shares with peers**.**				

3

• **Learning to learn** is achieved as the learner works with peers and develops relationships as they make out the meaning of vocabulary from contexts of passages.
Values: • **Unity** is achieved as the learner works together with peers to infer the meanings of the vocabulary from context • **Responsibility** is nurtured as the learner works diligently to search for information on the theme from digital sources and shares the findings with peers.
Pertinent and Contemporary Issues (PCIs): • **Social cohesion** is promoted as the learner interacts with comprehension texts on peace and coexistence.
Link to other subjects: • The learner is able to compare the concept of peace coexistence to notions in other learning areas including social studies and religious education

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.3 Writing	**1.3.1 Social writing-SMS**	By the end of the sub strand, the learner should be able to: a) identify features of a Short Message Service (SMS) for information, b) create an SMS text with appropriate features for effective communication, c) adopt digital etiquette when using social media for communication.	The learner is guided to: • work jointly to talk about the features of an ideal SMS, • write an SMS using a digital device, • peer review another learners' SMS texts, • discuss social media etiquette when writing an SMS, • use SMS with etiquette.	How do we use digital devices to communicate with etiquette?

Core competencies to be developed:
- **Digital literacy** is developed as the learner writes an SMS using a digital device for effective communication.
- **Communication** is improved as the learner discusses and observes social media etiquette when writing an SMS.

Values:
- **Responsibility** is enhanced as the learner peer reviews another learners' SMS texts and gives feedback for improvement.
- **Unity** is displayed as the learner works jointly with peers to talk about the features of an ideal SMS.

Pertinent and Contemporary Issues (PCIs):
- **Global citizenship** is achieved as the learner is able to apply etiquette in digital communication.

Link to other subjects:
- The learner is able to relate the concept of Short Message Service (SMS) to the concept of modern forms of communication in social studies.

THEME 2: ICT- INTERNET ACCESS AND USE				
Strand	**Sub strand**	**Specific learning outcomes**	**Suggested learning experiences**	**Key inquiry question(s)**
2.1 Listening and Speaking	**2.1.1 Listening for comprehension**	By the end of the sub strand, the learner should be able to: a) find information from a text by listening b) infer the meaning of vocabulary from a text c) recognise the importance of information communication technologies in life.	The learner is guided to: • listen to a story on the theme of internet access and use from a digital device and discuss in groups • narrate key events in the story, in pairs • list **pronouns** from sentences and share • use the pronouns to write sentences • infer the meaning of new vocabulary as used in the story • use the vocabulary to construct sentences • observe pictures of digital devices and discuss their use	1. How is internet important in communication? 2. Why is it important to note down main points from an oral text?

			• discuss the importance of internet in communication, in groups	

Core competencies to be developed:
- **Communication and collaboration** are developed as the learner listens to oral stories and discusses with peers the importance of internet in communication.

Values:
- **Responsibility** is enhanced as the learner uses internet and digital devices with discipline when listening to stories on internet access and use.
- **Respect** is developed as the learner expresses and listens to different views on the theme with peers.

Pertinent and Contemporary Issues (PCIs):
- **Social cohesion** is achieved as the learner is able to demonstrate an understanding of different viewpoints as they interact with texts

Link to other subjects:
- The learner is able to apply the skill of internet access and use to other learning areas, generally, when sourcing for learning materials.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Question(s)
2.2 Reading	**2.2.1 Extensive Reading**	By the end of the sub strand, the learner should be able to: a) select appropriate materials from the library for extensive reading, b) read texts based on a specific theme or topic from a library for general information, c) access specific information from the internet for reading, d) advocate for the use of libraries resources for general reading.	The learner is guided to: • observe rules and regulations when in a library, • select reference material from a library for extended reading, • search the internet for reading materials on a given theme, • make a summary of key points from reading material, • use hardcopy and online dictionaries to find meaning of different vocabulary, • prepare a personal reading list of a collection of books	1. How do we locate reading material in a library? 2. How do we use the dictionary to find the meaning of new words?

Core competencies to be developed:
• **Learning to learn** takes place as the learner searches the library and internet for reference material for extended reading.

• **Critical thinking and problem solving** is enhanced as the learner encounters new information in texts from the library.
Values: • **Responsibility** is nurtured as the learner observes rules and regulations of library use. • **Respect** is enhanced as the learner searches the internet for reading material on given topics.
Pertinent and Contemporary Issues (PCIs): • **Digital literacy** is enhanced as the learner is able to search, read and acquire more information from online sources.
Link to other subjects: • The learner is able to transfer extensive reading skills any other learning areas.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Writing	**2.3.1 Essay writing**	By the end of the sub strand, the learner should be able to: a) outline parts of an essay from samples, b) compose an essay on a specific theme for communication, c) acknowledge the importance of essay writing for effective communication.	The learner is guided to: • read in class sample essays and identify the three parts, • identify ideas from sample essays, • read essays aloud in class and correct mistakes, • select a topic and write a simple essay and share with other learners, • search for more information about essay writing from the library or digital sources, • display essays in the class creative corner.	How do we write an essay?

Core competencies to be developed:
- **Digital Literacy** is developed as the learner searches for information on essay writing from digital sources.
- **Communication** skills are developed as the learner writes essays on selected topics.

Values:
- **Responsibility** is exercised as the learner identifies an idea and selects a topic for essay writing.
- **Respect** is observed as the learner reads sample essays with other learners in class.

Pertinent and Contemporary Issues (PCIs):
• **Social cohesion** is enhanced as the learner participates in reading and identifying ideas from sample essays in class.
Link to other subjects:
• The learner can apply the skill of essay writing to other subjects like English and Kiswahili languages.

THEME 3: SAFETY AT HOME				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.1 Listening and Speaking	**3.1.1 Attentive listening**	By the end of the sub strand, the learner should be able to: a) listen carefully to pick out the main ideas from a comprehension passage on a given theme, b) respond to questions from an aural text, c) realise the importance of listening attentively for information.	The learner is guided to: • listen to an oral or watch audio-visual story or passage on the theme of safety at home, • discuss the various ideas contained in the story or passage, • identify **words that denote actions (verbs)** from the story or passage, • sing a song on the same theme • answer questions from the song orally, • watch an audio-visual clip on the theme, • debate the importance of safety at home.	1. How can we listen attentively? 2. Why is it important to observe safety at home?

Core competencies to be developed:
• **Communication and collaboration** are developed as the learner keenly and actively listens to oral or watches audio-visual stories or passages and discusses with fellow learners the various ideas.   • **Creativity and imagination** is nurtured as the learner practises singing the song on the theme of safety at home with other learners.
Values:
• **Responsibility** is exercised when the learner observes safety precautions after watching clips and debating the theme of safety at home with
Pertinent and Contemporary Issues (PCIs):
• **Safety and security education** is acquired as the learner gains knowledge about safety at home through participating in group activities in class on the theme.
Link to other subjects:
• The learner is able to transfer the knowledge of safety at home acquired through the learning experiences to other contexts such as school laboratories during Integrated Science lessons, theatres and playgrounds during Creative Arts learning.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	**3.2.1 Extensive reading**	By the end of the sub strand, the learner should be able to: a) summarise key points from texts after reading, b) create a glossary of new vocabulary from texts for future use in communication c) promote the role of reading in enhancing communication.	The learner is guided to: • discuss ways of accessing reading materials on a specific theme in a library, in groups, • select relevant reading material basing on the theme • use digital and any other electronic devices to access appropriate reading material on the theme, • read the material and make brief notes on the main points of the texts, • answer comprehension questions from the texts accessed from the library or by use of digital or electronic devices, • identify vocabulary from the texts and use the dictionary to find their meaning	1. How do we develop library skills? 2. How can we identify appropriate material for reading?

			• use the new words to construct sentences correctly, in pairs • peer review each other's sentences.	

Core competencies to be developed:
- **Communication and collaboration** is realised when the learner recognizes the value of other people's ideas as they peer review each other's sentences.
- **Learning to learn** is enhanced as the learner independently identifies vocabulary from texts and uses the dictionary to find meaning.

Values:
- **Responsibility** is realised as the learner diligently selects relevant material for reading on the given theme.
- **Unity** is nurtured as the learner cooperates with peers as they discuss ways of accessing reading materials from a library.

Pertinent and Contemporary Issues (PCIs):
- **Cyber security awareness** is enhanced as the learner use digital devices responsibly to access reading material.

Link to other subjects:
- The learner is able to employ the knowledge on library skills to all the other learning areas.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Writing	3.3.1 Writing to give information	By the end of the sub strand, the learner should be able to: a) outline key points from a text on a specific theme, b) paraphrase the main issues from a text based on a specific theme, c) acknowledge the value of brevity in communication.	The learner is guided to: • brainstorm ideas on the theme safety at home, • write short notes on the theme, in groups • read written or online (or any other electronic sources) texts on the theme, in groups • discuss the main points of the texts on the theme, • summarize the main points from each of the texts, in groups • exchange the short notes and summaries with other groups in class for peer review, • display the short notes and summaries on the class notice board	1. How do you write short notes? 2. Why do we write short notes?

Core competencies to be developed:
- **Self-efficacy** is achieved as the learner brainstorms ideas on the theme safety at home with other learners.
- **Digital literacy** is developed as the learner harnesses the power of digital or electronic technology devices to read on the theme safety at home.

Values:
• **Unity** is enhanced as the learner works with peers in groups to write and review short notes and summaries on the theme.
• **Responsibility** is nurtured as the learner is able to safely surf the internet for information on the theme and write short notes and summaries.
Pertinent and Contemporary Issues (PCIs):
• **Self-awareness** is enhanced as the learner acquires and sharees information on the theme of safety
• **Social cohesion** is achieved as the learner collaborates with peers to write and review short notes on the theme
Link to other subjects:
• The learner is able to apply the skills of note-making and summary writing to other language areas like Social studies, English and Kiswahili.

THEME 4: ENVIRONMENTAL CONSERVATION				
Strand	**Sub strand**	**Specific learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Questions**
4.1 Listening and Speaking	**4.1.1 Conversational Skills**	By the end of the sub strand, the learner should be able to: a) identify the common ways of beginning and ending an oral conversation for self-expression, b) take part in a conversation for effective communication, c) value the importance of conserving the environment.	The learner is guided to: • role-play a face-to-face conversation between two people who have not seen each other for a long time with etiquette • watch a conversation to identify common ways of beginning and ending a conversation • use digital or other electronic devices to view presentations on environmental conservation and discuss the main issues focused on, in groups • study visuals (pictures, charts or graphs) and discuss different ways	1. How can we make conversations respectful? 2. Why is it important to conserve environment?

				of making the environment safe,	
				• create or join an environmental club in school or the community and discuss the events to engage in for the year.	

Core competencies to be developed:
- **Communication and Collaboration** is achieved as the learner listens attentively while role playing dialogue in a conservation with fellow learners.
- **Citizenship** is enhanced as the learner takes the initiative by supporting and contributing to community development when starting or joining an environmental club to conserve the school and community environments.

Values:
- **Respect** is developed as the learner listens and accommodates other learner's opinions during role playing dialogue with etiquette.
- **Responsibility** is cultivated as the learner watches clips on conservation of the environment and joins an environmental club.
- **Unity** is enhanced as the learner is able to discuss environmental conservation harmoniously with the others.

Pertinent and Contemporary Issues (PCIs):
- **Environmental education** is enhanced as the learner acquires knowledge on conservation from viewing presentations on environmental conservation and discusses the main issues.

Link to other subjects:
The learner is able to relate the skills of environmental conversation to other learning areas like Agriculture and Nutrition.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	**4.2.1 Reading for information- Visuals**	By the end of the sub strand, the learner should be able to: a) infer implied meaning of visuals for information b) generate the main points of a written text, c) desire to read a variety of texts based on the theme for information.	The learner is guided to: • study the pictures and make observations about environmental conservation • infer the implied meaning from the visuals, • read texts on environmental conservation and make personal short notes, • relate the visuals to the written text • create a personal glossary of vocabulary related to environmental conservation.	1. Why is it important to read a variety of texts? 2. How do we conserve environment?

Core competencies to be developed:
- **Citizenship** is developed as the learner consolidates information when reading texts and studying pictures and making observations about environmental conservation.
- **Learning to learn** is cultivated as the learner builds on the reading on environmental conservation to create a glossary.

Values:
- **Respect** is promoted as the learner listens to peer's interpretation of vocabulary items.
- **Unity** is developed as the learner works with peers to discuss environmental issues in groups

Pertinent and Contemporary Issues (PCIs):
- **Environmental education** is promoted as the learner reads texts with information on environmental conservation.

Link to other subjects:
• The learner is able to relate the vocabulary derived from texts on environmental conservation to similar concepts in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.3 Writing	**4.3.1 Creative Writing- Dialogue**	By the end of the sub strand, the learner should be able to: a) outline the main features of a well written dialogue, b) compose an imaginative dialogue on the theme of environmental conservation for self-efficacy, c) promote creative writing for effective communication.	The learner is guided to: • search online/electronic or library sources to find imaginative dialogues and watch or read, • discuss the features of the dialogues, • develop an outline of the structure of a good dialogue on a chart, in groups • write a simple imaginative dialogue on environmental conservation, in a group • share the written dialogues with other groups for peer review.	How can we write a good imaginative dialogue?
Core competencies to be developed: • **Communication and collaboration** is nurtured as the learner works jointly with peers to develop an outline of the structure of a good dialogue.

• **Digital literacy** is acquired as the learner searches online or uses electronic devices to find sample imaginative dialogues.
Values:
• **Respect** is enhanced as the learner accommodates ideas from peers as they discuss features of a good dialogue.
• **Responsibility** is cultivated as the learner engages in sharing and peer reviewing imaginative dialogues from other groups.
Pertinent and Contemporary Issues (PCIs):
• **Peace education** and career development is enhanced as the learner interacts with peers in harmony
Link to other subjects:
• The learner is able to transfer the skill imaginative dialogue writing to other learning areas including foreign languages, Kiswahili and English

THEME 5: CULTURAL DIVERSITY				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
5.1 Listening and Speaking	**5.1.1 Conversational skills** – tongue twisters and riddles	By the end of the sub strand, the learner should be able to: a) identify commonly used tongue twisters and riddles in the community b) take part in the performance of riddles and tongue twisters c) recognise the importance of riddles and tongue twisters in enhancing communication skills.	The learner is guided to: • take turns to perform common riddles, • discuss the process of riddling, • practise turn-taking, negotiation and interjection as part of riddling, • brainstorm the features of a riddle, • compete with peers to say tongue twisters and record, • listen to recorded audio clips of tongue twisters and peer review how they have been articulated, • compose tongue twisters and take turns to perform them, in groups.	Why are tongue twisters important in language development?
Core competencies to be developed: • **Critical thinking and problem solving** is developed as the learner participates performing riddles and tongue twisters.				

• **Learning to learn** is realised as the learner works collaboratively with other learners to compose and perform tongue twisters.
Values: • **Unity** is promoted as the learner cooperates with peers to take turns to perform riddles and tongues twisters. • **Respect** is developed as the learner accommodates peers' opinions as they compose tongue twisters.
Pertinent and Contemporary Issues (PCIs): • **Ethnic and racial relations awareness** is enhanced as the learner is exposed to riddles and tongues twisters from different cultural backgrounds during performance and discussion.
Link to other subjects: • The learner is able to relate creative skills of performing riddle and tongue twisters to the other learning in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	**5.2.1 Reading for Information**	By the end of the sub strand, the learner should be able to: a) answer direct questions from a written text, b) infer meaning from a text for comprehension, c) use the vocabulary from texts to make sentences for communication, d) promote the reading culture in the community for lifelong learning.	The learner is guided to: • read a passage on the theme of cultural diversity and answer direct questions, • outline main ideas from the passage, • respond to inferential questions on the theme of the passage, • identify vocabulary related to the theme and read aloud, in class, • make sentences using the vocabulary and review each other's sentences, in pairs.	Why is it important to read texts?

Core competencies to be developed:
- **Communication** is enhanced when the learner is able to make sentences using new vocabulary.
- **Citizenship** is enhanced as the learner gains knowledge on cultural diversity from reading the theme in the passage.

Values:
- **Unity** is enhanced as the learner teams with others in the group during peer review of sentences written using new vocabulary.
- **Respect** will be cultivated as the learner is able to develop positive regard for self and others on gaining new information on cultural diversity.

Pertinent and Contemporary Issues (PCIs):
• **Social cohesion** is promoted as the learner is able to respect other people on account of new knowledge on cultural diversity gained from reading the passage on the theme.
Link to other subjects:
• The learner is able to relate the content on cultural diversity to other learning areas like Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Writing	**5.3.1 Creative writing-** Narrative	By the end of the sub strand, the learner should be able to: a) identify the features of a narrative as a composition b) write a narrative for self-expression c) realize the importance of narrative as a channel of communication.	The learner is guided to: • narrate accounts of events that they attended, in turns, • identify key features of a narrative from a sample, • outline features of a narrative on a chart, in groups, • discuss features of a narrative, • watch audio-visual clips or read on the theme and discuss the main issues raised, • compose a simple narrative about the theme of cultural diversity and read to peers for review, • keep the narrative created in the portfolio.	How do we narrate events?

Core competencies to be developed:
- **Creativity and imagination** is developed as the learner narrates an account of an event attended
- **Self-efficacy** is developed as the learner composes a simple narrative on the theme of cultural diversity.

Values:
- **Respect** is enhanced as the learner is able give positive comments during the review each other's narratives
- **Responsibility** is cultivated as the learner participates in outlining features of a narrative and puts them on a chart.

Pertinent and Contemporary Issues (PCIs):
• **Cultural awareness** is developed as the learner becomes informed about cultural diversity.
Link to other subjects:
• The learner can deploy the skill of narrative writing to other languages like English and Kiswahili

THEME 6: THE FARM

SUGGESTED VOCABULARY: vegetables, fruits, dairy products, meat, farm, farm tools, trees, farm animals, crops, cattle, farmer.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.1 Listening and Speaking	**6.1.1 Listening for information**	By the end of the sub strand, the learner should be able to: a) identify vocabulary from an oral text for effective communication, b) respond to questions from an oral text for comprehension, c) desire to promote active listening for information	The learner is guided to: • listen to an audio recording and pick out vocabulary items based on the theme- The Farm, • create a vocabulary bank on the words picked out from the texts, • listen to an aural passage and answer comprehension questions, • work jointly to read **adverbs** aloud from flash cards, • collaboratively role play various adverbs from a chart, • conduct a simple debate on the theme.	1. Why should we be keen when listening to a text? 2. How do we listen for specific information?
Core competencies to be developed: • **Digital literacy** is enhanced as the learner interacts with digital content when listening to an audio recording and picks out vocabulary items.				

• **Communication and collaboration** is enhanced as the learner speaks engagingly using facts and examples when conducting a simple debate on the theme.
Values: • **Unity** is developed as the learner collaborates with others to role play various adverbs from a chart. • **Social justice** is enhanced as the learner participates in sharing of roles fairly when working jointly to read **adverbs** aloud from flash cards.
Pertinent and Contemporary Issues (PCIs): • **Environmental education** is promoted as the learner is exposed to content and concepts on the farm for their day to day experiences.
Link to other subjects: • The learner is able to relate the concept of the farm to their knowledge in agriculture and nutrition.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	**6.2.1 Reading comprehension**	By the end of the sub strand, the learner should be able to: a) read a passage on the theme for comprehension, b) use vocabulary related to the theme in sentences construction, c) appreciate the importance of reading for information.	The learner is guided to: • study pictures in a passage and make predictions about the story, • skim through the passage to identify the main idea, • scan for specific information from the passage (*e.g names of characters and vocabulary items*) • conduct a readers' theatre to read a passage related to the theme aloud, • work with peers to answer questions based on the passage, • select vocabulary from the passage and list them on flash cards, • make sentence using the vocabulary from a substitution table,	How is reading important in acquiring information?

			• work collaboratively to play language games involving vocabulary from digital devices.	

Core competencies to be developed:
- **Critical thinking and problem solving** is developed as the learner explores different options when make sentence using the vocabulary from a substitution table.
- **Creativity and imagination** is developed as the learner makes connections between concepts when to working collaboratively to play language games involving vocabulary from digital devices.

Values:
- **Responsibility** is acquired as the learner takes up their assigned role when conducting a readers' theatre to read a passage related to the theme aloud.
- **Peace** is developed as the learner is able to team up with others in harmoniously to answer questions based on the passage.

Pertinent and Contemporary Issues (PCIs):
- **Climate change** is addressed as learners interact with concepts on the farm and how climate affects farm practices.

Link to other subjects:
- The learner is able to relate vocabulary acquired from the theme to their learning of the farm in Agriculture and nutrition.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Writing	**6.3.1 Essay writing-expository composition**	By the end of the sub strand, the learner should be able to: a) identify features of expository texts for self-expression, b) create an expository composition creatively and coherently, c) promote expository writing for effective communication.	The learner is guided to: • work jointly with peers to mention features of expository texts, • collect sample expository compositions from print and non- print sources, • organize the collection of composition in a class portfolio, • read sample expository compositions, • write simple expository compositions based on the theme, • read their compositions aloud for peer review, • display compositions on the class language corner for a class gallery walk.	Why is writing a key aspect in communication?
Core competencies to be developed: • **Self-efficacy** is acquired as the learner mobilises for peer support to collect sample expository compositions from print and non- print sources.				

• **Citizenship** is enhanced as the learner shares commitment to growth by working collaboratively with peers to review their compositions.
Values: • **Integrity** is developed as the learner displays fairness when peer reviewing other learner's compositions for honest feedback. • **Respect** is achieved as the learner appreciates varied opinions when working jointly with peers to mention features of expository texts.
Pertinent and Contemporary Issues (PCIs): • **Environmental awareness** is enhanced as the learner searches and reads topics related to the theme of the farm for writing expository compositions.
Link to other subjects: The learner is able to relate the skills used in expository writing to functional writing in English and Kiswahili

THEME 7: TALENTS AND GIFTS				
SUGGESTED VOCABULARY: talent, gift, performance, sing, artist, artwork, stage, craft				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
7.1 Listening and Speaking	**7.1.1 Intensive listening**	By the end of the sub strand, the learner should be able to: a) respond to questions from an oral text based on the theme for comprehension, b) transcribe a short listening paragraph from a digital device for effective communication, c) appreciate importance of intensive listening in communication.	The learner is guided to: • work jointly to conduct a story telling session on a story based on the theme, • discuss and answer oral questions from the stories shared, • write a paragraph by transcribing an audio recorded story based on the theme and share with peers, • peer review each other's transcription, • organize the transcribed work in a portfolio, • work with peers to discuss talents and gifts they have seen or they possess.	1. How can we transcribe oral texts accurately? 2. Why do we transcribe texts for indigenous languages?

Core competencies to be developed: • **Creativity and imagination** is enhanced as the learner embraces originality when working jointly with peers to conduct a story telling session on stories based on the theme. • **Learning to learn** is developed as the learner reflects on their own and other's work when peer reviewing each other's transcription.
Values: • **Responsibility** is developed as the learner commits to organizing the transcribed work in a portfolio. • **Social Justice** is enhanced as the learner accords peers equal opportunities to contribute when discussing and answering oral questions from the stories shared.
Pertinent and Contemporary Issues (PCIs): • **Cyber security and safe online behaviour** is promoted as the learner writes a paragraph by transcribing an audio recorded story based on the theme and shares with peers.
Link to other subjects: • The learner is able to relate the concept of intensive listening in transcription to their learning of intensive listening in Foreign languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Reading	7.2.1 Reading for information	By the end of the sub strand, the learner should be able to: a) identify main ideas in a reading text based on theme for comprehension, b) use vocabulary based on the theme to construct sentences for communication, c) recognise the value of reading texts for information in lifelong learning.	The learner is guided to: • study pictures of talents and gifts and discuss with peers, • take turns to read a text on talents, • work jointly with peers to pick out the main ideas in each paragraph, • work with others to answer comprehension questions, • partner with peers to create a list of vocabulary from the reading text, • construct sentences using the vocabulary identified, • collaboratively peer review the sentences constructed, • conduct a reader's theatre on a level reader.	1. How can we pick ideas from a text? 2. How can we identify talents and gifts among people?
Core competencies to be developed: • **Critical thinking and problem solving** is acquired as the learner analyses texts to pick out the main ideas in each paragraph.				

• **Learning to learn** is developed as the learner reflects on their own work and other's work when peer reviewing the sentences constructed.
Values: • **Unity** is developed as the learner cooperates with peers to create a list of vocabulary from the reading text. • **Respect** is enhanced as the learner exercises patience when taking turns to read a text on talents.
Pertinent and Contemporary Issues (PCIs): • **Civic responsibility** is cultivated as the learner gets information from texts about gifts and talents and appreciates their role in the society.
Link to other subjects: • The learner is able to relate the vocabulary derived from the theme of gifts and talents to concepts of talents in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 Writing	7.3.1 Writing to give information	By the end of the sub strand, the learner should be able to: a) identify parts of a paragraph for information, b) write a short coherent paragraph on the theme for self-expression, c) acknowledge the importance of paragraphing in written communication.	The learner is guided to: • read varied paragraphs related to the theme with peers, • work with peers to discuss the parts of a paragraph, • prepare sentence strips to form a coherent paragraph, • work with peers to reorganize the jumbled up sentence strips to form a coherent paragraph, • use topic sentences to begin paragraphs and complete the story, • peer review each other's topical paragraphs.	How do we write a paragraph?

Core competencies to be developed:
- **Creativity and imagination** is developed as the learner explores new ideas when using topic sentences to begin paragraphs and complete the story.
- **Citizenship** is promoted as the learner shows tolerance and express different viewpoints when peer reviewing each other's topical paragraphs.

Values:
- **Love** is promoted as the learner selflessly works with peers to reorganize the jumbled up sentence strips to form a coherent paragraph.

• **Respect** is cultivated as the learner appreciates diverse opinions when working with peers to discuss the parts of a paragraph.
Pertinent and Contemporary Issues (PCIs):   • **Career education** is promoted as the learner interacts with texts on the theme of gifts and talents and relates them with various career opportunities.
Link to other subjects: • The learner is able to link the concept of composition writing to their learning of creative writing in English and Kiswahili.

THEME 8: INDIGENOUS KNOWLEDGE: ART

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 Listening and Speaking	**8.1.1 Storytelling - Fables**	By the end of the sub strand, the learner should be able to: a) identify features of fables from their community for comprehension, b) narrate a fable from their community for enjoyment, c) advocate for audience awareness skills in storytelling for self-expression.	The learner is guided to: • observe pictures stories of animals, • work with peers to collect fables (animal stories) from the community, • organize the collection of fables in a portfolio, • work collaboratively to discuss the features of animal stories (fables), • conduct a story telling session to narrate animal stories, • watch fables from a digital device and talk about the character traits of animals, • discuss moral lessons from fables, • work collaboratively with peers to stage a narrative on fables,	1. How does storytelling enhance communication? 2. Why are fables important to the community?

			• peer review each other's performance for audience awareness.	

Core competencies to be developed:
- **Digital Literacy** is achieved as the learner interacts with digital content when watching fables from a digital device and talk about the character traits of animals.
- **Creativity and imagination** is achieved as the learner explores new and unique ways of conducting a story telling session to narrate animal stories.

Values:
- **Respect** is enhanced as the learner embraces open- mindedness when discussing moral lessons from fables.
- **Patriotism** is promoted as the learner cultivates a sense of loyalty to the community when working with peers to collect fables (animal stories) from the community.

Pertinent and Contemporary Issues (PCIs):
- **Environmental indigenous knowledge** is enhanced as the learner watches fables from a digital device and talks about the character traits of animals.

Link to other subjects:
- The learner is able to relate the concept of fables to their learning of narratives in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Reading	**8.2.1 Intensive Reading- Trickster stories**	By the end of the sub strand, the learner should be able to: a) paraphrase trickster stories from their community for information, b) analyse trickster stories from their community for understanding, c) value reading oral narratives for enjoyment.	The learner is guided to: • work collaboratively to collect varied trickster narratives from the community, • organize the collection of trickster narratives in a class portfolio, • brainstorm characters often portrayed as tricksters in oral narratives, • conduct a reader's theatre to read the trickster narrative in the class portfolio, • listen to a resource person recite a trickster narrative, • compose a short summary of the trickster narrative listen to, • outline the characters and plot in a trickster narrative, • work collaboratively to stage a creative skit on a trickster narrative,	Why are trickster narratives shared in the community?

			• brainstorm the moral lessons portrayed from trickster narratives.	

Core competencies to be developed:
- **Citizenship** is promoted as the learner displays respect and acceptance of heterogeneity when working collaboratively with peers to collect varied trickster narratives from the community.
- **Critical thinking and problem solving** is developed as the learner brainstorms the moral lessons portrayed from trickster narratives.

Values:
- **Integrity** is developed as learner exhibits commitment to duty when working collaboratively with peers to stage a creative skit on a trickster narrative.
- **Peace** is enhanced as the learner displays tolerance with peers as they brainstorm characters often portrayed as tricksters in oral narratives.

Pertinent and Contemporary Issues (PCIs):
- **Social cohesion** is developed as the learner collaboratively engages in reading, analysing, and presenting tricksters stories to the class.

Link to other subjects:
- The learner is able to relate the concepts of trickster stories to their learning of narratives in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Writing	**8.3.1 Writing to give information**	By the end of the sub strand, the learner should be able to: a) outline key ideas and events for an animal story based on the theme, b) compose an animal story featuring animal characters for self-expression, c) appreciate writing short stories for enjoyment.	The learner is guided to: • work collaboratively to observe pictures on cards and describe the events, • work collaboratively to organise ideas from picture stories in a logical and sequenced order, • compose a creative story with animal characters with coherent ideas, • read the story to peers for review, • organize their revised stories in a portfolio, • work with peers to publish their best stories in the school or public journal or magazine.	1. How can we write interesting animal stories? 2. Why are animal stories important?

Core competencies to be developed:
- **Communication and collaboration** is enhanced as the learner recognises the value of other's views when organising ideas from picture stories in a logical and sequenced order.
- **Self-efficacy** is realised as the learner sets targets and plans efficiently to publish their best stories in the school or public journal or magazine.

Values:
• **Unity** is developed as the learner displays team spirit when working with peers to publish their best stories in the school or public journal or magazine. • **Respect** is enhanced as the learner shows acceptance of diverse and constructive feedback from review of stories by peers.
Pertinent and Contemporary Issues (PCIs):
• **Animal Welfare** is promoted as the learner is exposed to a wider understanding of animals through short stories with animal characters.
Link to other subjects:
The learner is able to relate the concept of writing short stories with animal characters with the concept of living things in Integrated Science.

THEME 9: NATIONALISM-				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
9.1 Listening and Speaking	**9.1.1 Presentation skills**	By the end of the sub strand, the learner should be able to: a) outline issues to consider when preparing a short talk on the theme for self-expression, b) present a short talk on the theme for effective communication, c) appreciate the importance of good presentation skills in communication.	The learner is guided to: • watch a recorded presentation and list key points discussed, • brainstorm with peers the issues to consider before and during a presentation, • work jointly with peers to select a topic on the theme and prepare a presentation on it, • conduct a public speaking contest to present a short talk on the topic selected, • collaborate with peers to record themselves when making the presentations, • organize the collection of recorded presentations in a digital portfolio,	How can we make a compelling presentation?

			- engage the presenter in a question and answer session on the topic presented, - peer review each other's presentation for improvement.	

Core competencies to be developed:
- **Learning to learn** is enhanced as the learner develops relationships with peers when working jointly to select a topic on the theme and prepare a presentation on it**.**
- **Digital literacy** is acquired as the learner interacts with technology and digital devices when collaborating with peers to record themselves when making the presentations.

Values:
- **Patriotism** is promoted as the learner exhibits honesty and dedication when making a short talk on the topic selected during a public speaking contest.
- **Respect** is achieved as the learner appreciates diverse opinions when engaging the presenter in a question and answer session on the topic presented.

Pertinent and Contemporary Issues (PCIs):
- **Nationalism** is promoted as the learner interacts with peers to come up with a topic on the theme and make a presentation on it.

Link to other subjects:
- The learner relates the concept of presentation skills to similar concepts of performing arts in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	**9.2.1 Reading for information**	By the end of the sub strand, the learner should be able to: a) identify vocabulary from a passage for information, b) use vocabulary related to the theme to create a personal collection for information, c) acknowledge reading as a source for information.	The learner is guided to: • read digital and print texts and identify vocabulary related to the theme, • create a personal vocabulary bank of the new words picked, • work collaboratively to infer the meaning of words from context and share with peers, • use the dictionary to find out the meaning the words, • work jointly with peers to use thesaurus and the dictionary to find synonyms and opposites of the words, • construct sentences using vocabulary, • work jointly with peers to read articles from newspapers and pick out emerging issues related to the theme.	1. How can we identify meaning of new words found in texts? 2. How are our indigenous communities similar to each other?

Core competencies to be developed:
• **Critical thinking and problem solving** is developed as the learner contributes to group decision-making when reading articles from newspapers and pick out emerging issues related to the theme.
• **Learning to learn** is enhanced as the learner exhibits self-disciple when working jointly with peers to use thesaurus and the dictionary to find synonyms and opposites of the words as a strategy for continuous learning.

Values:
• **Social justice** is enhanced as the learner shares resources equitably when working jointly with peers to use thesaurus and the dictionary to find synonyms and opposites of the words.
• **Responsibility** is developed as the learner observes safety precautions when using digital devices as they read digital texts and identify vocabulary related to the theme.

Pertinent and Contemporary Issues (PCIs):
• **Civic responsibility** is promoted as the learner interacts with articles and picks out emerging issues related to the theme.

Link to other subjects:
• The learner is able to relate vocabulary derived from the theme of nationalism to similar concepts in social studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 Writing	**9.3.1 Functional writing**	By the end of the sub strand, the learner should be able to: a) outline the components of a letter of request for comprehension, b) compose a letter of request (for library membership) for effective communication, c) appreciate the importance of letter writing for communication.	The learner is guided to: • read sample formal letters of request, • work jointly with peers to identify the features of a letter of request, • make short notes on their findings, • write a letter of request for library membership, • peer review the composed letters for feedback, • type the letter composed in a digital device, • organize the typed letters in the class digital portfolio.	Why do we need to make formal requests for membership to groups and institutions?

Core competencies to be developed:
- **Learning to learn** is enhanced as the learner builds on their own learning experiences when peer reviewing the composed letters for feedback.
- **Digital literacy** is promoted as the learner creates content digitally when typing the letter composed in a digital device and organizing the typed letters in the class digital portfolio.

Values
- **Unity** is enhanced as the learner cooperates with peers to identify the features of a letter of request.
- **Integrity** is promoted as learners display honesty when peer reviewing the composed letters to give constructive feedback.

Pertinent and Contemporary Issues (PCIs):
- **Healthy Interpersonal Relationships** is enhanced as the learner gains insight on how to write letters of request for better formal relations.

Link to other subjects:
- The learner relates the concept on letter writing to the concept of functional writing in English.

ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
	Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Listening for information	Ability to identify specific information from oral texts	Identifies specific information from oral texts with rich references	Identifies specific information from oral texts	Identifies some specific information from oral texts	Identifies specific information from oral texts with assistance
	Ability to respond to direct and inferential questions from texts	Responds to direct and inferential questions from texts with precision	Responds to direct and inferential questions from texts	Responds to most direct and inferential questions from texts	Respond to few direct and inferential questions from texts
Fluency	Ability to retell tongue twisters for fluency	Retells tongue twisters for fluency with precision and speed	Retells tongue twisters for fluency	Retells some tongue twisters for fluency	Retells tongue twisters for fluency with assistance

Conversational skills	Ability to recognize how to begin and end a conversation	Recognizes how to begin and end a conversation creatively	Recognizes how to begin and end a conversation	Recognizes how to either begin or end a conversation	Recognizes how to begin and end a conversation with clues
	Ability to engage in a conversation for effective communication	Engages in a conversation for effective communication skillfully	Engages in a conversation for effective communication	Partially engages in a conversation for effective communication	Engages in a conversation for effective communication with cues
Presentation skills	Ability to apply effective presentation skills when giving a short talk	Applies effective presentation skills when giving a short talk creatively	Applies effective presentation skills when giving a short talk	Applies a limited variety of effective presentation skills when giving a short talk	Applies effective presentation skills when giving a short talk with prompts
Attentive listening	Ability to pick out main ideas from an oral text	Picks out main ideas from a variety of oral text	Picks out main ideas from an oral text	Picks out main ideas from an oral text but omits few details	Picks out main ideas from an oral text but omits most details
	Ability to transcribe an oral text for accuracy	Transcribes an oral text for accuracy with precision	Transcribes an oral text for accuracy	Transcribes a portion of an oral text for accuracy	Transcribes an oral text for accuracy with assistance

55

STRAND: READING					
Reading for comprehension	Ability to identify vocabulary related to the theme from a written text	Identifies vocabulary related to the theme from a variety of written text	Identifies vocabulary related to the theme from a written text	Identifies a limited variety of vocabulary related to the theme from a written text	Identifies vocabulary related to the theme from a written text with clues
	Ability to respond to direct and inferential questions from texts	Responds to direct and inferential questions from texts with precision	Responds to direct and inferential questions from texts	Responds to most direct and inferential questions from texts	Responds to few direct and inferential questions from texts
Reading for information	Ability to recognise vocabulary from a written text for comprehension	Recognises vocabulary from varied written texts for comprehension	Recognises vocabulary from a written text for comprehension	Recognises a limited number of vocabulary from a written text for comprehension	Recognises vocabulary from a written text for comprehension with clues
	Ability to answer direct and inferential questions from a written text	Meticulously answers direct and inferential questions from a written text	Answers direct and inferential questions from a written text	Answers some direct and inferential questions from a written text	Answers direct and inferential questions from a written text with clues

	Ability to summarize information from visuals	Summarizes information from varied visuals	Summarizes information from visuals	Summarizes some information from visuals	Summarizes information from visuals with assistance
Intensive reading	Ability to identify the features of a trickster narrative	Identifies the features of a trickster narrative with relevant references	Identifies the features of a trickster narrative	Identifies most features of a trickster narrative	Identifies few features of a trickster narrative
Extensive reading	Ability to select appropriate reading materials	Selects a wide range of appropriate reading materials	Selects appropriate reading materials	Selects some appropriate reading materials	Selects appropriate reading materials with guidance
	Ability to read grade appropriate texts for enjoyment	Reads a variety of grade appropriate texts for enjoyment	Reads grade appropriate texts for enjoyment	Reads portions of grade appropriate texts for enjoyment	Reads grade appropriate texts for enjoyment with prompts
	Ability to summarize key points from texts	Summarizes key points from texts with precision	Summarizes key points from texts	Summarizes some key points from texts	Summarizes key points from texts with clues

STRAND : WRITING					
Writing for information	Ability to write a coherent and well sequenced paragraph	Writes a coherent and well sequenced paragraph creatively	Writes a coherent and well sequenced paragraph	Writes a coherent and well sequenced paragraph but leaves out some details	Writes a coherent and well sequenced paragraph with guidance
	Ability to paraphrase information from a text	Paraphrases information from a variety of texts	Paraphrases information from a text	Paraphrases information from a large portion of a text	Paraphrases information from a small portion of a text
Social writing	Ability to compose SMS for communication	Composes varied SMS for communication	Composes an SMS for communication	Composes an SMS for communication but leaves out key information	Composes a SMS for communication with assistance
Creative writing	Ability to compose imaginative dialogues and narratives	Composes imaginative dialogues and narratives creatively	Composes imaginative dialogues and narratives	Composes either imaginative dialogues or narratives	Composes imaginative dialogues and narratives with assistance
Essay writing	Ability to identify the format of an essay	Identifies the format of an essay meticulously	Identifies the format of an essay	Partially identifies the format of an essay	Identifies the format of an essay with clues

	Ability to write an expository composition on a topic related to the theme	Writes an expository composition on a topic related to the theme creatively	Writes an expository composition on a topic related to the theme	Writes an expository composition on a topic related to the theme but leaves out key information	Writes an expository composition on a topic related to the theme with assistance
Functional writing	Ability to write an application letter	Writes a variety application letters with precision	Writes an application letter	Writes an application letter but leaves out few details	Writes an application letter but leaves out most details

APPENDIX 1: GUIDELINES FOR INTEGRATING CSL AT JUNIOR SCHOOL

Guidelines for Grade 7 Community Service-Learning Project

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.
Milestone 3	**Planning for the Project**

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

Assessment of CSL integrated Activity

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

APPENDIX 2: SUGGESTED ASSESSMENT METHODS

LISTENING AND SPEAKING	READING	WRITING SKILLS
- Oral narration - Debates - Public Speaking - Oral discussions - Oral presentations - Role plays - Word games - Oral reading - Peer assessment - Self-assessment - Dictation - Question and answer - Aural tests	- Reading aloud - Peer assessment - Question and answer - Matching tasks - Learner summaries of read texts - Self-assessment - Record of books read - Learner portfolios - Puzzles - Mind maps	- Peer assessment - Dictation - Portfolio - Anecdotal records - Checklists and criteria - Sentence construction

APPENDIX 3: SUGGESTED LEARNING RESOURCES

NON-DIGITAL RESOURCES	DIGITAL RESOURCES
- Newspapers - Articles - Journals - Magazines - Word walls/Gallery walls/ Language corners - Poetry books - Posters - Wordplays - Storybooks and readers - Charts - Manilla papers - Dictionaries - Flashcards - Grade appropriate texts - Resource persons - Pictures and photographs - Samples of handwriting, emails, letters of application - Graphs - Locally available materials to make customised ornament and traditional attire	- Audio recordings - Recording devices - Electronic and digital devices - Digital images- photographs and pictures - Audio-visual clips - Digital dictionaries - Digital storybooks - Language Games - Songs - Other web resources

APPENDIX 4: SUGGESTED NON-FORMAL ACTIVITIES

LISTENING AND SPEAKING	READING	WRITING
- Participating in debating sessions to enhance listening and speaking for effective communication - Participating in club and societies activities - Making oral presentations, spoken words and speeches during inter class festivals to enhance fluency - Giving talks on various themes at community events to sharpen language capacity - Composing and performing songs during interclass festivals in school - Holding discussion forums - Conducting mock interview with panels to enhance presentation skills - Holding story telling session during inter-class festivals in school	- Discussing books in non-formal groups like debating clubs and book clubs - Composing and reciting poems during school events like assemblies and parents' day - Collecting different forms of literature from the community for reading - Organizing spelling bee contests for reading fluency - Conducting Pictionary sessions to enhance reading for information - Plating language games	- Dramatizing and filming skits on various themes - Letter writing drills - Composing poems on issues around the theme in music or drama clubs - Writing and compiling articles on various themes to publish in magazines and present in clubs