

## **FOREWORD**

This document contains the subject syllabuses for Volume One. Each of the subject syllabuses outlines the objectives, the learning activities and the procedure to be adapted in assessing students' progress and achievement.

It is hoped that these syllabuses will greatly assist the tutors and the students who are participating in the Pre-service Programme in improving the quality of Primary Education in this country.

I am grateful to the staff of the Teacher Education Division of the Kenya Institute of Education, the Teacher Education Course Panel, the Academic Board, and all who participated in the development and production of these syllabuses.

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## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Introduction .....	i
Regulations for the Pre-Service Course .....	iii
National Goals of Education .....	vi
Objectives of Primary Teacher Education .....	ix
English .....	1
Kiswahili .....	60
Physical Education (P.E) .....	79
Social Studies .....	109
Creative Arts .....	140
Information Communication and Technology (ICT) .....	208

## Introduction

This Primary Teacher Education (PTE) syllabus is an improvement of the existing syllabus, which was first introduced in 1986 and revised in 1994.

The improvement has been necessitated by the need to make the curriculum reflect and respond to the changes in the society, as emphasized in various educational fora. Such fora include the “Third Teacher Education Conference”, held in 1994 and the “Conference of the College Principals Association” held in 2000.

Issues addressed in the revised curriculum include:

- Harmonization of the teacher education curriculum with the current revised primary school curriculum.
- Making the teacher education curriculum manageable and evaluative by removing overloads and overlaps.
- Infusing and integrating contemporary issues in order to make the curriculum more responsive to the needs of the society.
- Incorporating industrial and technological development.

In an attempt to harmonize the PTE syllabus with the revised primary and secondary curriculum, Geography, History and Civics (GHC), a combined course, will now be taught as Social Studies. Aspects of Business Education have been integrated in Mathematics and Social Studies while some aspects in Mother Tongue and Drama have been incorporated in English and Kiswahili. Library science has been integrated in English. Guidance and counseling, special needs education and legal issues have been strengthened in Education, previously referred to as professional studies.

Introduction of integration of some related subjects in the first year of the course and specialization in the second year of the course has been done in order to make the curriculum more manageable and rational.

In order to respond to the contemporary issues in the society, the revised curriculum has accommodated HIV and AIDS pandemic, drug and substance abuse, environmental education and human rights and gender awareness.

In response to the modern advancement in technology, the revised curriculum has incorporated Information Communication and Technology (ICT) as a Teaching/Learning tool.

**The PTE syllabus is in two volumes:**

**Volume One** contains English, Kiswahili, Physical Education (PE), Social Studies, Creative Arts, Art and Craft, Music and Information Communication and Technology (ICT).

**Volume Two** contains Mathematics, Science, Agriculture, Home Science, Education, Christian Religious Education (CRE) and Islamic Religious Education (IRE).

Each subject syllabus contains general objectives, specific objectives, content, suggested teaching/learning methods, learning resources and assessment methods.

The reorganization of the syllabus allows students to study ten subjects during the first year of the course. In the second year, the students will study five (5) core subjects and four (4) elective subjects from either humanities or science categories, to allow for specialization.

The certificate obtained after qualification will hereafter be known as the Primary Teacher Education Certificate.

## **REGULATIONS FOR THE PRE-SERVICE COURSE**

### **1.0 Entry Requirement**

- 1.1 A candidate must satisfy the minimum requirement as prescribed below.
- 1.2 To be eligible for the Primary Teacher Education Certificate course, a candidate must have scored a minimum grade of C (plain) in the Kenya Certificate of Secondary Education (KCSE) or its equivalent. One must also have obtained a minimum of D in Mathematics and C- in English.

### **2.0 The Course**

#### **2.1 Duration**

- 2.11 The course will last 2 years and will be residential.
- 2.12 No candidate will be presented with the award of Primary Teacher Education Certificate until two full years of the prescribed course of study have been successfully completed.

#### **2.2 Subjects offered**

In the first year of the course, students will study the following subjects offered. These are:

- (1) Mathematics including aspects of Business Studies
- (2) English including aspects of Library Science, Mother Tongue and Drama.
- (3) Kiswahili including aspects of Mother Tongue and Drama
- (4) Science Integrated with Home Science and Agriculture
- (5) Religious Education (CRE/ IRE)
- (6) Social Studies including some aspects of Business Studies
- (7) Education including Special Needs Educations, Guidance and Counseling and legal issues in Education.
- (8) Creative Arts (Music, Art and Craft and Drama integrated)
- (9) Physical Education
- (10) Information Communication and Technology (ICT)

Practical teaching will also be undertaken.

There will be three sessions of Teaching Practice – One in first year and two in second year.

In the second year of the course, students will be required to study nine subjects as follows:

- (1) English
- (2) Kiswahili
- (3) Education
- (4) Physical Education
- (5) ICT

The five will form the core subjects which must be studied by all students.

Each student will then be required to choose four subjects from either option A or B as follows:

#### **OPTION A**

- Science
- Home Science
- Agriculture
- Mathematics

#### **OPTION B**

- Music
- Art and Craft
- Social Studies
- Religious Education

To enhance specialization, each subject has been assigned more lessons.

In the final examination, a student will be required to sit for nine subjects including Teaching Practice. Information Communication Technology will be internally examined, for the time being.

### **3.0 Evaluation**

At the end of the first year of study, students will sit for an internal mid-course examination, which will be moderated by an external examiner. They will be required to pass all the nine (9) subjects in order to proceed to the second year of study. Those who pass will be awarded a results transcript by the colleges.

A student who fails in all the subjects will be discontinued. Those who fail in 4 or more subjects will repeat the year. A student who fails in less than 4 subjects will be allowed to proceed to the second year of the course but will have to re-sit the subjects failed. A candidate who fails the subjects he/she re-sat will repeat the year. Candidates who do not pass the examinations after being referred will be discontinued.

### **4.0 Award of Certificate**

4.1 To be awarded the Primary Teacher Education Certificate, a student must;

4.1.1 Pass Practical Teaching

4.1.2 Obtain a pass in all eight (8) subjects

4.2 The final grade will be determined by passes in the six best performed subjects.

A student who does not pass teaching practice will redo it.

4.2 A student who fails to meet the requirements for the award of the certificate will be allowed to repeat the final examination on the subject which he/she failed.

4.3 The certificate shall be graded as:

1 – 2 Distinction

3 – 4 Credit pass

5 -6 Pass

7 -8- Fail

## NATIONAL GOALS OF EDUCATION

### Education in Kenya should:

1. **foster nationalism, patriotism and promote national unity**

Kenya's people belong to different ethnic groups, 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 the youth acquire this sense of nationhood by removing conflicts and by 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 nation.

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

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

Education in Kenya must prepare children for the changes in attitudes and relationships which are necessary for the smooth process 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.

a) **Economic Needs**

Education in Kenya should produce citizens with 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 adequate domestic manpower.

b) **Technological and Industrial Needs**

Education in Kenya should provide the 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 the development of our education system deliberately focused on knowledge, skills and attitudes that will prepare the youth for these changing global trends.

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

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

4. **promote sound moral and religious values**  
Education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-discipline, self-reliant and integrated citizens.
5. **promote social equality and responsibility**  
Education should promote social equality and foster a sense of responsibility within an education system which provides equal education opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
6. **promote respect for and development of Kenya's rich and varied culture**  
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. The children should be able to blend the best of traditional values with the changed requirements that must follow rapid development in order 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 and responsibilities, rights and benefits that this membership entails.
8. **promote positive attitudes towards good health and environmental protection**  
Education should inculcate in the youth the value for good health in order 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 to appreciate the need for a healthy environment.

## **OBJECTIVES OF PRIMARY TEACHER EDUCATION**

The following are the objectives of the Primary Teacher Education as contained in various Government documents:

- 2.1 To develop the basic theoretical and practical knowledge about the teaching profession, so that the teacher's attitude and abilities can be turned towards professional commitment and competence.
- 2.2 To develop in the teacher the ability to communicate effectively.
- 2.3 Bearing in mind the child as the center of education, teacher education should prepare teachers who can:
  - (i) Provide suitable learning opportunities.
  - (ii) Develop the child's communicative skills.
  - (iii) Develop the individual child's potential abilities to the maximum through a variety of creative learning experiences.
  - (iv) Develop the child's sense of citizenship and National attitude.
  - (v) Develop awareness of and appreciation for other national and international community.
  - (vi) Develop the child's ability in critical and imaginative thinking in problem solving and self-expression.
  - (vii) Develop positive attitude to the moral and religious values of his community.
- 2.4 To create a national consciousness for educational excellence in every teacher.
- 2.5 To provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher.
- 2.6 To develop in the teacher the ability to adapt to change or new situation.
- 2.7 To develop an awareness and appreciation of innovation in the fields of education and an ability to utilize them.
- 2.8 To develop an awareness of the principles which underline good human relationship and use of these in their dealings with the children and community.
- 2.9 To promote national unity, national development and social equality.
- 2.10 To foster in the teacher an appreciation and respect for our rich and varied cultural heritage.
- 2.11 To develop in every teacher awareness and appreciation of the role of technology in national development.
- 2.12 To develop in the teacher an awareness and appreciation for good health and environmental conservation.



ENGLISH

## **INTRODUCTION**

English is not only the official language of communication but also the medium of instruction in the upper primary classes, secondary schools, colleges and universities. It is also one of the main languages of international communication. Consequently, students who master English stand to reap many academic, social and professional benefits.

The Primary Teacher Education English syllabus adopts an integrated approach to the teaching of English language where literary skills and aspects of Drama are integrated with the language skills of listening, speaking, reading and writing. The same skills apply in the teaching of mother tongue. This approach is expected to create meaningful and realistic learning contexts that encourage learner interaction, self-expression and application of language skills. It is hoped that this will enhance the development of language skills, learners' creativity, imagination and innovativeness. It should also develop the learners' critical and analytical skills necessary for their academic, professional and personal purposes.

Library Science skills have been integrated in the teaching of English to enhance the students' readership and facilitate faster access to information. The skills will enable them to efficiently process information required for the study of English and other subjects across the curriculum.

## **GENERAL OBJECTIVES OF ENGLISH**

At the end of the course, the learner should;

- (1) Have acquired sufficient knowledge, attitudes and skills of English, to enable them to interpret and implement the primary English curriculum effectively.
- (2) Be able to teach, at the primary school level, the basic English language skills of listening, speaking, reading and writing effectively.
- (3) Have acquired the proficiency in English language required to communicate appropriately for academic, professional, social and personal purposes.
- (4) Develop critical and analytical approaches to issues and appreciate a variety of literary works.
- (5) Be able to use the library to access, source and process print and non print information for various uses.

## SUMMARY OF SYLLABUS CONTENT AND TIME ALLOCATION

The syllabus is divided into seven (7) main sections focusing on the five General objectives of teaching English in the Primary Teachers' Colleges.

These are:

	TOPICS	HOURS
A	<b>INTRODUCTION TO LANGUAGE LEARNING</b> (a) Language and its uses (b) Basic Language skills (c) Mother Tongue acquisition and second language learning and development (d) Language policy in the Primary School (e) Objectives of teaching English in Primary schools	8
B B1	<b>THE STRUCTURE OF ENGLISH</b> <b>Grammar I</b> (a) Principal word classes (b) Sentence elements (c) Basic sentence patterns (d) Basic sentence forms	13
B2	<b>Grammar II</b> (a) The verb group (b) The noun group (c) Adjectival (d) Adverbials (e) Combining simple sentences	23
	TOPICS	HOURS
B3	<b>English Speech</b>	17

	(a) models of pronunciation (b) Speech organs (c) Sounds of English (d) Stress (e) Intonation	
C C1	<b>TEACHING ENGLISH IN PRIMARY SCHOOLS:</b> <b>The English Syllabus</b> (a) The English syllabus (b) Course materials for English	7
C2	<b>Specific Methods in Lower Primary</b> (a) Pre-reading skills (b) Teaching listening and speaking (c) Teaching reading skills (d) Pre-writing skills (e) Teaching handwriting (f) Teaching writing (g) Literary works (h) Preparation of appropriate teaching materials	35
C3	<b>Specific Methods in Upper Primary</b> (a) Developing the elements of English language (b) Practising listening and speaking skills (c) Teaching reading skills (d) Teaching writing skills (e) Using audio-visual programmes (f) Literary works	35

	<b>TOPICS</b>	<b>HOURS</b>
C4	<b>Schemes of Work, Lesson Plans and Progress Records</b> (a) Schemes of work (b) Lesson plans (c) Pupils progress records	<b>13</b>
D	<b>EVALUATING PUPILS' WORK</b> (a) Rationale for evaluation (b) Constructing test items, qualities of a good test complete tests and examinations (c) Using tests and examination results (d) Administering tests and examinations (e) Adapting tests and examinations to the needs of the learners with special needs	<b>15</b>
E	<b>READING AND STUDY SKILLS</b> (a) Reading for study purposes (b) Reading for enjoyment and relaxation (c) Note-making (d) Note taking from oral sources (e) Library science skills	<b>21</b>
F	<b>WRITING</b> (a) Social writing (b) Study writing (c) Creative writing (d) Institutional writing (e) Public writing	<b>20</b>

	(f) Personal writing	
	<b>TOPICS</b>	<b>HOURS</b>
<b>G</b>	<b>STUDY OF SET BOOKS</b> (a) One Novel (b) One Play (c) Assorted poems (d) Short stories	<b>47</b>

### Teaching Sequence

The different sections of the syllabus are organized and sequenced from the 1<sup>st</sup> year to the 2<sup>nd</sup> year

#### Year One

1. Introduction to language learning.
2. Grammar I
3. English speech
4. Teaching English in Primary schools: Primary English syllabus and course materials
5. Specific methods: Lower Primary
6. Specific methods: Upper Primary
7. Schemes of work, lesson plans and Pupils' Progress records

#### Year Two

1. Evaluating pupils' work
2. Grammar II
3. Reading and study skills
4. Writing

Infusion and integration of emerging issues should be done at relevant points within the topics as found appropriate. Literary skills introduced and

integrated within the syllabus topics, should compliment the teaching and learning of basic language skills.

Teacher Trainers are advised to identify links between various syllabus areas which allow for integration of teaching and skill development. It may be necessary to introduce aspects of Reading and Study skills earlier to allow learners utilize some of these skills in their study period in college.

### **Suggested Approach**

The recommended approach is one of active involvement and participation of learner in practical tasks, and other learning activities in and out of the classroom. The tutor should, as much as possible use relevant and authentic resource materials. Locally available resource materials should appropriately be utilized. For each topic area, the following information is included:-

- **Learning experiences** – which put emphasis on observing, analyzing, reading, writing, discussing, interactive learning, collaborative learning, reflective teaching and classroom talk. Passive listening and mere copying of notes should be reduced to a bare minimum.
- **Resources** such as pupils' and teachers' course books, tests and examination papers, samples of pupils' written work, audio-visual programmes, library and library equipment, and relevant human resource.
- **Assessment**  
This syllabus puts emphasis on immediate, meaningful and supportive feedback on the assessment of learners' work. Suggested assessment procedures are included at the end of each topic. The assessment takes the form of continuous assessment tests (CATS), projects, written assignments, tests and examinations.



- **Remedial work**

The college tutors are expected to identify and address specific language difficulties using a variety of recommended approaches. Students with special needs in Education should be helped to learn with ease together with their peers. When the need for remedial practice becomes apparent while handling any section or topic of the syllabus, it should be carried out either individually or as a class activity.

## **YEAR ONE**

### **1.0 INTRODUCTION TO LANGUAGE LEARNING**

#### **1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) describe the main characteristics and principal uses of language
- b) identify the four basic language skills and explain the order in which they are developed
- c) describe the differences between the acquisition of Mother Tongue and Second language learning and state the implications of these to second language teaching
- d) explain the language policy in Kenyan primary schools
- e) state the general objectives of teaching English in primary schools.

#### **1.2 Content**

##### **1.2.1 Language and Its uses**

###### **1.2.1.1 Language As A System Of Human Communication**

- Different means of communication (such as gestures, facial expressions, pictorial symbols, spoken and written language.)
- Special features of language (systematic arrangement of arbitrary symbols e.g. different sounds for different words; unlimited number of combinations; use of different media e.g. in speech, writing )

###### **1.2.1.2 Specific Uses of Language**

- Establishing relationships
- Conveying information, experiences and ideas;
- Expressing feelings and opinions;
- Instructing and directing
- Creative expression (through drama, songs, folklore, fiction and non-fiction, novels etc).

The productive and receptive aspects of these e.g. giving and responding to instructions, reading comprehension passages and answering questions, reading passages and making notes etc.

## 1.2.2 The Basic Language Skills

- The Sequence of Development in the Mother Tongue

	RECEPTIVE	PRODUCTIVE
Oral	Listening	Speaking
Written	Reading	Writing

- The sequence in a second language development

## 1.2.3 Mother Tongue Acquisition and Second Language Development

### 1.2.3.1 Features of Mother Tongue Acquisition

- Intensive and prolonged exposure to the language
- Spontaneous experimenting and imitation by the child
- Strong motivation; language is essential for relating with others and satisfying needs;
- No formal teaching; parents, siblings, ayahs, etc. provide the language input.

### 1.2.3.2 Features of Second Language Learning

- Inadequate exposure to the target language;
- Lack of motivation: Mother Tongue meets every day communication needs;
- Formally organized learning with main input from the teacher

### 1.2.3.3 Implication for Second language Teaching

- Maximize exposure to the target language; avoid translation into Mother Tongue.
- Improve motivation through:
  - use of attractive materials and interesting activities
  - positive attitude and encouragement from the teacher

- for the older pupils, awareness of long-term goals
- Exploit learning from peers, e.g. through group work and informal activities.

#### **1.2.4 Language in the Primary school**

##### **1.2.4.1 Language Policy**

- The languages to be used as media of instruction at lower and upper primary levels;
- The languages to be taught as subjects at each level.

##### **1.2.4.2 Objectives of Teaching English**

- General objective in the lower primary: preparation for the use of English as the medium of instruction in upper primary.
- General objective in the upper primary: Using English for study purposes and in everyday life.

#### **1.3.0 Suggested Teaching/ Learning Experiences**

- Explanation
- Description
- Group discussion
- Role play
- Observing and recording different kinds of language behaviour
- Dialogues
- Reading varied texts
- Demonstration

#### **1.4.0 Suggested Teaching/Learning Resources**

- Audio-visual aids
- Charts
- Policy documents
- Relevant textbooks
- Primary English Syllabus

- Supplementary course materials
- Human resource
- Realia (real objects)

### **1.5.0 Suggested Assessment Methods**

- Written exercises
- Oral exercises
- Project
- Identifying language functions from written or recorded sources
- Oral/written assignments
- Recording information
- Reading assignments

## **2.0 ENGLISH GRAMMAR I**

### **2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify the principal word classes and classify words used in sentences
- b) name the elements of English sentences and identify the basic patterns into which they can be combined
- c) identify the sentence forms
- d) identify and address specific learning needs
- e) integrate the teaching of literary skills and grammar.

### **2.2.0 Content**

#### **2.2.1 Word Classes and Their Equivalents**

##### **2.2.1.1 The Principal Word Classes**

- Nouns
- Pronouns
- Adjectives
- Verbs
- Adverbs
- Prepositions

- Conjunctions
- Interjections

#### 2.2.1.2 Suffixes and Prefixes

- The use of **suffixes** to form related words of different classes  
e.g. Happyy happily happiness
- The use of **prefixes** to form related words within a class e.g. appear, disappear, reappear

#### 2.2.1.3 Groups of Words Equivalent to Word Classes

- Nominal (or noun group)
- Verb group
- Adjectival
- Adverbial

#### 2.2.2 Sentence Elements

- Subject
- Verb
- Direct Object
- Indirect Object
- Complement
- Adverbial

#### 2.2.3 Basic Sentence Patterns

- S + V (+A)  
She is running.  
He is walking to Jane's desk.
- S + V + O (+A)  
He is holding it.  
I am taking it from Nzioki.
- S + V + C (+A)      **C=N/Adj./Adv.**  
This is a pen  
Those pens are green.  
My book is there.  
This book is a different colour from that one  
He is good at drawing.

They are still at the bus stop.

- S + V + IO + O (+A)

I am bringing him a book.

He told us a story last night.

- S + V + O + C (+A) C=N/Adj

She likes her hair long

They made her captain (last year)

## 2.2.4 Basic Sentence Forms

### 2.2.4.1 Affirmative/Negative

- Simple affirmative and negative sentences with **be**;
- More complex forms follow as the different tenses are introduced

### 2.2.4.2 Declarative/Interrogative/Imperative

- Declarative sentences for making statements  
This is a book.
- Interrogative sentence for asking questions  
WH – type e.g. What is this?  
Yes/No type: e.g. Is this yours?
- Imperative sentences for commands and instructions:  
e.g. Sit down (please)

**Note:** More complex forms of these are introduced throughout the primary course.

## 2.3 Teaching/Learning Experiences

- Explanation
- Discussion
- Sentence construction
- Identifying word classes, sentence elements and patterns
- Working with matching tables
- Using dictionaries
- Question and answer exercises
- Re-writing sentences

- Filling in blanks
- Listening comprehension
- Dictation
- Interacting with audio visual material
- Reciting poems
- Participating in dialogues
- Telling stories
- Making sentences from substitution tables

#### **2.4.1 Suggested Teaching/Learning Resources**

- Print materials such as newspapers, journals etc.
- Charts showing matching and substitution tables
- Relevant text books
- Dictionaries
- Audio visual materials

#### **2.5 Suggested Assessment Methods**

- Oral responses
- Construction of substitution tables
- Filling in blanks
- Re-arranging jumbled words
- Re-writing sentences
- Sentence completion exercises
- Quizzes
- Matching sentences
- Cross word puzzles



### **3.0 ENGLISH SPEECH**

#### **3.1 Specific Objectives**

At the end of the lesson, the learner should be able to;

- a) identify speech organs and their role in the production of speech
- b) recognize and produce accurately the consonant and vowel sounds used in English speech
- c) interpret the phonemic transcription of words and sentences
- d) detect pronunciation problems in pupils' speech and carry out remedial activities
- e) identify the stressed syllables in words and sentences, interpret the stress marks in written texts and dictionaries and use stress correctly in their own speech
- f) distinguish and produce basic intonation patterns of English
- g) identify and address special needs in speech.

#### **3.2.0 Content**

##### **3.2.1 Models of Pronunciation**

##### **3.2.2 The Speech Organs**

The role of the lungs, vocal cords, tongue, teeth, lips, palate and nasal cavity in the production of speech.

##### **3.2.3 The Sounds of English**

###### **3.2.3.1 Consonants**

- The different modes of production
- The different points of articulation
- Voicing

###### **3.2.3.2 Vowels and Diphthongs**

- Tongue and lip position
- length
- Diphthongs and vowel combinations

### 3.2.3.3 **Phonemic Transcription**

- Irregularities in English spelling and the value of a phonemic transcription as a guide to pronunciation
- The simplified transcription used in the course books
- Other symbols commonly used in dictionaries

### 3.2.3.4 **Pronunciation Problems**

Common problems arising from differences between English and Mother Tongue sound systems, such as:-

- **vowel displacement**, e.g.  
/ɑ:/ and / /, as in bath and birth  
/i/ and /i:/, as in live and leave  
/a/ and /^/, as in hat and hut
- **vowel insertions**, as in:  
/ju:siful/ for useful; /riftali/ for Rift Valley
- **simplification of diphthongs**, e.g.  
/ei/ /e/, as in shade/shed  
/ou/ /o/, as in goat/got
- **consonant displacement**, e.g.  
/l/ and /r/, as in light and right  
/s/ and /ʃ/, as in sow and show
- **omission or insertion of /h/** e.g.  
/aus/ for house; /houpn/ for open
- **Voicing problems**, e.g.  
/f/ and /v/, as in ferry and very  
/k/ and /g/, as in back and bag
- **Prenasalisation of consonants** as in /mboi/ for boy; /blind/ for bleed

### 3.2.3.5 **Remediation of Pronunciation Problems e.g.**

- Tongue twisters
- Dialogues
- Songs
- Teacher as the model/Model of pronunciation
- Minimal pairs

- Poems

### 3.2.4 **Stress**

#### 3.2.4.1 **Word Stress**

- The division of words into syllables
- Stress patterns in words

Examples of common patterns:-

Primary and secondary stress in compound words

Noun/verbs pairs with contrasting stress patterns

e.g. 'refuse and re'fuse

(N) (V)

'conduct and con'duct

(N) (V)

#### 3.2.4.2 **Sentence Stress**

Normal stress patterns

Distinction between content words and structural words

Examples of special stress

- For contrast
- For emphasis

### 3.2.5 **Intonation**

Basic intonation patterns

- Falling
- Rising

Accurate pronunciation, stress and intonation, together with appropriate volume, speed and phrasing, are all important features of reading aloud. Work on this section of the syllabus should therefore include practice activities which help to develop the learner oral reading skills, as a preparation for effective reading aloud to the class.

### **3.3 Suggested Teaching/Learning Experiences**

- Discussion
- Identifying points of articulation
- Demonstration
- Explanation
- Transcription
- Drawing and labelling
- Analysis of speech
- Listening to recorded materials
- Production of sounds
- Reading of texts
- Practising with tongue twisters
- Reciting poems
- Practising with minimal pairs
- Discrimination of sounds
- Sentences drills
- Identification of stressed syllables
- identification of speech organs

### **3.4 Suggested Teaching/Learning Resources**

- Charts
- Audio-visual materials
- Mirrors
- Pictures/drawings
- Written texts
- Teacher/pupil demonstration

### **3.5 Suggested Assessment Methods**

- Oral responses
- Written assignments
- Reading sounds
- Sound production
- Distinguishing different sounds
- Distinguishing between sounds in minimal pairs
- Dictation of minimal pairs or sentences containing them
- Transcribing words and sentences
- Inserting stress marks in writing words and sentences
- Reading words, sentences and passages aloud

## **4.0 TEACHING ENGLISH IN THE PRIMARY SCHOOL THE ENGLISH SYLLABUS AND APPROVED COURSE BOOKS**

### **4.1 Specific Objectives**

At the end of the topic the learner should be able to;

- a) state the role of and interpret the primary English syllabus
- b) name the components of the approved course materials and explain their organization.

### **4.2 Content**

#### **4.2.1 The Primary English Syllabus**

##### **4.2.1.1 The Functions of the Syllabus**

- To identify objectives, language items, language skills and teaching/learning activities
- To arrange language items in a teaching order.

##### **4.2.1.2 Objectives**

- General objectives for the subject
- General objectives for the themes
  - knowledge and skill objectives
  - attitudinal objectives based on emerging issues

#### 4.2.1.3 **Sentence Patterns**

- Listed in teaching sequence for each theme in each class

#### 4.2.1.4 **Lexical Items**

- Separate lists for oral work, reading and writing in each theme for each class

#### 4.2.1.5 **Learning Activities**

- Suggested learning activities for the development of the different language skills in lower primary
- Suggested learning activities for the development of the different language skills for each class in upper primary

#### 4.2.1.6 **Teaching/Learning Resources**

- Suggested teaching/learning resources for the development of language skills in lower primary
- Suggested teaching/learning resources for the development of language skills for each class in upper primary

#### 4.2.2.2 **Assessment**

- Suggested assessment methods for lower primary
- Suggested assessment methods for upper primary

### 4.2.2 **Course Materials for English**

#### 4.2.2.1 **The Syllabus**

- The systematic use of syllabus items in the approved primary course books

#### 4.2.2.2 **Approved Course Books**

- Teachers' books, pupils' books, supplementary readers and the relationship between them.
- Overview of the contents and organization of each book
- Information and advice in the teachers' books
- Other resources, use of relevant material from learning resource centres.

#### **4.3 Teaching/ Learning Experiences**

- Group discussions
- Explanation
- Written assignments
- Surveying the syllabus and components of different course books
- Oral quizzes through the use of indices and tables of content.

#### **4.4 Teaching/ Learning Resources**

- Primary English syllabus
- Approved Course materials
- Supplementary materials

#### **4.5 Suggested Assessment Methods**

- Project
- Oral responses
- Written exercises and assignments
- Written questionnaires

### **5.0 TEACHING ENGLISH IN THE PRIMARY SCHOOLS:**

#### **Specific Methods in Lower Primary**

#### **5.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) describe pre-reading and pre-writing skills and use appropriate methods to teach them
- b) describe appropriate methods of teaching vocabulary, sentence patterns, and sentence structures and use them effectively in class
- c) describe approaches to the teaching of reading and use appropriate methods to help pupils read in English
- d) describe suitable procedures for the introduction of writing and use them effectively in writing lessons
- e) select and prepare appropriate teaching materials for all language skills
- f) teach handwriting skills effectively
- g) read, analyse and appreciate literary works
- h) identify and address specific learning needs.

## **5.2.0 Content**

### **5.2.1 Teaching Listening and Speaking**

#### **5.2.1.1 The General Approach**

- Avoiding translation; limited use of the Mother tongue for class organization
- Making spoken language meaningful through the use of various means including:- visual aids, classroom situations
- The need for variety in examples and activities
- Thoroughness of practice
- The need for language control

#### **5.2.1.2 Teaching New Words Orally**

- Teaching new words in a systematic order
- Techniques for conveying meaning
- Teaching sequence: introduction, presentation, imitation, practice and reinforcement

#### **5.2.1.3 Teaching Sentence Patterns and Structures**

- Identifying the pattern or structure to be taught
- Choosing suitable examples
- Presentation in context
- Whole class, group and individual imitation drills
- Meaningful practice through drills, question and answer, dialogue, songs and games
- Organizing group and pair activities
- Teaching sequence: introduction, presentation, imitation, practice and reinforcement

#### **5.2.1.4 Responding to Pupils' Performance**

- The importance of listening carefully to pupils' speech
- Acknowledging correct responses
- Detecting and responding to errors positively
- When to correct
- Alternative correction procedures, peer and self correction



## **5.2.2 Teaching Reading**

### **5.2.1.1 Pre-reading Skills**

- Visual discrimination
- Auditory skills
- Visual memory
- Auditory memory
- Activities to promote pre-reading skills

### **5.2.1.2 Reading Readiness**

- The development of readiness for reading in English
- Building oral competence
- The transfer of skills from Mother Tongue pre-reading activities such as picture interpretation
- The transfer of skills from Mother Tongue pre-reading skills such as eye movement, shape discrimination
- Assessing readiness for reading in English
- The use of checklists of skills
- The need for mixed ability grouping.

### **5.2.2.3 Informal Activities for Introducing English Reading**

- Using name cards
- Picture labels
- Labels and captions on classroom objects and displays

### **5.2.2.4 The look and Say Method**

- The purpose of look and say procedures
- The value and limitations of the method
- Look and say activities including; use of flash cards, flashboards, clock faces and bingo games etc.

### **5.2.2.5 The Phonic Method**

- The principle of the phonic method
- Advantages and disadvantages of phonic method for reading in English
- Phonic skills assumed to be covered in Mother Tongue reading
- Additional sound/letter relationships to be taught in English

- sounds of letters not used in the Mother Tongue e.g. the vowel letters  
in:- (i) chai and wait  
(ii) mea and meat
- sounds of letters or groups of letters with more than one value in  
English e.g. Vowel letters in:-  
(i) ball and bay  
(ii) see and set groups
- sounds of letters not found in the Mother Tongue
- Phonic activities e.g.
  - colour coding
  - phonic boxes

#### 5.2.2.6 **Word-attack Skills**

- The importance of developing independence in reading
- Examples of word attack skills
  - picture clues
  - context clues
  - phonic clues (initial letters, groups etc)
  - syllabification
  - comparison with known words to work out both new and forgotten words
  - prefixes and suffixes
  - analyzing compound words

#### 5.2.2.7 **The Sequence of Activities for Reading Lessons**

- Oral preparation:-
  - language revision
  - discussing pictures
- Word recognition:-
  - Look and say
  - Phonic activities
  - Look and say activities
- Guided reading:-
  - reading aloud

- reading silently
- Checking understanding:-
  - the use of questions
  - comprehension activities

#### 5.2.2.8 **Using Supplementary Materials**

- Supplementary readers
- Materials prepared by the teacher e.g.
  - wall charts with stories
  - individual reading cards
  - word cards for sentence building
- Materials based on pupils' experiences and ideas
  - captions to pupils' drawings
  - individual newsbooks
  - composite stories

#### 5.2.2.9 **Individual Reading Progress**

- Identifying individual reading problems such as
  - inadequate oral competence
  - incorrect eye-movement
  - lack of phonic memory
  - Finger pointing
- Mixed ability grouping and the provision of alternative materials and activities for groups at different levels

### 5.23 **Teaching Writing**

#### 5.2.3.1 Pre-writing skills

- Muscle co-ordination
- Eye-hand co-ordination
- Auditory skills
- Visual skills
- Manual skills
- Activities which promote pre-writing skills such as
  - simple hand and arm exercises

- writing/tracing patterns
- scribbling
- taking the finger for a walk

#### 5.2.3.2 **Handwriting**

- Initial teaching of handwriting as a mother tongue activity
- Teaching additional letters not used in the mother tongue alphabet
- Further practice through the copying of English words and sentences
- Writing difficulties such as letter rotation, size and shapes, spacing and alignment.

#### 5.2.3.3 **Written Exercises**

- Lower primary written work as a means of consolidating oral work and reading
- Procedures used to help pupils to write correctly such as :-
  - Copying exercises
  - filling in blanks
  - matching parts of sentences
  - answering questions
  - writing from substitution tables
- Early stages of individual expressions e.g. through open-ended exercises, guided compositions

#### 5.2.3 **Preparation of Appropriate Teaching/learning Materials in**

- Oral work e.g.
  - Picture cards
  - sketches
  - drawings
- Reading e.g.
  - lucky dip
  - fishing game
  - word bush
  - flash cards

- Writing e.g
  - tracing patterns
  - drawing patterns

### **5.3 Teaching /Learning Experiences**

- Explanation
- Discussion
- Peer-Teaching
- Selecting/making teaching materials
- Observing and discussing demonstration lessons
- Listening to audio-visual programmes
- Analysing literary works
- Tracing
- Scribbling
- Copying
- Drawing
- Building up words lists

### **5.4 Suggested Teaching/ Learning Resources**

- Pictures
- Real objects
- Plasticine/clay
- Charts
- Audio-visual equipment
- Reading cards
- Templates
- Relevant literary materials
- Story books
- Supplementary materials

### **5.5 Suggested Assessment Methods**

- Project
- Written exercises and assignments
- Observations

- Oral responses
- Preparation of test items
- Case study analysis
- Analyzing literary texts
- Tracing
- Copying
- Drawing
- Scribbling

## **6.0 TEACHING ENGLISH IN THE PRIMARY SCHOOL:**

### **Specific Methods in Upper Primary**

#### **6.1 Specific Objectives**

By the end of the topic, the learner should be able to

- a) describe and use appropriate methods of extending pupils' mastery of English sentence structures and vocabulary
- b) conduct activities which enhance the pupils' confidence to communicate effectively in spoken English in everyday life
- c) explain the importance of silent reading for meaning, independent reading and conduct intensive and extensive reading lessons
- d) read, analyse and appreciate literary works
- e) select appropriate writing activities and teach writing lessons effectively
- f) identify and correct errors in pupils' writing and carry out remedial activities
- g) plan and teach lessons in which the basic language skills are integrated in a series of related activities
- h) select and prepare learning materials for effective teaching
- i) use audio-visual programmes effectively
- j) identify and address specific learning needs in listening, speaking, reading and writing.

## **6.2.0 Content**

## **6.2.1 Developing Elements of the English Language**

### **6.2.1.1 Teaching Sentence Patterns and Structures**

Building on methods used for teaching patterns and structures in the lower primary classes, with particular emphasis on:

- Meaningful practice, based on examples drawn from emerging issues, literary works, immediate environment, general knowledge, topical events etc.
- Written exercises

### **6.2.1.2 Teaching Vocabulary**

- Presenting and practising new vocabulary in context
- Helping pupils to deal with new words independently, using:  
dictionaries  
inference from context  
knowledge of prefixes and suffixes
- Types of exercises for reinforcing and testing vocabulary

### **6.2.1.3 Teaching Grammar**

- Reasons for introducing pupils to grammatical concepts
- Grammatical terms taught and at what level
- The approach to be used, and examples of suitable exercises

## **6.2.2 Practising Listening and Speaking**

### **(i) Story telling**

- Stories told by the teacher
  - selecting suitable stories and telling them effectively.
  - use of voice variation, gestures  
pupil participation etc.
  - follow-up activities: discussion, dramatization, written work,  
art  
work.

- Stories told by pupils
    - The need for input by the teacher
    - Preparation e.g. through group rehearsal
    - Guidance in telling the story e.g. prompting questions, follow up activities etc.
  - Oral narratives
  - Conducting a story telling lesson
- (ii) **Drama**
- Improvised role-play
  - Dramatizing a story
  - Acting from a script
  - Conducting a drama lesson
- (iii) **Reading and Reciting Poems**
- Selecting suitable poems
  - Analyzing poems
  - Conducting a poetry lesson
- (iii) **Reading and Analyzing literary Texts**
- (iv) **Developing Practical Skills**
- Ways of teaching those applied language skills identified in the primary English syllabus. e.g.
    - Giving messages
    - Giving reports of events
    - Describing people/objects/places/processes
    - Giving instruction and directions
    - Taking part in debate and interviews
    - acting as an interpreter

### **6.2.3 Teaching Reading Skills**

- (i) **The Different Skills Required**
- Careful reading for meaning
  - Rapid reading for information
  - Infusion and integration of emerging issues



**(ii) Intensive Reading Lessons**

- Emphasise on silent independent reading
- Teaching intensive reading lessons
- Focus on different types of questions
- Other comprehension activities including completing tables, diagrams and maps
- Individual reading progress
- Diagnosing common reading problems e.g. lip movement, finger pointing, eye movement, confusion caused by the spelling system etc
- Grouping and remedial activities

**(iii) Extensive Reading**

- The importance of individual reading
- Conducting a library lesson
  - helping pupils to choose books  
(language level, content)
  - encouraging rapid reading
  - discussing books with the whole class and individuals
  - keeping records of books borrowed and read
  - training pupils in the care of books
- Preparation and use of substitute materials such as reading cards, articles from old newspapers or magazines, booklets of pupils writing.
- Helping pupils with reading problems

**6.2.4 Teaching Writing Skills**

**(i) Skills to be Acquired**

- Competence in handwriting, sentence construction, spelling, punctuation choice of words, format, layout, length and organization of ideas, coherence and relevance
- Kinds of writing identified in the primary English syllabus.

(ii) **The General Approach**

- The transition from guided to free writing
- Encouraging personal expression

(iii) **Conducting a Guided Composition Lesson**

- Preparation of teaching materials
- Teaching sequence
- Class/group discussion of content
- Providing guidance in language, paragraphing, lay-out etc.
- Helping individual pupils with writing difficulties

(iv) **Marking and Correcting**

- When and what to correct
- The choice of marking symbols
- Proofreading and peer correction
- Follow up to marking

**6.2.5 Using Audio-Visual Programmes**

(i) The role of audio-visual lessons

- Their relationship with the syllabus

(ii) Audio-visual programmes

- Preparation of the programmes
- What to do during the lesson
- Follow up activities

**6.3.0 Suggested Teaching/Learning Experiences**

- Discussion
- Explanation
- Observation
- Listening
- Demonstration
- Making of teaching/learning materials
- Reading
- Writing

- Story telling
- Reciting poems
- Micro teaching
- Viewing recorded lessons

#### **6.4.0 Suggested Teaching/ Learning Resources**

- Audio-visual materials
- Written texts
- Recorded texts
- Charts
- Reading cards
- Story books
- Relevant literary materials
- Human Resource

#### **6.5.0 Suggested Assessment Methods**

- Written exercises
- Oral responses
- Observing micro-teaching
- Projects
- Preparation of written exercises
- Evaluation of pupils work
- Analysing literary materials

## **7.0 TEACHING ENGLISH IN THE PRIMARY SCHOOL: Schemes of Work, Lesson Plans and Progress Records**

### **7.1 Specific Objectives**

By the end of the topic, the learner should be able to:

- a) explain the importance of the scheme of work and the lesson plan;
- b) prepare sample schemes of work and lesson plans for various English lessons;
- c) state the importance of progress records;
- d) prepare and use pupils' progress records.

### **7.2 Content**

#### **7.2.1 Schemes of Work**

##### **(i) Purpose**

- The need to plan on a weekly/termly basis

##### **(ii) Sources**

- The syllabus
- Approved course books
- Supplementary textbooks and reference books

##### **(iii) Elements of a Scheme of Work**

- Week
- Lesson
- Topic
- Objectives
- Learning activities
- Learning resources
- References
- Assessment
- Remarks

##### **(iv) The Format for Effective Presentation of these Elements**

(Must indicate the class, term, year etc.)

## **7.2.2 Lesson Plans**

### **(i) The Importance of Lesson Preparation**

- The need for detailed lesson plans, and their relationship with the scheme of work.

### **(ii) Types of Lessons**

- Language practice (oral and/or written)
- Reading
  - Teaching basic skills (look-and-say, phonic work etc.)
  - Course book reading and comprehension activities
  - Library reading
- Handwriting
- Composition writing
- Support activities
  - Story telling
  - Drama
  - Poetry
  - Audio-visual aided lessons

### **(iii) Elements of a lesson plan**

- Class, subject, date, time, roll
- Lesson type/topic
- Objectives
- References
- Learning aids/resources
- Learning activities
- Chalkboard summary
- Self-evaluation

(iv) **The format for effective presentation of these elements**

**7.23 Pupils' Progress Records**

**(i) Importance of Preparing Pupils' Progress Records**

- Format for recording
- Interpretation and analysis
- How to use pupils records

**7.3 Suggested Teaching/Learning Experiences**

- Group discussions
- Explanations
- Preparation of sample schemes of work, sample lesson plan and pupils' records
- Analysis of pupils records
- Peer teaching

**7.4 Suggested Teaching/ Learning Resources**

- Primary English Syllabus
- Course materials
- Sample schemes of work, lesson plans and pupils' progress records
- Supplementary materials

**7.5 Suggested Assessment Methods**

- Project
- Oral responses
- Written exercises
- Written assignment

## **8.0 EVALUATING PUPILS' WORK**

### **8.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) describe the role of evaluation
- b) select appropriate language items and skills for inclusion in tests and examinations
- c) describe appropriate methods of evaluating pupils' performance in different language skills
- d) set appropriate tests and examinations
- e) prepare appropriate marking schemes
- f) interpret test results and use them as the basis for remedial activities
- g) identify and address specific learning needs.

### **8.2 Content**

#### **8.2.1 Rationale for Evaluation**

- i) When, why
- ii) Types of evaluation

#### **8.2.2 Constructing Test Items, Complete Tests and Examinations**

##### **8.2.2.1 Test Content**

Deciding on what is to be tested;

- Separate language items such as vocabulary and sentence structures
- Language skills, i.e. listening, speaking, reading and writing
- Qualities of a good test.

##### **8.2.2.2 Adapting Tests and Examinations to the Needs of Learners with Special Education Needs**

##### **8.2.2.3 Administering Tests and Examinations**

- Time management
- Invigilation
- Security of documents

##### **8.2.2.4 Methods of Testing**

###### **8.2.2.4.1 For Separate Language Items:**

- Various types of multiple – choice questions

- Sentence completion exercises
- Short answer questions
- Matching questions and answers

#### 8.2.2.4.2 **For Listening:**

- Multiple choice questions
- Short answer questions
- Responding to instructions
- Oral comprehension

#### 8.2.2.4.3 **For Speaking**

- Interviews with the teacher
- Making description
- Dialogues
- Narrations

#### 8.2.2.4.4 **For Reading:**

- Multiple-choice questions
- Open ended questions
- Matching exercises e.g. sentence to picture
- Completing charts, diagrams, etc.

#### 8.2.2.4.5 **For Writing:**

- Guided/free composition tests
- Re-arranging jumbled sentences
- Filling in gaps

#### 8.2.2.5 **Examinations**

- The need to test a range of language items and skills
- Variety of questions types
- Different levels of testing
- Preparing a marking scheme



### **8.2.3 Using Test and Examination Results**

- **Diagnosing Problems**
  - simple analysis of multiple-choice items
  - identifying common errors in written answers
  - areas of difficulty in the content
- **Planning Remedial Work**
  - individual/class exercises based on examination answers
  - development of special needs programmes

### **8.3 Suggested Learning/Teaching Experiences**

- Discussion
- Analysis of test items and results
- Diagnosing problems in tests
- Marking tests and examinations and awarding marks
- Recording marks
- Constructing test items
- Adapting sample tests for special needs

### **8.4 Suggested Teaching/Learning Resources**

- Tests and examinations materials
- Examination results
- Written tests
- Primary English Course books
- Examination newsletters
- Sample test items

### **8.5 Suggested Assessment Methods**

- a) Written exercises
- b) Oral responses
- c) Written assignments
- d) Report writing after marking examinations
- e) Setting tests
- f) Identifying and assessing errors in pupils written work

## **9.0 GRAMMAR II**

### **9.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify and describe the grammatical terms used in the Primary English syllabus and course materials
- b) interpret the descriptions of grammatical structures listed in the Primary English syllabus and approved course books
- c) identify and explain common grammatical errors made by pupils
- d) relate their knowledge of English grammar to classroom teaching and explain how each language item might be taught
- e) identify and address specific learning difficulties
- f) integrate the teaching of literary skills and grammar

### **9.2.0 Content**

#### **9.2.1 The Verb Group**

##### **9.2.11 Forms of the Verb, e.g. look(s), looked**

- infinitive, e.g. (to) look
- participles, present: e.g. looking  
past: e.g. looked

##### **9.2.12 Types of Verbs**

- Full verbs, e.g. see, agree
- Linking verbs, e.g. be, become, seem
- Auxiliary/ verbs
  - Primary auxiliaries: e.g. be, have,
  - modal auxiliaries: e.g. will, can, may

##### **9.2.13 Time and Tense**

Names of the tenses, how they are formed using verb endings, primary auxiliaries and participles; their principal meanings

##### **Present simple (or “plain present”)**

- Regular action/events  
*We come to school everyday.*
- Descriptions of states

I *have* two pens.

He *knows* the answer.

It *smells* nice.

- Future actions in time and conditional clauses  
I will buy some potatoes when I *go* to the market.

### **Present Continuous**

- Actions in progress  
She is running.
- Future arrangements  
He is *coming* on Sunday.

### **Present Perfect**

- Past events with present relevance  
He has hidden the nut.  
**NOTE:** Irregular past participle forms such as:  
seen, sung, hung, rung, swum, gone

### **Present perfect Continuous**

- Past events continued up to the present  
I *have been reading* for thirty minutes.  
Simple past (or 'Plain Past')
- Single or repeated actions completed in the past  
He *came to* school at eight o'clock.
- Unlikely or imaginary events  
If I went to Mombasa, I would swim in the ocean.  
Imagine you were a bird.  
**NOTE:** Irregular past tense forms e.g. slept, woke, drank.

### **Past Continuous**

- Action in progress at a time in the past  
I met a friend when I *was coming* to school.

### **Past Perfect**

- Actions completed before another past event  
The lesson *had started* before Tama got here.

### **Past Perfect Continuous**

- Action in progress before another past event  
She had *been teaching* for one year when she left.

### **Future (or plain future)**

- Statements about future events  
It *will* rain this afternoon.

### **Future continuous**

- Arrangements of events assumed to be taking place in the future.  
I will *be planting* my cotton next month.

**Note:** Most modern text books do not accept the existence of a ‘future tense’ in English, but refer to the various ways of expressing Future Time, using modal verbs, *going to*, the present continuous etc.

#### **9.2.14 Active and Passive**

- Passive forms of different tenses, starting with the present simple, e.g.  
It is *called* a pen.  
The incident had been reported.  
The incident was reported.
- Rearrangement of the sentence elements in passive sentences e.g.  
He reported the incident (active)  
The incident was reported. (passive)

#### **9.2.15 Modal verbs**

The formation of verb groups with modal auxiliaries, and their principal meanings:

##### **Will**

- Predictions about the future  
Kamau *will clean* the chalkboard.  
Fatuma will pass her examination
- Future intentions  
I will not come to school on Saturday.
- Willingness  
Will you come with me, please? Yes, I will.

### **Shall**

- 1<sup>st</sup> person equivalent of will
- Suggestions and invitations

Shall I put it here?

### **Would**

- Past tense equivalent of will  
He said he *would buy* me a ball.  
The dress *would not fit* her.
- Conditional statements about the future  
I would like to go to Nairobi.

### **Should**

- Obligation  
You should be eating a balanced diet.  
The team has practised well; It should win the match.

### **Can**

- Ability  
I *can swim*
- Permission  
You *can go* now

### **Could**

- Past tense equivalent of can  
Could he lift it? (Was he able to)
- Conditional ability  
If I had a lot of money, I *Could buy* a car.

### **May**

- Possibility  
It *may be* in the cupboard.
- Permission  
May I use your ruler?

### **Might**

- Past tense equivalent of may.  
He said it *might be* in the cupboard.

- Possibility  
It *might rain* in the afternoon.
- Permission (very polite)  
Might I use your car?

### **Must**

- Probability  
This *must be* our new teacher.
- Obligation  
I *must get* there early.

### **Ought to**

- Probability  
You ought *to find* this test easy.
- Obligation  
You *ought to take* some exercises.

## 9.2.16 **Phrasal Verbs**

- Verb + adverb particle e.g. *pick up* the ball, *pick it up*.
- Verb + preposition e.g. Look for the ball-look for it.
- Verb + preposition + adverb e.g. look down upon, make up for.
- Idiomatic meanings of many phrasal verbs e.g. look after, give up, break up.

## 9.2.17 **Verb chains e.g.**

- Verb + infinitive with to  
*I want to go* home.
- Verb + infinitive without to  
*I let it escape*.
- Verb + present participle  
*I like playing* football.

## **9.2.2 The noun group**

### **9.2.2.1 Types of Nouns**

- Proper nouns
- Common nouns
- Collective nouns
- Abstract nouns

### **9.2.2.2 Singular and Plural Nouns**

- Regular plurals
- Irregular plurals e.g. children, mice
- Nouns which are always plural e.g. equipment, furniture, information
- Subject/verb agreement
- Collective nouns, with singular/plural verbs and pronouns e.g. group, team, class

### **9.2.2.3 Countable and uncountable Nouns**

- Uncountable- sugar, flour
- Countable - tree, book

### **9.2.2.4 Determiners**

- Choice of articles and other determiners with singular countable, plural and uncountable nouns
- Meanings of the articles a, an and the  
a/an for indefinite reference  
the for definite reference, and previous mention

### **9.2.2.5 Pronouns**

- Personal (singular/plural, subject/object forms)
- Possessive (with/without nouns)
- Demonstrative
- Impersonal
- Reflexive
- Relative (for persons/things, subject/object/possessive)

### 9.2.3 Adjectivals

- Adjectives as complements  
This pen is blue.
- Adjectives as pre-modifiers  
Those are long sticks.
- Nouns and verb forms functioning as adjectives, e.g. a *plastic* bag, a *skipping* rope.
- Compound adjectives  
A *ten-shilling* note.  
A *forty-shilling* coin
- Order of modifiers, e.g.  
A *white cotton* shirt.
- Comparative and superlative adjectives  
This leaf is *bigger* than that one.  
Which boy is the *fastest*?
- Phrases used as post-modifiers of nouns.
  - prepositional phrases e.g.  
The boy *in the picture* is my cousin.
  - past participle phrases e.g.  
something *made of wood*
  - present participle phrases e.g.  
a man *clearing his shamba*
  - infinitive, e.g.  
a brush *to sweep with*.

### 9.2.4 Adverbials

The use of adverbs and equivalent phrases to modify verbs, adjectives, other adverbs, and complete sentences

#### 9.2.4.1 Adverbials of time

We are at school *now*.

We come to school at *eight o'clock*.

#### 9.2.4.2 Adverbials of place

My pen is *here*.



#### 9.2.4.3 **Adverbials of manner**

You are eating *quickly*.

Can you roar *like a lion*?

#### 9.2.4.3 **Adverbials of frequency**

*I always* get there early.

I go swimming *twice a week*.

It *rarely* rains in Garissa.

#### 9.2.4.5 **Intensifiers**

This coat is very big.

#### 9.2.4.6 **Adverbials showing the relationship between sentences (Connectives)**

- Additional information  
Mrs. Onyango is speaking to us too.
- Continuation  
Then go to the door.
- Contrasting idea  
However .....

### 9.2.5 **Combining Simple sentences**

The use of conjunctions to join clauses in various relationships:

#### i) **Coordinate Clauses**

Clauses joined by conjunctions e.g. and, but, or, neither .... Nor

#### ii) **Subordinate Clauses**

#### iii) **Noun clauses**

- Usually as an object of a sentence, introduced by various conjunctions, e.g.
  - Noun clause without conjunction: I think *John has got it*.
  - that: Tell him that I will come at one o'clock
  - what: I do not remember what he said.
  - how: Can you show me how we do it?
- Commonly used in reported speech and after verbs of mental state:  
**Note** sequence of tenses, e.g.

He	says believes knows	(that) he	will win. can win. has won.
He	said believed knew	(that) he	would win. could win. had won.

### iii) **Adjectival Clauses**

- Relative clauses after *who/which/that*  
A man *who repairs engines* is called a mechanic.  
We cannot use the one *which is broken*.
- Relative clauses after *whose*  
That is the girl *whose nose often bleeds*.
- Contact clauses  
I like the food *your mother packed*.

### (iv) **Adverbial Clauses**

- Reason  
He cannot jump over the fence *because it is too high*.
- Time  
I meet my friends when *I come to school*.
- Concession  
*Although he is tall* he cannot touch the top of the door.
- Condition  
*If I had a lot of money*, I would buy a car.  
*If I had some training*, I would have got the job.

**NOTE:** Sequence of tenses in conditional sentences.

### **9.3.0 Suggested Teaching/ Learning Experiences**

- Sentence construction exercises
- Discussion
- Explanation
- Word building exercises
- Sentence transformation exercises
- Constructing substitution table exercises
- Analysing literary materials

### **9.4.0 Suggested Teaching/ Learning Resources**

- Charts
- Primary English approved course books
- Work cards
- Relevant texts
- Audio visual materials
- Literary materials

### **9.5.0 Suggested Assessment Methods**

- Written exercises
- Oral responses
- Puzzles
- Constructing Substitution tables
- Identifying specific language items from a written/literary text.
- Cloze tests
- Quizzes
- Projects

## **10 READING AND STUDY SKILLS**

### **10.1.0 Specific Objectives**

By the end of the topic, the learner should be able to;

- a) read purposefully and efficiently for information, for personal and professional purposes
- b) explain the value of independent reading for enjoyment
- c) choose appropriate reading materials for specific purposes
- d) make concise and systematic notes from written sources
- e) take notes from oral sources
- f) describe the various reading skills and their relevance to the teaching of reading
- g) use the library and library resources effectively
- h) read and analyse literary materials.

### **10.2.0 Content**

#### **10.2.1 Reading for Study Purposes**

Students should be familiar with different ways of approaching materials, and should understand when a particular mode of reading is appropriate. The required skills can be practised using texts from books newspapers, magazines, journals etc. These materials should be chosen for their relevance to the students' academic and professional development, and can include articles or extracts on language and language learning.

##### **10.2.1.1 Surveying an Extended Text, e.g. a book or an article.**

Using the publisher's description, content page, index, chapter headings, chapter summaries and captions to gain a general impression of the material, to find out whether it contains useful information and where that information is located.

##### **10.2.1.2 Skimming**

Rapid reading of a text, or part of it, to obtain the gist.

##### **10.2.1.3 Scanning**

Searching for specific items of information thought to be in the text.

##### **10.2.1.4 Careful Reading for Meaning.**

- Identifying the theme or topic of a text
- Understanding the explicit meaning of each part of a text
- Understanding implied meaning
- Making deductions from information in a text
- Understanding how the content of a text is organized e.g.
  - sequence of events
  - introduction/main argument/summary
  - general statement + examples
  - problem + solution etc.
- Identifying the purpose of writing and the writer's standpoint
- Evaluating the content of a text and relating it to the reader's views and experiences

#### 10.2.1.5 **Analysing Literary Texts**

- Focusing on critical analysis of texts
  - themes
  - plot
  - characterization
  - stylistic devices
  - relevance
- Differentiating between plays and novels
- Analysing and appreciating poetry

#### 10.2.2 **Reading for Enjoyment and Relaxation**

Students should appreciate the value of reading materials such as newspapers, magazines, general fiction and non-fiction books, biographies, novels, short stories, plays etc. for their own enjoyment, and should be encouraged to undertake such reading regularly in their spare time.

### **10.2.3 Note- making**

#### **10.2.3.1 Writing notes from Written Sources**

- Deciding on main headings, general lay-out and numbering to be used
- Setting down the notes using the chosen framework and with attention to:
  - levels of generality
  - the amount of detail required
  - omission of irrelevant or repeated information
- Notes combining information from more than one source
- Summary writing

#### **10.2.3.2 Professional application**

Applying note-making skills to the preparation of lesson notes, chalk board summaries etc.

### **10.2.4 Note-taking from Oral Sources**

The application of note-making skills to taking of notes from:

- (i) Talks, lectures, news broadcasts etc.
- (ii) Discussions, interviews, proceedings of meetings

### **10.2.5 Library Science Skills**

- The role/importance of the library
- Sourcing and accessing information from the library
- Referencing
- Classifying and cataloguing of information in the library
- Using relevant resources and equipment in the library
- Library etiquette
- Establishing, developing and maintaining a library

## **10.3 Suggested Teaching/ Learning experiences**

- Reading texts
- Studying notes
- Making notes
- Taking notes
- Using resources and equipment in the library

- Making summaries
- Analyzing texts
- Making sample library cards
- Making visits to various libraries
- Classifying information in the library
- Cataloguing information in the library

#### **10.4 Suggested Teaching/ Learning Resources**

- Library
- Library resources and equipment
- Sample library cards
- Audio-visual equipment and programmes
- Dictionaries
- The internet
- Reference materials
- Encyclopaedia

#### **10.5 Suggested Assessment Methods**

- Observation
- Written exercises
- Project
- Reading for Information
- Answering comprehension questions
- Making notes from written texts
- Taking notes from oral sources
- Writing short reports
- Completing questionnaires
- Analyzing texts
- Summary writing

## **11 WRITING**

### **11.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) write accurately, coherently and in an appropriate style, the various types of writing
- b) write legibly and neatly
- c) infuse emerging issues in the teaching of writing
- d) identify and address special needs in writing.

### **11.2 Content**

#### **11.2.1 Personal Writing**

Such as: diaries, curriculum vitae, packing lists, shopping lists, personal journals, recipes and reminders.

- Stylistic conventions
- Format

#### **11.2.2 Social Writing**

Such as: Informal letters, invitations, congratulations, condolences, E-mails, Short messaging services (SMS), Fax and instructions to family and friends

- Format
- Style

#### **11.2.3 Study Writing**

Such as: making and taking notes, summaries, descriptive essays, reviews, reports, expository writing, questionnaires, synopsis, argumentative essays etc.

- Organization and relevance of information,
- Stylistic conventions
- Conciseness and clarity of thought

#### **11.2.4 Creative Writing**

Such as: imaginative compositions, poems, dialogues, plays and short stories, autobiographies and biographies

- Originality
- Organization of ideas
- Relevance



- Control of structures and vocabulary
- Appropriate and imaginative content

### **11.2.5 Institutional Writing**

Such as: public notices, inventories, letters of apology, notification of meetings, agenda and minutes writing, memoranda, speeches, business letters, posters and advertisements

- Hierarchical distribution, enclosures and channeling
- Presentation of information
- Organization of materials
- Adequate details
- Sequencing of information
- Format and layout
- Conventional forms of address
- Precision and clarity of information

### **11.2.6 Public Writing**

Such as: letters of application, filling in forms (employment, income, tax, wealth declaration), letters of inquiry and letters of request

- Precision of information
- Conciseness and accuracy
- Relevance of information
- Understanding of information required
- Format and layout
- Enclosures

### **11.3 Suggested Teaching/Learning Experiences**

- Writing answers to context questions
- Using notes as basis of selective writing
- Completion of outline notes
- Role play
- Writing essays on literary works

- Information interpretation and experiences
- Writing for various purposes
- Discussion
- Reading prepared texts
- Oral speeches
- Demonstration
- Mock meetings
- Class debates
- Studying specimen notes

#### **11.4 Suggested Learning/Teaching Resources**

- Sample written texts e.g. newspaper cuttings etc.
- Written speeches, reports etc.
- Audio-visual resources
- Sample forms
- Literary texts

#### **11.5 Suggested Assessment Methods**

- Writing recipes
- Writing shopping lists
- Writing speeches
- Writing diaries etc.
- Book reviews on set books
- Writing book reports and completing questionnaires on personal writing
- Answering different kinds of questions on texts
- Information transfer exercises
- Representing texts in schematic forms as flow charts
- Note making and writing selective summaries
- Taking notes from talks and discussions

### SUGGESTED EXAMINATION FORMAT

PAPER	SECTION	CONTENT	MARKS
Paper I	A	COMPOSITION - functional/professional writing - creative writing	40 marks
	B	SUMMARY COMPREHENSION LITERARY SKILLS	60
	C	GRAMMAR	20
Paper 2	A	LANGUAGE AND ITS USE	20
	B	METHODOLOGY	60

**KISWAHILI**

## UTANGULIZI

Silabasi hii inakusudiwa kutumiwa kwa muda wa miaka miwili kwa wakufunzi wa taaluma ya uwalimu wa elimu ya msingi viuoni.

Mhadhiri unaposhughulikia mafunzo haya, una uhuru wa kujipangia mfululizo wa masomo ya kila kipindi. Kadhalika unashauriwa, ufundishe stadi zote nne za kimsingi ambazo zitashughulikia lugha ya Kiswahili pamoja na lugha ya kwanza. Mbinu za kufundishia stadi hizo zihusishe lugha zote mbili. Ni muhimu pia ufundishe uchambuzi wa maandishi ya fasihi.

Kwa minajili ya kufanikisha matumizi ya silabasi hii, inakuhitaji ufahamu kuwa, Kiswahili ni lugha inayokua kila uchao na inapofanya hivyo huibuka na msamiati mpya. Unahitajiwa kufundisha msamiati mwafaka unaoambatana na mahitaji ya wakati wa kisasa. Baadhi ya msamiati huo unahusiana na maswala ibuka.

Uainishaji wa ngeli katika silabasi hii unazingatia viambishi katika upatanisho wa kisarufi. Vile vile unapendekezewa kutumia nyenzo ifaavyo. Kadhalika shughuli za darasani ziwashirikishe wakufunzi.

Mpangilio wa silabasi hii ni kama ifuatavyo:- Utangulizi, shabaha za jumla za kufundisha Kiswahili, shabaha maalum na yaliyomo. Aidha kuna mapendekezo ya shughuli darasani, nyenzo na tathmini ambazo zimetolewa kwenye kiambatisho.

Ni muhimu ukumbuke kuwa, kutakuwepo na mazoezi ya kufundisha katika kila muhula wa mwaka wa pili.

Mwisho, unashauriwa kutumia ubunifu na uvumbuzi wako, kwa kuyafanikisha hayo yaliyomo.

## SHABAHA

Mnamo mwisho wa kozi yampasa mwalimu wa Kiswahili aliyehitimu kufunza katika shule za msingi awe na uwezo wa:

1. Kueleza maana ya kusoma na aina za kusoma.
2. Kueleza matatizo na utatizi wa kusoma.
3. kutambua umuhimu wa Kiswahili kama lugha ya taifa.
4. Kuwawezesha wanafunzi kusikiliza kwa makini na kuongea lugha ya Kiswahili kwa ufasaha.
5. kuwatia wanafunzi wake ari ya kuionea fahari lugha ya Kiswahili.
6. kutambua Kiswahili sanifu, kurekebisha matamshi, msamiati na sarufi ya wanafunzi katika kujieleza.
7. kuwawezesha wanafunzi kusoma na kuandika Kiswahili vizuri ili kufikia kiwango kinachohitajika.
8. kutambua shida zinazowakabili waalimu na wanafunzi katika mafunzo ya Kiswahili.
9. kutambua utajiri uliopo, umuhimu wa tamaduni tofauti tofauti katika kustawisha Kiswahili.
10. kujiendeleza na kuwaendeleza wanafunzi katika kukikuza Kiswahili chao.
11. kukuza adabu, heshima, utu, uzalendo, wajibu na nidhamu.
12. kuwatayarisha wanafunzi kutunga kazi za kisani kulingana na kiwango chao.
13. kupenda na kujiendeleza katika somo la Kiswahili baada ya kozi.
14. kuwatayarisha wanafunzi vya kutosha kabla ya kusoma na kuandika.
15. kustawisha uwezo wa wanafunzi katika kutambua na kushiriki kupata suluhisho la maswala ibuka.
16. kuwawezesha wanafunzi kutambua nafasi na umuhimu wa teknolojia ya kisasa katika maendeleo ya taifa.
17. kutambua umuhimu uliopo katika kufunza lugha ya kwanza.
18. taathira za lugha ya kwanza katika kufundisha kiswahili kwa makini.
19. kuimarisha mazoea ya usomaji bora.

## MUHTASARI WA MAFUNZO

		<b>MUDA ULIO TOLEWA (MASAA)</b>	
<b>SEHEMU</b>	<b>MADA</b>	<b>MWAKA 1</b>	<b>MWAKA 2</b>
I	MATUMIZI YA LUGHA	40	20
II	INSHA NA UFAHAMU	13	7
III	UCHAMBUZI WA VITABU	33	13
IV	MBINU ZA KUFUNDISHIA	33	8
	MASAA KWA JUMLA	119	48

## **MWAKA WA KWANZA**

### **1.0. KUSIKILIZA NA KUONGEA**

#### **1.1 Shabaha maalum**

Mkufunzi aweze;

- a) kueleza maana na umuhimu wa lugha  
kutaja na kueleza sajili mbalimbali za lugha
- b) kutega na kutegua vitendawili
- c) kueleza maana na matumizi ya methali, misemo na nahau
- d) kusimulia hadithi, visa na mikasa
- e) kutambua na kueleza nafasi ya nyimbo na mashairi katika kazi ya sanaa
- f) kueleza Historia fupi ya Kiswahili
- g) kutambua na kutamka sauti mbali mbali ipasavyo.

#### **1.2 Yaliyomo**

1.2.1 Maana na umuhimu wa lugha

1.2.2 Historia fupi ya Kiswahili

- chimbuko
- maenezi
- lahaja
- usanifishaji

1.2.3 Irabu, konsonanti na herufi mwambatano

- sehemu na maana ya kutamka
- shada/mikazo na kiimbo
- lafidhi

1.2.4 Lugha rasmi na ya taifa

1.2.5 Sajili za lugha ( lugha ya mtaa, matangazo, biashara. Siasa n.k.)

1.2.6 Vitendawili

1.2.7 Hadithi

1.2.8 Methali

1.2.9 Nyimbo

1.2.10 Mashairi

1.2.11 Misemo na nahau

(Baadhi ya haya yazingatie maswala ibuka k.m. madawa ya kulevya).  
ukimwi, uadilifu )

### **2.0. KUSOMA**

#### **2.1 Shabaha maalum**

Mkufunzi aweze;

- a) kusoma na kurekebisha matamshi
- b) kusoma na kujibu maswali
- c) kusoma kwa ziada ili kuongeza na kujiendeleza kilugha
- d) kusoma na kuchambua vitabu vya fasihi.



## **2.2 Yaliyomo**

- 2.2.1 Maana ya kusoma na aina za kusoma
- 2.2.2 Matatizo ya usomaji na utatuzi wake
- 2.2.3 Silabi, maneno na sentensi
- 2.2.4 Vifungu na makala mbali mbali
- 2.2.5 Vitabu, majarida, magazeti n.k.
- 2.2.6 Istilahi za fasihi k.m. tamathali za usemi, maudhui, dhamira
- 2.2.7 Uchambuzi wa vitabu vya fasihi  
( Baadhi ya haya yazingatie maswala ibuka k.m Ukimwi, Uhifadhi wa mazingira, ajira za watoto, jinsia, uadilifu n.k.)

## **3.0. KUANDIKA**

### **3.1 Shabaha maalum**

Mkufunzi aweze;

- a) kuandika miandiko kwa njia ifaayo
- b) kuandika maumbo ya herufi mbali mbali
- c) kuandika inshambali mbali
- d) kuandika kisanii k.m. mashairi, hadithi
- e) kuendeleza maneno vizuri

### **3.2 Yaliyomo**

- 3.2.1 Miandiko na maumbo
- 3.2.2 Herufi, silabi, maneno na sentensi
- 3.3.3 Insha mbali mbali k.m. maelezo, mijadala, hadithi, barua na taarifa
- 3.3.4 Kazi ya kisanii
- 3.2.5 Imla  
( Baadhi ya haya yazingatie maswala ibuka )

## **4.0. SARUFI**

### **4.1 Shabaha maalum**

#### **Mkufunzi aweze;**

- a) kuainisha sentensi za lugha ya Kiswahili
- b) kuainisha ngeli katika mfumo mpya wa upatanisho wa kisarufi
- c) kutambua na kutumia vivumishi mbali mbali kwa njia sahihi
- d) kutofautisha nyakati na hali mbali mbali na ukanushaji wake
- e) kubainisha aina za vitenzi na mnyambuliko wake
- f) kutofautisha kati ya ukanushaji na kinyume
- g) kutambua na kutumia alama za kuakifisha kimazungumzo na kimaandishi
- h) Kutumia vivumishi zaidi ya kimoja katika sentensi.

### **4.2. Yaliyomo**

#### **4.2.1 Irabu, konsonanti na herufi mwambatano**

- sehemu na namnaya kutamka
- shada/mikazo na kiimbo
- lafudhi

#### **4.2.2 Aina za maneno katika lugha ya Kiswahili**

#### **4.2.3 Aina na miundo ya sentensi (waainishe vifungu tenzi na vifungu nomino, sahili, uchangamano, mwambatano)**

#### **4.2.4 Viambishi ( awali, tamati)**

#### **4.2.5 Ngeli za nomino:**

- A – WA
- U- I
- LI-YA
- YA-YA
- U-YA
- KI-VI
- I-ZI
- I-I
- U-ZI
- KU-KU
- PA-KU-MU

#### **4.2.6 Vivumishi**

- vionyeshi (viashiria) na visisitizi k.m. yule, huyu, yuyu, huyu, huyu huyu
- vya sifa k.m. –refu, - eusi
- vya sifa vinavyochukua viambishingeli k.m. –refu, - eusina visivyochukua viambishi ngeli km bora, hodari
- vimilikishi k.m. –angu, -ako
- viulizi k.m. gani? ngapi?
- vya pekee k.m. –enye, -enyewe

- vya A – unganifu k.m. unga wa mahindi
- vya jina kwa jina k.m. mlinda mlango, askari kanzu
- vya “KI” ya mfanano k.m. mtindo wa kizungu, mzozo wa kisiasa, kiatu cha kitaliano
- vya jina kwa kitenzi k.m. kisu cha kukatia, jembe la kulimia
- vya idadi:-
- idadi kamili k.m. moja, mbili
- isiyo kamili k.m. –ingi, -chache
- idadi ya matukio km – a kwanza, - a pili

4.2.7 Virejeshi kama amba-na ‘O’ rejeshi

4.2.8 Utumiaji wa vivumishi zaidi ya kimoja – k.m. maembe mawili mabivu, vikombe vidogo vyeupe

4.2.9 Viwakilishi k.m.( nafsi huru na viambata) viashiria, vimilikishi virejeshi

4.2.10 **Vitenzi:-**

- vya kawaida k.m. lala, ruha
- maalum k.m. kupepete, kupapasa, kuzizima
- vinavyotokana na lugha za kigeni k.m. rudi, samehe
- mnyambuliko wa vitenzi

4.2.11 **Nyakati na hali**

- wakati uliopita – li –
- wakati uliopo – na –
- wakati ujao - ta –
- hali isiyodhihirika – a –
- hali timilifu – me –
- hali ya mazoea – hu –
- hali ya ka – ka –
- hali ya ki –
- po – ya wakati
- hali ya NGE na NGALI
- ukanushaji wa vitenzi katika nyakati na hali

4.2.12 **Kuakifisha**

- nukta (kitone, kituo) .
- nukta mbili (koloni) :
- mkato/koma ,
- alama ya hisi !
- alama ya kuuliza ?
- mabano/paradesi ( )
- alama za usemi “ ”
- kistari kirefu \_\_\_\_\_
- kistari kifupi –
- ritifaa , (k.m. ng’ombe)

- alama za dukuduku ...
  - nukta na mkato ;
  - nukta mbili na kistari kifupi :-
  - alama za mtajo , ,
  - matumizi ya herufi kubwa
- (Baadhi ya haya yazingatie maswala ibuka)

## 5.0 MSAMIATI

### 5.1 Shabaha maalum

#### Mkufunzi aweze;

- a) kuamkua na kuitikia salamu
- b) kutambua na kutumia msamiati wa nyumbani katika sentensi
- c) kutaja vifaa vinavyotumika shambani, mimea na mazao
- d) kutambua na kutaja msamiati wa shuleni na kuutumia ipasavyo
- e) kutaja na kueleza matumizi ya hisibati
- f) kutambua na kueleza msamiati wa ukoo kikamilifu
- g) kubainisha maradhi mbali mbali athari na kinga zake
- h) kutaja na kutofautisha mavazi na mapambo mbali mbali
- i) kutambua na kutaja majina ya rangi mbali mbali
- j) kutambua na kutaja msamiati mwafaka wa wanyama, ndege na wadudu
- k) kueleza nyakati mbali mbali za siku na majira
- l) kutaja majina ya sayari mbali mbali
- m) kutaja na kueleza viungo mbali mbali vya mwili na kazi zao.

### 5.2 Yaliyomo

- 5.2.1 Maamkuzi na adabu
- 5.2.2 Nyumbani k.m (mekoni, sebuleni)
- 5.2.3 Shambani (vifaa na mazao)
- 5.2.4 Shuleni (darasani, ndani na nje n.k.)
- 5.2.5 Hisibati (tarakimu 1- 1,000,000, maumbo na alama za hesabu)
- 5.2 Ukoo
- 5.3 Maradhi
- 5.4 Mavazi na mapambo
- 5.5 Rangi mbali mbali
- 5.6 Wanyama, ndege na wadudu
- 5.6.6 Nyakati za siku na majira
- 5.6.7 Sayari
- 5.6.8 Sehemu na viungo vya mwili na kazi zao

## **6.0 MBINU ZA KUFUNDISHIA**

### **6.1 Shabaha Maalum**

#### **Mkufunzi aweze;**

- a) kutumia mbinu mbalimbali za kufundishia Historia fupi ya Kiswahili
- b) kutumia mbinu mbalimbali za kufunzia vitendawili
- c) kutumia mbinu mbalimbali za kufunzia methali
- d) kuzua na kutumia mbinu mbalimbali za kufunzia hadithi
- e) kuzua na kutumia aina mbalimbali za kufunzia majadiliano
- f) kuzua na kutumia aina mbalimbali za kufundishia stadi ya kusoma
- g) kuibua na kutumia mbinu tofauti tofauti za kufunzia ufahamu
- h) kuibua na kutumia aina mbalimbali za mbinu kufunzia stadi ya kuandika
- i) kuzua na kutumia aina mbalimbali za kufunzia sarufi
- j) kuibua na kutumia mbinu tofauti tofauti za kufundishia msamiati
- k) kuzua na kutumia mbinu tofauti tofauti kufunzia insha
- l) kuibua na kutumia mbinu mbalimbali za kufunzia imla
- m) kusoma na kuchambua mashairi
- n) kusoma na kuchambua Tamthilia na Riwaya.

## **6.2 KUSIKILIZA NA KUONGEA**

### **6.2.1 Historia ya Kiswahili**

- Mihadhara
- Ziara za kielimu

### **6.2.2 Vitendawili**

- chagua vitendawili vinavyofaa darasa
- toa maelezo ya vitendawili hasa vinavyopatikana katika mazingira yao
- toa maelezo kuhusu mtindo utakaofuatwa
- tega na kutegua kwa zamu
- andaa mashindano ya kutega na kutegua vitendawili
- toa mazoezi zaidi ya kutega na kutegua vitendawili
- masahihisho

### **6.2.3 Methali**

- chagua methali zinazofaa na kuziandika ubaoni
- eleza maana ya msamiati uliopo
- toa maana ya nje na ya ndani
- majadiliano
- toa mifano ya matumizi kupitia kwa visa
- eleza mafunzo yanayotokana na methali
- mazoezi zaidi juu ya methali – toa methali ambazo zina maana sawa vile vile zile ambazo zina maana kinyume
- masahihisho

#### **6.2.4 Hadithi**

- chagua hadithi fupi ifaayo darasa ukizingatia umri, uwezo, maadili n.k.
- andaa vifaa
- eleza maana ya maneno mapya
- simulia hadithi kwa kuzingatia utaratibu maalum wa kuanzia na kumalizia
- zingatia uigizaji
- shiriki na wanafunzi katika kujibu maswali
- hadithiana na wanafunzi
- wanafunzi wasimulie hadithi zao na mafunzo yanayotokana na hadithi yajadiliwe

#### **6.2.5 Majadiliano/Mjadala**

- kueleza kanuni za mjadala
- kueleza mada ya mjadala
- matayarisho ya mjadala
- utaratibu wa mjadala
- tathmini ya mjadala

### **6.3 KUSOMA**

- kuchagua silabi, maneno, na vifungu vinavyofaa darasa
- jinsi ya kuketi wakati wa kusoma
- jinsi ya kushika kitabu cha kusoma
- kusoma kuelekea kulia
- jinsi ya kutumia kamusi
- mazoezi ya kusoma kwa sauti, kimya kimya, maktabani
- michezo ya kusoma – mashindano ya kupanga kadi, michezo ya samaki na saa, kujaza miraba
- kusoma kwa zamu
- majadiliano juu ya yaliyomo
- maelezo
- uchambuzi wa maandishi
- mradi wa darasani/utafiti
- masahihisho
- kupitia kwa utandarithi
- mazoezi ya kusoma na kuandika

#### **6.3.1 Ufahamu**

- kuchagua habari ifaayo
- kusoma kwa sauti na kwa zamu
- kueleza maana ya maneno mapya
- kutunga sentensi
- majadiliano

- kusoma kimoyomoyo
- kujibu maswali kwa kusema au kuandika
- kuigiza (ikiwezekana)
- masahihisho

#### **6.4 KUANDIKA**

- kuandika hewani
- kuandika sakafuni
- kushika kalamu
- ufinyanzi wa herufi zote za alfabeti ya Kiswahili
- kuunganisha silabi hizo kwa njia ifaayo ili kuunda maneno
- kutunga sentensi fupi fupi
- kuzingatia mpangilio wa meneno katika sentensi
- matumizi ya alama mbali mbali za kuakifisha
- chagua maneno, sentensi, vifungu, au aya kama ifaavyo
- soma kwa mara ya kwanza wanafunzi wakiandika
- baada ya wanafunzi kumaliza kuandika rudia kusoma kazi yote ili waliokosa wakamilishe kazi yao
- kujadili aina mbali mbali za mitungo
- kuchagua kichwa kifaacho
- kujadili vidokezi
- kuzingatia maudhui, msamiati, sarufi, mtindo na tahajia
- kuandika insha
- mradi wa darasani/utafiti
- masahihisho

#### **6.5 SARUFI**

##### **Kama vile:**

- kusoma Irabu, Konsonanti
- kusoma silabi
- kusoma kwa sauti
- kukariri vifungu, kuimba
- kuchagua mifano ya nomino mbali mbali
- kuyatumia maneno hayo katika sentensi kwa umoja na wingi
- mazoezi ya kusoma na kuandika
- kusoma mada mbalimbali
- masahihisho
- kuchagua wakati unaotaka kufunza
- kutoa mifano
- kueleza tofauti baina ya hali na nyakati
- kukanusha
- mazoezi ya kusoma na kuandika
- kutaja kitendo
- maktaba

- kutumia picha, michoro au vifaa vinginevyo
- kukitungia sentensi
- kunyambua na kutoa mifano
- mazoezi ya kusoma na kuandika
- chagua vifungu mbalimbali vinavyofaa darasa
- kueleza maana na maneno mapya
- maneno tatanishi (vitate)
- kusoma kimoyomoyo
- majadiliano
- kujibu maswali kwa kuzungumza au kuandika
- kuigiza ikiwezekana
- kueleza maana na matumizi ya maneno na vifungu
- kutaja vipengele mbalimbali vya sarufi
- kutoa mifano mbalimbali
- kuambatanisha sarufi na nomino
- kutunga sentensi
- mazoezi
- kuchagua alama unazotaka kufunza

## **Msamiati**

- kuchagua aina ya msamiati
- kueleza maana na matumizi
- kutumia hadithi, mashairi, uigizaji, methali, miraba, vitendawili
- na mafimbo
- kutunga sentensi
- kujaza mapengo
- mradi wa darasani
- mazoezi ya kusoma na kuandika
- masahihisho

## **7.0 MATAYARISHO YA KUFUNZA**

### **7.1 Shabaha Maalum;**

#### **Mkufufunzi aweze;**

- a) kutayarisha na kutumia ratiba ya Kiswahili
- b) kuandaa andalio la somo la lugha ya Kiswahili
- c) kuandaa na kutumia rekodi yake ya kazi ipasavyo
- d) kuweka kumbukumbu za tathmini za wanafunzi.

### **7.2 Matayarisho ya Ratiba ya Kiswahili**

Wakufunzi waongozwe kuifasiri silabasi na kujua vitabu vilivyopendekezwa kwa matumizi katika shule za msingi. Katika matayarisho ya ratiba, zingatia vipengele vifuatavyo:-



- juma
- kipindi
- funzo
- mada
- shabaha
- shughuli za mafunzo
- nyenzo
- mazoezi/Tathmini
- maoni

### **7.3 Matayarisho ya andalio la/taarifa ya/ mpangilio wa somo**

Zingatia vipengele vifuatavyo;-

- somo, tarehe, darasa, idadi ya wanafunzi, wakati somo litakapofundishwa
- funzo k.m. sarufi
- mada k.m ngeli ya A-WA
- shabaha
- nyenzo
- utaratibu wa somo;
- onyesha shughuli za mwalimu na mwanafunzi darasani
- utangulizi, uwasilisaji, mazoezi na hitimisho.
- kazi ya ubao
- maoni

### **7.4 Rekodi ya kazi**

Zingatia tarehe, mada na maoni

### **7.5 KUMBUKUMBU YA TATHMINI**

Zingatia tarehe, alama ya juu na alama ya mtahiniwa, maoni

### **8.0 KIPINDI CHA REDIO**

#### **8.1 Shabaha Maalum;**

Mkufunzi aweze kujiandaa na kufundisha kipindi cha redio ipasavyo:

Unapofunza kipindi cha redio hakikisha kuwa una mambo  
Yafuatayo;

- mwongozo wa masomo ya redio na redio inayofanya kazi
- umepitia mapema funzo linalotarajiwa
- umewatayarisha wanafunzi kulingana na maagizo ya mwongozo
- unasikiliza kipindi, unashiriki na kufuata maagizo yote
- mazoezi.

## **MWAKA WA PILI**

### **9.0 KUSIKILIZA NA KUONGEA**

#### **9.1 Shabaha maalum**

Mkufunzi aweze;

- a) kusimulia hadithi
- b) kufumba na kufumbua mafumbo
- c) kukariri na kuchambua mashairi
- d) kueleza maana na matumizi ya methali na semi
- e) kutega na kutegua vitendawili
- f) kujieleza katika miktadha mbalimbali.

#### **9.2 Yaliyomo**

- 9.2.1 Hadithi
- 9.2.2 Mafumbo
- 9.2.3 Mashairi
- 9.2.4 Methali na semi
- 9.2.5 Vitendawili
- 9.2.6 Hotuba  
(Baadhi ya haya yazingatie maswala ibuka)

### **10.0 KUSOMA**

#### **10.1 Shabaha maalum**

Mkufunzi aweze;

- a) kusoma na kujibu maswali
- b) kusoma kwa kutamka maneno ifaavyo
- c) kusoma kwa ziada ili kuongeza na kujiendeleza kilugha
- d) kusoma na kuchambua vitabu vya fasihi ya watoto.  
(Baadhi ya hayo yazingatie maswala ibuka)

#### **10.2 Yaliyomo**

- 10.2.1 Makala na vifungu mbali mbali
- 10.2.2 Vitabu vya fasihi ya watoto
- 10.2.3 Vitabu vya fasihi

## **11.0 KUANDIKA**

### **11.1 Shabaha maalum**

Mkufunzi aweze;

- a) kuandika kwa hati ifaayo
- b) kuandika kazi za kisanii
- c) kuendeleza maneno sawa sawa
- d) kuandika inshambali mbali k.m. methali, mazungumzo, hotuba, ripoti, kumbukumbu, na ratiba.

### **11.2 Yaliyomo**

- 11.2.1 Hati
- 11.2.2 kazi za kisanii
- 11.2.3 Imla
- 11.2.4 Insha

## **12.0 SARUFI**

### **12.1 Shabaha maalum**

Mkufunzi aweze;

- a) kutambua na kutumia viunganishi mbali mbali katika sentensi kwa usahihi
- b) kubainisha na kueleza matumizi mbali mbali ya vielezi katika sentensi
- c) kutaja na kueleza matumizi ya vihusishi/viingizi katika sentensi
- d) kutumia vihusishi mwafaka katika sentensi
- e) kugeuza sentensi kutoka usemi halisi hadi wa taarifa na kinyume chake
- f) kuunda sifa kutokana na vitenzi
- g) kutunga sentensi sahihi akitumia neno 'karibu'
- h) kutunga sentensi sahihi akitumia neno 'kwisha' pamoja na wakati timilifu
- i) kugeuza nomino pamoja na sentensi kutoka udogo, wastani, ukubwa na kinyume chake.
- j) kutambua matumizi tofauti tofauti ya 'kwa' katika sentensi
- k) kutambua nomino za makundi na kuziatumia katika sentensi.

### **12.2 Yaliyomo**

- 12.1.1 Viunganishi
- 12.1.2 Vielezi
- 12.1.3 Vihusishi
- 12.1.4 Usemi halisi na wa taarifa
- 12.1.5 Kuunda sifa kutokana na vitenzi
- 12.1.6 Matumizi ya 'karibu'
- 12.1.8 Matumizi ya 'kwisha' pamoja na wakati timilifu
- 12.1.7 Udogo, wastani na ukubwa wa nomino na sentensi

- 12.1.8 Matumizi ya 'kwa'  
12.1.9 Nomino za makundi

### **13.0 MSAMIATI**

#### **13.1 Shabaha maalum**

Mkufunzi aweze;

- e) kutambua na kutumia msamiati mwafaka wa teknolojia
- f) kusoma saa
- g) kuandika kwa maneno na nambari kutoka 1,000,001 hadi 1,000,000,000
- h) kutaja msamiati unaoambatana na viwanda, mitambo na bidhaa.
- i) Kutambua msamiati wa aina mbali mbali katika usafiri
- j) kuhusisha watu na kazi zao
- k) kutambua na kutaja ala mbali mbali za muziki
- l) kutumia msamiati mwafaka unaohusisha watu na nchi
- m) kuandika akisami kwa nambari na maneno
- n) kutaja na kueleza kazi za wizara mbali mbali nchini
- o) kutaja majina ya nchi mbali mbali duniani
- p) kutaja na kutumia msamiati mbali mbali wa uchumi
- q) kutumia maneno yenye maana sawa katika sentensi
- r) kueleza maneno yenye maana zaidi ya moja
- s) kubainisha maneno yenye msamiati karibu sawa lakini yenye maana tofauti
- t) kutaja majina ya viumbe na wana wao
- u) kueleza aina mbali mbali za malipo
- v) kutambua na kueleza msamiati wa mahakama
- w) kutambua maumbo mbali mbali.

### **14.0 Yaliyomo**

- 14.1 Teknolojia
- 14.2 Saa
- 14.3 Tarakimu 1,000,001 – 1,000,000,000
- 14.3 Viwanda, mitambo na bidhaa
- 14.4 Usafiri
- 14.5 Watu mbali mbali na kazi zao
- 14.6 Ala za muziki
- 14.7 Uhusiano wa watu na nchi
- 14.8 Akisami
- 14.9 Wizara mbali mbali
- 14.10 Majina ya nchi mbali mbali
- 14.11 Uchumi
- 14.12 Visawe
- 14.12.1 Vitate
- 14.12.2 Vikembe
- 14.12.3 Malipo
- 14.16 Mahakama
- 14.13 Maumbo

## 15.0

### **Mbinu za kufundishia**

(rejelea mwaka wa kwanza 6.0)

#### **MSAMIATI**

- chagua aina ya msamiati
- eleza maana kwa kutumia vifaa
- tunga sentensi
- kutumia hadithi, visa na mikasa
- kuiga
- mazoezi ya kusoma na kuandika
- masahihisho

#### **INSHA**

- kujadili aina mbali mbali za mitungo
- kuchagua kichwa kifaacho
- kujadili vidokezi
- kuzingatia mpangilio wa insha k.m. utangulizi, maudhui na tamati
- kuzingatia mtiririko, mtindo, sarufi na maendelezo
- kuandika insha
- masahihisho baada ya mwalimu kuzipitia insha za darasa lake

#### **IMLA**

- kuchagua maneno, vifungu, sentensi au aya ifaayo
- mwalimu asome kwa mara ya kwanza wanafunzi wakisikiliza
- mwalimu asome kwa mara ya pili wanafunzi wakiandika
- baada ya wanafunzi kumaliza kuandika, mwalimu anaweza kurudia kusoma kazi yote ili wanafunzi waliokoza wakamilishe kazi yao
- masahihisho

**Tanbihi**- mwalimu anapotayarisha na kufunza imla azingatie matamshi bora.

#### **USHAIRI**

- kuchagua shairi linalofaa darasa
- kueleza msamiati
- kulisoma kwa makini
- kukariri
- kuimba
- kuiga
- kuchambua mashairi
- kujibu maswali
- mazoezi zaidi

### **TAMTHILIA NA RIWAYA**

- Kusoma vitabu darasani
- Kujadiliana
- Kuchambua
- Maswali
- masahihisho

### **16.0 Mapendekezo ya shughuli darasani** kama vile;

- kuandika
- kusoma
- kuimba
- kuigiza
- kukariri
- kujaza mapengo
- kutega na kutegua
- kufinyaga
- kukamilisha
- kusikiliza Redio
- kutazama Runinga
- mradi wa darasa
- kuzuru
- ziara za Kielimu
- kujeleza
- majadiliano
- kuiga na kuigiza
- kufumba na kufumbua
- mazoezi ya kufundisha

### **17.0 Mapendekezo ya nyenzo**

kama vile:

- Ramani
- Kanda za kunasia sauti
- Kadi za silabi, maneno na sentensi
- Chati
- Vifaa halisi
- Michoro
- Picha
- Jedwali
- Vitabu
- Maabara ya lugha
- Vikundi vya waigizaji
- Miraba

- Makala
- Kamusi
- Vibonzo
- Vinyago
- Magazeti
- Majarida
- Tarakilishi
- Kanda za video
- Redio/kinasasauti
- Wageni wafanikishaji
- Projekta
- Ziara za kielimu
- Maktaba

## **18.0 Mapendekezo ta Tathmini**

kama vile:

- Kuhakiki majibu
- Kuonyesha sehemu za kutamkia
- Kujaza mapengo
- Maswali
- Kazi za utafiti/mradi wa darasa
- Kubainisha lahaja
- Kueleza hatua za usanifishaji
- Kujaza miraba
- Kuandika herufi na maneno
- Kuandika imla, insha na mashairi
- Kuunda herufi
- Kuchonga herufi
- Kutunga sentensi
- Kuandika msamiati
- Kujaza jedwali
- Kuambatanisha picha, michoro pamoja na majina
- Kuchora
- Kueleza methali zenye maana sawa kadhalika zile zenye maana kinyume
- Kutumia tamathali za lugha
- Kuchambua makala
- Kutazama na kukadiria

# **PHYSICAL EDUCATION**



## INTRODUCTION

Physical Education is an integral part of the education process that contributes to the total development of an individual learner through medium of movement. In Physical Education well selected and suitable physical activities are used to ensure that learners acquire relevant skills, knowledge and attitudes which leads to the development of physical, mental, emotional, social, moral and health aspects.

This syllabus is a guide to the teaching of Physical Education in the primary teacher training colleges. The topics have been selected in cognizance of the goals of education, the objectives of primary teacher education, the primary school physical education curriculum, the learners previous experiences and health needs of the Nation among others. Some of the topics are, introduction to Physical Education, anatomy, physiology and training, First aid in sport related injuries, methodology, athletics, gymnastics swimming, dance and ball games. The topic on other games and clubs has not been assigned teaching time. These other games and clubs should be introduced to the learner depending on the availability of resources.

The topics provided in the syllabus should be adopted and implemented to lead to a resourceful and effective teacher, who should cater for the needs of a growing and developing individual learner.

During Physical Education lessons and sporting activities, learners should be sensitised on contemporary issues in the society. Some of these are HIV and AIDS, drug and substance abuse, integrity, gender, legal aspects, human rights, peace and environmental issues.

The aim of the syllabus is to enable the trainer to equip the teacher trainee with ability to assist the pupils acquire basic skills and physical activities. This is essential for growth and development, fitness, health, character formation, enjoyment, proper use of leisure and acquisition of life time sports and games. To attain these, the learner will need to;

- participate and be involved in a wide variety of Physical Education experiences
- be resourceful, innovative and independent in implementing a variety of Physical Education programmes
- appreciate and improve pupils' physical education experiences
- be self-disciplined through understanding of the importance of etiquette, rules and regulations of sports and games
- provide suitable physical activities to pupils in order to improve and maintain high standards of health and fitness
- be exposed to a variety of Physical Education equipment and facilities
- use various methods of teaching and assessing Physical Education.

## **GENERAL OBJECTIVES**

At the end of the course the learner should be able to:

- 1) Acquire basic theoretical and practical knowledge about the teaching of Physical Education.
- 2) Appreciate and perform sporting activities and dances from a variety of ethnic groups of Kenya and other parts of the world.
- 3) Develop creativity and innovativeness in Physical Education activities.
- 4) Devise different and appropriate uses of the available and/or improvise equipment and facilities for Physical Education.
- 5) Provide the pupils with the opportunity to improvise equipment and create own movement in Physical Education activities.
- 6) Understand and constructively criticise movement elements when participating and watching physical activities.
- 7) Expose the pupils to a variety of Physical Education activities and equipment.
- 8) Know, respect and apply rules and regulations when participating in Physical Education activities.
- 9) Exercise self discipline during all physical activities.
- 10) Appreciate the value of regular exercise as an aid to good health.
- 11) Encourage pupils to participate in physical activities for fitness.
- 12) Develop own fitness by participating in physical activities.
- 13) Express a variety of themes on contemporary issues such as drug and substance abuse, gender issues, special needs, legal issues, HIV and AIDS, integrity and environmental issues through movement.
- 14) Promote the development of a variety of skills for recreation and positive use of leisure.
- 15) Develop awareness of safety skills and preventive measures in physical activities.
- 16) Develop interpersonal and social skills through Physical Education.

## PHYSICAL EDUCATION

### COURSE SUMMARY

YEAR	CODE	TOPIC	LESSONS (Hrs.)
YEAR I	1.0	Introduction to Physical Education	5
	2.0	Body movement with and without apparatus	5
	3.0	Soccer	10
	4.0	Gymnastics	14
	5.0	Methodology	26
	6.0	Rounders	5
	7.0	Softball	5
	8.0	Athletics	21
	9.0	Principles of sports management	5
	10.0	Volley ball	5
<b>TOTAL</b>		<b>10 TOPICS</b>	<b>104</b>
YEAR II	11.0	First aid in sports related injuries	13
	12.0	Basketball	6
	13.0	Netball	6
	14.0	Handball	6
	15.0	Tug-of-war	3
	16.0	Dance	6
	17.0	Anatomy, physiology and training	14
	18.0	Hockey	6
	19.0	Swimming	3
	20.0	Rugby	6
	21.0	Other games and clubs*	-
<b>TOTAL</b>		<b>11 TOPICS</b>	<b>74</b>
<b>OVER-ALL TOTAL</b>		<b>21 TOPICS</b>	<b>178</b>

\* The activities in this topic cut across the two years of study

## **YEAR ONE**

### **1.0 INTRODUCTION TO PHYSICAL EDUCATION**

#### **1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define Physical Education
- b) explain the development of Physical Education
- c) state the aims and objectives of Physical Education
- d) explain the importance of Physical Education.

#### **1.2. Content**

1.2.1 Definition of Physical Education

1.2.2 Brief history of Physical Education

1.2.3 Aims and Objectives of Physical Education

1.2.4 Benefits of Physical Education to individual and society

- Health
- Physical
- Mental
- Moral
- Social
- Emotional
- Economic

### **2.0 BODY MOVEMENT WITH AND WITHOUT APPARATUS**

#### **2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) differentiate between locomotor and non-locomotor skills
- b) perform a variety of locomotor and non-locomotor skills with and without apparatus
- c) use locomotor and non-locomotor skills to express oneself
- d) analyse different types of locomotor and non-locomotor skills
- e) Observe safety precautions during performance.

## **2.2 Content**

2.2.1 Locomotor skills

2.2.2 Non-locomotor skills

## **3.0 SOCCER**

### **Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history and development of soccer
- b) use the dimensions to mark the playing area
- c) acquire and demonstrate basic skills
- d) interpret and apply the rules and regulations of soccer
- e) devise and participate in a variety of minor/conditioned games
- f) identify the officials and their duties
- g) observe safety precautions during performance.

## **3.2 Content**

3.2.1 History and development of soccer

3.2.2 Dimensions, layout and marking of playing area

3.2.3 Skills in soccer

3.2.4 Rules and regulations

3.2.5 Strategies and tactics

3.2.6 Minor/conditioned games

3.2.7 Officials and their duties

## **4:0 GYMNASTICS**

### **4.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace the history and development of gymnastics
- b) analyse different types of gymnastics
- c) acquire and demonstrate gymnastic skills
- d) create and perform gymnastic skills with and without apparatus
- e) interpret and adjudicate gymnastic display
- f) observe safety precautions during performance.

### **4.2. Content**

4.2.1 History and development of gymnastics

4.2.2 Types of gymnastics

- Traditional gymnastics
  - balances (individual, pairs, group/pyramids)
  - rolls
  - vaults
  - springs
  - tumbling
- Educational/creative gymnastics
  - preliminary footwork
  - travelling
  - transference of body weight
  - space awareness
  - body awareness
  - time (slow, medium, fast)

4.2.3 Movement sequence

4.2.3 Gymnastic displays and adjudication

## **5.0 METHODOLOGY**

### **5.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the role of a Physical Education teacher
- b) identify the qualities of an effective Physical Education teacher
- c) utilize different methods of teaching Physical Education
- d) prepare schemes of work, lesson plans, progress records and record of work for Physical Education using the correct formats
- e) improvise, use and maintain different equipment and facilities
- f) accommodate pupils with special needs
- g) evaluate pupils performance.

### **5.2. Content**

5.2.1 The role of a Physical Education teacher

5.2.2 Qualities/characteristics of Physical Education teacher

5.2.3 Methods of teaching Physical Education

- Direct
- Indirect
- Limitation
- Reciprocal
- Guided discovery
- Task
- Individual programme
- Small group

5.2.4 Other methodological aspects

5.2.5 Schemes of work

#### 5.2.6 Lesson plan

- Types
  - practical
  - theory
- Parts
  - introduction
  - development
  - application
  - conclusion

#### 5.2.7 Progress records and records of work

#### 5.2.8 Improvisation and maintenance of equipment and facilities.

#### 5.2.9 Micro-teaching

#### 5.2.10 Inclusion of learners with special needs

### **6.0 ROUNDERS**

#### **6.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history and development of rounders
- b) use the dimensions to mark the playing area
- c) acquire and demonstrate basic skills
- d) interpret and apply the rules and regulations of rounders
- e) devise and participate in a variety of minor/conditioned games
- f) identify the officials and their duties
- g) observe safety precautions during performance.

#### **6.2. Content**

##### 6.2.1 History and development of rounders

##### 6.2.2 Dimensions, layout and marking of playing areas

##### 6.2.3 Skills in rounders

##### 6.2.4 Rules and regulations

##### 6.2.5 Strategies and tactics



6.2.6 Minor/conditioned games

6.2.7 Officials and their duties

## **7.0 SOFTBALL**

### **7.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history and development of softball
- b) use the dimensions to mark the playing area
- c) acquire and demonstrate basic skills
- d) interpret and apply the rules and regulations of softball
- e) devise and participate in a variety of minor/conditioned games
- f) identify the officials and their duties
- g) observe safety precautions during performance.

### **7.2. Content**

7.2.1 History and development of softball

7.2.2 Dimensions, layout and marking of playing areas

7.2.3 Skills in softball

7.2.4 Rules and regulations

7.2.5 Strategies and tactics

7.2.6 Minor/conditioned games

7.2.7 Officials and their duties

## **8.0 ATHLETICS**

### **8.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history and development of athletics
- b) use the dimensions to mark the track and areas for field events
- c) explain and demonstrate the track and field events
- d) interpret and apply the rules and regulations of the different events in athletics
- e) identify the officials and their duties

- f) explain the procedure of organising different athletic competitions
- g) observe safety precautions during performance.

## **8.2. Content**

- 8.2.1 History and development of athletics
- 8.2.2 Dimensions, layout and marking of track and areas for field events
- 8.2.3 Skills
  - Track events
  - Field events
- 8.2.4 Combined events
  - Pentathlon
  - Heptathlon
  - Decathlon
- 8.2.5 Cross country, marathon and road race
- 8.2.6 Rules and regulations
- 8.2.7 Officials and their duties
- 8.2.8 Organisation of athletic meets
  - Track and field
  - Cross country
  - Marathon
  - Road races

## **9.0 PRINCIPLES OF SPORTS MANAGEMENT**

### **9.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the procedure of organizing different games
- b) explain the basic principles of sports management.

## **9.2. Content**

- 9.2.1 Games competition formats
  - League/round robin
  - Knock-out/elimination

- League-cum-knockout
- Challenge (ladder and pyramid)

#### 9.2.2 Sports management aspects:

- Management of facilities and equipment
- Management of teams
- Procurement
- Sports ethics
- Legal aspects in sports

## **10.0 VOLLEYBALL**

### **10.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- trace and explain the history and development of volleyball
- use the dimensions to mark the playing area
- acquire and demonstrate basic skills
- interpret and apply the rules and regulations of volleyball
- devise and participate in a variety of minor/conditioned games
- identify the officials and their duties
- observe safety precautions during performance.

### **10.2 Content**

- 10.2.1 History and Development of volleyball
- 10.2.2 Dimensions, layout and marking of playing area
- 10.2.3 Skills in volleyball
- 10.2.4 Rules and regulations
- 10.2.5 Strategies and tactics
- 10.2.6 Minor/conditioned games
- 10.2.7 Officials and their duties

## **YEAR TWO**

### **11.0 FIRST AID IN SPORTS RELATED INJURIES**

#### **11.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define First aid
- b) discuss the qualities of a good First aider
- c) state the contents of a First aid box
- d) discuss safety precautions that a Physical Education teacher should take during Physical Education lessons and sports
- e) identify injuries that may occur during Physical Education lessons and sports
- f) explain the signs and symptoms of the various injuries
- g) explain and demonstrate First aid procedures to the various injuries
- h) explain and apply safe ways of handling casualties with open and bleeding wounds.

#### **11.2 Content**

11.2.1 Definition of First aid

11.2.2 Qualities of a good First aider

11.2.3 Contents of a First aid box

11.2.4 Safety precautions

11.2.5 Scope of First aid;

- Assessment
- Diagnosis
- Treatment
- Disposal

11.2.6 Types of injuries

11.2.7 Handling casualties with open and bleeding wounds

## **12.0 BASKETBALL**

### **12.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history and development of basketball
- b) use the dimensions to mark the playing area
- c) acquire and demonstrate basic skills
- d) interpret and apply the rules and regulations of basketball
- e) devise and participate in a variety of minor/conditioned games
- f) identify the officials and their duties
- g) observe safety precautions during performance.

### **12.2.0 Content**

- 12.2.1 History and development of basketball
- 12.2.2 Dimensions, layout and marking of playing area
- 12.2.3 Skills in basketball
- 12.2.4 Rules and regulations
- 12.2.5 Strategies and tactics
- 12.2.6 Minor/conditioned games
- 12.2.7 Officials and their duties

## **13.0 NETBALL**

### **13.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history and development of netball
- b) use the dimensions to mark the playing area
- c) acquire and demonstrate basic skills
- d) interpret and apply the rules and regulations of netball
- e) devise and participate in a variety of minor/conditioned games
- f) identify the officials and their duties
- g) observe safety precautions during performance.

### **13.2.0 Content**

- 13.2.1 History and development of netball
- 13.2.2 Dimensions, layout and marking of playing area
- 13.2.3 Skills in netball
- 13.2.4 Rules and regulations
- 13.2.5 Strategies and tactics
- 13.2.6 Minor/conditioned games
- 13.2.7 Officials and their duties

## **14.0 HANDBALL**

### **14.1. Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history and development of handball
- b) use the dimensions to mark the playing area
- c) acquire and demonstrate basic skills
- d) interpret and apply the rules and regulations of handball
- e) devise and participate in a variety of minor/conditioned games
- f) identify the officials and their duties
- g) observe safety precautions during performance.

### **14.2. Content**

- 14.2.1 History and development of handball
- 14.2.2 Dimensions, layout and marking of playing area
- 14.2.3 Skills in handball
- 14.2.4 Rules and regulations
- 14.2.5 Strategies and tactics
- 14.2.6 Minor/conditioned games
- 14.2.7 Officials and their duties

## **15.0 TUG-OF-WAR**

### **15.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history and development of tug-of-war
- b) use the dimensions to mark the playing area
- c) acquire and demonstrate basic skills
- d) interpret and apply the rules and regulations of tug-of-war
- e) devise and participate in a variety of minor/conditioned games
- f) identify the officials and their duties
- g) observe safety precautions during performance.

### **15.2.0 Content**

- 15.2.1 History and development of tug-of-war
- 15.2.2 Dimensions, layout and marking of playing area
- 15.2.3 Skills in tug-of-war
- 15.2.4 Rules and regulations
- 15.2.5 Strategies and tactics
- 15.2.6 Minor/conditioned games
- 15.2.7 Officials and their duties

## **16.0 DANCE**

### **16.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history and development of dance
- b) appreciate and perform dances from various cultural backgrounds
- c) skilfully manipulate the body in relation to different movements, levels and relationships
- d) appreciate and enjoy dance movements
- e) observe safety precautions during performance.

## **16.2. Content**

### 16.2.1 History and development of dance

### 16.2.2 Types of dance

- African
- Oriental
- Folk

### 16.2.3 Movement

- Body awareness
- Space awareness
- Steps
- Patterns

### 16.2.4 Levels

- Low
- Medium
- High

### 16.2.5 Relationships

- Single
- Partner/ pairs
- Team/ group

### 16.2.6 Rhythm

- Beats
- Tempo
- Ascent
- Rhythmic pattern



## **17.0 ANATOMY, PHYSIOLOGY AND TRAINING**

### **17.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain and discuss the skeletal and muscular systems
- b) state the effects of exercise on body organs
- c) explain the factors affecting performance
- d) explain the effects of drug and substance abuse on performance
- e) describe the principles and methods of training
- f) state the components of physical and health related fitness
- g) plan a suitable diet for sports performers.

### **17.2.0 Content**

#### **17.2.1 Introduction to functional human anatomy**

- skeletal system
- muscular system

#### **17.2.2 Introduction to exercise physiology**

- Effects of exercises to the growth and development of a child
- Effects of exercise to the human heart
- Effects of exercise to the human lungs
- Effects of exercise to the human muscles
- Effects of exercise to the human bones

#### **17.2.3 Factors affecting performance**

- Psychological
- Physiological
- Physical
- Environmental
- Technical
- Tactical

#### **17.2.4 Introduction to training**

- Components of physical and health related fitness
- Principles of training
- Methods of training

- Sports nutrition
- Drug and substance abuse

## **18.0 HOCKEY**

### **18.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- trace and explain the history and development of hockey
- use the dimensions to mark the playing areas
- acquire and demonstrate basic skills
- interpret and apply the rules and regulations of hockey
- devise and participate in a variety of minor/conditioned games
- identify the officials and their duties
- observe safety precautions during performance.

### **18.2. Content**

- History and development of hockey
- Dimensions, layout and marking of playing area
- Skills in hockey
- Rules and regulations
- Strategies and tactics
- Minor/conditioned games
- Officials and their duties

## **19.0 SWIMMING**

### **19.1 Specific Objectives**

At the end of the topic the learner should be able to;

- trace and explain the history and development of swimming
- describe the layout of the pool
- observe pool and personal hygiene in and around the pool
- develop water confidence
- observe safety precautions
- describe and perform different strokes in swimming
- explain and demonstrate different life saving skills
- organise swimming gala.

### **19.2.1 Content**

19.2.1 History and development of swimming

19.2.2 Pool layout and environs

19.2.3 Personal and pool hygiene

19.2.4 Water orientation

- Water safety
- Water confidence

19.2.5 Floating and gliding

19.2.6 Different types of strokes

- Front crawl
- Backstroke
- Breaststroke
- Sidestroke
- Butterfly / dolphin

19.2.7 Treading water

19.2.8 Life saving

19.2.9 Swimming gala

## **20.0 RUGBY**

### **20.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history and development of rugby
- b) use the dimensions to mark the playing area
- c) acquire and demonstrate basic skills
- d) interpret and apply the rules and regulations of rugby
- e) devise and participate in a variety of minor/conditioned games
- f) identify the officials and their duties
- g) observe safety precautions during performance.

### **20.2. Content**

20.2.1 History and development of rugby

20.2.2 Dimensions, layout and marking of playing area

- 20.2.3 Skills in rugby
- 20.2.4 Rules and regulations
- 20.2.5 Strategies and tactics
- 20.2.6 Minor/conditioned games
- 20.2.7 Officials and their duties

## **21.0 OTHER GAMES AND CLUBS**

### **21.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) trace and explain the history of the games mentioned
- b) use the dimensions to mark the playing areas
- c) acquire and demonstrate basic skills
- d) interpret and apply the rules and regulations
- e) devise and participate in a variety of minor/conditioned games
- f) identify the officials and their duties
- g) observe safety precautions during performance.

### **21.2. Content**

#### **21.2.1 Rackets and batting games**

- Tenni-quoit
- Badminton
- Tennis
- Squash
- Table tennis
- Baseball
- Cricket

#### **21.2.2 Martial arts**

- Tae kwondo
- Karate
- Boxing
- Wrestling

#### 21.2.3 Outdoor pursuit

- Camp craft
- Orienteering
- Climbing
- Water-works

#### 21.2.4 Traditional games

- Ajua
- Traditional wrestling
- Other games played locally

#### 21.2.5 Board and card games

- Scrabble
- Chess
- Draught
- Monopoly
- Cards
- Darts

#### 21.2.6 Keep fit

- Aerobics
- Gymnastic activities
- Yoga

## **SUGGESTED TEACHING/LEARNING RESOURCES**

### **BALL GAMES**

- Balls
- Playing kit
- Bibs
- Whistles
- Fieldmarkers
- Corner flags
- Nets
- Playing fields/courts
- Rulebooks
- Audio-visual aids
- Textbooks
- Resource persons
- Physical Education/sports journals
- Sports magazines
- Newsletters
- Handouts
- Charts
- Warning cards
- Cones/skittles
- Antennae
- Posts

### **ATHLETICS**

- Starting blocks
- Relay batons
- Starter's gun/clappers
- Hurdles
- Stop watches
- Lap counters

- Measuring tapes
- Uprights
- Crossbars
- Landing gear
- Rakes
- Discus
- Javelin
- Shot putt
- Hammer
- Track
- Field of play/ participation areas
- Pegs
- Vaulting pole
- Protective gear
- Textbooks
- Rule book
- Resource persons
- Physical Education/sports journals
- Sports magazines
- Newsletters
- Handouts
- Warning cards
- Charts
- Rostrum
- Ropes / strings
- Marking materials
- Audio Visual

## **GYMNASTICS**

- Floor mats
- Mattresses

- Vaulting boxes
- Horse bucks
- Spring boards
- Ropes
- Benches
- Balance beams
- Hoops
- Rule book
- Whistle
- Audio-visual aids
- Textbooks
- Resource persons
- Physical Education/sports journals
- Sports magazines
- Newsletters
- Handouts
- Charts

### **BATTING/RACKET GAMES**

- Balls
- Rackets
- Shuttle corks
- Flights
- Nets
- Playing kit
- Rule books
- Protective gear
- Playing areas
- Audio-visual aids
- Wickets
- Textbooks
- Resource persons



- Physical Education/sports journals
- Sports magazines
- Newsletters
- Handouts
- Charts

### **MARTIAL ARTS**

- Punching bags
- Playing kit
- Rulebooks
- Protective gear
- Audio-visual aids
- Textbooks
- Resource persons
- Physical Education/sports journals
- Sports magazines
- Newsletters
- Handouts
- Charts

### **TUG-OF-WAR**

- Ropes
- Playing/participation attire
- Gantry
- Whistle
- Rule book
- Audio-visual aids
- Participation area
- Textbooks
- Resource persons
- Physical Education/sports magazines
- Newsletters

- Handouts
- Charts

### **SWIMMING**

- Swimming pool
- Swimming costumes
- Floaters
- Ropes
- Flippers
- Rule book
- Audio-visual aids
- Textbooks
- Resource persons
- Physical Education/sports magazines
- Newsletters
- Handouts
- Charts
- Stopwatches

### **DANCE**

- Percussion instruments
- Costumes
- Participation area
- Audio-visual aids
- Textbooks
- Resource persons
- Physical Education/sports journals
- Sports magazines
- Newsletters
- Handouts
- Charts

### **BODY MOVEMENT**

- Cones

- Skittles
- Rope
- Hoops
- Rings
- Springs
- Springboards
- Bands
- Tyres
- Boxes
- Climbing frames/bars
- Swings
- Slides
- See-saws
- Balancing beams
- Parachutes
- Kites
- Pebbles
- Marbles
- Resource persons
- Stick/canes
- Physical Education/sports journals
- Sports magazines
- Newsletters
- Handouts
- Charts
- Audio/visual

### **OUTDOOR PURSUITS**

- Tents
- Lighting equipment
- Cooking equipment
- Compass

- Maps
- Sleeping bags
- Hiking boots and kit
- Racksacks
- Shovels
- Ropes
- Sledge hammer
- Safety belts
- First aid kit
- Resource persons
- Carabinas
- Water bottles
- Sign posts
- Pegs
- Canoe / boats
- Oars
- Lifejackets / floaters
- Swimming accessories
- Diving gear
- Sports journals
- Sports magazines
- Newsletters
- Gantry
- Audio/visual

#### **KEEP FIT**

- Music equipment
- Tapes
- Step boxes
- Slides
- Weight training equipment
- Floor / exercise mats

- Swiss balls ( elastic stretching balls)
- Medicine balls
- Sports journals
- Ropes
- First aid kit
- Resource persons
- Audio/visual

### **SUGGESTED TEACHING/LEARNING EXPERIENCES**

- Discussion
- Explanation
- Question and answer
- Demonstration
- Project
- Peer teaching
- Exploration/discovery
- Participation
- Designing and marking
- Officiating
- Application
- Manipulation
- Orientation
- Competing

### **SUGGESTED ASSESSMENT METHODS**

- Quizzes
- Tests
  - Oral
  - Written
- Projects
- Practicals
- Final examination

# **SOCIAL STUDIES**

## **INTRODUCTION**

Social Studies refers to the study of people and their environment. The environment consists of resources which enable people to live together harmoniously. Social Studies equips the student teacher with the knowledge and skills to understand the environment and manage it effectively.

The content of Social Studies is drawn from, Geography, History and Government and other disciplines such as Religious Education, Business Education, Science, Maths and Creative Arts. It is therefore an interdisciplinary subject. The subject aims at providing the student teacher with knowledge, skills, desired attitudes and values which are a prerequisite for living appropriately in both physical and social environments. The student teacher would thus be prepared to participate effectively in their local communities, nation and the world.

The Social Studies subject is geared towards enabling the student teacher to relate causes and effects of various social issues such as respect for duty, public property, integrity and co-existence. The content of the syllabus is systematically broken into units. These units contain methodology and academic topics. The emerging issues relating to HIV and AIDS, drug and substance abuse, environmental issues, gender, child rights and human rights have also been addressed.

The Social Studies syllabus focuses on the primary school social studies curriculum as the basis of the content which the student teacher is expected to master and effectively teach.

To facilitate the evaluation of the subject, the objectives are developed to be specific, measurable, achievable, reliable and time bound (SMART).

## **GENERAL OBJECTIVES**

By the end of the course, the learner should be able to:

1. Effectively teach social studies at the primary school level.
2. Explain the importance of social studies to the individual learner and society.
3. Demonstrate and use map reading skills to interpret information.
4. Explain how the local environment can be used for the individual, national and international development.
5. Describe the historical background of communities and analyse population issues which affect the quality of life of the people of Kenya.
6. Identify, understand, respect own and other peoples culture and values.
7. Identify and promote economic activities in the society.
8. Describe the structure and functions of the government of Kenya as outlined in the constitution
9. Identify and appreciate the rights of the individual and responsibility to the attainment of social justice.
10. Explain the historical and political developments that have taken place in Kenya and other African countries.
11. Explain the need for and importance of interdependence of people and nations.
12. Identify and cope with contemporary issues in the society.



## COURSE SUMMARY

TOPIC NO.	TOPIC	TIME ALLOCATION IN HOURS
1.0	Nature and scope of teaching Social Studies	3
2.0	Methods and techniques of teaching Social Studies	47
3.0	Physical environment	27
4.0	Peoples and population	17
5.0	Social organisations, institutions and cultural activities	10
6.0	Political development and Systems	13
7.0	Government of Kenya	13
8.0	Resources and economic activities	72
9.0	Democracy and human rights	4
10.0	Law, peace and reconciliation	4
11.0	International co-operation	8
<b>Total</b>		<b>218</b>

## **YEAR ONE**

### **1.0 NATURE AND SCOPE OF SOCIAL STUDIES**

#### **1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define social studies
- b) state the objectives of teaching social studies
- c) explain historical development of social studies
- d) explain the content of the primary social studies syllabus
- e) identify sources of information for teaching social studies.

#### **1.2 Content**

- 1.2.1 Definition of social studies
- 1.2.2 Objectives of teaching social studies
- 1.2.3 Historical development of social studies
- 1.2.4 Primary school syllabus for social studies
- 1.2.5 Sources of information for teaching social studies

### **2.0 METHODS AND TECHNIQUES OF TEACHING SOCIAL STUDIES**

#### **2.1 Special Methods of Teaching Social Studies**

##### **2.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify various methods of teaching social studies
- b) explain various methods of teaching social studies
- c) explain the advantages and limitations of various methods of teaching social studies
- d) use appropriate methods to assist learners with special needs
- e) carry out a project on their local environment

##### **2.1.2 Content**

- 2.1.2.1 Field study
- 2.1.2.2 Resource persons

- 2.1.2.3 Project
- 2.1.2.4 Case study/sample studies
- 2.1.2.5 Imaginary visits
- 2.1.2.6 Role play

## **2.2 Learning Resources**

### **2.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify different types of learning resources used in teaching social studies
- b) use different types of learning resources in teaching social studies
- c) make different types of learning resources
- d) improvise different types of learning resources
- e) identify advantages and limitations of various learning resources.

### **2.2.2 Content**

#### **2.2.2.1 Real objects/specimens/realia**

##### **2.2.2.2 Maps**

- Atlas maps
- Wall maps
- Topographical maps
- Globes

##### **2.2.2.3 Diagrams/sketches**

##### **2.2.2.4 Charts**

##### **2.2.2.5 Models**

##### **2.2.2.6 Local environment**

##### **2.2.2.7 Books**

## **2.3 Schemes of Work and Lesson Plans**

### **2.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define a scheme of work and a lesson plan

- b) explain the components of a scheme of work and a lesson plan
- c) state the relationship between a scheme of work, syllabus and a lesson plan
- d) prepare schemes of work and lesson plans for teaching social studies
- e) explain the importance of using schemes of work and lesson plans in teaching social studies.

### **2.3.2 CONTENT**

#### **2.3.2.1 Schemes of work**

#### **2.3.2.2 Lesson Plans**

## **2.4 Map Reading and Interpretation**

### **2.4.1 Specific Objectives**

At the end of the topic, the learner should be able to:

- a) define a map
- b) identify different types of maps
- c) measure distances between two places on a map
- d) estimate areas of a region
- e) describe directions using a compass
- f) describe direction using bearing
- g) draw different types of sketch maps
- h) use conventional symbols to interpret information on maps
- i) locate places on a map.

### **2.4.2 Content**

#### **2.4.2.1 Types of maps**

#### **2.4.2.2 Types of map scales**

#### **2.4.2.3 Use of scale in estimating distance and areas**

#### **2.4.2.4 Compass direction**

#### **2.4.2.5 Bearing**

#### **2.4.2.6 Locating places on maps**

#### **2.4.2.7 Map conventions/symbols in relation to map representation**

#### 2.4.2.8 Interpreting the landscape features

- relief,
- drainage
- vegetation
- settlement
- social activities
- economic activities

### 3.0 PHYSICAL ENVIRONMENT

#### 3.1 Position, Size, Shape and Political Divisions of Africa

##### 3.1.1 Specific Objectives

At the end of the topic, the learner should be able to;

- a) define the term physical environment
- b) explain the relationship between people and their environment
- c) describe the position, size and shape of Africa
- d) explain how latitudes and longitudes are used to describe the positions of places
- e) identify political divisions of Africa
- f) explain how the rotation of the earth influences time
- g) explain how the revolution of the earth influences seasons
- h) explain how longitudes are used to calculate time.

##### 3.1.2 Content

###### 3.1.2.1 Definition of Physical Environment

###### 3.1.2.2 Relationship between people and their environment

###### 3.1.2.3 Position, size and shape of Africa

- Latitudes and longitudes
- rotation,
- time
- revolution of the earth

- seasons

#### 3.1.2.4 Political divisions of Africa

### 3.2 Relief and Drainage

#### 3.2.1 Specific Objectives

At the end of the topic, the learner should be able to;

- identify different types of landforms
- describe the formation of mountains, lowlands, valleys, lakes and plateaus
- describe the distribution of major landforms in Africa
- explain how relief and drainage affect migration, settlement and economic activities of the people of Africa.

#### 3.2.2 Content

##### 3.2.2.1 Formation and distribution of landforms in Africa:

- Mountains
- Lowlands
- Valleys
- Plateaus
- Rivers
- Lakes.

##### 3.2.2.2 Effects of relief and drainage on migration, settlement and economic activities of people of Africa.

### 3.3 Weather and Climate

#### 3.3.1 Specific Objectives

At the end of the topic, the learner should be able to;

- differentiate between weather and climate
- state elements of weather
- identify traditional methods used in weather observation
- observe and record weather using modern types of instruments
- interpret simple weather records

- f) discuss factors influencing climate in Africa
- g) identify climatic regions of Africa
- h) explain how climate affects migration, settlement and economic activities of people in Africa
- i) explain factors that influence climatic change
- j) explain the impact of climatic change on human activities.

### **3.3.2 Content**

- 3.3.2.1 Definition of weather and climate
- 3.3.2.2 Elements of weather and climate
- 3.3.2.3 Traditional methods of weather observation
- 3.3.2.4 Observation, recording and interpretation of weather
- 3.3.2.5 Factors influencing the climate of Africa
- 3.3.2.6 Climatic regions of Africa
- 3.3.2.7 Effects of climate on migration, settlement and economic activities of people of Africa
- 3.3.2.8 Factors influencing climatic change on economic activities in Africa
- 3.3.2.9 Impact of climatic change on economic activities in Africa

## **3.4 Vegetation**

### **3.4.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify types of vegetation in Africa
- b) explain factors influencing distribution of vegetation in Africa
- c) describe the distribution of vegetation in Africa
- d) state the importance of vegetation.

### **3.4.2 Content**

- 3.4.2.1 Types and distribution of vegetation in Africa
- 3.4.2.2 Factors influencing the distribution of vegetation in Africa
- 3.4.2.3 Importance of vegetation in Africa

## **4.0 PEOPLES AND POPULATION**

### **4.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) describe the evolution and development of early man
- b) name and locate pre-historic sites in Eastern Africa
- c) name the main language groups of Africa
- d) explain the origin of the selected language groups in Eastern Africa
- e) describe the migration of the selected language groups in Eastern Africa
- f) identify the settlement of language groups in Eastern Africa
- g) explain factors influencing the distribution of the selected groups in Eastern Africa
- h) describe the characteristics of Kenya's population
- i) identify factors influencing population growth in Kenya
- j) describe the consequences of population growth in Kenya
- k) identify ways of managing population growth in Kenya
- l) explain the effects of HIV and AIDS on population growth in Kenya.

### **4.2.0 Content**

#### **4.2.1 Early Man**

- Evolution of Man
- Pre-historic sites in Eastern Africa

#### **4.2.2 Major language groups of peoples of Africa**

- Bantu
- Nilotes
- Khoisan
- Semites
- Mande
- Cushites



- 4.2.3 Origins, migration and settlement of the major groups of people in Eastern Africa
- Bantu
  - Nilotes
  - Cushites
  - Semites
- 4.2.4 Factors influencing the distribution of people of Africa
- 4.2.5 Characteristics of population in Kenya
- 4.2.6 Factors influencing population growth in Kenya
- 4.2.7 Effects of HIV and AIDS on population growth in Kenya
- 4.2.8 Consequences of population growth in Kenya
- 4.2.9 Ways of managing population growth in Kenya

## **5.0 SOCIAL ORGANISATIONS, INSTITUTIONS AND CULTURAL ACTIVITIES**

### **5.1 Social Organisations and Institutions**

#### **5.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) name different members of a family
- b) state types of families
- c) state the basic needs of a family
- d) explain the roles and responsibilities of family members
- e) explain how family members can give support to those with special needs
- f) state different types of marriage
- g) name different methods of marriage
- h) explain the formation of clan systems
- i) describe the functions of the clan
- j) explain the composition of age-groups and age-sets
- k) describe the functions of different age-groups and age-sets
- l) demonstrate respect for other people's way of life.

### **5.1.2 Content**

#### **5.1.2.1 Family**

- Members of a family
- Types of families
- Basic needs of a family
- Roles and responsibilities of family members
- Care and support of family members with special needs
  - HIV and AIDS
  - disabilities
  - drug and substance abuse
- Family possessions and inheritance

#### **5.1.2.2 Marriage**

- Types of marriage
- Methods of marriage

#### **5.1.2.3 Clan system**

- Formation of clans
- Functions of clans

#### **5.1.2.4 Age-groups and age-sets**

- Formation
- Functions

### **5.2.0 Cultural Activities**

#### **5.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) name different types of artefacts
- b) describe some of the ceremonies and festivals in the local community
- c) explain the importance of ceremonies and festivals in the local community
- d) identify the moral laws in the society
- e) explain the importance of moral laws in the society
- f) identify other aspects of our culture that need to be preserved.

### **5.2.2 Content**

#### **5.2.2.1 Artefacts**

#### **5.2.2.2 Ceremonies and festivals**

#### **5.2.2.3 Moral laws**

## **6.0 POLITICAL DEVELOPMENT AND SYSTEMS**

### **6.1 Traditional Forms of Government**

#### **6.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) state the reasons for the growth and decline of the kingdoms of
  - (i) Old Ghana
  - (ii) Buganda and Wanga
- b) describe the political, social and economic organisation of the kingdoms of old Ghana and Buganda.

### **6.2.2 Content**

#### **6.2.2.1 Old Ghana**

#### **6.2.2.2 Buganda**

#### **6.2.2.3 Wanga**

### **6.2. European Invasion of Africa**

#### **6.2.1 Specific Objectives**

At the end of the topic the learner should be able to;

- a) state the reasons for European interest in Africa before 1900
- b) describe the process through which Africa was partitioned
- c) explain how Africans reacted to the establishment of colonial rule
- d) describe the administrative structure of British rule in Kenya and Northern Nigeria
- e) describe the systems of administration used by the Portuguese in Mozambique
- f) describe the French policy of administration in Senegal
- g) explain the effects of colonial rule in Africa.

### **6.2.2 Content**

6.2.2.1 The scramble for and partition of Africa

6.2.2.2 African reaction to the scramble and partition of Africa:

- Resistance – Samori Toure, the Nandi
- Collaboration – Lenana, Lewanika

6.2.2.3 European systems of administration in Africa

- The British in Kenya and Northern Nigeria
- The Portuguese in Mozambique
- The French in Senegal

6.2.2.4 Effects of colonial rule in Africa

## **6.3 The Development of African Nationalism**

### **6.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify the reasons for the growth of African nationalism.
- b) explain how the Second World War influenced African nationalism
- c) explain the contributions of early political movements and associations in the struggle for independence
- d) explain the events leading to the attainment of independence in Kenya and Ghana.

### **6.3.2 Content**

6.3.2.1 Effects of Second World War on the growth of African nationalism

6.3.2.2 The struggle for independence in Kenya and Ghana

## **7.0 GOVERNMENT OF KENYA**

### **7.1 Government of Kenya**

#### **7.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the growth of parliamentary government in Kenya upto 1963

- b) define the constitution
- c) outline constitutional changes from 1963 to 2000
- d) describe the structure and functions of the Arms of Government
- e) explain how law and order are maintained in Kenya
- f) identify the types of Local Authorities in Kenya
- g) explain the functions of Local Authorities
- h) describe the election and nomination process in the Local Authorities
- i) state the composition of the Electoral Commission of Kenya
- j) explain the functions of the Electoral Commission of Kenya
- k) state and appreciate the importance of National Unity
- l) demonstrate respect for the symbols of National Unity
- m) identify the factors that promote national unity
- n) explain ways of acquiring citizenship in Kenya
- o) state circumstances under which one can lose citizenship
- p) identify the elements of good citizenship
- q) explain and appreciate the importance of good citizenship.

### **7.1.2 Content**

7.1.2.1 Growth of parliamentary government upto 1963

7.1.2.2 Constitutional changes from 1963 to 2000

7.1.2.3 The three Arms of the Government - structure and functions:

- The executive
- The judiciary
- The legislature

7.1.2.4 Local Government

- Types of Local Authorities
- Functions of Local Authorities

7.1.2.5 Electoral Commission of Kenya:

- Composition
- Functions

7.1.2.6 National Unity:

- Factors promoting national unity
- Symbols of national unity
- Importance of national unity

7.1.2.7 Citizenship:

- Acquisition and loss of Kenyan citizenship
- Elements of good citizenship

## **YEAR TWO**

### **8.0 RESOURCES AND ECONOMIC ACTIVITIES**

#### **8.1 Mining**

##### **8.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define mining
- b) explain the uses of minerals and their contribution to economic development in selected countries
- c) name and locate the selected minerals in Kenya
- d) describe methods of mining
- e) name and locate the selected minerals in Africa
- f) describe the effects of mining on the environment
- g) state possible solutions to problems caused by mining.

##### **8.1.2 Content**

8.1.3 Definition of mining

8.1.4 Distribution and mining of:

- Soda ash, limestone, diatomite, fluorspar and salt in Kenya
- Gold in South Africa
- Oil in Nigeria
- Copper in Zambia

8.1.5 Uses of minerals and their contribution to the economic development in the respective countries

8.1.6 Effects of mining on the environment

8.1.7 Solutions to problems caused by mining

#### **8.2 Forestry in Kenya**

##### **8.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define forests

- b) identify types of forests in Kenya
- c) describe the distribution of forests in Kenya
- d) state problems facing forests in Kenya
- e) explain ways conserving forests in Kenya
- f) explain and appreciate the importance ways of conserving forests.

### **8.2.2 Content**

- 8.2.3 Definition of forests
- 8.2.4 Types of forests in Kenya
- 8.2.5 Distribution of forests in Kenya
- 8.2.6 Problems facing forests in Kenya
- 8.2.7 Conservation of forests in Kenya
- 8.2.8 Importance of conserving forests

## **8.3 Fishing**

### **8.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) name and locate major fishing grounds in Africa
- b) describe fishing methods in Africa
- c) identify methods used to preserve fish
- d) describe fish farming in Kenya
- e) explain the contribution of fishing to the economy of Kenya
- f) explain problems facing fishing in Kenya
- g) explain possible ways of solving problems facing fishing in Kenya
- h) compare fish farming in Kenya and Japan.

### **8.3. Content**

- 8.3.2.1 Major fishing grounds in Africa
- 8.3.2.2 Methods of fishing in Africa
- 8.3.2.3 Fish preservation
- 8.3.2.4 Fish farming in Kenya and Japan



8.3.2.5 Contribution of fishing to the economy of Kenya

8.3.2.6 Problems facing fishing in Kenya

8.3.2.7 Solutions to problems facing fishing in Kenya

## **8.4. Agriculture**

### **8.4.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define agriculture
- b) explain the characteristics of methods of farming
- c) describe the conditions necessary for the growing of the selected cash crops
- d) identify areas where the selected cash crops are grown
- e) define horticulture
- f) state types of crops that are grown in horticulture
- g) compare horticulture in Kenya and Netherlands
- h) explain the contribution of cash crops and horticultural crops to the economy of Kenya.

### **8.4.2 Content**

8.4.2.1 Definition of agriculture

8.4.2.2 Characteristics of:

- Subsistence farming
- Small scale farming
- Large scale farming

8.4.2.3 Cash crop farming

- Coffee in Kenya and Ethiopia
- Sugarcane in Kenya and Sudan
- Maize in Kenya and Tanzania
- Tea in Kenya and Malawi

8.4.2.4 Definition of horticulture

8.4.2.5 Crops grown in horticulture

8.4.2.6 Horticulture in Kenya and Netherlands

## **8.5 Nomadic Pastoralism in Kenya and West Africa**

### **8.5.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define Nomadic pastoralism
- b) identify areas where nomadic pastoralism is practised in Kenya and West Africa
- c) describe the factors influencing Nomadic pastoralism
- d) explain the changes taking place in pastoral areas
- e) identify the challenges facing Nomadic pastoralism
- f) identify the contribution of Nomadic pastoralism to the economy of Kenya.

### **8.5.2 Content**

- 8.5.2.1 Factors influencing Nomadic pastoralism
- 8.5.2.2 Areas where Nomadic pastoralism is practised
- 8.5.2.3 Changes taking place in pastoral areas
- 8.5.2.4 Contribution of Nomadic pastoralism to the economy of Kenya
- 8.5.2.5 Challenges facing Nomadic pastoralism

## **8.6 Multi-purpose River Projects**

### **8.6.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) locate the multi-purpose river projects in Africa
- b) state the reasons for the establishment of the selected river development projects
- c) explain the contribution of the projects to the economy
- d) state the problems caused and experienced by these projects
- g) explain ways in which different governments have tried to solve these problems.

## **8.6.2 Content**

8.6.2.1 River Tana projects

8.6.2.1 The Volta River Scheme

8.6.2.4 The Aswan High Dam Scheme

8.6.2.5 Contribution of the projects to the economies of the countries where they are found

8.8.2.6 Problems caused by the development of the projects

8.6.2.7 Problems experienced by the projects

8.6.2.8 Possible solutions to the problems

## **8.7 Industries**

### **8.7.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define industry
- b) name and explain types of industries in Kenya
- c) explain the factors influencing location of industries
- d) explain the development of industrial growth in Kenya
- e) outline the contribution of industries to the economy of Kenya
- f) state the reasons for the establishment of the Jua Kali industry in Kenya
- g) explain the effects of industries on the environment
- h) explain ways of reducing industrial pollution
- i) explain the importance of reducing industrial pollution.

### **8.7.2 Content**

8.7.2.1 Definition of industries

8.7.2.2 Types of industries:

- Traditional
- Processing
- Manufacturing
- Assembly
- Service

- 8.7.2.3 Factors influencing location of industries
- 8.7.2.4 Industrial growth in Kenya
- 8.7.2.5 Contribution of the industries to the economy
- 8.7.2.6 Jua Kali industry:
  - Reasons for establishment
  - Benefits
- 8.7.2.7 Effects of industries on the environment
- 8.7.2.8 Ways of reducing industrial pollution

## **8.8 Trade**

### **8.8.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term trade
- b) state types of trade
- c) name the traditional forms of trade
- d) identify the various business opportunities in Kenya
- e) explain the factors influencing trade
- f) list the imports and exports in Kenya
- g) name the main trading blocs in Africa and their members
- h) explain the reasons for the formation of the trading blocs
- i) explain the importance of trade to the economy
- j) state the benefits of trading blocs.

### **8.8.2 Content**

- 8.8.2.1 Definition of trade
- 8.8.2.2 Types of trade
- 8.8.2.3 Traditional forms of trade
- 8.8.2.4 Business opportunities in Kenya
- 8.8.2.5 Factors influencing trade
- 8.8.2.6 Exports and imports in Kenya
- 8.8.2.7 Trading blocs in Africa
  - East African Community (EAC)

- Common Market for Eastern and Southern Africa (COMESA)
- Southern Africa Development Cooperation (SADC)
- Economic Community of West African States (ECOWAS)
- New Partnership for African Development (NEPAD)

## **8.9 Wildlife and Tourism in East Africa**

### **8.9.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) distinguish between national parks and game reserves
- b) name the major national parks in East Africa
- c) identify the main tourist attractions in East Africa
- d) explain problems facing tourism in Kenya
- e) outline the wildlife conservation measures undertaken in Kenya
- f) state the importance of tourism in Kenya
- g) suggest possible solutions to problems facing tourism in Kenya.

### **8.9.2 Content**

- 8.9.2.1 Tourist attractions in East Africa
- 8.9.2.2 Major game parks and reserves in East Africa
- 8.9.2.3 Importance of tourism in Kenya
- 8.9.2.4 Wildlife conservation measures in Kenya
- 8.9.2.5 Problems facing tourism in Kenya
- 8.9.2.6 Outline solutions to problems facing tourism in Kenya

## **8.10 Co-operatives**

### **8.10.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term cooperative
- b) explain the development of cooperative movement in Kenya
- c) name different types of agricultural cooperatives
- d) explain the functions of agricultural cooperatives
- e) explain the benefits of cooperatives

- f) discuss the challenges facing cooperatives
- g) outline possible solutions to the challenges facing the cooperatives.

### **8.10.2 Content**

- 8.10.2.1 Definition of cooperatives
- 8.10.2.2 Development of cooperative movement in Kenya
- 8.10.2.3 Types of agricultural cooperatives
- 8.10.2.4 Functions of agricultural cooperatives
- 8.10.2.5 Benefits of cooperatives
- 8.10.2.6 Challenges facing cooperatives
- 8.10.2.7 Possible solutions to challenges facing cooperatives

## **8.11 Transport and Communication in Kenya**

### **8.11.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term transport and communication
- b) differentiate between the traditional and modern forms and means of transport and communication
- c) discuss the factors influencing the development of transport and communication
- d) explain the importance of transport and communication
- e) discuss the causes of road accidents
- f) explain how drugs and substance abuse can lead to road accidents
- g) explain ways of preventing road accidents
- h) identify and explain the basic traffic rules and road signs

### **8.11.2 Content**

- 8.11.2.1 Definition of transport and communication
- 8.11.2.2 Traditional forms and means of transport and communication
- 8.11.2.3 Modern forms of transport and communication
- 8.11.2.4 Factors influencing the development of transport and communication
- 8.11.2.5 Importance of transport and communication
- 8.11.2.6 Road safety

## **8.12 Urbanisation in Kenya**

### **8.12.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- define the term urbanisation
- name different types of urban centres
- explain the functions of urban centres
- explain factors influencing the growth of urban centres
- explain the problems associated with the growth of urban centres
- state the effects of HIV and AIDS and drug and substance abuse in
  - urban centres
- explain ways of curbing the spread of HIV and AIDS and reducing drug and substance abuse in urban centres
- describe and appreciate the efforts being made to solve problems in urban centres.

### **8.12.2 Content**

8.12.2.1 Definition of an urban centre

8.12.2.2 Types and functions of urban centres

8.12.2.3 Factors influencing the growth of urban centres

8.12.2.4 Problems associated with the growth urban centres

8.12.2.5 Effects of HIV and AIDS and drug and substance abuse in urban centres

8.12.2.6 Possible ways of solving problems in urban centres

## **9.0 DEMOCRACY AND HUMAN RIGHTS**

### **9.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain different types of democracy
- b) explain the role of citizens in a democracy
- c) state the benefits of democracy
- d) state human rights
- e) identify child rights.

## **9.2 Content**

- 9.2.1.1 Types of democracy
- 9.2.1.2 Roles of citizens in a democracy
- 9.2.1.3 Benefits of democracy
- 9.2.1.4 Human rights
- 9.2.1.5 Child rights

## **10.0 LAW, PEACE AND RECONCILIATION**

### **10.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify factors that promote peace in society
- b) state the importance of peace
- c) state the sources of Kenyan law
- d) explain the importance of law and order in society
- e) state causes of conflict in society
- f) explain ways of resolving conflicts.

### **10.2 Content**

- 10.2.1 Factors promoting peace
- 10.2.2 Importance of peace
- 10.2.3 Sources of Kenyan law
- 10.2.4 The importance of rule of law
- 10.2.5 Causes of conflict in society
- 10.2.6 Conflict resolution

## **11.0: INTERNATIONAL RELATIONS**

### **11.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) describe the formation of the selected international organisations
- b) identify the members of these international organisations
- c) identify functions of these international organisations
- d) explain the problems experienced by these international organisations.



## **11.2 Content**

### **11.2.1 African Union (AU)**

- Formation
- Organisation
- Functions
- Challenges

### **11.2.2 Inter-Governmental Authority on Development (IGAD)**

- Formation
- Organisation
- Function
- Challenges

### **11.2.3 Commonwealth**

- Formation
- Organisation
- Functions
- Challenges

### **11.2.4 United Nations (UN)**

- Formation
- Organisation
- Functions
- Challenges

## **SUGGESTED TEACHING/LEARNING EXPERIENCES (METHODS)**

It is recommended that a teacher can use any of the following suggested teaching/learning experiences to achieve the objectives of the lesson or sub-topic. This is not exhaustive nor prescriptive.

- Field study
- Resource persons
- Projects
- Case studies/sample studies
- Imaginary visits
- Role play
- Question and answer
- Story telling
- Exposition
- Dramatisation
- Enquiry approach
- Simulation
- Discussion
- Explanation
- Observation
- Interviews
- Measuring
- Photographing
- Demonstration
- Modelling
- Identifying
- Recording
- Drawing
- Identification
- Games

## **SUGGESTED LEARNING/TEACHING RESOURCES**

The suggested list of learning/teaching resources in Social Studies is neither exhaustive nor prescriptive. Various other learning/teaching resources can be explored through sharing with colleagues in the college. At the same time, some of the resources can be improvised or made from locally available materials. Other resources can be collected during field trips. Some of these resources include:

- Real objects/Specimens/Realia
- Maps
- Photographs/pictures
- TV/video/films/slides
- Relevant textbooks
- Resource persons
- Compass
- Weather instruments
- Artefacts
- Local environment
- Museum/historical sites
- Newspaper cuttings
- Magazines/journals
- Libraries
- Boards

## **SUGGESTED ASSESSMENT/EVALUATION PROCEDURES**

The procedures outlined below can be used to assess the learner's achievements. It is recommended that different modes of assessment be used during and after each lesson or sub-topic. These should gauge and monitor the acquisition of knowledge, skills and development of desired attitudes and values in the learner.

### **Tests**

These can be administered at the end of each topic or unit. The teacher should make and administer the tests at the end of month, term or year. The tests should contain items on learning areas covered at a particular time.

### **Projects**

Making/construction of maps, charts and models should be assigned, evaluated and graded by the teacher. Research topics can also be assigned to individual learners or to groups.

### **Observation**

Observing performances by learners can help the teacher to assess the extent to which skills have been acquired. Changes in attitudes can also be observed directly.

### **Written Assignments**

Regular written assignments should be given and marked. This helps the learner to develop desirable study habits and independence.

### **Quizzes**

Short quizzes at the end or beginning of a lesson can be given. This gives feedback to the teacher immediately. The quizzes can either be in oral or written form.

# **CREATIVE ARTS**

## **INTRODUCTION**

The Primary Teacher Education Creative Arts Syllabus has been developed with the primary school syllabus in mind.

The Syllabus was designed to integrate Art and Craft, Music and Drama in Primary Schools. The integration of Drama will be realized in performance. For example in dramatized dance.

This syllabus gives the student teacher an opportunity to acquire knowledge, skills and attitudes which will be useful in talent development, economic development, self-satisfaction, entertainment and effective teaching.

Most of the Creative Arts concepts are introduced in the first year of the course before the second year where there are electives. The scope and sequence has been organized in such a way that in first year there is broad coverage of content and methodology for teaching creative arts as a subject. In second year there is specialization in the various areas of Music, Art and Craft.

The layout comprises topics, sub-topics, general/specific objectives, presentations and display of all practical skills acquired. Throughout the course emphasis is laid on safety, making of quality functional items, improvisation using locally available materials and information.

The content has also been carefully selected to infuse emerging issues related to child labour, drug abuse, HIV and AIDS, integrity, human rights environment and gender.

The Creative Arts being practical should be assessed continuously through different stages in the learning process. Assessment of performing Arts will be done through suggested assessment methods which appear at the end of the syllabus.

The syllabus has therefore, been designed to adequately cover the various topics in theory and practice and should prepare the student for teaching and further learning in other tertiary institutions of specialization.

## **GENERAL OBJECTIVES**

At the end of the course the learner should be able to;

1. develop the basic theoretical and practical knowledge of teaching Creative Arts.
2. develop the teacher's ability to produce works of Creative Arts
3. create an awareness of child development in Creative Arts and use the knowledge for planning and effective teaching
4. discover, collect and explore local materials and make a repertoire for future use.
5. acquire basic skills by making items using the local materials collected
6. express themselves through manipulation of varied materials
7. transform various materials into functional and aesthetic form in relation to the physical social and cultural environment.
8. critically analyze and appreciate works of Creative Arts in relation to design, form and function.
9. handle varied materials and tools in production of Creative Arts for aesthetic and functional value .
10. apply the skills, knowledge, concepts and attitudes acquired through Creative Arts.
11. organize and participate in Creative Arts presentations locally and internationally.
12. use the acquired Creative Arts skills for physical, spiritual, social and therapeutic functions.

## **YEAR ONE**

### **1.0 TOPIC: INTRODUCTION TO CREATIVE ARTS (1 HR.20 MIN.)**

#### **1.1 Specific Objectives:**

At the end of the topic, the learner should be able to;

- a) define the term Creative Arts
- b) identify and name the components of Creative Arts
- c) analyse the relationships of the components of Creative Arts
- d) discuss the factors affecting the development, implementation and promotion of Creative Arts in Kenya.

#### **1.2 Content**

- Definition of Creative Art
- Components of creative arts and their relationships
- Factors affecting the development, implementation and promotion of Creative Arts.
  - individual
  - social
  - economic
  - cultural
  - administrative

### **2.0 TOPIC: BASIC SKILLS**

#### **2.1 SUB-TOPIC: MELODY ( 5 HR. 20 MIN.)**

##### **2.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) name notes on the staff
- b) write major scales
- c) read tonic solfa pitches
- d) identify notes of the diatonic scale by their technical names.

##### **2.1.2 Content**

- Staff and leger lines
- Major scales of C, G, D, F and Bb
- Tonic solfa pitches – d r m f s l t d
- Accidentals
- Key signatures



- Technical names (tonic, super tonic, mediant, sub dominant, dominant, sub -mediant leading note)

## **2.2 SUB-TOPIC: RHYTHM ( 4 HRS.)**

### **2.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) clap and tap rhythms of different note values with their corresponding rests
- b) Clap and write rhythms in simple and compound time.
- c) Group notes and rests according to given time signature.

### **2.2.2 Content**

- Note values and rests
  - semibreve
  - minim
  - crotchet
  - quaver
  - dotted minim
  - dotted crotchet
- Simple time
- Compound time

## **2.3 SUB-TOPIC: INTERVALS ( 2 HRS.36 MIN.)**

### **2.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) write major, minor and perfect intervals
- b) recognize major, perfect and minor intervals
- c) identify intervals and their inversions
- d) identify intervals in major scales.

### **2.3.2 Content**

- Harmonic and melodic intervals up to a perfect octave
- Recognizing major minor & perfect intervals
- Intervals and their inversions
- Intervals in major scales

## **2.3 SUB-TOPIC: TRIADS ( 2 HRS.)**

### **2.4.1 Specific Objectives**

At the end of the topic, the learner should be able to:

- a) write primary triads in root position
- b) recognize triads in root position.

### **2.4.2 Content**

- Primary triads in root position: I IV V (tonic, subdominant dominant) in the following major keys; C G D F B in root position
- Recognizing triads in root position

## **2.5 SUB-TOPIC: AURALS ( 2 HRS.)**

### **2.5.1 Specific Objectives**

At the end of the topic, the learner should be able to write;

- a) rhythms on monotone
- b) from dictation, melodies of up to four bars.

### **2.5.2 Content**

- Rhythms and melodies involving semibreve, dotted minim, minim, dotted crotchet, crotchet, dotted quaver, quaver, semiquaver.
- Drum rhythms
- Bar melodies involving intervals up to a perfect 5<sup>th</sup> in keys C, C, F, D, Bb

## **2.6 SUB-TOPIC: SIGHT SINGING/READING ( 2 HRS.)**

### **2.6.1 Specific Objective**

At the end of the topic, the learner should be able to sight sing/read melodies of up to 4 bars with intervals of up to a perfect 5<sup>th</sup> in Keys C G F D and B flat.

### **2.6.2 Content**

- Rhythms using semibreve, dotted minim, minim, dotted crotchet, crotchet, dotted quaver, quaver, semiquaver.
- Melodies involving semibreve, dotted minim, minim, dotted crotchet, crotchet, dotted quaver, quaver, semiquaver.

- Four bar melodies involving intervals of up to perfect 5<sup>th</sup> in the keys of C G F D B flat
- Sight singing/reading skills such as identifying key signature and time signature, reading ahead.

### **3.0 TOPIC THEORY OF ART AND CRAFT ( 4 HRS.)**

#### **3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) state the importance of creative Arts
- b) discuss the components of a work of Art.

#### **3.1.2 Content**

- Importance of Creative Arts
  - Individual
  - Society
- Components of a work of Art
- Elements
- Principals

### **4.0 TOPIC TECHNICAL DRAWING ( 2 HRS. 36 MIN.)**

#### **4.1.0 SUB-TOPIC**

- types of lines
- pictorial drawings

#### **4.1.1 Specific Objective**

At the end of the topic, the learner should be able to;

- a) name different types of lines used in technical drawing
- b) use the lines to draw oblique and isometric shapes in correct angles.

#### **4.1.2 Content**

- Object line
- Projection line
- Construction line
- Centre line
- Dimension line
- Cut-line
- Broken lines
- Isometric

- Oblique

## **5.0 TOPIC: PICTURE MAKING ( 4 HRS..)**

### **5.1 SUB-TOPIC: DRAWING**

#### **5.1.1 Specific objective**

At the end of the topic, the learner should be able to;

- define the term drawing
- identify and list materials, tools and techniques used in drawing
- use appropriate materials and tools in creating shapes and forms using line
- draw simple objects and figures from observation, memory and imagination
- use tonal value to create objects and figures from observation memory and imagination.

#### **5.1.2 Content**

- Definition of drawing
- Materials, tools and techniques
- Drawings from observation memory and imagination
  - shapes
  - forms
  - drawing from observation, memory and imagination using tonal value
  - objects
  - figures

## **5.2 SUBTOPIC: PAINTING ( 4 HRS.)**

#### **5.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- define the term painting
- identify and list materials, tools and techniques used in painting
- classify and mix colours
- primary colours
- secondary colours

- f) tertiary colours
- g) use colour to create shapes forms, texture and tonal value from observation, memory and imagination.

### **5.2.2 Content**

- Definition of painting
- Materials, tools and equipment
- Classification of colour
- Primary colours
- Secondary colours
- Tertiary colours
- Painting a colour wheel
- Making a tonal range
- Use of colour in creating
  - shapes
  - forms
  - texture
  - from observation, memory and imagination

## **5.3. SUB-TOPIC: MOSAIC, COLLAGE AND MONTAGE ( 4 HRS.)**

### **5.3.1 Specific Objective**

At the end of the topic, the learner should be able to;

- a) define the terms, mosaic, collage and montage
- b) identify materials, tools and techniques used in making pictures using these techniques
- c) make pictorial compositions using mosaic, collage and montage.

### **5.3.2 Content**

- Definition of terms
- Concepts
- Materials, tools and techniques
- Making pictorial composition
  - mosaic
  - collage
  - montage

## **6.0 TOPIC: WOODWORK**

### **6.1 SUB-TOPIC: GENERAL SAFETY PRECAUTIONS ( 1 HR. 20 MIN.)**

#### **6.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) Define the term woodwork
- b) Appreciate woodwork as a means of utility
- c) State safety rules and precautions to be observed in the workshop.

#### **6.1.2 Content**

- Behaviour in the workshop
- Tools handling
- Workshop management
- Preventing fire outbreak
- Maintaining good ventilation
- First Aid box
- Fire extinguisher.

### **6.2 TOPIC: CLASSIFICATION OF TIMBER TREES AND THEIR PARTS ( 1 HR.20 MIN.)**

#### **6.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) classify timber trees from different species
- b) select suitable timber for producing Art and Craft items
- c) identify part of a growing timber tree
- d) sketch and label parts of a tree trunk.

#### **6.2.2 Content**

- Hardwood
- Soft wood
- Leaves, seed cases and cones
- Crown
- Trunk

- Roots
- Bark
- Sapwood
- Heartwood
- Cross-section of tree trunk

### **6.3 SUB-TOPIC: TIMBER CONVERSION AND SEASONING ( 1 HR. 20 MIN.)**

#### **6.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify the two common methods of converting timber
- b) sketch the two methods
- c) identify the two common methods of seasoning timber
- d) state the advantages and disadvantages of open and kiln seasoning.

#### **6.3.2 Content**

- Saw cuts
- Shrinkage
- Cutting angle
- Boards
- Rate of drying
- Stacking
- Platform
- Stack restraint

### **6.4 TOPIC: TIMBER DEFECTS ( 1 HR. 20 MIN.)**

#### **6.4.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) identify different types of timber defects
- c) Sketch different types of timber defects occurring during growth, at the time of felling and during seasoning.

#### **6.4.2 Content**

- Knots
- Shakes
- Cupping
- Bowing
- Twisting

- Checks
- Splits

## **6.5 SUB-TOPIC: BASIC WOODWORK HAND TOOLS ( 2 HRS.36 MIN.)**

### **6.5.1 Specific Objectives**

At the end of the topic, learners should be able to;

- identify tools used for different woodwork operations
- sketch and label the tools.

### **6.5.2 Content**

- Marking tools
- Cutting and chopping tools
- Tapping/striking tools
- Smoothing tools
- Holding tools
- Steel rule
- Try square
- Marking gauge
- Rip saw
- Cross cut saw
- Tendon saw
- Beveled edge chisel
- Firmer chisels
- Mortise chisel
- Mallet
- Claw hammer

## **6.5.2 SUB- TOPIC: TIMBER JOINTS ( 2 HRS.36 MIN.)**

### **6.5.3 Specific Objectives**

At the end of the topic, the learner should be able to;

- identify different types of joints
- sketch common types of joints

### **6.5.4 Content**



- Lengthening joints
- Widening joint
- Corner/Angles joint
- Halving /lap joint
- Housing joint
- Mitre joint
- Mortise and tenon joint
- Butt joint

## **6.6 SUB-TOPIC: TIMBER PREPARATION ( 1 HR. 20 MIN.)**

### **6.6.1 Specific Objectives**

At the end of the topic, the learner s should be able to;

- a) list down tools used in planning a piece of timber
- b) outline steps used in planning a piece of timber to size
- c) outline methods used in planning and grains

### **6.6.2 Content**

- Face side
- Edge side
- End side
- Squaring
- Gauging
- Edge to centre
- Wastepiece
- Chamfering
- Shooting board
- Try-square
- Sighting boards

## **6.6.3 SUB-TOPIC: ASSEMBLING MEDIA ( 2 HRS. 36 MIN.) ( Fixing Devices and Materials)**

### **6.6.4 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) identify and sketch types of nails and screws
- b) list down the two common wood adhesives.

### **6.6.5 Content**

- Round wire nails
- Lost head nails
- Panel pin
- Oval brad
- Clout nail

- Counter sunk
- Round head screw
- Raised head screw
- P.V.A. glue
- Animal glue

## **7.0 TOPIC: CHILD ART ( 1 HR. 20 MIN.)**

### **7.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) state the various artistic developmental stages in a child.
- b) identify work done by children at specific artistic stages.
- c) apply the knowledge of child art in analyzing Art works done by children.
- d) apply the knowledge of child art in planning activities for children.

### **7.2 Content**

- Artistic development stages of a child
  - scribbling stage
  - line stage
  - preschematic stage
  - schematic stage
  - visual realism
  - descriptive realism
  - repression (gaug age)
  - artistic revival
- Collection and analysis of children's art work
- Planning learning activities based on the child's artistic development stages

## **8.0 TOPIC: PRACTICALS ( 6 lessons)**

### **8.1 SUB-TOPIC: SINGING**

#### **8.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) sing the Kenya National Anthem
- b) sing African traditional folk songs
- c) sing Western songs
- d) perform African traditional dances.

#### **8.1.2 Content**

- Kenya National Anthem
  - significance
  - historical background
  - in Kiswahili and English
- Traditional folk songs
- Western songs
- African traditional dances
- Instrumental accompaniment

## **9.0 TOPIC: COMPOSITION OF MELODIES ( 5 HRS. 20 MIN.)**

### **9.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) compose a melody of up to 8 bars
- b) compose melodies to given lyrics
- c) adapt melodies of existing African traditional folk songs.

### **9.2 Content**

- Composition of 8 bar melodies in the following major keys C, G, F, D B flat
- Note values to be used; semibreve, dotted minim, minim, dotted crotchet, crotchet, dotted quaver, quaver, semiquaver.
- Syllabic division of words
- Writing melodies with lyrics
- Setting words to music
- Lyrics on emerging issues such as
  - HIV and AIDS
  - Drug abuse
  - Integrity
  - Environmental issues
  - Corruption
  - Child labour
  - Gender
  - human rights
- Adaptation of African folk songs

## **10.0 TOPIC: APPRECIATION (5 HRS. 20 MIN.)**

### **10.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- identify characteristics of various types of music

### **10.2 Content**

- Characteristics of various types of music  
western

- Vocal
  - secular
  - sacred
  - ensemble
- Instrumental:
  - solo instruments
  - ensemble
  - orchestra

African:

- Vocal
  - solo
  - call – response
- Playing Instruments
- Traditional dance
- Instrumentation
- Melodic structure
- Mood
- Analysis

## **11.0 TOPIC: PATTERN MAKING ( 1 HR. 20 MIN.)**

### **11.1 Specific Objectives**

At the end of the topic, the learn should be able to;

- a) define pattern making
- b) list materials, tools and equipment used in pattern making
- c) make patterns using definite numerals, letter geometric forms
- d) make patterns.
- e) develop a motif and create a pattern
- f) make patterns for dancing linear, circular and semi circular formations.

### **11.2 Content**

- Definitions
- Pattern making process
  - theme
  - motif
- Materials, tools, equipment
- Pattern making using
  - numeral forms
  - letter forms
  - geometric shapes
- Making patterns using
  - stencil

- template
- Developing a motif
- Patterns for dancing formations
  - linear
  - circular
  - semi-circular

## **12.0 TOPIC: PRINT MAKING ( 1 HR. 20 MIN.)**

### **12.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term print making
- b) list materials tools and equipment used in print making
- c) make block prints using a variety of materials
- d) make monoprints using a variety of techniques
- e) produce prints using specific techniques
- f) make monoprints using the following techniques.

### **12.2 Content**

- Definitions
- Materials, tools, techniques
- Block printing
  - leaf
  - potato
  - banana stalk
  - wood
  - hands
  - feet
  - maize cob
- Monoprinting
  - blow
  - blot
  - string
  - marbling
  - offset monoprint
- Stencil and template printing
  - dabbing
  - rubbing
  - spraying

## **13.0 TOPIC: TRADITIONAL DANCES ( 2 HRS. 36 MIN.)**

### **13.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify dances from various communities of Kenya.
- b) identify occasions and participants of the dances.
- c) describe the general characteristic features of various African traditional dances.

## **12.2 Content**

- Dances such as Sengenya, Isukuti, Owalo, Cheptilet, Mucung'wa Gonda, Kilumi
- Occasions such as general entertainment marriage, funeral, initiation, sports
- Dances for boys, girls, boys and girls, men, women, men and women
- Features such as shoulder shaking, pelvic gyrations, skips, jumps, steps circular and linear formations.

## **14.0 TOPIC: GRAPHIC DESIGN (5 HRS. 20 MIN.)**

### **14.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term graphic design
- b) explain graphic design processes
- c) identify materials, tools and equipment used in graphic design
- d) define the term calligraphy
- e) make and use a graphic pen
- f) define the term typography
- g) contract various letter forms
- h) use various letterforms to design a poster on a contemporary issue.

### **14.2 Content**

- Graphic Design
  - definition
  - concept
- Graphic Design Processes
  - briefs
  - sketches
  - layouts
  - artworks
- Materials, tools and Equipment
- Calligraphy
  - definition
- Making and using a calligraphic pen to write
  - letter
  - numerals

- musical symbols
- statements and short messages
- Typography
  - definition
- Construction
  - black letters
  - roman letters
  - symbolic letters
- Poster design

## **15.0 TOPIC: TRADITIONAL FOLK SONGS (2 HRS. 36 MIN.)**

### **15.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) outline general characteristics of African traditional folk songs
- b) identify occasions of performance of African Traditional folk songs.

### **15.2 Content**

- Characteristics of African traditional folk songs
  - repetitive
  - call- response
  - lyrics on social norms and issues
  - usually accompanied (exceptions include lullabies)
- Occasions:
  - work situation
  - Initiation
  - marriage
  - worship
  - funeral
- Skills:
  - analysis
  - interpretation of lyrics
  - description of melodies

## **16.0 TOPIC: SCULPTURE ( 4 HRS.)**

### **16.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the meaning of sculpture.
- b) describe the elements and principles of sculpture.
- c) list materials tools and equipment used in sculpture.
- d) discuss types of sculptures.

- e) explain the techniques used in sculpture.
- f) model sculptural forms using locally available materials.
- g) carve sculptural forms in the round and relief.

## **16.2 Content**

- Meaning of sculpture
- Elements of sculptural forms
- Principles of sculptural forms
- Materials, tools and equipment
- Types of sculpture
  - sculpture in the round
  - sculpture in relief
- Techniques used in sculpture
  - modeling
  - carving
    - construction
    - casting
- Modelling sculptural forms using
  - clay
  - papier mache
  - plasticine
- Carving sculptural forms using
  - clay
  - wood
  - stone

## **17.0 TOPIC: METAL WORK**

### **17.1 SUB-TOPIC- TYPES OF METALS ( 1 HR. 20 MIN.)**

#### **17.1.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) classify some of the common metals
- b) classify metals.

#### **17.1.2 Content**

- Ferrous
- Non-Ferrous
- Alloys
- Tron
- Steel
- Copper
- Silver
- Aluminium
- Broze
- Brass



- Soft solder
- Zinc

## **17.2 SUB-TOPIC: CHARACTERISTICS OF METAL ( 1 HR. 20 MIN.)**

### **17.2.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) state physical and chemical characteristics of metals
- b) state uses of different metals.

### **17.2.2 Content**

- Characteristics
- Ductility
- Malleability
- Hardness
- Toughness
- Conductivity
- Fusibility
- Brittleness
- Colour
- Magnetism
- Structural construction
- Electrical installation
- Uses of metals
  - coat hanger
  - scoop
  - sufurias
  - handle

## **17.3 SUB-TOPIC: METALWORK HAND TOOLS ( 2 HRS. 36 MIN.) (Types of Hand Tool)**

### **17.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) name and classify some basic metalwork tools
- b) sketch the basic tools used in metalwork
- c) demonstrate how to use some of the basic metalwork hand tools.

### **17.3.2 Content**

- Measuring tools
- Cutting tools
- Marking tools
- Tapping/striking tools

- tinsnips
- cold chisel
- hacksaw
- firm joint and spring calipers
- cross-pein hammer
- engineers try square
- scribe
- steel rule
- pliers

#### **17.4 SUB-TOPIC: METALWORK JOINTS ( 1 HR. 20 MIN.) ( Seams and Edge Treatment )**

##### **17.4.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) name different types of metalwork joints
- b) outline the procedure of making seams
- c) name two methods of edge treatment

##### **17.4.2 Content**

- Lap seam
- Grooved seam
- Folded seam
- Hooking
- Grooving
- Folded edge
- Wired edge

#### **17.5 SUB TOPIC FINISHING OF METAL ITEMS ( 2 HRS. 36 MIN.)**

##### **17.5.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) outline four methods used in finishing metallic items
- b) state reasons for finishing metal articles.

##### **17.5.2 Content**

- Cross filing
- Draw filing
- polishing
- Aesthetic factor
- Durability
- Market value

- Painting
- Bluing

## **18.0 TOPIC: AFRICAN TRADITIONAL MUSICAL INSTRUMENTS ( 2 HRS. 36 MIN.)**

### **18.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify different types of traditional musical instruments
- b) describe the methods of playing various instruments
- c) describe the construction of various types of instruments
- d) classify various types of musical instruments.

### **18.2 Content**

- Traditional musical instruments such as Nyatiti, Kigamba, Obokano, Chimbengele, Bumbumbu, Orutu, Chivoti, Ndurerut
- Methods of playing various instruments such as
  - Construction Plucking, bowing, strumming beating
- Parts of instruments such as strings, resonator, membrane, hollow stems, pipes
- Strings, percussion, wind
- Classification Chordophones, membranophones, aerophones idiophones

## **19.0 TOPIC: ORNAMENTS AND JEWELLERY**

### **19.1 Specific Objectives:**

At the end of the topic, the learner should be able to;

- a) explain the meaning of ornaments and Jewellery
- b) name types of ornaments and Jewellery
- c) state the functions of ornaments and Jewellery
- d) list materials, tools and equipment used in ornament and Jewellery making
- e) make different kinds of beads from locally available materials
- f) use single and double threading technique to make selected ornaments and Jeweller for a specific cultural
- g) use sheet metal and wires to make selected jewellery.

### **19.2 Content**

- Ornaments and Jewellery
  - definitions
  - concepts
- Types of ornaments and jewellery
  - ornaments

- jewellery
- Functions of ornaments and Jewellery
  - individual
  - social-cultural
  - economic/political
- Types of ornaments and Jewellery
  - ornaments
  - jewellery
- Materials tools and equipment
- Making beads
  - locally available materials
  - making and decorating beads
  - Ornaments and Jewellery for a specific cultural activity
    - ornaments
    - jewellery
    - single threading
    - double threading

#### **19.2.1 SUB-TOPIC: DECORATING FORMS ( 1 HR. 20 MIN.)**

##### **19.2.2 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) give the meaning of decorating forms
- b) state the functions of decorated forms
- c) list and explain the techniques used in decorating forms
- d) list materials, tools and technique used in decorating forms
- e) decorate forms for aesthetic and functional values using selected techniques
- f) decorate forms for a specific activity.

##### **19.2.3 Content**

- Meaning of decorated forms
- Functions of decorated forms
  - aesthetics
  - communication
- Techniques used in decorated forms
  - drawing
  - painting
  - printing
  - mosaic
  - collage
  - montage
  - smoking
  - beadwork
  - incising

- engraving
- stamping
- Materials, tools, equipment
- Decorating forms for specific functions
  - religious
  - social
  - political
  - cultural

## **20.0 TOPIC: POTTERY ( 2 HRS. 36 MIN.)**

### **20.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term pottery
- b) state the functions of pottery
- c) list materials, tools, techniques and equipments used in pottery.
- d) prepare clay and store it ready for use
- e) describe the hand building techniques used in pottery.
- f) make clay items using selected pottery making techniques.
- g) state and explain types of firing methods
- h) fire clay items using open firing method.

### **20.2 Content**

- Definitions
- Functions of pottery
- Materials, tools, techniques and equipment
- Preparation of clay
- Storage of clay
- Hand building techniques
  - pinch
  - coil
  - slab
  - ball
- Making clay items using selected techniques
- Types of firing methods
  - open firing
  - closed firing
- Firing clay items using the open firing method

## **20.2.0 SUB-TOPIC: PAPER PICTURES**

### **20.2.1. Specific Objectives**

At the end of the topic, the learner should be able to;

- a) name types of paper pictures

- b) list materials tools and equipment used in paper pictures
- c) name and explain the techniques used in paper pictures
- d) plan and construct make different types of paper pictures. using different techniques.

## **20.2.2 Content**

- Types of paper pictures
  - symmetrical cut out paper pictures
  - symmetrical pasted cut out paper pictures
  - cut out silhouette pictures
  - cut out pasted silhouette pictures
  - cut out scored pasted silhouette picture
- Materials tools and equipment used in paper pictures
- Techniques used in paper pictures – drawing, cutting, tearing, folding and pasting
- Planning and production of paper pictures on given topics/themes using selected techniques

## **21.0 TOPIC: BASKETRY ( 1 HR. 20 MIN.)**

### **21.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term basketry
- b) list materials, tools and equipment used in basketry
- c) name and explain techniques used in basketry
- d) make baskets of functional and aesthetic value using selected techniques.

### **21.2 Content**

- Definitions
- Materials, tools and equipment
- Techniques used in basketry
  - plaiting
  - coil
  - twinning
- Making basketry items of functional and aesthetic value
  - nets
  - baskets
  - costumes

## **21.2.0 SUB TOPIC: SETTING OUT ( 1 HR. 20 MIN.) ( Setting Out a Traditional House ) - (Hut)**

### **21.2.1 Specific Objective**

At the end of the topic, the learner should be able to;  
- outline the procedure of constructing a traditional hut

**21.2.2 Content**

- Centre peg
- Floating peg
- Strings
- Pegs
- Tape measure
- Claw hammer
- Poles

**21.3 SUB-TOPIC: BASIC HAND TOOLS AND EQUIPMENTS  
( 1 HR. 20 MIN.)**

**21.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;  
a) identify basic building tools and equipment  
b) sketch and label the tools and equipment.

**21.3.2 Content**

- Picking mortar
- Plumbness and straightness
- Squareness
- Surface finish
- Formation of definite shapes
- Trowel
- Plumb bob
- Spirit level
- Mason's square
- Mason's hammer
- Brick/block moulds

**21.4 SUB TOPIC: BRICKS ( 1 HR. 20 MIN.)  
( Bricks Manufacture )**

**21.4.1 Specific Objective**

At the end of the topic, the learner should be able to;  
- outline the process of making bricks.

**21.4.2 Content**

- Material, tools and equipment
- Mixing clay
- Moulding
- Drying

- Firing

## **21.5 SUB TOPIC: WALLING ( 1 HR. 20 MIN.)**

### **21.5.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) list the materials used in stretcher bond construction
- b) sketch the stretcher bond.

### **21.5.2 Content**

- Courses
- Patterning
- Stretcher bond
- Blocks
- Bricks
- Stones

## **21.6 SUB TOPIC: FOUNDATIONS ( 2 lessons) ( Types of Foundations )**

### **21.6.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) name three common types of foundations.
- b) sketch the strip, pad and raft (slab) foundations.

### **21.6.2 Content**

- Trenches
- Corner profiles
- Pits
- Leveling
- Types of soils
- Ballast
- Sand
- Cement
- Formwork
- Rammer

## **21.7 SUB-TOPIC: OPENING AND BRIDGING IN WALLS ( 2 HRS. 36 MIN.)**

### **21.7.1 Specific Objectives**



At the end of the topic, the learner should be able to;

- a) name the openings in walls
- b) state and outline the steps in lintel and ring beam construction .

#### **21.7.2 Content**

- Doors
- Windows
- Hatches
- Ventilations
- Lintels
- Ring beam
- Formwork

#### **22.0 TOPIC: PUPPETRY ( 2 HRS. 36 MIN.)**

##### **22.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term puppetry
- b) list materials, tools and equipment used in puppetry.
- c) state types of puppets
- d) design and construct different types of puppets
- e) use puppets in various performances to delivering messages on contemporary issues.

##### **22.2 Content**

- Definition
- Materials tools and equipment
- Types of puppets
  - finger
  - hand glove
  - shadow puppets
- Using puppets in
  - musical performances
  - story telling
  - delivering messages

#### **23.0 TOPIC: PAPER CRAFT ( 2 HRS. 36 MIN. )**

##### **23.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the term paper craft
- b) name and explain materials, tools, equipments, techniques and processes used in paper craft
- c) make paper items using selected techniques.

## **23.2 Content**

- Meaning of paper craft
- Materials, tools and equipment
- Techniques and processes
  - folding
  - tearing
  - cutting
  - curling
  - scoring
  - twisting
  - rolling
- Making of paper items such as:-
  - paper forms
  - paper pictures
  - paper patterns
  - 3D paper forms

## **24..0 TOPIC: METHODOLOGY ( 4 HRS.)**

### **24.1 SUB-TOPIC; METHOD OF TEACHING CREATIVE ARTS**

#### **24.1.1 Specific Objective**

At the end of the topic, the learner should be able to:

- a) state the Primary school level Creative Arts Objectives in relation to the National goals of Education
- b) define the terms, curriculum, syllabus, scheme of work and lesson plan
- c) prepare a Creative Arts, scheme of work, lesson plan
- d) evaluate pupils Creative Arts work using the correct evaluation criteria
- e) plan and conduct/carry out micro teaching lessons.

#### **24.1.2 Content**

- Objective of teaching Creative Arts in Primary School in relation to the National Goals of Education.
- Creative Arts teaching methodology definitions of
  - curriculum
  - syllabus
  - scheme of work
  - lesson plan
- Classroom organization and management
- Evaluation of pupils work
- Carry out micro- teaching lessons in Creative Arts

## **24.0 TOPIC: METHODOLOGY**

### **24.2 SUB-TOPIC: TEACHING METHODS IN TECHNICAL DRAWING**

#### **24.2.1 Specific Objective**

At the end of the topic, the learner should be able to;

a) conduct a technical Drawing lesson.

#### **24.2.2 Content**

- Drawing of lines
- Constructing of angles
- Bisecting of lines
- Handling of drawing instruments
- Constructing shapes in two dimension
- Constructing shapes in three dimension
- Observing models of blocks with hidden and curved features.
- Drawing views in First angle orthographic projection
- Using lines to draw in oblique or isometric.

### **24.3 SUB-TOPIC: TEACHING THEORY LESSON(CRAFT)**

#### **24.3.1 Specific Objective**

At the end of the topic, the learner should be able to;

- Plan, prepare and conduct a theory lesson.

#### **24.3.2 Content**

- Preparation of charts
- Collection of models
- Asking of questions
- Explanations
- Discussions
- Demonstrations and observations
- Instructional notes
- Evaluating
- Summarizing

### **24.4 SUB-TOPIC: TEACHING A PRACTICAL LESSON (ART AND CRAFT)**

#### **24.4.1 Specific Objective**

At the end of the topic, the learner should be able to;

- plan, prepare and conduct a practical lesson.

#### **24.4.2 Content**

- Collecting required materials
- Organizing work groups
- Demonstration of skills
- Application of skills
- Assessment/evaluation of made items
- Cleaning of the working area
- Observation of safety precautions
- Displaying of made items.

### **24.5 SUB-TOPIC: TEACHING METHODS USED IN PICTURE MAKING**

#### **24.5.1 Specific Objective**

At the end of the topic, the learner should be able to;

- a) plan and teach picture making.

#### **24.5.2 Content**

- Definition
- Drawing
- Painting
- Mosaic, collage, montage
- Explanation
- Observation and drawing
- Setting still-life
- Spurring imagination
- Colour mixing
- Brush control
- Demonstration
- Practical application
- Display
- Critique/group evaluation

### **24.6 SUB-TOPIC: METHODS OF TEACHING SCULPTURE**

#### **24.6.1 Specific Objectives:**

At the end of the topic, the learner should be able to;

- a) state and describe the methods used in teaching sculpture

- b) plan and teach sculpture
  - teaching sculpture in the round
  - teaching sculpture in relief
- c) evaluate pupils' work.

#### **24.6.2 Content**

- Observation
- Discussion
- Manipulation
- Demonstration
- Display
- Evaluation

#### **24.7 SUB-TOPIC METHODS OF TEACHING MUSIC**

- Singing

#### **27.7.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- conduct singing lessons.

#### **24.7.2 Content**

- Melodies
- Songs
- Sight singing/reading

#### **24.8 SUB TOPIC: BASIC SKILLS**

##### **24.8.1 Specific Objective**

At the end of the topic, the learner should be able to;

- teach various concepts in basic skills.

##### **24.8.2 Content**

Concepts in basic skills

- Melody
  - key signatures
- Rhythm
  - time signatures

#### **24.9 SUB-TOPIC: MUSICAL INSTRUMENTS**

##### **24.9.1 Specific objective**

At the end of the topic, the learner should be able to ;

- teach skills of playing various musical instruments.

### **24.9.2 Content**

Skills of playing various musical instruments

- Reading notes
- Scales and arpeggi
- Phrasing
- Fingering
- Plucking
- Bowing
- Care of instruments

### **24.10.0 SUB TOPIC: ADJUDICATION**

#### **24.10.1 Specific Objective**

At the end of the topic, the learner should be able to;

- adjudicate various musical performances.

#### **24.10.2 Content**

Adjudication of various musical performances

- Choral music
- Solo singing
- Instrumental solos
- Dances
- Instrumental ensemble
- Orchestra

### **24.11.0 SUB TOPIC: CHORAL TRAINING**

#### **24.11.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- train a choir.

#### **24.11.2 Content:**

Training a choir

- Sight reading
- Reading and writing music
- Sight singing
- Conducting Rehearsals

### **24.12.0 SUB TOPIC: RADIO AUDIO LESSON**

#### **24.12.1 Specific Objective**

At the end of the topic, the learner should be able to;  
- conduct a music audio radio lesson.

#### **24.12.2 Content:**

A music audio radio lesson

- Preparation before the lesson
- Presentation of the lesson
- Conclusion/follow-up activity

### **24.13.0 SUB TOPIC: MICRO – TEACHING**

#### **24.13.1 Specific Objective**

At the end of the topic, the learner should be able to;  
- carry out a micro-teaching lesson.

#### **24.13.2 Content**

Micro – teaching lesson

- Scheming
- Lesson plan
- Lesson notes
- Learning resources
- Class management
- Assessment Skills such as
  - questions
  - reinforcement
- Demonstration
- Recording and replaying the lesson

### **24.14.0 SUB TOPIC: PERFORMING ARTS ( 6 lessons)**

#### **24.14.1 Specific Objective**

At the end of the topic, the learner should be able to;  
- organize musical concerts and, Art and Craft displays.

#### **24.14.2 Content**

Musical concerts, Art and Craft displays

- Choral/solo presentations
- Organization of musical performances
- Musical items
- Drama
- Scripting for drama items such as

- dance, narratives
- Staging
- Decor
- Painting
- Art & Craft exhibition

## **25.0 TOPIC: PERFORMING ARTS**

### **25.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define performing Arts
- b) state functions and importance of performing Arts
- c) participate in presentations of Creative Arts
- d) plan and organize performance and concerts in Creative Arts.

### **25.2 Content**

Definition of performing Arts

- Concept and definition
- Functions and importance
  - entertainment
  - culture
  - creativity/talent
  - education (contemporary issues)
  - communication
- Project and Assignment
- Presentation of items in Creative Arts
  - dramatized dance
  - dance
  - choir
  - staging
  - musicals
  - ensembles
  - art and craft works
  - solos/duets/trios
- planning and organization
  - theme
  - selection
  - date and venue
  - staging
  - displays



- adjudication

## **26.0 TOPIC: PROJECT**

### **26.1 SUB-TOPIC: WOODEN PICTURE FRAME**

#### **26.1.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- plan, measure, mark and cut materials for the construction of a picture frame.

#### **26.1.2 Content**

- Planning
- Measuring
- Marking
- Cutting
- Planning
- Assembling
- Finishing

## **27.0 TOPIC: METALWORK PROJECT**

### **27.1 SUB-TOPIC: COAT HANGER AND JINGLES**

#### **27.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) plan, measure, mark and cut materials for the project
- b) make a coat hanger
- c) make a jingle.

#### **27.1.2 Content**

- Planning
- Measuring
- Marking
- Cutting
- Twisting
- Bending
- Spreading
- Forming
- Finishing

## **SECOND YEAR**

### **1.0 TOPIC: MUSIC IN SOCIETY**

#### **1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- (a) state the role of music in the society
- (b) sing the Kenya National Anthem in Kiswahili and English.

#### **1.2 Content**

- The Kenya National Anthem
- Characteristics (Form, melody and Key)
- Various types of music
  - folk music
  - pop music
  - sacred music
- Role of music in the society
- Role of music in education
- Role of Music in occasions such as national ceremonies, traditional ceremonies, and commercial purposes

### **2.0 TOPIC: BASIC SKILL**

#### **2.1 SUB-TOPIC: MELODY**

At the end of the topic, the learner should be able to;

- a) write major and minor scales
- b) translate melodies from staff to solfa and vice versa
- c) transpose melodies up to an interval of an octave up or down
- d) identify melodies in major and minor keys.

#### **2.2 Content**

- Major scales of C, G, D, F, B $\flat$ , A, E, B, e $\flat$ , A $\flat$ , D $\flat$
- Minor scales of A E B D G F C, B $\flat$  F
- Key signatures
- Translation of solfa to staff and vice versa
- Transposition up to an interval of an octave, up or down

#### **2.1.0 SUB-TOPIC: RHYTHM ( 3 HRS. 20 MIN.)**

##### **2.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) recognise time signatures in given melodies
- b) group notes according to given time signature
- c) use duplets, triplets and syncopation in rhythm and melody writing.

### **2.1.2 Content**

- Time signatures
  - simple duple
  - simple triple
  - simple quadruple
  - compound duple
- Duplets and triplets
- Syncopation

### **2.2.0 SUB-TOPIC: INTERVALS ( 3 HRS. 20 MIN.)**

#### **2.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify intervals up to a perfect octave and their inversions
- b) describe intervals up to perfect octave and their inversions
- c) describe intervals up to a perfect octave and their inversion when sounded
- d) write intervals of up to an octave on staff.

### **2.2.2 Content**

- Intervals in major and minor scales/keys
- Inversion of intervals
- Description of intervals such as major 2<sup>nd</sup>, major 3<sup>rd</sup>
- Methods of identifying written intervals
- Methods of identifying sounded intervals

### **2.3.0 SUB-TOPIC: TRIADS 3 HRS. 20 MIN.)**

#### **2.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) describe primary and secondary triads and their inversions.
- b) write primary and secondary triads and their inversions
- c) identify primary and secondary triads and their inversion when sounded.

### **2.3.2 Content**

- Primary triads and their inversions I IV V

- Secondary triads and their inversions II III VI VII
- Triads in the following keys
  - Major: G D A E F B E
  - Minor: A E B D G F C F C

#### **2.4.0 SUB-TOPIC: AURALS ( 5 HRS. 20 MIN.)**

##### **2.4.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) clap rhythms in simple and compound time
- b) sight sing melodies in simple and compound time
- c) write melodies from dictation
- d) identify rhythm and melodies in simple and compound time.

##### **2.4.2 Content**

- Simple time
- Compound time
- Intervals

#### **2.5.0 SUB-TOPIC: SIGHT SINGING/READING ( 8 HRS.)**

##### **2.5.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) sight sing/read melodies of up to four bars
- b) identify keys and time signatures of given melodies and music pieces.

##### **2.5.2 Content**

- bar melodies with semibreve, dotted minim, minim, dotted crotchet, crotchet, dotted quaver, quaver, semiquaver.
- Melodies in:
  - Major keys C G F A B $\flat$  E $\flat$  D
  - Minor A E D
- Sight reading skills
  - identify key signature
  - identify time signature
  - read ahead

#### **3.0 TOPIC: PRACTICALS ( 8 HRS.)**

##### **3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) sing the Kenya National Anthem
- b) sing various types of songs

- c) perform African traditional dances
- d) play a musical instrument
- e) apply common terms and signs.

### **3.2 Content**

- Kenya National Anthem
- Traditional folk songs
- Western songs such as: Art, parts songs, round
- Cultural group dances
- Topical songs on:
  - child labour
  - HIV and AIDS
  - drug abuse
  - integrity
  - environmental issues
  - human rights
  - gender
  - corruption
- Kenyan traditional instruments
- Western instruments
- Common terms and signs relating to:
  - volume
  - tempo
  - mood

## **4.0 TOPIC: COMPOSITION ( 8 HRS.)**

### **4.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) compose melodies of at least 8 bars
- b) compose melodies to given lyrics
- c) adapt and arrange melodies of traditional African folk songs.

### **4.2 Content**

- Composition of melodies of at least 8 bars in the following
  - major keys: C, G, D, A, E, F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>
- - minor keys: A, E, D, G, B. Note values to be used semibreve, dotted minim, minim, dotted crotchet, crotchet, dotted quaver, quaver, semiquaver.
- Syllabic divisions of words
- Lyrics of songs on various issues such as
  - HIV and AIDS
  - integrity
  - corruption
  - child rights

- drugs abuse
- environmental issues
- human rights
- Setting words to music  
Adaptations and arrangements of African folk songs

**5.0 TOPIC: APPRECIATION 5 HRS. 20 MIN.)**

**5.1 Specific Objective**

At the end of the topic, the learner should be able to ;

- identify characteristics of various types of music.

**5.2 Content**

Western

- Vocal
  - secular
  - sacred
  - ensemble
- Instrumental
  - solo instruments
  - ensemble
  - orchestra

African

- Vocal
  - solo choral
  - call-response
- Instrumental
- Traditional dance
- Instrumentation
- Melodic structure
- Harmonic structure
- Texture
- Form
  - binary
  - ternary
  - strophic
- Mood

**6.0 TOPIC: AFRICAN MUSIC ( 2 HRS. 36 MIN.)**

**6.1 SUB-TOPIC: INFLUENCES ON AFRICAN MUSIC**

**6.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- identify the factors that have influenced African traditional folk

music.

### **6.1.2 Content**

- Changing life styles
- Proximity of different ethnic communities
- Effects of social interactions
- Effects of tourism
- Electronic and print media
- Modern technology
- Impact of alien cultures

### **6.2.0 SUB-TOPIC: AFRICAN TRADITIONAL AND MUSICIANS**

#### **6.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify prominent Kenyan traditional musicians
- b) describe music styles of Kenyan traditional musicians.

#### **6.2.2 Content**

- Musicians such as:
  - Charo Shutu - Coast
  - Ogola Opot - Nyanza
  - William Ingosi - Western
  - David Mwangi - Central
  - Tungu Mamwacha - Nyanza
  - Joshua Omwami - Western
- Sing as they play
- Play instruments to accompany singing
- Antiphonal performance

### **7.0 TOPIC: TEACHING METHODS**

#### **7.1 SUB-TOPIC: CHORAL TRAINING AND ADJUDICATION**

##### **7.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) train a choir
- b) adjudicate various musical performances.

##### **7.1.2 Content**

- Sight singing
- Reading and writing music
- Sight reading
- Conducting
- Rehearsals
- Vocal techniques
- Choral music
- Solo singing
- Dances
- Instrumental solos
- Instrumental ensembles
- Orchestra

## **7.2 SUB-TOPIC: PERFORMING ARTS**

### **7.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- Organize musical concerts and art and craft displays.

### **7.2.2 Content**

- Organizing musical performances
- Musical items
- Drama
- Scripting for drama
- Staging
- Choreography and décor
- Painting

## **7.3.0 SUB-TOPIC: ASSIGNMENTS/PROJECTS**

### **7.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) make and collect resource materials
- b) make use of well known musicians as resource persons
- c) apply research methods on given music topics
- d) make and use musical instruments and costumes.

### **7.3.2 Content**

- Making charts
- Making flashcards
- Cutting newspapers
- Photographs
- Collection of songs and simple music instruments



- Performing music
- Explanations
- Fieldwork
- Visits to music centres
- Collection of information and musical works
- Composition of songs on emerging issues such as:
  - child labour
  - drug abuse
  - HIV/AIDs
  - gender
  - integrity
  - environmental issues

## **8.0 ART**

### **8.1 SUB-TOPIC: PAINTING (5 HRS. 20 MIN.)**

#### **8.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) paint a landscape, seascape and townscape
- b) paint a still-life composition with emphasis on tonal value
- c) paint compositions based on musical themes capturing cultural activities
- d) paint compositions on contemporary issues.

#### **8.1.2 Content**

- Painting a landscape/townscape/seascape
- Still-life painting using tonal value
- Painting compositions on musical and cultural activities
- Painting compositions on contemporary issues

## **9.0 TOPIC: PATTERN MAKING (4 HRS.)**

### **9.1 SUB-TOPIC: MOTIFS**

#### **9.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define a motif
- b) develop motifs from nature and abstract forms
- c) create patterns from the motifs developed using regular repeat, half drop, full drop.
  - Alternate
  - Random

#### **9.1.2 Content**

- Definitions
- Development of motifs in realistic and abstract forms
- Creation of patterns from motif
- Regular repeat
- Half drop
- Full drop
- Alternate
- Random

## **10.0 TOPIC: PRINT MAKING (4 HRS.)**

### **10.1 SUB-TOPIC: BLOCK PRINTING**

#### **10.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define block printing
- b) list materials, tools and equipment
- c) plan and cut a pattern on lino, wood and rubber blocks
- d) print regular repeat patterns using the blocks
- e) print pictorial composition on contemporary issues.

#### **10.1.2 Content**

- Definitions of block printing.
- Materials, tools and equipment.
- Cutting a pattern lino, wood and rubber blocks
- Printing repeat patterns
- Pictorial compositions on contemporary issues such as drug and substance abuse, health issues, integrity.

### **10.2.0 SUB-TOPIC: SCREEN PRINTING**

#### **10.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define screen printing
- b) list materials, tools, equipment, and processes of screen printing
- c) plan and make a picture in one colour using the screen printing technique
- d) decorate dance costumes using the screen printing technique.

#### **10.2.2 Content**

- Definition
- Materials, tools and equipment

- Cutting and registration
- Screen printing and Techniques
- Decorating costumes
- Making a picture in one colour using the screen printing
- Mounting and framing finished work

## **11.0 TOPIC: GRAPHIC DESIGN ( 8 HRS.)**

### **11.1 SUB-TOPIC: IDENTIFICATION SYMBOLS**

#### **11.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define identification symbols
- b) state different types of identification symbols
- c) design and produce identification symbols for specific uses.

#### **11.1.2 Content**

- Defining of identification symbols
- Stating different types of identification symbols
  - emblem
  - logo
  - badge
  - trade mark
  - monogram
  - corporate identity
- Designing and producing identification symbols for specific uses

### **11.2.0 SUB-TOPIC: POSTER DESIGN**

#### **11.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define a poster
- b) list materials, tools and equipment
- c) design and produce a poster for a specific purpose.

#### **11.2.2 Content**

- Defining a poster
- State materials, tools and equipment
- Designing and producing posters for specific purposes;
  - warning
  - advertisement
  - announcement
  - education

## **12.0 BOOK COVER DESIGN AND JACKET DESIGN**

### **12.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the function of a book cover and a jacket
- b) state materials, tools and equipment required
- c) design and produce a book cover and a book jacket on a given title.

### **12.2 Content**

- Stating the function of book/jacket of a book
- Stating materials, tools and equipment used
- Structure
  - front
  - spine
  - back
  - flaps
- Layout, text and illustration

## **12.3.0 SUB-TOPIC: FOLDER/ENVELOPE DESIGN**

### **12.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the concept and function of a folder
- b) state the types of folders
- c) list materials tools and equipment required
- d) design and produce an envelope and a folder for keeping artwork.

### **12.3.2 Content**

- The function of folders
- Stating the types of folders
  - expandable
  - box
  - envelope
  - simple folder
- Materials, tools and equipment
- Folder design
- Format/dimensions
  - front
  - back

- spine
- Layout, text and illustration

### **13.0 MOUNTING AND FRAMING**

#### **13.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the concept and function of mounting and framing
- b) state materials, tools and equipment required
- c) mount art pieces using mat mounting and window mounting
- d) frame art pieces.

#### **13.2 Content**

- Concept and function
- Materials, tools and equipment
- Techniques of mounting and framing
- Mounting and framing of art pieces

### **13.1.0 SUB-TOPIC: DISPLAY AND EXHIBITION**

#### **13.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the meaning and function of display/exhibition
- b) name materials, tools and equipment
- c) outline the criteria for selecting work for display
- d) display finished artwork..

#### **13.1.2 Content**

- Concept and function
- Materials, tools and equipment
- Work selection
- Work display – general guidelines on arrangement of artwork
  - Two dimension work
  - Three dimension work
  - Awaiting of the portfolio folder

### **14.0 TOPIC: SCULPTURE (8 HRS.)**

#### **14.1 SUB-TOPIC: CARVING**

#### **14.1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the meaning of sculpture
- b) define carving in sculpture
- c) state materials, tools and equipment required
- d) carve sculptures in relief and in the round based on topical issues.

#### **14.1.2 Content**

- Concept and meaning
- Materials, tools and equipment
- Characteristics and processes of carving
- Production of sculptures
  - in relief
  - in the round

#### **14.2.0 SUB-TOPIC: MODELLING**

##### **14.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define modelling
- b) list materials, tools and equipment required
- c) model sculptures in relief and in the round on contemporary issues e.g. environmental issues, children's rights, integrity.

#### **14.2.2 Content**

- definition of modelling
- Materials, tools and equipment
- Modelling sculptures on contemporary issues
  - in relief
  - in the round

#### **15.0 TOPIC: POTTERY**

##### **15.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define pottery ceramics
- b) list materials, tools and equipment required
- c) define clay and discuss types and properties
- d) collect and prepare clay ready for use
- e) make clay items using selected hand-building techniques
- f) make a selected kiln
- g) fire clay items.

#### **15.2 Content**

- definition of pottery
- Materials, tools and equipment
- Preparation of clay
- Designing and producing clay items using hand building techniques.
- Firing methods
  - constructing
  - firing clay items

## **16.0 FABRIC DECORATION (6 HRS. 36 MIN.)**

### **16.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the meaning of fabric decoration
- b) list materials, tools and equipment required
- c) state and describe the techniques in fabric decoration
- d) decorate fabrics using selected techniques.

### **16.2 Content**

- meaning of fabric decoration
- Materials, tools and equipment
- Techniques of fabric decoration
  - tie and dye
  - batik
  - printing
    - i) block
    - ii) screen
- Decorating fabrics using a selected technique for a performing art activity
  - tie and dye
  - batik
  - printing
  - combination of techniques

## **17.0 TOPIC: WEAVING (6 HRS. 36 MIN.)**

### **17.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) explain the meaning of weaving
- b) list materials, tools and equipment required
- c) state and describe weaving techniques
- d) describe and give characteristics of some selected looms
- e) construct selected looms
- f) design and produce woven items using selected looms and techniques.

## **17.2 Content**

- Meaning of weaving
- Materials, tools and equipment
- Weaving techniques
  - cross (plain)
  - diagonal (twill)
  - twining
  - ghiordes and knot
- Characteristics of
  - card loom
  - dowel loom
  - frame loom
- Loom construction
- Production of woven items
  - mats
  - costumes

## **3 CRAFT**

### **3.0 TOPIC: TECHNICAL DRAWING**

#### **3.1.0 SUB-TOPIC: ORTHOGRAPHIC PROJECTION ( 4 HRS.)**

##### **3.1.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- draw the plan front and end elevation from a given pictorial diagram

##### **3.1.2 Content**

- Plan
- Front elevation
- End elevation
- Hidden details
- Circular cuts
- Drawing views in 1<sup>st</sup> angle
- Orthographic projection



### **3.2.0 TOPIC: WOODWORK**

#### **3.2.1 SUB TOPIC SAFETY PRECAUTIONS ( 1 HR. 20 MIN.)**

##### **3.2.1.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) state safety precautions to be observed on dressing and handling materials tools and equipment
- b) observe the precaution for a safe working environment.

##### **3.2.1.2 Content**

- Dressing
- Materials
- Tools and equipment
- Sharpening
- Handling of tools
- Overalls
- Dust coats
- Sharpening stones
- Oil and oilcan

#### **3.2.2 SUB TOPIC: MANUFACTURED BOARDS (2 HRS. 36 MIN.)**

##### **3.2.2.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) identify different types of manufactured boards
- b) outline the procedure of making manufactured boards
- c) state the advantages of manufactured boards over timber boards.

##### **3.3 Content**

- Plywood
- Laminated boards
  - blackboard
  - laminboard
  - batten board
- Chipboards
- Softboards
- Handboards
- Veneers
- Logging
- Cutting

- Gluing
- Compacting
- Cooling/trimming

### **3.3.0 SUB-TOPIC: TYPES OF HAND TOOLS ( 2 HRS. 36 MIN.)**

#### **3.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- identify tools used for special operations
- sketch some of the available tools
- state the uses of the tools.

#### **3.3.2 Content**

- Marking sloped joints
- Cutting curves
- Grooving
- Rebating
- Marking
- Shaping
- Zig zag ruler
- Bench vice
- Mortise and marking gauge
- Panel saw
- Coving saw plough plane
- Keyhole saw
- Compass saw
- Nail punch
- Cross – pein hammer
- Pincers
- Rebate plane

### **3.4.0 SUB-TOPIC: TYPES OF JOINTS ( 4 HRS.)**

#### **3.4.1 Specific Objective**

At the end of the topic, the learner should be able to;

- identify further different types of wood joints
- make clear detailed sketches of timber joints.

#### **3.4.2 Content**

- Corner joints
- Lengthening joints
- Widening joints
- Bridle joint
- Doweled joint

- Dowelled joint
- Rebate joint
- Tongue and grooved
- Scarf joint
- Splayed joint
- Splined/feather joint

### **3.5.0 SUB-TOPIC: WOOD FINISHING ( 1 HR. 20 MIN.)**

- Surface preparation
- Finish application

#### **3.5.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) outline procedure of surface preparation.
- b) name three types of wood finishes.
- c) outline procedure of finish application.

#### **3.5.2 Content**

- Smoothing
- Punching nail
- Filling dents
- Dusting the surface
- Thinning
- Linseed oil
- Varnish
- Paint
- Sand pager
- Smoothing plane
- Nail punch

### **4.1.0 TOPIC: METAL WORK**

#### **4.1.1 SUB-TOPIC: FORMS OF METALS 1 HR. 20 MIN.)**

#### **4.1.2 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify metals by observing their cross-sections
- b) select and use the proper metal for its work.

#### **4.2.0 Content**

- Sheet metal
- Round metal bars
- Square metal bars

- Plates
- Flat
- Cross-section
- Pipes

#### **4.2.0 SUB-TOPIC: HAND TOOLS ( 1 HR. 20 MIN.)**

##### **4.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) identify further metalwork tools and state their uses
- b) sketch the tools.

##### **4.2.2 Content**

- Transferring of measurement
- Large circular marking
- Finding centers of cylinders forms of metals
- Finishing surfaces
- Soft soldering
- Files
- Trimmer
- Odd-leg calipers
- Hatchet soldering bit
- Straight soldering bit

#### **4.3.0 SUB-TOPIC: METAL PROCESSES ( 1 HR.20 MIN.)**

- Riveting
- Soft soldering

##### **4.3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) name and sketch different types of rivets
- b) outline the process of riveting
- c) write down the steps followed when soft soldering.

##### **4.3.2 Content**

- Pan head
- Snap head
- Flat head
- Conical head
- Pop rivet
- Bifurcated rivet
- Heating

- Pinning
- Flux
- Solder
- Emery cloth
- Dolly
- Rivet set
- Ball pein hammer

## **5.0 TOPIC: BASIC BUILDING**

### **5.1 SUB-TOPIC; PERMANENT HOUSES ( 2 HRS. 36 MIN.)**

#### **5.1.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) list down materials required when erecting a permanent house from ground level to the roof
- b) list down the tools and equipment used in construction of permanent house.

#### **5.1.2 Content**

- Trenches
- Concrete
- Reinforcement bars
- Site clearing
- Lintels
- Trusses
- Floor slab
- Sketching the cross-section of a permanent house from foundation to roof (FAÇADE).

### **5.2.0 SUB-TOPIC: SETTING OUT A SIMPLE RECTANGULAR ( 1 HR. 20 MIN) ( PERMANENT HOUSE )**

- External perimeter walls
- Foundation trenches

#### **5.2.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) plan a simple rectangular permanent house
- b) set out foundation trenches using the plan.

#### **5.2.2 Content**

- Cutline of the design
- Thickness of the foundation trench
- Profile boards
- Pegs
- Strings
- Mallet
- Hammer
- Mason's square
- Establishing the frontage (Datum)
- Determining the rectangular shape by Pythagoras theorem
- Mason's square
- Checking the diagonals

### **5.3.0 SUB-TOPIC: TOOLS AND EQUIPMENT ( 1 HR. 20 MIN.)**

#### **5.3.1 Specific Objectives**

At the end of the topic, the learners should be able to;  
 - identify further tools used in building construction.

#### **5.3.2 Content**

- Alignment
- Smoothing
- Cutting bricks
- Compacting surfaces
- Demonstrating alignment of walls
- Demonstrating compacting concrete
- Line and pins
- Wood float and steel float
- Brick hammer
- Hoaster
- Rammer

### **5.4.0 SUB-TOPIC: MORTAR AND CONCRETE ( 2 HRS. 36 MIN.)**

#### **5.4.1 Specific Objectives**

At the end of the topic, the learners should be able to;  
 a) batch mortar and concrete materials using the correct ratios  
 b) mix the batched ratios using the correct procedure.

#### **5.4.2 Content**

- Ratios
- Dry mixing
- Wet mixing
- Making crater

- Batching
- Batch box
- Sand
- Cement
- Ballast
- Water

#### **5.5.0 SUB-TOPIC: PRODCUTION OF CONCRETE BLOCKS**

##### **5.5.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) name types of blocks
- b) list down steps followed when making blocks.

##### **5.5.2 Content**

- Materials
- Tools and equipment
- Batching
- Mixing
- Moulding
- Compacting
- Curing
- Load and non-loading blocks
  - block mould
  - rammer

#### **5.6.0 SUB-TOPIC: LAYING THE FOUNDATION**

##### **5.6.1 Specific Objective**

At the end of the topic, the learner should be able to;

- list down the steps followed in laying a foundation.

##### **5.6.2 Content**

- Excavation
- Trench leveling
- Prepare concrete
- Pouring the concrete
- Compacting
- Setting/curving
  - spirit level
  - pegs
  - shovels
  - straight edge
  - rammer

## **5.7.0 SUB-TOPIC: ROOF CONSTRUCTION**

### **5.7.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) name types of common roof shapes
- b) identify members of common roof structures
- c) sketch some of the roof members.

### **5.7.2 Content**

- Flat roof
- Learn-to-roof
- Cable roof
- Hipped roof
  - rafters
  - puolins
  - battens
  - tie Beam
  - struts
  - ridgeboard
  - fasciaboard
  - vergeboard
  - wall plate

## **6.0 TOPIC: PROJECT**

### **6.1.0 SUB TOPIC: WEAVING WOODEN FRAME**

- Squeegee

### **6.1.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) plan, measure, mark and cut required pieces of timber for the project
- b) produce a functional wooden frame and squeegee.

### **6.1.2 Content**

- Planning
- Measuring
- Marking
- Finishing
- Cutting



- Squaring
- Nailing
- Grooving
- Assembling

#### **6.2.0 PROJECT WORK (METAL WORK)**

- Dust Scoop
- Candle holder

#### **6.2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- make functional metalwork its.

#### **6.2.2 Content**

- Making functional metalwork items  
e.g Dust scoop
- Candle holder
  - marking
  - measuring
  - cutting
  - folding
  - bending
  - iron sheets
  - assembly
  - metalwork hand tools

### **7.3.0 TOPIC: BUILDING CONSTRUCTION**

#### **7.3.1 SUB TOPIC: PROJECT WORK ( Building Construction )**

#### **7.3.2 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) construction a stretcher wall using concrete blocks
- b) make a pavement tile using concrete.

#### **7.3.3 Content**

- Preparing working area
- Preparing mortar
- Laying mortar on the surface
- Laying the courses
- Checking plumbness
- Preparing formwork
- Mixing concrete
- Laying concrete

- Compacting
- Curing

## **( MUSIC )**

### **SUGGESTED LEARNING/TEACHING EXPERIENCES**

1. Discussion
2. Singing
3. Clapping
4. Listening
5. Performing in music and dance
6. Visiting music and cultural centres
7. Writing and notating of music
8. Sight reading/singing
9. Aural exercises
10. Responding to drum rhythms
11. Singing melodies from flash cards and charts
12. Dancing
13. Playing instruments
14. Analysing various performances
15. Making costumes and décor
16. Composing melodies for given words
17. Composing words for given melodies
18. Composing melodies
19. Watching video recording
20. Collection of music and dance materials
21. Interviewing traditional and pop musicians
22. Preparing creative art professional teaching material such as schemes of work, lesson plans record of work
23. Microteaching
24. Demonstration
25. Adjudication

### **SUGGESTED LEARNING/TEACHING RESOURCES**

1. Song repertoire
2. Music instruments: - piano, drum, keyboards
3. Paintings
4. Resource persons
5. Audio visual materials
6. Music manuscript paper/books
7. Calligraphic pens
8. Charts
9. Flash cards
10. Recorded music

11. Computer with music programme
12. Set pieces
13. Song books
14. Tablature
15. Costumes
2. Paint
3. Ornaments
4. Printed materials
5. Photographs
6. Rhythmcards
7. Melody cards
8. Pitch pipe
9. Pictures
10. Materials for construction
11. Baton
12. Metronome
13. Sample radio lessons
14. Radio programmes
15. Radio set
16. Primary school pupils
17. Peer group
18. Recording studio
19. Musical items
20. Art/craft items
21. Newspaper cuttings
22. Music manuals
23. Music scores

### **SUGGESTED ASSESSMENT METHODS**

1. Written exercises
2. Aural exercises
3. Oral questions/exercises
4. Analysis of songs
5. Observation
6. Sight singing/reading
7. Rhythmic dictation
8. Melodic dictation
9. Imitation of rhythms
10. Adjudication
11. Listening
12. Assignments
13. Project work
14. Marking
15. Discussion
16. Music/Dance performance
17. Critique and analysis

## **COMMON TERMS AND SIGNS**

### **SPEED/TEMPO**

1. Tempo premo
2. Largo
3. Moderato – moderate speed
4. Allegro – lively i.e. rather fast
5. Adagio – agitated
6. Accelerando (Accel) – gradually faster
7. Andante – at a moderate speed (walking pace)
8. A tempo – resume the original speed
9. Rallentando (rall) – becoming gradually slower
10. Ritenuto (rit) – held back (as to tempo) i.e. slow immediately
11. Prestissimo – as fast as possible

### **VOLUME**

1. Piano (p) – soft
2. Pianissimo (pp) – very soft
3. Forte (f) – loud
4. Forte piano (fp) – loud then soft
5. Mezzo piano (mp) – moderate soft
6. Mezzo forte (mf) – moderate loud
7. Crescendo (cresc) < – becoming gradually louder
8. Diminuendo (dim) > – becoming gradually softer

### **OTHER SIGNS**

1. Da capo (DC) – from the beginning
2. Dal segno (DS) – from the sign
3. Repeat mark sign -
4. Accents - >
5. Staccato (detached) –
6. Decres sign - >
7. Cresc sign - <

### **MOOD**

1. Agitato – agitated
2. Animato – lively
3. Dolce – sweetly

4. Vibrato - vibrating
5. Legato

### **(ART)**

#### **SUGGESTED TEACHING/LEARNING EXPERIENCES**

1. Drawing
2. Painting
3. Defining
4. Creating patterns
5. Discussion
6. Collecting and naming materials
7. Constructing
8. Cutting-out
9. Decorating
10. Mounting
11. Framing
12. Explaining
13. Stating
14. Designing
15. Displaying
16. Outlining
17. Producing and listing
18. Asking and answering questions
19. Preparing
20. Firing
21. Making

#### **SUGGESTED LEARNING RESOURCES**

1. Pencil
2. Crayons
3. Pastels
4. Charcoal
5. Paper
6. Fixatives
7. Water
8. Turpentine
9. Rugs
10. Palettes
11. Brushes
12. Paint
13. Scissors/blades
14. Rollers
15. Lino blocks
16. Wood blocks

17. Rubber blocks
18. Block cutters
19. Inks
20. Printing table
21. Sample artwork
22. Squeegee
23. Varnish/shellac
24. Fabrics
25. Poster colours
26. Ruler
27. Drawing board
28. Geometrical set
29. Tracing paper
30. Containers
31. Pens
32. Sample folder
33. Sticks
34. Glue
35. Cardboard
36. Pieces of wood
37. Pieces of cloth
38. Cutting tools
39. Strings
40. Blu tac
41. Masking tape
42. Display boards
43. Display tables
44. Nails/hammer
45. Stands
46. Racks
47. Finished artwork
48. Pins
49. Wood stone clay
50. Chisel
51. Gouge
52. Mallet
53. Adze
54. Emery
55. Sand paper
56. Wax
57. Papier mache
58. Plaster of paris
59. Jembes
60. Match box
61. Knife
62. rolling pins
63. Wedging wire
64. Sieve
65. Scrappers

66. Pointed objects
67. Fabric dyes
68. Floss
69. Silk screen
70. Blanket
71. Gummed paper
72. Ropes
73. Yarn/thread
74. Strips of cloth
75. Plastic paper
76. Musical instruments

### **ASSESSMENT METHODS**

1. Observation
2. Oral/written tests
3. Discussion
4. Display and critique
5. Comparison
6. Project work
7. Written exercises
8. Oral questions

### **( CRAFT )**

### **SUGGESTED LEARNING/TEACHING EXPERIENCES**

1. Drawing different lines
2. Workshop behaviour
3. Observing parts of timber tree
4. Identifying parts of a tree trunk (cross-section)
5. Noting angle between saw cut and annual rings
6. Stacking
7. Observing and naming defects
8. Demonstrating on use of tools
9. Displaying and classifying woodwork joints
10. Planning timber
11. Assembling using nails, screws and glue
12. Producing functional items
13. Classifying metals
14. Making of metalwork joints
15. Finishing
16. Designing
17. Setting out
18. Compacting concrete

### **SUGGESTED LEARNING/TEACHING RESOURCES**

1. Chart
2. Wooden block
3. Pictures

4. First Aid box
5. Fire extinguishers
6. Cross-cut log
7. Timber defects samples
8. Woodwork tools
9. Timber pieces
10. Nails, screws and glue
11. Samples of metals
12. Wood tools
13. Samples of metals
14. Metalwork tools
15. Samples of metalwork joints
16. Brushes, paint, emery cloth
17. Drawing instruments
18. Building tools
19. Formwork

#### **SUGGESTED ASSESSMENT METHOD**

1. Drawn shapes
2. Written exercise
3. Oral questions
4. Made projects



# **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

## INTRODUCTION

More than ever before there is an increasing global concern that Information and Communications Technology (ICT) be included in teaching and learning at all levels of Education. This is meant to equip people with confidence in a society increasingly affected by the use of computers and related technologies. Primary Teacher Education ICT syllabus has been developed to address these concerns.

ICT will be offered as a service subject at Primary Teacher level of Education. It is intended to equip the learner with general understanding of ICT skills, tools, and devices that may be used to enhance teaching and learning of various subjects in their curriculum.

A number of ICT devices have been discussed but greater emphasis has been laid on computers. In this course the learner is expected to learn ICT as a tool that will facilitate more effective, meaningful and creative handling of teaching and learning.

The syllabus places emphasis on how the computer can be used to carry out different tasks to facilitate teaching and learning. It also introduces simple maintenance skills necessary for solving computer systems related problems. In addition it will also impart knowledge, skills and attitudes to the learner necessary for fitting and adapting to the ever changing computer world. The learner will develop mentally, morally, socially and spiritually, thus laying a firm foundation for further education and training.

This syllabus therefore seeks to answer the question “what technology, skills and concepts is teacher expected to demonstrate to be able to use computers and their related technologies to support the instructional process in their various subject areas?”

Teachers today live in a society where there is immense pressure to address emerging issues. The introduction of Internet, therefore, will particularly be useful as a source of information to teachers in addressing emerging issues such as:

- HIV and AIDS
- Drug Abuse
- Environment
- Gender issues
- Child labour etc

Special Needs Education (SNE) has also been addressed and teachers should make use of the relevant recommended tools. This will make teaching and learning process for the special needs learners more effective.

Various resources and methodologies have been recommended for effective teaching of ICT. In addition the teacher has been provided with recommended assessment methods at all levels in the two year course as well as time allocation for each topic. This will enable them to cover the syllabus effectively within the required time.

## COURSE SUMMARY AND TIME ALLOCATION

### YEAR ONE

TOPIC NO.	TOPIC	SUB-TOPIC	TIME ALLOCATION HOURS
1.0	INTRODUCTON TO COMPUTERS	<ul style="list-style-type: none"> <li>- Definition of a computer</li> <li>- Parts of a computer</li> <li>- Historical development of computers</li> <li>- Classification of computers</li> <li>- Importance of a computer</li> <li>- Areas were computer are used</li> <li>- Safety precautions and practices in a computer laboratory</li> <li>- Hands on skills</li> </ul>	5
2.0	COMPUTER SYSTEM	<ul style="list-style-type: none"> <li>- Structure of a computer systems</li> <li>- Functional organization of the elements of a computer system</li> <li>- Input devices</li> <li>- Central Processing Unit (CPU)</li> <li>- Output devices</li> <li>- Secondary storage Devices and Media</li> <li>- Basic computer set-up and cabling</li> <li>- Classification of software</li> <li>- Criteria for selecting a computer system (specification)</li> </ul>	5
3.0	OPERATING SYSTEMS	<ul style="list-style-type: none"> <li>- Definition of an operating system</li> <li>- Functions of an operating system</li> <li>- Types of operating systems</li> <li>- Organization of Information using an operating system</li> <li>- File management using an operating system</li> <li>- Devices under operating system control</li> <li>- Installation and configuration of an operating system.</li> </ul>	8
4.0	MAINTAINING AND UPGRADING	<ul style="list-style-type: none"> <li>- Connection of basic components of a computer</li> </ul>	

	A COMPUTER	<ul style="list-style-type: none"> <li>- Identifying various parts of the system unit</li> <li>- Hardware installation and configuration</li> <li>- Software installation</li> <li>- Troubleshooting</li> <li>- Computer servicing</li> </ul>	5
5.0	APPLICATION AREAS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)	<ul style="list-style-type: none"> <li>- Definition of ICT</li> <li>- Elements of ICT</li> <li>- Application areas of ICT</li> <li>- Multimedia computer system</li> <li>- Educational software</li> <li>- Special Needs Education (SNE) devices</li> <li>- Impact of ICT on society</li> </ul>	4
6.0	APPLICATION PACKAGES	<ul style="list-style-type: none"> <li>- Definition of an application package</li> <li>- Types of application packages</li> <li>- Installation of application software</li> <li>- Selection of relevant application package</li> </ul>	3
2.4	WORD PROCESSING	<ul style="list-style-type: none"> <li>- Definition of word processing</li> <li>- Purpose of word processing</li> <li>- Using a word processing software</li> <li>- Editing and formatting a document</li> <li>- Creating and editing a table</li> <li>- Creating, sorting and updating a mail merge document</li> <li>- Preparing a document for printing</li> <li>- Importing and inserting object</li> <li>- Practical task/tasks.</li> </ul>	22
		<b>YEAR TWO</b>	
6.2.5	SPREADSHEET	<ul style="list-style-type: none"> <li>- Definition of spreadsheet</li> <li>- components of a spreadsheet</li> <li>- Uses of a spreadsheet</li> <li>- Creating a worksheet/workbook</li> <li>- Cell Data Types</li> <li>- Cell referencing</li> <li>- Basic functions and Formulae</li> <li>- Worksheet formatting</li> <li>- Data management</li> <li>- Charts/graphs</li> <li>- Printing</li> </ul>	16
6.2.6	DATABASES	<ul style="list-style-type: none"> <li>- Definition of a database</li> <li>- Database fundamental</li> </ul>	

		<ul style="list-style-type: none"> <li>- Data organization</li> <li>- Creating a database</li> <li>- Editing a database</li> <li>- Form design</li> <li>- Queries</li> <li>- Reports and labels</li> <li>• Practical Task/Tasks</li> </ul>	30
<b>6.2.7</b>	<b>GRAPHICS AND PRESENTATION SOFTWARE</b>	<ul style="list-style-type: none"> <li>- Definition of presentation software</li> <li>- Purpose of presentation software</li> <li>- Types of presentation software e.g. MS Power Point</li> <li>- Creating a presentation</li> <li>- Formatting presentation</li> <li>- Presentation</li> <li>• Practical Task/Tasks</li> </ul>	6
<b>6.2.8</b>	<b>DESK TOP PUBLISHING (D.T.P)</b>	<ul style="list-style-type: none"> <li>- Definition of Desktop Publishing</li> <li>- Purpose of DTP</li> <li>- Types of DTP software</li> <li>- Designing a Publication</li> <li>- Editing a publication</li> <li>- Formatting a publication</li> <li>- Printing</li> <li>• Practical Task/Tasks</li> </ul>	16
<b>6.2.9</b>	<b>INTERNET</b>	<ul style="list-style-type: none"> <li>- Definition of Internet</li> <li>- Development of Internet</li> <li>- Importance of Internet</li> <li>- Internet Connectivity</li> <li>- Internet services</li> <li>- Accessing Internet</li> <li>- Electronic mail</li> <li>- Moral, social and spiritual issues emerging from the internet</li> <li>• Practical Task/Tasks</li> </ul>	8
<b>7.0</b>	<b>DATA SECURITY AND CONTROL</b>	<ul style="list-style-type: none"> <li>- Definition of data security and privacy</li> <li>- Security Threats and control measures</li> <li>- Computer crimes</li> <li>- Detection and protection against computer crimes</li> <li>- Laws governing protection of ICT</li> <li>• Practical Task/Tasks</li> </ul>	2
		<b>TOTAL</b>	<b>111</b>

8.0 Practical Task

**NOTE:** Each student will be assigned a practical task to perform at the end of each package.

- 9.0 Suggested Teaching Methods
- 10.0 Suggested Teaching/Learning Resources
- 11.0 Suggested Assessments Methods
- 12.0 Grading

## **GENERAL OBJECTIVES**

At the end of the course, the learner should be able to:

1. Appreciate the impact of computer technology in education.
2. Appreciate a computer system.
3. Apply basic skills in the safe use and care of a computer system.
4. Use the computer as a tool to enhance teaching and learning.
5. Identify technologies that can be used to enhance teaching and learning.
6. Appreciate the role of ICT in education.
7. Develop skills in the use of application packages.
8. Acquire a firm base for further education and training.
9. Demonstrate awareness of resources and devices for use by students with special needs.
10. Develop abilities to interact more efficiently with the wider community.
11. Acquire basic knowledge, skills and attitudes necessary for adapting to a fast changing technological world.
12. Develop positive environmental, health and integrity practices.
13. Acquire self-discipline and positive attitude towards ICT.

## **YEAR ONE**

### **1.0 INTRODUCTION TO COMPUTERS**

#### **1.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define a computer
- b) identify the different parts of a computer
- c) explain how computers have developed
- d) classify the various types of computers
- e) explain the importance of a computer
- f) identify areas where computers are used
- g) explain the safety precautions and practices in a computer laboratory
- h) demonstrate basic hands on skills on the use of a computer.

#### **1.2. Content**

1.2.1 Definition of a computer

1.2.2 Parts of a computer

1.2.3 Historical development of computers

1.2.4 Classification of computers

- Physical size
- Functionality
  - Analogue
  - Digital
- Purpose
  - General
  - Specific

1.2.5 Importance of a computer

1.2.6 Areas where computers are used

1.2.7 Safety precautions and practices in a computer laboratory

- Behaviour
- Handling of materials and equipment
- Fire management
- Cabling
- Stable power supply
- Burglar proofing
- Ventilation
- Lab layout
- Dust/damp control
- Lighting
- Standard furniture

1.2.8 Hands-on – skills

- Start-up, restarting booting and shutting-down (booting)
- Key board layout
- Practical keyboard and mouse skills



## **2.0. COMPUTER SYSTEM**

### **2.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) describe the structure of a computer system
- b) explain the functional organization of the elements of a computer system
- c) describe input devices of a computer system
- d) describe the central processing unit (CPU)
- e) describe the output devices of a computer system
- f) describe the types of secondary storage devices and media
- g) explain basic computer set-up and cabling
- h) classify software
- i) apply specification criteria for selecting a computer system.

### **2.2 Content**

#### **2.2.1 Structure of a computer system**

- Input
- Processing
- Output
- Storage

#### **2.2.2 Functional organization of the elements of a computer system**

- Hardware
- Software
- Live-ware

#### **2.2.3 Input devices**

- Keying
- Pointing
- Scanning
- Speech recognition
- Others

#### **2.2.4 Central Processing Unit (CPU)**

- Types of processors
- CPU Architecture
  - control Unit
  - arithmetic and Logic Unit (ALU)
  - main memory/ Primary storage

#### **2.2.5 Output devices**

##### **2.2.5.1 Soft copy output devices**

- Visual Display Unit (VDU)
  - liquid crystal display (LCD)
  - flat panel

- cathode ray tube (CRT)
- Sound output
- 2.2.5.2**      Hardcopy output devices
  - Printers (impact and non-impact)
  - Plotters
- 2.2.6          Secondary storage Devices and Media
  - Fixed e.g. Hard disk
  - Removable e.g.
    - floppy disks
    - tape
    - optical disks (e.g.-CD-ROM, CD-RAM, DVDs)
- 2.2.7          Basic computer set-up and cabling
  - Connecting basic computer components
  - Connecting other computer peripherals
- 2.2.8          Classification of software
- 2.2.8.        Acquisition
  - standard software
  - user developed (in-house)
- 2.2.8.2       Purpose
  - System software
    - firmware
    - networking software
    - operating system
    - utilities
  - Application software
- 2.2.9          Criteria for selecting a computer system (specifications)
- 2.2.9.1       Hardware Considerations
  - Processor speed
  - Memory capacity
  - Warranty
  - Upgrading
  - User needs
  - Costs
  - Compatibility
  - Portability
  - Others

## **2.2.9.2 Software considerations**

- Authenticity
- User needs
- User friendliness
- System requirements
- Cost
- Compatibility
- Portability
- Documentation
- Others

## **3.0 Operating Systems**

### **3.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define an operating system
- b) explain the functions of an operating system
- c) describe types of operating systems
- d) describe how operating systems organize information
- e) manage files using an operating system
- f) identify devices under operating system control
- g) install and configure an operating system.

### **3.2 Content**

3.2.1 Definition of an operating system

3.2.2 Functions of an operating system

- Job scheduling
- Resource control
- Input and output handling
- Memory management
- Error handling
- Interrupt handling

3.2.3 Types of operating systems

3.2.3.1 Number of Users

- Single user
- Multiuser

3.2.3.2 Number of tasks

- single tasking
- multi tasking

3.2.3.3 Interface

- command line
- menu driven interface
- graphical user interface (GUI)

3.2.4	Organization of Information using an operating system
3.2.4.1	Files <ul style="list-style-type: none"> <li>- description of files</li> <li>- types of files</li> <li>- system files</li> <li>- application files</li> </ul>
3.2.4.2	Functions of files <ul style="list-style-type: none"> <li>- storage of data</li> <li>- organization of information</li> </ul>
3.2.4.3	Directories/folders
3.2.4.4	Storage media
3.2.5	File management using an operating system
3.2.5.1	Creating files
<b>3.2.5.2</b>	<b>Manipulating files</b> <ul style="list-style-type: none"> <li>• Viewing files and directories</li> <li>• Changing directories/folders</li> <li>• Creating files/directories</li> <li>• Opening</li> <li>• Editing</li> <li>• Renaming</li> <li>• Finding/searching</li> <li>• Sorting</li> <li>• Copying</li> <li>• Moving</li> <li>• Deleting</li> </ul>
3.2.6	Devices under operating system control
3.2.6.1	Disk management using an operating system <ul style="list-style-type: none"> <li>• Formatting</li> <li>• Partitioning</li> <li>• Defragmentation</li> <li>• Disk Diagnostics/Disk compression</li> <li>• Back-up</li> </ul>
3.2.6.2	Resources under operating system control <ul style="list-style-type: none"> <li>• Processor</li> <li>• Memory</li> <li>• Storage devices</li> <li>• Input/Output devices and ports</li> <li>• Communication devices and ports</li> </ul>
3.2.7	Installation and configuration of an operating system

## **4.0. MAINTAINING AND UPGRADING A COMPUTER**

### **4.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- connect components of a computer
- identify various parts of a System Unit
- perform basic hardware and software installation
- perform troubleshooting
- service a computer.

### **4.2. Content**

#### **4.2.1 Connection of basic components of a computer**

- Cables
- Monitor
- Key board
- UPS
- Mouse
- Other peripheral devices e.g. **modem, printer, scanners**

#### **4.2.2. Identifying various parts of a System Unit**

- Drives
- Mother board
- Memory
- Interface cables
- Silicon chips
- Power Supply Unit
- Add on cards
- Processor

#### **4.2.3 Hardware installation and configuration**

- Add-on cards e.g. network cards, sound cards, modem cards
- Drives
- Memory
- Configuration of Ports

#### **4.2.4. Software Installation**

#### **4.2.4 Troubleshooting**

- Power – On – Self-Test (POST)
- Common hardware problems e.g.
  - computer not starting

- printer not printing
- no visual display
- hanging

#### 4.2.6 Computer Servicing

- Blowing dust
- Maintenance of storage media e.g.
  - cleaning viruses
  - disk compression
  - backup
  - formatting

### 5.0. APPLICATION AREAS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

#### 5.1 Specific Objectives

At the end of the topic, the learner should be able to;

- a) explain the meaning of ICT
- b) identify areas where ICT is applied
- c) operate a multimedia computer system
- d) select and install appropriate educational software packages
- e) identify devices for Special Needs Education
- f) explain the impact of ICT on society.

#### 5.2.0 Content

##### 5.2.1 Definition of ICT

##### 5.2.2 Elements of ICT

- Information technology e.g. computers
- Communication Technology e.g.
  - radio
  - telephone
  - satellite
  - facsimile(fax)

##### 5.2.3. Application Areas of ICT

- Financial Systems e.g.
  - accounting
  - banking
  - payroll
- Retail systems e.g.
  - point of sale (POS)
  - stock control
- Reservations systems e.g.
  - hotels
  - air lines

- Communication systems e.g.
  - fax and telex
  - radio
  - television
  - video conferencing
  - e-mail
  - telecommuting
  - internet
- Education e.g.
  - computer Aided learning(CAL)
  - e-learning
  - computer based simulations(CBS)
  - report cards/progress reports
- Industrial systems e.g.
  - simulation
  - process control
  - computer aided design (CAD)
  - computer aided manufacture (CAM)
- Marketing e.g.
  - e-commerce
  - e-business
- Virtual reality
- Entertainment Systems e.g.
  - computers and movies
  - multi-media
- Transportation systems e.g.
  - air-traffic control
  - shipping control
  - automobile traffic control
- Scientific and Research systems e.g.
  - weather forecasting
  - medical research
  - military/space exploration
- Health Expert Systems
- Offices Expert Systems

#### 5.2.4 Multimedia computer system

- Multimedia Devices
- Selecting a multi-media device
- Connecting appropriate peripheral devices

- 5.2.5 Educational software
  - Criteria for selection
- 5.2.6 Special Needs Education (SNE) devices e.g.
  - Voice recognition
  - Touch screen overlays
  - Braille keyboards and screens
  - Scanners
  - Speech synthesizers
  - Recessed tables
- 5.2.7 Impact of ICT on society

## **6.0. APPLICATION PACKAGES**

### **6.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define an application package
- b) describe types of application software
- c) install an application software
- d) select relevant application packages to solve given problems.

### **6.2 Content**

- 6.2.1 Definition of an application package
- 6.2.2 Types of application packages
- 6.2.3 Tailor made/in house developed
- 6.2.4 Off the shelf e.g.
  - Word processor
  - Spread Sheet
  - Database
  - Graphic and presentation
  - Desktop publishing
  - Internet and E-mail
- 6.2.5 Installation of application software
- 6.2.6 selecting relevant application package



## **6.2.4.0 Word Processing**

### **6.2.4.1 Specific Objectives**

At the end of this topic, the learner should be able to;

- a) explain the term word processing
- b) state the purpose of word processing
- c) use a word processing software
- d) format and edit a document
- e) create and edit a table
- f) create, sort and update a mail/merge document
- g) prepare a document for printing
- h) import and insert objects.

### **6.2.4.2 Content**

6.2.4.3 Definition of word processing

6.2.4.4 Purpose of word-processing e.g.

- Letter preparation
- Reports
- Newsletters
- Others

6.2.4.5 Using a word processing software

- Getting started
- Screen layout
- Running the program
  - create a document
  - save
  - retrieve
  - closing
  - exit

6.2.4.6 Editing and formatting a document

6.2.4.6.1. Editing a document

- Block Options
  - select
  - move
  - copy
  - delete
  - insert and type over
- Find and Replace
  - search/find
  - replace

- Proof-Reading
  - spelling and grammar checking
  - thesaurus
  - auto correct
  - undo and redo

#### 6.2.4.6.2 Formatting a document

- Text Formatting
  - bold
  - italicize
  - underline
  - fonts
  - drop caps
  - change case
  - superscript/subscript
- Paragraph Formatting
  - alignment
  - indenting
  - spacing
  - section breaks
  - bullets and numbering
- Page Formatting
  - layout
  - columns
  - headers/footers
  - head note/footnotes
- Setup
  - margins
  - orientations
  - paper size
  - tabs
- page numbering

#### 6.2.4.7 Creating and Editing a Table

- Create a table
  - rows
  - columns
  - enter data
- Editing rows and columns
- Formatting tables
  - borders
  - shading

- Table conversions
  - convert text to table
  - convert tables to text
  - importing
- Sorting
  - perform calculations
  - insert formulae

#### 6.2.4.8 Creating, sorting and updating a mail merge document

- Create a Main document
- Create/import a Data Source
  - editing
  - saving
  - importing
  - adding information

#### 6.2.4.9 Adding merge fields to a main document

- edit
- save
- Printing ,e-mailing and faxing a merged document
- Preparing and printing labels
- Preparing and printing envelopes

#### 6.2.4.10 Preparing a document for printing

- page setup
- print preview
- print option
- printer selection
- orientation
- page and copies
- print

#### 6.2.4.11 Import and Insert Objects

- Types of objects
  - drawing
  - pictures
  - charts
- Inserting an object
  - an Import e.g. disket
  - a Drawing
- Editing graphical objects
  - updating
  - resizing
  - enhancing

#### **6.2.4.12 Practical Task/Tasks**

## **YEAR TWO**

### **6.2.5.0 SPREADSHEET**

#### **6.2.5.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term spreadsheet
- b) describe the components of a spreadsheet
- c) state the purpose of a spreadsheet
- d) create and edit a worksheet
- e) explain different cell data types
- f) apply cell referencing
- g) apply functions and formulae
- h) apply data management skills
- i) format a worksheet
- j) apply charting and graphing skills
- k) print worksheets and graphs.

#### **6.2.5.2 Content**

##### **6.2.5.3 Definition of spreadsheet**

##### **6.2.5.4 Components of a spreadsheet**

- Worksheet
- Database
- Graphs

##### **6.2.5.5 Uses of a spreadsheet**

- Statistical analysis
- Accounting
- Data management
- Forecasting e.g. 'what if' analysis
- Scientific application
- Any Other

##### **6.2.5.6 Creating a worksheet/workbook**

- Getting started
- Worksheet layout
- Running the program
  - create a worksheet
  - edit a cell entity
  - save
  - retrieve
  - close a worksheet
  - exit from spreadsheet

#### 6.2.5.7 Cell Data Types

- Labels
- Values
- Formulae
- Functions

#### 6.2.5.8 Cell referencing

- Absolute referencing
- Relative referencing

#### 6.2.5.9 Basic Functions and Formulae

##### 6.2.5.9.1 Functions

- statistical (average, count, max, min)
- logical (If, count-if, sum-if)
- mathematical (Sum, Product, Div)

##### 6.2.5.9.2 Arithmetical formulae (using operators e.g. +, -, /, \*)

#### 6.2.5.10 Worksheet formatting

- Text
- Numbers
- Rows and columns
- Global

#### 6.2.5.11 Data Management

- Sorting
- Filtering
- Total/subtotals function
- Forms

#### 6.2.5.12 Charts/graphs

- Types
- Data ranges
- Labels
- Heading and titles
- Legends

#### 6.2.5.13 Printing

- Page set up
- Print preview
- Print options
  - select printer
  - worksheet/workbook
  - orientation
  - pages and copies
- Print

#### 6.2.5.14 *Practical Task/Tasks*

## **6.2.6.0 DATABASES**

### **6.2.6.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define a database
- b) explain the fundamentals of database
- c) explain data organization in a database
- d) create a database
- e) edit a database
- f) design a form
- g) apply basic concepts of queries
- h) create reports and labels
- i) print queries, forms and reports.

### **6.2.6.2 Content**

#### 6.2.6.3 Definition of a database

#### 6.2.6.4 Database fundamental

- Traditional filing methods
- Functions of databases
- Types of database models
- Database software
- Features of a database

#### 6.2.6.5 Data Organization

- Characters
- Character types
- Fields
- Records
- Files
- Database

#### 6.2.6.6 Creating a database

- Design database structure
- Field properties and data types
- Key fields and indexes
- Data entry

#### 6.2.6.7 Editing a database

- Modify structure
- Updating database

#### 6.2.6.8 Form design

- Form layout
- Data manipulation

- Formatting fields
- Print forms

#### 6.2.6.9 Queries

- Create
- Update
- View
- Print Queries

#### 6.2.6.9 Reports and labels

- Layout
- Creating
- Modifying
- Sorting and grouping
- Labels
- Print reports and labels

#### **6.2.6.11 Practical Task/Tasks**

### **6.2.7.0 GRAPHICS AND PRESENTATION SOFTWARE**

#### **6.2.7.1 Specific Objectives**

At the end of the topic, the learners should be able to;

- a) define presentation software
- b) state the purpose of presentation software
- c) identify types of presentation software
- d) create a presentation
- e) format a presentation
- f) produce a presentation.

#### **6.2.7.2 Content**

6.2.7.3 Definition of Presentation software

6.2.7.4 Purpose of presentation software

6.2.7.5 Types of presentation software e.g Ms PowerPoint

6.2.7.6 Design a presentation

- Layout design
- Inserting objects
- Enter text
- Data entry

6.2.7.7 Formatting presentations

- Edit slides
- Apply special effects

6.2.7.8 Presentation

- hard copy- print out slides
- softcopy- view

6.2.7.9 *Practical Task/Tasks*

**6.2.8.0 DESKTOP PUBLISHING (DTP)**

**6.2.8.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term desktop publishing
- b) state the purpose of DTP
- c) identify types of DTP software
- d) design a publication
- e) edit a publication
- f) format a publication
- g) print a publication.

**6.2.8.2 Content**

6.2.8.3 Definition of the term desktop publishing

6.2.8.4 Purpose of DTP

- Graphic design
- Page layout design

6.2.8.5 Types of DTP software

- Graphical based e.g.
  - coreldraw
  - photoshop
- Text based e.g.
  - ms publisher
  - page maker

6.2.8.6 Designing a Publication

- Types of publications
- Screen layout
- Setting up a publication
- Manipulating text and graphics



6.2.8.7 Editing a publication

6.2.8.8 Formatting a Publication

- Text
- Graphics

6.2.8.9 Printing

- Page set up
- Print options

6.2.8.10 *Practical Task/Tasks*

**6.2.9.0 INTERNET**

**6.2.9.1 Specific Objectives**

At the end of the topic, the learner should be able to;

- a) define the term internet
- b) explain the development of internet
- c) explain the importance of internet
- d) describe internet connectivity
- e) identify internet services
- f) access internet
- g) use e-mail facilities
- h) state the moral, social and spiritual issues that may emerge

**6.2.9.2 Content**

6.2.9.3 Definition of Internet

6.2.9.4 Development of Internet

6.2.9.5 Importance of Internet

6.2.9.6 Internet Connectivity

- Telecommunication facilities
- Modems
- Internet Service Providers (ISP)
- Internet software

6.2.9.7 Internet services e.g.

- Electronic mail (e-mail)
- World Wide Web (www)
- Electronic commerce (e-commerce)
- Electronic learning (E-learning)

#### 6.2.9.8 Accessing Internet

- Log-in
- Surf/browse
- Search engines and hyperlinks
- Downloading information on emerging issues e.g.
  - hiv and aids
  - drug and substance abuse
  - environmental issues

#### 6.2.9.9 Electronic Mail (e-mail)

- Meaning of e-Mails
- e-mail software
- Requirements for connectivity

#### 6.2.9.10 Moral, Social, and Spiritual issues emerging from the internet

#### 6.2.9.11 *Practical Task/Tasks*

### 7.0.0 Data Security and Control

#### 7.1.0 Specific Objectives

At the end of the topic, the learner should be able to;

- a) define the terms data security and privacy
- b) identify security threats on ICT and possible control measures
- c) identify types of computer crimes
- d) detect and protect identified computer crimes
- e) discuss laws governing protection of Information and Communication Technology.

#### 7.2.0 Content

##### 7.2.1 Definition of data security and privacy

##### 7.2.2 Security Threats and control measures

- Threats e.g.
  - virus
  - unauthorized access
  - computer errors and accidents
  - theft
  - any other
- Control any other measures e.g.
  - anti-virus software
  - pass word
  - user access levels
  - backups

- 7.2.3 Computer Crimes e.g.
- trespass
  - hacking
  - tapping
  - cracking
  - piracy
  - fraud
  - sabotage
  - alteration
- 7.2.4 Detection and protection against computer crimes
- audit trail
  - data encryption
  - log files
  - fire walls

7.2.5 Laws governing protection of ICT.

7.2.6 ***Practical Task/Tasks***

## **8.0 PRACTICALS**

### **8.1 Specific objectives**

At the end of the course, the learner should be able to;

- a) demonstrate creativity and innovativeness in using ICT to enhance teaching and learning
- b) use computer systems to provide solutions to problems within the school setup to enhance teaching and learning
- c) impact ICT knowledge to the society.

### **8.2 Content**

8.2.1 Demonstrating creativity and innovativeness using ICT to enhance teaching and learning.

8.2.2 Using the computer systems to solve problems e.g.

- Improving filing system
- Record keeping
- Teaching and learning
- Communication
- School management

8.2.3 Using ICT knowledge in society e.g.

- Keeping records
- Communication – e-mail
- Learning - internet
- business

## **SUGGESTED TEACHING METHODS**

- Lectures
- Practicals
- Demonstrations
- Discussions
- Educational visits
- Questions and Answers
- Hands-on activities
- Computer aided learning (e..g. Typing tutor, training tutors.)

## **SUGGESTED TEACHING/LEARNING RESOURCES**

- Relevant reference materials (e.g. Books , Manuals)
- Internet
- Journals/Newspapers
- On-Line-Help
- Visual and Audio aids
- Realia

## **SUGGESTED ASSESSMENT METHODS**

The following mode of assessment and grading is recommended

- Hands on activities which should consists of:
- Practical exercises
  - mid-term quiz,
  - end term exams
  - end of exam
- Theory
- Assignments

## **GRADING**

- Consists of the average of the yearly grade and be graded as follows ;
  - 70% - 100% A
  - 60% - 69% B
  - 50% - 59% C
  - 40% - 49% D
  - Below 40% Fail

## **CLASSIFICATION OF THE FINAL AWARD**

Distinction	70% and above
Credit	60% - 69%
Pass	40% - 59%