



ZIMBABWE

**MINISTRY OF PRIMARY AND SECONDARY
EDUCATION**

INDIGENOUS LANGUAGES SYLLABUS

FORMS 1 – 4

2023 – 2030

Curriculum Development Unit

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Harare

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	2
1. PREAMBLE	4
1.1 Introduction	4
1.2 Rationale	4
1.3 Summary of content	4
1.4 Assumptions	5
1.5 Cross-cutting themes	5
2. PRESENTATION OF THE SYLLABUS	5
3. AIMS	5
4. SYLLABUS OBJECTIVES	6
5. METHODOLOGY AND TIME ALLOCATION	7
5.1 Methodology	7
5.2 Time allocation	8
6. SYLLABUS TOPICS	8
7. SCOPE AND SEQUENCE	9
8. COMPETENCE MATRIX	Error! Bookmark not defined.
9. ASSESSMENT	Error! Bookmark not defined.
9.1 ASSESSMENT OBJECTIVES	Error! Bookmark not defined.
9.2 ASSESSMENT MODEL	Error! Bookmark not defined.
9.2.1 SCHEME OF ASSESSMENT	Error! Bookmark not defined.
9.2.2 LEARNER PROFILING	Error! Bookmark not defined.

1.0 PREAMBLE

1.1 Introduction

The Indigenous Languages Forms 1 - 4 syllabus is a progression from the Junior Syllabus. It promotes the development of language skills to enhance communication and instill indigenous values and norms. The syllabus intends to develop the linguistic skills of listening/observing, speaking/signing, reading and writing/brailing as well as cognitive, technical, digital, socio-emotional and other 21st Century skills necessary for life and learning. The teaching and learning of visual, manual and tactile skills is emphasised to foster inclusivity. This heritage- based syllabus is intended for use by both formal and non-formal learners in the development of individuals who conform to the norms and values of their culture (Ubuntu/Unhu/Vumunhu).

1.2 Rationale

The syllabus aims to promote heritage-based education by developing learners' proficiency in Indigenous Languages. It seeks to preserve cultural heritage, empower learners to value their linguistic roots and foster critical thinking, creativity and problem-solving skills. Through a comprehensive and inclusive approach, learners will develop listening/observing, speaking/signing, reading and writing/brailing skills in indigenous languages, explore cultural significance and historical context and apply these to economic development through entrepreneurship.

1.3 Summary of content

The Forms 1 – 4 Indigenous Languages syllabus focuses on the development of macro linguistic skills of listening/ observing, speaking/ signing, reading and writing/ brailing. The syllabus also promotes the 21st century skills such as problem solving, creativity, critical thinking, innovation, teamwork, digital skills, self- control and research. These skills will be developed through the following topics: Comprehension and Summary, Composition, Language Usage, Language Structures and Literature.

NB: The linguistic skills are developed using the topics. They are not taught in isolation but complement each other.

1.4 Assumptions

It is assumed that learners:

- are able to communicate in an Indigenous Language
- are motivated to learn Indigenous Language
- have an appreciation of tangible and intangible heritage
- have been exposed to creative writing
- have knowledge of ICT

1.5 Cross-cutting themes

The following are some of the crosscutting themes that have to be taken into consideration in the teaching and learning of Indigenous Languages in Forms 1 – 4:

- Health and wellness
- Disaster risk, reduction and management
- Climate change
- Information Communication Technology
- Entrepreneurship
- Environmental management

2.0 PRESENTATION OF THE SYLLABUS

The Forms 1 - 4 Indigenous Languages syllabus is presented as one document. It contains the introduction, aims, objectives and syllabus topics as well as the scope and sequence, competence matrix and assessment. The syllabus also suggests resources and methods to be used in the teaching and learning process.

3.0 AIMS

The syllabus aims to enable learners to:

- 3.1** acquire skills of listening/observing, speaking/signing, reading, writing/brailing as well as visual, tactile and other 21st century skills for different purposes
- 3.2** develop a life-long reading culture in Indigenous Language for personal enjoyment, cultural appreciation, economic empowerment and national identity
- 3.3** appreciate their national heritage and culture to strengthen Ubuntu/Unhu/Vumunhu, cultural etiquette, self identity, sense of belonging and cross-cultural understanding
- 3.4** expose learners to ideological, social, political, economic, scientific and technological experiences in literary works for application in real life
- 3.5** develop problem solving skills on emerging and prevailing cross-cutting themes using their tangible and intangible heritage
- 3.6** create wealth using Indigenous Languages

4.0 SYLLABUS OBJECTIVES

Learners should be able to:

- 4.1** locate detail and answer comprehension questions based on given texts
- 4.2** plan, organize and write different types of compositions displaying knowledge and understanding of a variety of issues
- 4.3** construct, spell and punctuate words, phrases and sentences correctly
- 4.4** summarise whole or part of texts
- 4.5** complete, interpret and use figurative language correctly
- 4.6** explain the construction of various grammatical structures
- 4.7** explain ideas and issues raised in texts
- 4.8** identify moral lessons from texts
- 4.9** discuss contextual and crosscutting themes in texts
- 4.10** identify literary techniques used in texts
- 4.11** describe actions, feelings, motives, roles and qualities of characters in texts
- 4.12** relate literary works to personal, social, political and economic experiences

- 4.13** display tolerance, moral understanding, self-pride, sense of belonging and cultural etiquette
- 4.14** communicate in a style and register appropriate to the subject matter
- 4.15** analyse heritage, cultural aspects and practices portrayed in literary works
- 4.16** earn a living through production of creative works

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

In the teaching and learning of Indigenous Languages at Forms 1 - 4, the Communicative Approach is recommended. Learning should be enquiry based and flipped approaches must be employed while emphasising inclusivity. Learners should be exposed to more than one method in a lesson. The following learner centred methods are suggested:

- Discovery method
- Research
- Project
- Debate
- Dramatising
- Discussion
- Question and answer
- Seminar
- Case study
- Internship
- Problem solving
- Experiential learning
- Arts based learning
- Educational tours
- Story telling
- Group work
- Games, songs and poetry

- Quiz
- Information Communication Technology

5.2 Time allocation

For the successful implementation of this syllabus, at least 6 periods of 35 minutes each per week are recommended. This is inclusive of one double period.

6.0 SYLLABUS TOPICS

- Comprehension and summary
- Composition
- Language usage
- Language structures
- Literature

7.0 SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
COMPREHENSION AND SUMMARY	<ul style="list-style-type: none"> • Stories, poems, graphs, pictures, maps • Inference of words and phrases • Cross cutting and emerging issues • Summary 	<ul style="list-style-type: none"> • Stories, poems, graphs, pictures, maps • Inference of words and phrases • Cross cutting and emerging issues • Summary 	<ul style="list-style-type: none"> • Stories, poems, graphs, pictures, maps • Inference of words and phrases • Cross cutting and emerging issues • Summary 	<ul style="list-style-type: none"> • Stories, poems, graphs, pictures, maps • Inference of words and phrases • Cross cutting and emerging issues • Summary
COMPOSITION	<ul style="list-style-type: none"> • Different types of compositions <ul style="list-style-type: none"> – narrative – descriptive – speech – reports – letters (formal and informal) – dialogue – e-mail 	<ul style="list-style-type: none"> • Different types of compositions <ul style="list-style-type: none"> – narrative – descriptive – speech – reports – letters (formal and informal) – dialogue – e-mail 	<ul style="list-style-type: none"> • Different types of compositions <ul style="list-style-type: none"> – narrative – descriptive – speech – reports – letters (formal and informal) – dialogue – e-mail 	<ul style="list-style-type: none"> • Different types of compositions <ul style="list-style-type: none"> – narrative – descriptive – speech – reports – letters (formal and informal) – dialogue – e-mail

	<ul style="list-style-type: none"> • Structure of compositions • Punctuation and orthographic accuracy • Style of writing • Creative writing 	<ul style="list-style-type: none"> • Structure of compositions • Punctuation and orthographic accuracy • Style of writing • Creative writing 	<ul style="list-style-type: none"> • Structure of compositions • Punctuation and orthographic accuracy • Style of writing • Creative writing 	<ul style="list-style-type: none"> • Structure of compositions • Punctuation and orthographic accuracy • Style of writing • Creative writing
LANGUAGE USAGE	<ul style="list-style-type: none"> • Figurative expressions <ul style="list-style-type: none"> -proverbs -idioms -idiophones -similes -metaphors • Sense relations <ul style="list-style-type: none"> -antonyms -synonyms -homographs • Numbers in indigenous language 	<ul style="list-style-type: none"> • Figurative expressions <ul style="list-style-type: none"> -proverbs -idioms -idiophones -similes -metaphors • Sense relations <ul style="list-style-type: none"> -antonyms -synonyms -homographs • Numbers in indigenous language 	<ul style="list-style-type: none"> • Figurative expressions <ul style="list-style-type: none"> -proverbs -idioms -idiophones -similes -metaphors • Sense relations <ul style="list-style-type: none"> -antonyms -synonyms -homographs • Numbers in indigenous language 	<ul style="list-style-type: none"> • Figurative expressions <ul style="list-style-type: none"> -proverbs -idioms -idiophones -similes -metaphors • Sense relations <ul style="list-style-type: none"> -antonyms -synonyms -homographs • Numbers in indigenous language
LANGUAGE STRUCTURE	<ul style="list-style-type: none"> • Parts of speech <ul style="list-style-type: none"> -nouns -pronouns -qualificatives • Construction of nouns 	<ul style="list-style-type: none"> • Parts of speech <ul style="list-style-type: none"> -nouns -pronouns -qualificatives • Construction of nouns and pronouns 	<ul style="list-style-type: none"> • Parts of speech <ul style="list-style-type: none"> -nouns -pronouns -qualificatives -verbs -adverbs -copulatives -conjunctives -questions • Construction of all parts of speech 	<ul style="list-style-type: none"> • Parts of speech <ul style="list-style-type: none"> -nouns -pronouns -qualificatives -verbs -adverbs -copulatives -conjunctives -questions • Construction of all parts of speech

LITERATURE	<ul style="list-style-type: none"> • Genres of literature; prose, poetry, drama • Indigenous knowledge systems (orature) • Title and author • Setting • Plot and sub-plots • Characterisation • Lessons in texts • Themes 	<ul style="list-style-type: none"> • Title and author • Setting • Plot and sub-plots • Characterisation • Lessons in texts • Themes • Conflicts and conflict management 	<ul style="list-style-type: none"> • Title and author • Setting • Plot and sub-plots • Characterisation • Lessons in texts • Themes and sub-themes • Literary techniques in texts • Conflicts and conflict management • Significance of literature in society 	<ul style="list-style-type: none"> • Title and author • Setting • Plot and sub-plots • Characterisation • Lessons in texts • Themes and sub-themes • Literary techniques in texts • Conflicts and conflict management • Significance of literature in society
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INDIGENOUS LANGUAGES SYLLABUS 17-2020

8.0 COMPETENCE MATRIX

FORM 1

COMPREHENSION AND SUMMARY

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> • read stories, poems, graphs, pictures and maps • retell stories and poems • answer questions on stories, poems, graphs, pictures and maps • infer contextual meanings of words and phrases • relate texts to the social reality, cultural values and heritage 	<ul style="list-style-type: none"> • Stories • News • Songs • Poems • Letters • Plays • Folktales • Words and phrases • Cross cutting and emerging issues 	<ul style="list-style-type: none"> • Listening to various texts • Reading intensively for comprehension • Discussing cross cutting themes and emerging issues raised in news, stories, poems, plays and folktales • Deducing information from graphs, pictures and maps • Answering questions from stories, poems, graphs, pictures and maps • Inferring contextual meanings of words and phrases from texts read 	<ul style="list-style-type: none"> • ICT tools • Newspapers • Magazines • Work cards • Dictionary • Puzzles • Braille books • Large print books • Talking books

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> Relating texts to the social reality, cultural values and heritage 	
Summary	<ul style="list-style-type: none"> read for comprehension follow the rules of summary writing identify main points from texts summarise texts 	<ul style="list-style-type: none"> Stories News Songs Poems Letters Plays Folktales 	<ul style="list-style-type: none"> Reading for comprehension Discussing rules of summary writing Writing general and guided summaries Identifying main points in texts Summarising various texts 	<ul style="list-style-type: none"> ICT tools Newspapers Magazines Work cards Dictionary Puzzles Braille books Large print books Talking books

COMPOSITION

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Types of compositions	<ul style="list-style-type: none"> differentiate types of compositions write different types of compositions discuss cross cutting themes and emerging issues 	<ul style="list-style-type: none"> Compositions: <ul style="list-style-type: none"> narrative descriptive speech report letters (formal and informal) dialogue 	<ul style="list-style-type: none"> Identifying different types of compositions Discussing cross-cutting themes and emerging contemporary issues Researching on cross-cutting themes and emerging contemporary issues 	<ul style="list-style-type: none"> ICT tools Print media Work cards Letters Model compositions Charts Braille books

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> - e-mail • Cross-cutting themes • Emerging and contemporary issues 	<ul style="list-style-type: none"> • Role playing emerging and contemporary issues • Reading a variety of model compositions • Writing different types of compositions 	<ul style="list-style-type: none"> • Large print books • Resource persons
Structure of composition	<ul style="list-style-type: none"> • discuss the elements of an introduction, body and conclusion • write relevant introductions • sequence paragraphs in a chronological and coherent order • write well-structured compositions 	<ul style="list-style-type: none"> • Introductions • Paragraphs <ul style="list-style-type: none"> - topic sentence - developers - unity of ideas - chronological sequence in time and space • Conclusion • Dialogue • Letters (formal and informal) 	<ul style="list-style-type: none"> • Outlining the structure of compositions • Discussing the elements of an introduction, body and conclusion • Discussing characteristics of a relevant introduction • Sequencing paragraphs in chronological and coherent order • Writing well-structured compositions • Discussing the structure of formal and informal letters • Writing dialogues • Reading sample compositions 	<ul style="list-style-type: none"> • ICT tools • Charts • Model compositions • Braille books • Large print books • Print media
Orthographic accuracy	<ul style="list-style-type: none"> • spell words accurately • observe rules of word division • punctuate sentences 	<ul style="list-style-type: none"> • Spellings • Word division • Punctuation • Sentence construction 	<ul style="list-style-type: none"> • Spelling words • Observing rules of word division 	<ul style="list-style-type: none"> • ICT tools • Braille books • Charts • Magazines

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> Constructing well-structured sentences Punctuating sentences 	<ul style="list-style-type: none"> Newspapers Word cards Sentence strips Talking books Large print books Resource persons Dictionary
Style of writing	<ul style="list-style-type: none"> apply figurative expressions in writing` apply different styles of writing use appropriate register to the subject 	<ul style="list-style-type: none"> Figurative expressions First person narrative Third person narrative Flashback Appropriate register 	<ul style="list-style-type: none"> Discussing various figurative expressions Researching on figurative expressions Applying figurative expressions in writing Researching different styles of writing Using different styles of writing Discussing appropriate registers to different subject matter Taking part in writing competitions Showcasing compositions on stage 	<ul style="list-style-type: none"> ICT tools Large print books Braille books Novels Newspapers Magazines Talking books Model compositions
Creative writing	<ul style="list-style-type: none"> identify different forms of creative writing 	<ul style="list-style-type: none"> Stories Poems 	<ul style="list-style-type: none"> Discussing different forms of creative writing 	<ul style="list-style-type: none"> ICT tools

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> create stories, poems, songs, cartoons and plays showcase creative work 	<ul style="list-style-type: none"> Songs Cartoons Plays Crosscutting themes Emerging issues Copyrights 	<ul style="list-style-type: none"> Creating stories, poems, songs, cartoons and plays Researching on copyright issues Writing a variety of creative work Showcasing creative work Attending arts festivals 	<ul style="list-style-type: none"> Large print books Braille books Novels Newspapers Magazines Talking books Model compositions School on the shop floor

LANGUAGE USAGE

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Figurative expressions	<ul style="list-style-type: none"> give meanings of figurative expressions complete figurative expressions use figurative expressions in sentences 	<ul style="list-style-type: none"> Figurative expressions <ul style="list-style-type: none"> idioms proverbs similes idiophones metaphors 	<ul style="list-style-type: none"> Identifying figurative expressions Using figurative expressions in sentences Completing figurative expressions Researching on figurative expressions Applying figurative expressions in creative work 	<ul style="list-style-type: none"> Charts ICT tools Jaws software Resource persons Large print books Braille books Reference books Newspapers Library books

Sense Relations	<ul style="list-style-type: none"> • give sense relations for provided words • use sense relations in context 	<ul style="list-style-type: none"> • Sense relations: <ul style="list-style-type: none"> – Homographs – Synonyms – Antonyms 	<ul style="list-style-type: none"> • Identifying sense relations • Constructing sentences using selected words • Explaining sense relations • Discussing sense relations • Playing language games • Quiz 	<ul style="list-style-type: none"> • Charts • ICT tools • Jaws software • Resource persons • Large print books • Braille books • Reference books • Newspapers • Library books
Numbers in Indigenous Language	<ul style="list-style-type: none"> • count in indigenous language • use numbers in Indigenous Language in sentences • conduct transactions using numbers in Indigenous Language 	<ul style="list-style-type: none"> • Numbers <ul style="list-style-type: none"> -hundreds -thousands -millions 	<ul style="list-style-type: none"> • Counting in indigenous language • Using numbers in Indigenous Language in sentences • Role playing transactions using numbers in Indigenous Language 	<ul style="list-style-type: none"> • ICT tools • Games • Charts • Work cards • Newspapers • Exchange rate tables • Talking books • Large print • Braille books

LANGUAGE STRUCTURE

TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Parts of speech	<ul style="list-style-type: none">• identify different parts of speech• use parts of speech in context• explain the construction of nouns	<ul style="list-style-type: none">• Parts of speech<ul style="list-style-type: none">-nouns-pronouns-qualificatives• Construction of nouns	<ul style="list-style-type: none">• Identifying parts of speech• Using parts of speech in context• Constructing nouns• Researching on parts of speech	<ul style="list-style-type: none">• ICT tools• Charts• Dictionaries• Work cards• Reference books• Braille books• Talking books• Large print books• Games

LITERATURE

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Background to the study of literature	<ul style="list-style-type: none"> explain literature discuss the importance of literature in society identify the different genres of literature 	<ul style="list-style-type: none"> Definition of literature Importance of literature Genres of literature <ul style="list-style-type: none"> poetry prose drama 	<ul style="list-style-type: none"> Researching on the definitions of literature Discussing the importance of literature Identifying different genres Reciting poems Dramatising Creating literature of different genres 	<ul style="list-style-type: none"> ICT tools Print media Dictionaries Audio books Braille books Talking books Resource persons Set books
Indigenous Knowledge Systems	<ul style="list-style-type: none"> explain Indigenous Knowledge Systems (orature) discuss the significance of Indigenous Knowledge Systems identify different forms of orature 	<ul style="list-style-type: none"> Folktales Songs Riddles Games Myths and taboos 	<ul style="list-style-type: none"> Researching on Indigenous Knowledge Systems Explaining Indigenous Knowledge Systems (orature) Discussing the significance of Indigenous Knowledge Systems Identifying different forms of orature Role playing myths and taboos Educational tours 	<ul style="list-style-type: none"> Newspapers Magazines Library books Setbooks Resource persons Audio books Braille books Talking books ICT tools
Title and Author	<ul style="list-style-type: none"> identify the author and their background explain how the author's background influences their writing discuss the meaning of the title and its 	<ul style="list-style-type: none"> Titles Authors Poets 	<ul style="list-style-type: none"> Researching the author and their background Explaining how the author's background influences their writing 	<ul style="list-style-type: none"> Setbooks Resource persons Audio books Braille books Talking books ICT tools

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	appropriateness to the story		<ul style="list-style-type: none"> Discussing the meaning of the title and its appropriateness to the story 	
Setting, Plot and sub-plots	<ul style="list-style-type: none"> identify place and time in stories narrate events in order of occurrence 	<ul style="list-style-type: none"> Place Time Chronological order of events Storyline Comprehension of plot 	<ul style="list-style-type: none"> Identifying place and time in texts Discussing events in order of occurrence Dramatisation Educational tours 	<ul style="list-style-type: none"> ICT tools Print media Dictionaries Audio books Braille books Talking books Resource persons Set books Heritage sites
Characterisation	<ul style="list-style-type: none"> list characters in the text identify character relationships state roles of characters explain cultural beliefs and morals displayed by characters 	<ul style="list-style-type: none"> Major and minor characters Roles of characters and their relationships Cultural beliefs and morals of characters 	<ul style="list-style-type: none"> Discussing major and minor characters in the text Identifying character relationships Stating roles of characters Dramatising different characters Discussing cultural beliefs and morals displayed by characters 	<ul style="list-style-type: none"> ICT tools Print media Audio books Braille books Talking books Resource persons Set books
Lessons in texts	<ul style="list-style-type: none"> identify lessons learnt from texts relate lessons to cross cutting themes and emerging issues 	<ul style="list-style-type: none"> Lessons in texts Cross cutting themes Emerging issues 	<ul style="list-style-type: none"> Discussing lessons learnt from texts Relating lessons to social, economic and cultural experiences Commenting on the lessons learnt 	<ul style="list-style-type: none"> ICT tools Print media Audio books Braille books Talking books

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				<ul style="list-style-type: none"> Resource persons Set books
Themes	<ul style="list-style-type: none"> identify main and sub-themes in texts relate themes to emerging issues 	<ul style="list-style-type: none"> Main themes Sub-themes Emerging issues 	<ul style="list-style-type: none"> Identifying main and sub-themes in texts Relating themes to emerging issues in the society Dramatising emerging and contemporary issues raised in texts 	<ul style="list-style-type: none"> ICT tools Print media Dictionaries Audio books Braille books Talking books Resource persons Set books Heritage sites

FORM 2

COMPREHENSION AND SUMMARY

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> read stories, poems, graphs, pictures and maps retell stories and poems 	<ul style="list-style-type: none"> Stories News Songs 	<ul style="list-style-type: none"> Listening to various texts Reading intensively for comprehension 	<ul style="list-style-type: none"> ICT tools Newspapers Magazines

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> answer questions on stories, poems, graphs, pictures and maps infer contextual meanings of words and phrases relate texts to the social reality, cultural values and heritage 	<ul style="list-style-type: none"> Poems Letters Plays Folktales Words and phrases Cross cutting and emerging issues 	<ul style="list-style-type: none"> Discussing cross cutting themes and emerging issues raised in news, stories, poems, plays and folktales Deducing information from graphs, pictures and maps Answering questions from stories, poems, graphs, pictures and maps Inferring contextual meanings of words and phrases from texts read Relating texts to the social reality, cultural values and heritage 	<ul style="list-style-type: none"> Work cards Dictionary Puzzles Braille books Large print books Talking books
Summary	<ul style="list-style-type: none"> read for comprehension follow the rules of summary writing identify main points from texts summarise texts 	<ul style="list-style-type: none"> Stories News Songs Poems Letters Plays Folktales 	<ul style="list-style-type: none"> Reading for comprehension Discussing rules of summary writing Writing general and guided summaries Identifying main points in texts Summarising various texts 	<ul style="list-style-type: none"> ICT tools Newspapers Magazines Work cards Dictionary Puzzles Braille books Large print books Talking books

COMPOSITION

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Types of compositions	<ul style="list-style-type: none"> differentiate types of compositions write different types of compositions discuss cross cutting themes and emerging issues 	<ul style="list-style-type: none"> Compositions: <ul style="list-style-type: none"> narrative descriptive speech report letters (formal and informal) dialogue e-mail Cross-cutting themes Emerging and contemporary issues 	<ul style="list-style-type: none"> Identifying different types of compositions Discussing cross-cutting themes and emerging contemporary issues Researching on cross-cutting themes and emerging contemporary issues Role playing emerging and contemporary issues Reading a variety of model compositions Writing different types of compositions 	<ul style="list-style-type: none"> ICT tools Print media Work cards Letters Model compositions Charts Braille books Large print books Resource persons

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Structure of composition	<ul style="list-style-type: none"> • discuss the elements of an introduction, body and conclusion • write relevant introductions • sequence paragraphs in a chronological and coherent order • write well-structured compositions 	<ul style="list-style-type: none"> • Introductions • Paragraphs <ul style="list-style-type: none"> – topic sentence – developers – unity of ideas – chronological sequence in time and space • Conclusion • Dialogue • Letters (formal and informal) 	<ul style="list-style-type: none"> • Outlining the structure of compositions • Discussing the elements of an introduction, body and conclusion • Discussing characteristics of a relevant introduction • Sequencing paragraphs in chronological and coherent order • Writing well-structured compositions • Discussing the structure of formal and informal letters • Writing dialogues • Reading sample compositions 	<ul style="list-style-type: none"> • ICT tools • Charts • Model compositions • Braille books • Large print books • Print media
Orthographic accuracy	<ul style="list-style-type: none"> • spell words accurately • observe rules of word division • punctuate sentences 	<ul style="list-style-type: none"> • Spellings • Word division • Punctuation • Sentence construction 	<ul style="list-style-type: none"> • Spelling words • Observing rules of word division • Constructing well-structured sentences • Punctuating sentences 	<ul style="list-style-type: none"> • ICT tools • Braille books • Charts • Magazines • Newspapers • Word cards • Sentence strips • Talking books • Large print books • Resource persons • Dictionary

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Style of writing	<ul style="list-style-type: none"> • apply figurative expressions in writing` • apply different styles of writing • use appropriate register to the subject 	<ul style="list-style-type: none"> • Figurative expressions • First person narrative • Third person narrative • Flashback • Appropriate register 	<ul style="list-style-type: none"> • Discussing various figurative expressions • Researching on figurative expressions • Applying figurative expressions in writing • Reseaching different styles of writing • Using different styles of writing • Discussing appropriate registers to different subject matter • Taking part in writing competitions • Showcasing compositions on stage 	<ul style="list-style-type: none"> • ICT tools • Large print books • Braille books • Novels • Newspapers • Magazines • Talking books • Model compositions
Creative writing	<ul style="list-style-type: none"> • identify different forms of creative writing • create stories, poems, songs, cartoons and plays • showcase creative work 	<ul style="list-style-type: none"> • Stories • Poems • Songs • Cartoons • Plays • Crosscutting themes • Emerging issues • Copyrights 	<ul style="list-style-type: none"> • Discussing different forms of creative writing • Creating stories, poems, songs, cartoons and plays • Researching on copyright issues • Writing a variety of creative work • Showcasing creative work • Attending arts festivals 	<ul style="list-style-type: none"> • ICT tools • Large print books • Braille books • Novels • Newspapers • Magazines • Talking books • Model compositions • School on the shop floor

LANGUAGE USAGE

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Figurative expressions	<ul style="list-style-type: none"> • give meanings of figurative expressions • complete figurative expressions • use figurative expressions in sentences 	<ul style="list-style-type: none"> • Figurative expressions <ul style="list-style-type: none"> – idioms – proverbs – similes – idiophones – metaphors 	<ul style="list-style-type: none"> • Identifying figurative expressions • Using figurative expressions in sentences • Completing figurative expressions • Researching on figurative expressions • Applying figurative expressions in creative work 	<ul style="list-style-type: none"> • Charts • ICT tools • Jaws software • Resource persons • Large print books • Braille books • Reference books • Newspapers • Library books
Sense Relations	<ul style="list-style-type: none"> • give sense relations for provided words • use sense relations in context 	<ul style="list-style-type: none"> • Sense relations: <ul style="list-style-type: none"> – Homographs – Synonyms – Antonyms 	<ul style="list-style-type: none"> • Identifying sense relations • Constructing sentences using selected words • Explaining sense relations • Discussing sense relations • Playing language games • Quiz 	<ul style="list-style-type: none"> • Charts • ICT tools • Jaws software • Resource persons • Large print books • Braille books • Reference books • Newspapers • Library books

Numbers in Indigenous Language	<ul style="list-style-type: none"> count in indigenous language use numbers in Indigenous Language in sentences conduct transactions using numbers in Indigenous Language 	<ul style="list-style-type: none"> Numbers <ul style="list-style-type: none"> -hundreds -thousands -millions 	<ul style="list-style-type: none"> Counting in indigenous language Using numbers in Indigenous Language in sentences Role playing transactions using numbers in Indigenous Language 	<ul style="list-style-type: none"> ICT tools Games Charts Work cards Newspapers Exchange rate tables Talking books Large print Braille books
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LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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Parts of speech	<ul style="list-style-type: none"> • identify different parts of speech • use parts of speech in context 	<ul style="list-style-type: none"> • Parts of speech -nouns -pronouns -qualificatives 	<ul style="list-style-type: none"> • Identifying parts of speech • Using parts of speech in context • Researching on parts of speech 	<ul style="list-style-type: none"> • ICT tools • Charts • Dictionaries • Work cards • Reference books • Braille books • Talking books • Large print books • Games
Nouns and Pronouns	<ul style="list-style-type: none"> • place nouns in noun classes • explain the construction pattern of nouns • identify different types of pronouns • explain the constructional pattern of pronouns 	<ul style="list-style-type: none"> • Constructional pattern of nouns • Noun prefix • Noun stem • Noun classes • Constructional pattern of pronouns 	<ul style="list-style-type: none"> • Constructing nouns and pronouns • Explaining classification of nouns • Researchin on nouns and pronouns 	<ul style="list-style-type: none"> • ICT tools • Charts • Dictionaries • Work cards • Reference books • Braille books • Talking books • Large print books • Games • Resource persons

LITERATURE

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Title and Author	<ul style="list-style-type: none"> identify the author and their background explain how the author's background influences their writing discuss the meaning of the title and its appropriateness to the story 	<ul style="list-style-type: none"> Titles Authors Poets 	<ul style="list-style-type: none"> Researching the author and their background Explaining how the author's background influences their writing Discussing the meaning of the title and its appropriateness to the story 	<ul style="list-style-type: none"> Setbooks Resource persons Audio books Braille books Talking books ICT tools
Setting, Plot and sub-plots	<ul style="list-style-type: none"> identify place and time in stories narrate events in order of occurrence 	<ul style="list-style-type: none"> Place Time Chronological order of events Storyline Comprehension of plot 	<ul style="list-style-type: none"> Identifying place and time in texts Discussing events in order of occurrence Dramatisation Educational tours 	<ul style="list-style-type: none"> ICT tools Print media Dictionaries Audio books Braille books Talking books Resource persons Set books Heritage sites
Characterisation	<ul style="list-style-type: none"> list characters in the text identify character relationships state roles of characters explain cultural beliefs and morals displayed by characters 	<ul style="list-style-type: none"> Major and minor characters Roles of characters and their relationships Cultural beliefs and morals of characters 	<ul style="list-style-type: none"> Discussing major and minor characters in the text Identifying character relationships Stating roles of characters Dramatising different characters Discussing cultural beliefs and morals displayed by characters 	<ul style="list-style-type: none"> ICT tools Print media Audio books Braille books Talking books Resource persons Set books

Lessons in texts	<ul style="list-style-type: none"> • identify lessons learnt from texts • relate lessons to cross cutting themes and emerging issues 	<ul style="list-style-type: none"> • Lessons in texts • Cross cutting themes • Emerging issues 	<ul style="list-style-type: none"> • Discussing lessons learnt from texts • Relating lessons to social, economic and cultural experiences • Commenting on the lessons learnt 	<ul style="list-style-type: none"> • ICT tools • Print media • Audio books • Braille books • Talking books • Resource persons • Set books
Themes	<ul style="list-style-type: none"> • identify main and sub-themes in texts • relate themes to emerging issues 	<ul style="list-style-type: none"> • Main themes • Sub-themes • Emerging issues 	<ul style="list-style-type: none"> • Identifying main and sub-themes in texts • Relating themes to emerging issues in the society • Dramatising emerging and contemporary issues raised in texts 	<ul style="list-style-type: none"> • ICT tools • Print media • Dictionaries • Audio books • Braille books • Talking books • Resource persons • Set books • Heritage sites
Conflicts and conflict resolution	<ul style="list-style-type: none"> • identify conflicts in texts • explain causes of conflicts in texts • discuss conflict resolution and management in texts 	<ul style="list-style-type: none"> • Conflicts • Conflict build up • Conflict resolution 	<ul style="list-style-type: none"> • Identifying conflicts in texts • Explaining causes of conflicts in texts • Discussing conflict build up and conflict lines • Discussing conflict resolution and management in texts • Relating conflicts and conflict resolutions to real life situations 	<ul style="list-style-type: none"> • ICT tools • Print media • Dictionaries • Audio books • Braille books • Talking books • Resource persons • Set books

FORM 3

COMPREHENSION AND SUMMARY

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> • read stories, poems, graphs, pictures and maps • retell stories and poems • answer questions on stories, poems, graphs, pictures and maps • infer contextual meanings of words and phrases • relate texts to the social reality, cultural values and heritage 	<ul style="list-style-type: none"> • Stories • News • Songs • Poems • Letters • Plays • Folktales • Words and phrases • Cross cutting and emerging issues 	<ul style="list-style-type: none"> • Listening to various texts • Reading intensively for comprehension • Discussing cross cutting themes and emerging issues raised in news, stories, poems, plays and folktales • Deducing information from graphs, pictures and maps • Answering questions from stories, poems, graphs, pictures and maps • Inferring contextual meanings of words and phrases from texts read • Relating texts to the social reality, cultural values and heritage 	<ul style="list-style-type: none"> • ICT tools • Newspapers • Magazines • Work cards • Dictionary • Puzzles • Braille books • Large print books • Talking books
Summary	<ul style="list-style-type: none"> • read for comprehension • follow the rules of summary writing • identify main points from texts • summarise texts 	<ul style="list-style-type: none"> • Stories • News • Songs • Poems • Letters • Plays • Folktales 	<ul style="list-style-type: none"> • Reading for comprehension • Discussing rules of summary writing • Writing general and guided summaries • Identifying main points in texts • Summarising various texts 	<ul style="list-style-type: none"> • ICT tools • Newspapers • Magazines • Work cards • Dictionary • Puzzles • Braille books

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				<ul style="list-style-type: none"> • Large print books • Talking books

COMPOSITION

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Types of compositions	<ul style="list-style-type: none"> • differentiate types of compositions • write different types of compositions • discuss cross cutting themes and emerging issues 	<ul style="list-style-type: none"> • Compositions: <ul style="list-style-type: none"> – narrative – descriptive – speech – report – letters (formal and informal) – dialogue – e-mail • Cross-cutting themes • Emerging and contemporary issues 	<ul style="list-style-type: none"> • Identifying different types of compositions • Discussing cross-cutting themes and emerging contemporary issues • Researching on cross-cutting themes and emerging contemporary issues • Role playing emerging and contemporary issues • Reading a variety of model compositions • Writing different types of compositions 	<ul style="list-style-type: none"> • ICT tools • Print media • Work cards • Letters • Model compositions • Charts • Braille books • Large print books • Resource persons

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Structure of composition	<ul style="list-style-type: none"> • discuss the elements of an introduction, body and conclusion • write relevant introductions • sequence paragraphs in a chronological and coherent order • write well-structured compositions 	<ul style="list-style-type: none"> • Introductions • Paragraphs <ul style="list-style-type: none"> – topic sentence – developers – unity of ideas – chronological sequence in time and space • Conclusion • Dialogue • Letters (formal and informal) 	<ul style="list-style-type: none"> • Outlining the structure of compositions • Discussing the elements of an introduction, body and conclusion • Discussing characteristics of a relevant introduction • Sequencing paragraphs in chronological and coherent order • Writing well-structured compositions • Discussing the structure of formal and informal letters • Writing dialogues • Reading sample compositions 	<ul style="list-style-type: none"> • ICT tools • Charts • Model compositions • Braille books • Large print books • Print media
Orthographic accuracy	<ul style="list-style-type: none"> • spell words accurately • observe rules of word division • punctuate sentences 	<ul style="list-style-type: none"> • Spellings • Word division • Punctuation • Sentence construction 	<ul style="list-style-type: none"> • Spelling words • Observing rules of word division • Constructing well-structured sentences • Punctuating sentences 	<ul style="list-style-type: none"> • ICT tools • Braille books • Charts • Magazines • Newspapers • Word cards • Sentence strips • Talking books • Large print books

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				<ul style="list-style-type: none"> • Resource persons • Dictionary
Style of writing	<ul style="list-style-type: none"> • apply figurative expressions in writing` • apply different styles of writing • use appropriate register to the subject 	<ul style="list-style-type: none"> • Figurative expressions • First person narrative • Third person narrative • Flashback • Appropriate register 	<ul style="list-style-type: none"> • Discussing various figurative expressions • Researching on figurative expressions • Applying figurative expressions in writing • Reseaching different styles of writing • Using different styles of writing • Discussing appropriate registers to different subject matter • Taking part in writing competitions • Showcasing compositions on stage 	<ul style="list-style-type: none"> • ICT tools • Large print books • Braille books • Novels • Newspapers • Magazines • Talking books • Model compositions
Creative writing	<ul style="list-style-type: none"> • identify different forms of creative writing • create stories, poems, songs, cartoons and plays • showcase creative work 	<ul style="list-style-type: none"> • Stories • Poems • Songs • Cartoons • Plays • Crosscutting themes • Emerging issues • Copyrights 	<ul style="list-style-type: none"> • Discussing different forms of creative writing • Creating stories, poems, songs, cartoons and plays • Researching on copyright issues • Writing a variety of creative work • Showcasing creative work • Attending arts festivals 	<ul style="list-style-type: none"> • ICT tools • Large print books • Braille books • Novels • Newspapers • Magazines • Talking books • Model compositions

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				<ul style="list-style-type: none"> School on the shop floor

LANGUAGE USAGE

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCE S
Figurative expressions	<ul style="list-style-type: none"> give meanings of figurative expressions complete figurative expressions use figurative expressions in sentences 	<ul style="list-style-type: none"> Figurative expressions <ul style="list-style-type: none"> – idioms – proverbs – similes – idiophones – metaphors 	<ul style="list-style-type: none"> Identifying figurative expressions Using figurative expressions in sentences Completing figurative expressions Researching on figurative expressions Applying figurative expressions in creative work 	<ul style="list-style-type: none"> Charts ICT tools Jaws software Resource persons Large print books Braille books Reference books Newspapers Library books

Sense Relations	<ul style="list-style-type: none"> • give sense relations for provided words • use sense relations in context 	<ul style="list-style-type: none"> • Sense relations: <ul style="list-style-type: none"> – Homographs – Synonyms – Antonyms 	<ul style="list-style-type: none"> • Identifying sense relations • Constructing sentences using selected words • Explaining sense relations • Discussing sense relations • Playing language games • Quiz 	<ul style="list-style-type: none"> • Charts • ICT tools • Jaws software • Resource persons • Large print books • Braille books • Reference books • Newspapers • Library books
Numbers in indigenous language	<ul style="list-style-type: none"> • use indigenous numbers in sentences • conduct transactions using numbers in Indigenous Language 	<ul style="list-style-type: none"> • Numbers in Indigenous Languages 	<ul style="list-style-type: none"> • Counting in indigenous language • Using numbers in Indigenous Languages in sentences • Conducting transactions using numbers in Indigenous Language • Dramatising scenarios using numbers in Indigenous Language 	<ul style="list-style-type: none"> • ICT tools • Games • Charts • Work cards • Newspapers • Exchange rate tables • Talking books • Large print • Braille books • Songs • Poems

LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Parts of speech	<ul style="list-style-type: none"> identify different parts of speech use parts of speech in context 	<ul style="list-style-type: none"> Parts of speech <ul style="list-style-type: none"> -nouns -pronouns -qualificatives -copulatives -verbs -adverbs -conjunctives -questions 	<ul style="list-style-type: none"> Identifying parts of speech Researching on parts of speech Using different parts of speech in sentences 	<ul style="list-style-type: none"> ICT tools Charts Dictionaries Work cards Reference books Braille books Talking books Large print books

				<ul style="list-style-type: none"> Games
Qualificatives	<ul style="list-style-type: none"> identify different types of qualificatives use qualificatives in sentences explain construction patterns of different qualificatives 	<ul style="list-style-type: none"> Adjectives Quantitatives Enumeratives Selectors Demonstratives Possessives 	<ul style="list-style-type: none"> Identifying different types of qualificatives Using qualificatives in sentences Explaining construction patterns of different qualificatives Researching on different qualificatives 	<ul style="list-style-type: none"> ICT tools Charts Dictionaries Work cards Reference books Braille books Talking books Large print books Games
Copulatives	<ul style="list-style-type: none"> use copulatives in sentences identify copulative inflections and their allomorphs explain the constructional pattern of different copulatives 	<ul style="list-style-type: none"> Copulative inflection and allomorphs 	<ul style="list-style-type: none"> Using copulatives in sentences Identifying copulative inflections and their allomorphs Explaining the constructional pattern of different copulatives Researching on copulative inflections and their allomorphs 	<ul style="list-style-type: none"> ICT tools Charts Dictionaries Work cards Reference books Braille books Talking books Large print books Games

LITERATURE

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Significance of Literature in Society	<ul style="list-style-type: none"> • identify the significance of literature in society • explain the significance of literature in society 	<ul style="list-style-type: none"> • Importance of literature in society 	<ul style="list-style-type: none"> • Explaining the importance of literature in society • Role playing 	<ul style="list-style-type: none"> • ICT tools • Print media • Audio books • Braille books • Talking books • Resource persons
Title and Author	<ul style="list-style-type: none"> • identify the author and their background • explain how the author's background influences their writing • discuss the meaning of the title and its appropriateness to the story 	<ul style="list-style-type: none"> • Titles • Authors • Poets 	<ul style="list-style-type: none"> • Researching the author and their background • Explaining how the author's background influences their writing • Discussing the meaning of the title and its appropriateness to the story 	<ul style="list-style-type: none"> • Setbooks • Resource persons • Audio books • Braille books • Talking books • ICT tools

Setting, Plot and sub-plots	<ul style="list-style-type: none"> • identify place and time in stories • narrate events in order of occurrence 	<ul style="list-style-type: none"> • Place • Time • Chronological order of events • Storyline • Comprehension of plot 	<ul style="list-style-type: none"> • Identifying place and time in texts • Discussing events in order of occurrence • Dramatisation • Educational tours 	<ul style="list-style-type: none"> • ICT tools • Print media • Dictionaries • Audio books • Braille books • Talking books • Resource persons • Set books • Heritage sites
Characterisation	<ul style="list-style-type: none"> • list characters in the text • identify character relationships • state roles of characters • explain cultural beliefs and morals displayed by characters 	<ul style="list-style-type: none"> • Major and minor characters • Roles of characters and their relationships • Cultural beliefs and morals of characters 	<ul style="list-style-type: none"> • Discussing major and minor characters in the text • Identifying character relationships • Stating roles of characters • Dramatising different characters • Discussing cultural beliefs and morals displayed by characters 	<ul style="list-style-type: none"> • ICT tools • Print media • Audio books • Braille books • Talking books • Resource persons • Set books

Lessons in texts	<ul style="list-style-type: none"> • identify lessons learnt from texts • relate lessons to cross cutting themes and emerging issues 	<ul style="list-style-type: none"> • Lessons in texts • Cross cutting themes • Emerging issues 	<ul style="list-style-type: none"> • Discussing lessons learnt from texts • Relating lessons to social, economic and cultural experiences • Commenting on the lessons learnt 	<ul style="list-style-type: none"> • ICT tools • Print media • Audio books • Braille books • Talking books • Resource persons • Set books
Themes	<ul style="list-style-type: none"> • identify main and sub-themes in texts • relate themes to emerging issues 	<ul style="list-style-type: none"> • Main themes • Sub-themes • Emerging issues 	<ul style="list-style-type: none"> • Identifying main and sub-themes in texts • Relating themes to emerging issues in the society • Dramatising emerging and contemporary issues raised in texts 	<ul style="list-style-type: none"> • ICT tools • Print media • Dictionaries • Audio books • Braille books • Talking books • Resource persons • Set books • Heritage sites

Conflicts and conflict resolution	<ul style="list-style-type: none"> • identify conflicts in texts • explain causes of conflicts in texts • discuss conflict resolution and management in texts 	<ul style="list-style-type: none"> • Conflicts • Conflict build up • Conflict resolution 	<ul style="list-style-type: none"> • Identifying conflicts in texts • Explaining causes of conflicts in texts • Discussing conflict build up and conflict lines • Discussing conflict resolution and management in texts • Relating conflicts and conflict resolutions to real life situations 	<ul style="list-style-type: none"> • ICT tools • Print media • Dictionaries • Audio books • Braille books • Talking books • Resource persons • Set books
Poetry	<ul style="list-style-type: none"> • read poems for understanding • analyse different poems identifying themes and poetic devices 	<ul style="list-style-type: none"> • Poems <ul style="list-style-type: none"> - Poets - Content - Poetic devices - Feelings - Lessons 	<ul style="list-style-type: none"> • Reading different poems • Identifying poets of different poems • Analysing different poems • Discussing themes themes raised in poems • Relating poems to social realities • Creating poems 	<ul style="list-style-type: none"> • Set books • ICT tools • Resource persons • Dictionary • Braille equipment • Print media • Audio books

FORM 4

COMPREHENSION AND SUMMARY

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> • read stories, poems, graphs, pictures and maps • retell stories and poems • answer questions on stories, poems, graphs, pictures and maps • infer contextual meanings of words and phrases • relate texts to the social reality, cultural values and heritage 	<ul style="list-style-type: none"> • Stories • News • Songs • Poems • Letters • Plays • Folktales • Words and phrases • Cross cutting and emerging issues 	<ul style="list-style-type: none"> • Listening to various texts • Reading intensively for comprehension • Discussing cross cutting themes and emerging issues raised in news, stories, poems, plays and folktales • Deducing information from graphs, pictures and maps • Answering questions from stories, poems, graphs, pictures and maps • Inferring contextual meanings of words and phrases from texts read • Relating texts to the social reality, cultural values and heritage 	<ul style="list-style-type: none"> • ICT tools • Newspapers • Magazines • Work cards • Dictionary • Puzzles • Braille books • Large print books • Talking books
Summary	<ul style="list-style-type: none"> • read for comprehension 	<ul style="list-style-type: none"> • Stories • News 	<ul style="list-style-type: none"> • Reading for comprehension 	<ul style="list-style-type: none"> • ICT tools

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • follow the rules of summary writing • identify main points from texts • summarise texts 	<ul style="list-style-type: none"> • Songs • Poems • Letters • Plays • Folktales 	<ul style="list-style-type: none"> • Discussing rules of summary writing • Writing general and guided summaries • Identifying main points in texts • Summarising various texts 	<ul style="list-style-type: none"> • Newspapers • Magazines • Work cards • Dictionary • Puzzles • Braille books • Large print books • Talking books

COMPOSITION

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Types of compositions	<ul style="list-style-type: none"> differentiate types of compositions write different types of compositions discuss cross cutting themes and emerging issues 	<ul style="list-style-type: none"> Compositions: <ul style="list-style-type: none"> narrative descriptive speech report letters (formal and informal) dialogue e-mail Cross-cutting themes Emerging and contemporary issues 	<ul style="list-style-type: none"> Identifying different types of compositions Discussing cross-cutting themes and emerging contemporary issues Researching on cross-cutting themes and emerging contemporary issues Role playing emerging and contemporary issues Reading a variety of model compositions Writing different types of compositions 	<ul style="list-style-type: none"> ICT tools Print media Work cards Letters Model compositions Charts Braille books Large print books Resource persons
Structure of composition	<ul style="list-style-type: none"> discuss the elements of an introduction, body and conclusion write relevant introductions sequence paragraphs in a chronological and coherent order write well-structured compositions 	<ul style="list-style-type: none"> Introductions Paragraphs <ul style="list-style-type: none"> topic sentence developers unity of ideas chronological sequence in time and space Conclusion Dialogue Letters (formal and informal) 	<ul style="list-style-type: none"> Outlining the structure of compositions Discussing the elements of an introduction, body and conclusion Discussing characteristics of a relevant introduction Sequencing paragraphs in chronological and coherent order Writing well-structured compositions Discussing the structure of formal and informal letters 	<ul style="list-style-type: none"> ICT tools Charts Model compositions Braille books Large print books Print media

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> • Writing dialogues • Reading sample compositions 	
Orthographic accuracy	<ul style="list-style-type: none"> • spell words accurately • observe rules of word division • punctuate sentences 	<ul style="list-style-type: none"> • Spellings • Word division • Punctuation • Sentence construction 	<ul style="list-style-type: none"> • Spelling words • Observing rules of word division • Constructing well-structured sentences • Punctuating sentences 	<ul style="list-style-type: none"> • ICT tools • Braille books • Charts • Magazines • Newspapers • Word cards • Sentence strips • Talking books • Large print books • Resource persons • Dictionary
Style of writing	<ul style="list-style-type: none"> • apply figurative expressions in writing` • apply different styles of writing • use appropriate register to the subject 	<ul style="list-style-type: none"> • Figurative expressions • First person narrative • Third person narrative • Flashback • Appropriate register 	<ul style="list-style-type: none"> • Discussing various figurative expressions • Researching on figurative expressions • Applying figurative expressions in writing • Reseaching different styles of writing • Using different styles of writing 	<ul style="list-style-type: none"> • ICT tools • Large print books • Braille books • Novels • Newspapers • Magazines • Talking books

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> Discussing appropriate registers to different subject matter Taking part in writing competitions Showcasing compositions on stage 	<ul style="list-style-type: none"> Model compositions
Creative writing	<ul style="list-style-type: none"> identify different forms of creative writing create stories, poems, songs, cartoons and plays showcase creative work 	<ul style="list-style-type: none"> Stories Poems Songs Cartoons Plays Crosscutting themes Emerging issues Copyrights 	<ul style="list-style-type: none"> Discussing different forms of creative writing Creating stories, poems, songs, cartoons and plays Researching on copyright issues Writing a variety of creative work Showcasing creative work Attending arts festivals 	<ul style="list-style-type: none"> ICT tools Large print books Braille books Novels Newspapers Magazines Talking books Model compositions School on the shop floor

LANGUAGE USAGE

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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Figurative expressions	<ul style="list-style-type: none"> • give meanings of figurative expressions • complete figurative expressions • use figurative expressions in sentences 	<ul style="list-style-type: none"> • Figurative expressions <ul style="list-style-type: none"> – idioms – proverbs – similes – idiophones – metaphors 	<ul style="list-style-type: none"> • Identifying figurative expressions • Using figurative expressions in sentences • Completing figurative expressions • Researching on figurative expressions • Applying figurative expressions in creative work 	<ul style="list-style-type: none"> • Charts • ICT tools • Jaws software • Resource persons • Large print books • Braille books • Reference books • Newspapers • Library books
Sense Relations	<ul style="list-style-type: none"> • give sense relations for provided words • use sense relations in context 	<ul style="list-style-type: none"> • Sense relations: <ul style="list-style-type: none"> – Homographs – Synonyms – Antonyms 	<ul style="list-style-type: none"> • Identifying sense relations • Constructing sentences using selected words • Explaining sense relations • Discussing sense relations • Playing language games • Quiz 	<ul style="list-style-type: none"> • Charts • ICT tools • Jaws software • Resource persons • Large print books • Braille books • Reference books • Newspapers • Library books

Numbers in indigenous language	<ul style="list-style-type: none"> • use indigenous numbers in sentences • conduct transactions using numbers in Indigenous Language 	<ul style="list-style-type: none"> • Numbers in Indigenous Languages 	<ul style="list-style-type: none"> • Counting in indigenous language • Using numbers in Indigenous Languages in sentences • Conducting transactions using numbers in Indigenous Language • Dramatising scenarios using numbers in Indigenous Language 	<ul style="list-style-type: none"> • ICT tools • Games • Charts • Work cards • Newspapers • Exchange rate tables • Talking books • Large print • Braille books • Songs • Poems
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LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Parts of speech	<ul style="list-style-type: none"> • identify different parts of speech 	<ul style="list-style-type: none"> • Parts of speech -nouns -pronouns 	<ul style="list-style-type: none"> • Identifying parts of speech • Researching on parts of speech 	<ul style="list-style-type: none"> • ICT tools • Charts • Dictionaries

	<ul style="list-style-type: none"> • use parts of speech in context 	<ul style="list-style-type: none"> -qualificatives -copulatives -verbs -adverbs -conjunctives -questions 	<ul style="list-style-type: none"> • Using different parts of speech in sentences 	<ul style="list-style-type: none"> • Work cards • Reference books • Braille books • Talking books • Large print books • Games
Qualificatives	<ul style="list-style-type: none"> • identify different types of qualificatives • use qualificatives in sentences • explain construction patterns of different qualificatives 	<ul style="list-style-type: none"> • Adjectives • Quantitatives • Enumeratives • Selectors • Demonstratives • Possessives 	<ul style="list-style-type: none"> • Identifying different types of qualificatives • Using qualificatives in sentences • Explaining construction patterns of different qualificatives • Researching on different qualificatives 	<ul style="list-style-type: none"> • ICT tools • Charts • Dictionaries • Work cards • Reference books • Braille books • Talking books • Large print books • Games
Copulatives	<ul style="list-style-type: none"> • use copulatives in sentences • identify copulative inflections and their allomorphs • explain the constructional pattern of different copulatives 	<ul style="list-style-type: none"> • Copulative inflection and allomorphs 	<ul style="list-style-type: none"> • Using copulatives in sentences • Identifying copulative inflections and their allomorphs • Explaining the constructional pattern of different copulatives • Researching on copulative inflections and their allomorphs 	<ul style="list-style-type: none"> • ICT tools • Charts • Dictionaries • Work cards • Reference books • Braille books • Talking books • Large print books • Games

Verbs	<ul style="list-style-type: none"> • identify verbs and their different forms • explain different types of verb extensions • identify different types of verb tenses 	<ul style="list-style-type: none"> • Types of verb radicals • Verb extensions • Verb tenses 	<ul style="list-style-type: none"> • Researching on verbs and their different forms • Discussing different types of verb extensions • Using different types of verb tenses 	<ul style="list-style-type: none"> • ICT tools • Charts • Dictionaries • Work cards • Reference books • Braille books • Talking books • Large print books • Games
Adverbs	<ul style="list-style-type: none"> • identify types of adverbs • use different types of adverbs 	<ul style="list-style-type: none"> • Adverb of <ul style="list-style-type: none"> -place -time -likeness -manner -instrumentality -degree -agency 	<ul style="list-style-type: none"> • Researching on types of adverbs • Using adverbs to describe verbs • Identifying different types of adverbs 	<ul style="list-style-type: none"> • ICT tools • Charts • Dictionaries • Work cards • Reference books • Braille books • Talking books • Large print books • Games
Questions	<ul style="list-style-type: none"> • construct different forms of questions 	<ul style="list-style-type: none"> • Types of questioning techniques 	<ul style="list-style-type: none"> • Identifying different questioning techniques • Formulating different forms of questions 	<ul style="list-style-type: none"> • ICT tools • Charts • Work cards • Reference books • Braille books • Talking books • Large print books

LITERATURE

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Significance of Literature in Society	<ul style="list-style-type: none"> • identify the significance of literature in society • explain the significance of literature in society 	<ul style="list-style-type: none"> • Importance of literature in society 	<ul style="list-style-type: none"> • Explaining the importance of literature in society • Role playing 	<ul style="list-style-type: none"> • ICT tools • Print media • Audio books • Braille books • Talking books • Resource persons
Title and Author	<ul style="list-style-type: none"> • identify the author and their background • explain how the author's background influences their writing • discuss the meaning of the title and its appropriateness to the story 	<ul style="list-style-type: none"> • Titles • Authors • Poets 	<ul style="list-style-type: none"> • Researching the author and their background • Explaining how the author's background influences their writing • Discussing the meaning of the title and its appropriateness to the story 	<ul style="list-style-type: none"> • Setbooks • Resource persons • Audio books • Braille books • Talking books • ICT tools

Setting, Plot and sub-plots	<ul style="list-style-type: none"> • identify place and time in stories • narrate events in order of occurrence 	<ul style="list-style-type: none"> • Place • Time • Chronological order of events • Storyline • Comprehension of plot 	<ul style="list-style-type: none"> • Identifying place and time in texts • Discussing events in order of occurrence • Dramatisation • Educational tours 	<ul style="list-style-type: none"> • ICT tools • Print media • Dictionaries • Audio books • Braille books • Talking books • Resource persons • Set books • Heritage sites
Characterisation	<ul style="list-style-type: none"> • list characters in the text • identify character relationships • state roles of characters • explain cultural beliefs and morals displayed by characters 	<ul style="list-style-type: none"> • Major and minor characters • Roles of characters and their relationships • Cultural beliefs and morals of characters 	<ul style="list-style-type: none"> • Discussing major and minor characters in the text • Identifying character relationships • Stating roles of characters • Dramatising different characters • Discussing cultural beliefs and morals displayed by characters 	<ul style="list-style-type: none"> • ICT tools • Print media • Audio books • Braille books • Talking books • Resource persons • Set books

Lessons in texts	<ul style="list-style-type: none"> • identify lessons learnt from texts • relate lessons to cross cutting themes and emerging issues 	<ul style="list-style-type: none"> • Lessons in texts • Cross cutting themes • Emerging issues 	<ul style="list-style-type: none"> • Discussing lessons learnt from texts • Relating lessons to social, economic and cultural experiences • Commenting on the lessons learnt 	<ul style="list-style-type: none"> • ICT tools • Print media • Audio books • Braille books • Talking books • Resource persons • Set books
Themes	<ul style="list-style-type: none"> • identify main and sub-themes in texts • relate themes to emerging issues 	<ul style="list-style-type: none"> • Main themes • Sub-themes • Emerging issues 	<ul style="list-style-type: none"> • Identifying main and sub-themes in texts • Relating themes to emerging issues in the society • Dramatising emerging and contemporary issues raised in texts 	<ul style="list-style-type: none"> • ICT tools • Print media • Dictionaries • Audio books • Braille books • Talking books • Resource persons • Set books • Heritage sites

Conflicts and conflict resolution	<ul style="list-style-type: none"> • identify conflicts in texts • explain causes of conflicts in texts • discuss conflict resolution and management in texts 	<ul style="list-style-type: none"> • Conflicts • Conflict build up • Conflict resolution 	<ul style="list-style-type: none"> • Identifying conflicts in texts • Explaining causes of conflicts in texts • Discussing conflict build up and conflict lines • Discussing conflict resolution and management in texts • Relating conflicts and conflict resolutions to real life situations 	<ul style="list-style-type: none"> • ICT tools • Print media • Dictionaries • Audio books • Braille books • Talking books • Resource persons • Set books
Poetry	<ul style="list-style-type: none"> • read poems for understanding • analyse different poems identifying themes and poetic devices 	<ul style="list-style-type: none"> • Poems <ul style="list-style-type: none"> - Poets - Content - Poetic devices - Feelings - Lessons 	<ul style="list-style-type: none"> • Reading different poems • Identifying poets of different poems • Analysing different poems • Discussing themes themes raised in poems • Relating poems to social realities • Creating poems 	<ul style="list-style-type: none"> • Set books • ICT tools • Resource persons • Dictionary • Braille equipment • Print media • Audio books

9.0 ASSESSMENT

Indigenous Languages Form 1 to 4 shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at secondary level. Those aspects that cannot be assessed through the SBCA and SA modes will be assessed through learner profiling.

Arrangements, accommodations and modifications must be visible to enable candidates with special needs to access assessments.

9.1 Assessment objectives

Learners will be assessed on their ability to:

- 9.1.1 locate detail and answer comprehension questions based on given texts
- 9.1.2 deduce the contextual meaning of words and phrases as used in a text
- 9.1.3 summarise events in a text
- 9.1.4 plan, organize and write different types of compositions displaying knowledge and understanding of a variety of issues
- 9.1.5 construct, spell and punctuate words, phrases and sentences correctly
- 9.1.6 complete, interpret and use figurative language correctly
- 9.1.7 explain the construction of various grammatical structures
- 9.1.8 evaluate appropriateness of the title of a set text
- 9.1.9 explain themes, lessons, conflicts raised in texts
- 9.1.10 critique actions, feelings and qualities of characters in texts
- 9.1.11 identify literary techniques used in texts
- 9.1.12 analyse heritage, cultural aspects and practices portrayed in literary works

9.2 Assessment Model

Assessment of learners shall be both Continuous and Summative as illustrated in Figure 1. School Based Continuous Assessment shall include recorded activities from the School Based Projects done by the learners. The mark shall be included on learners' end of term and year reports. Summative assessment at school level shall include terminal examinations which are at the end of the term and year.

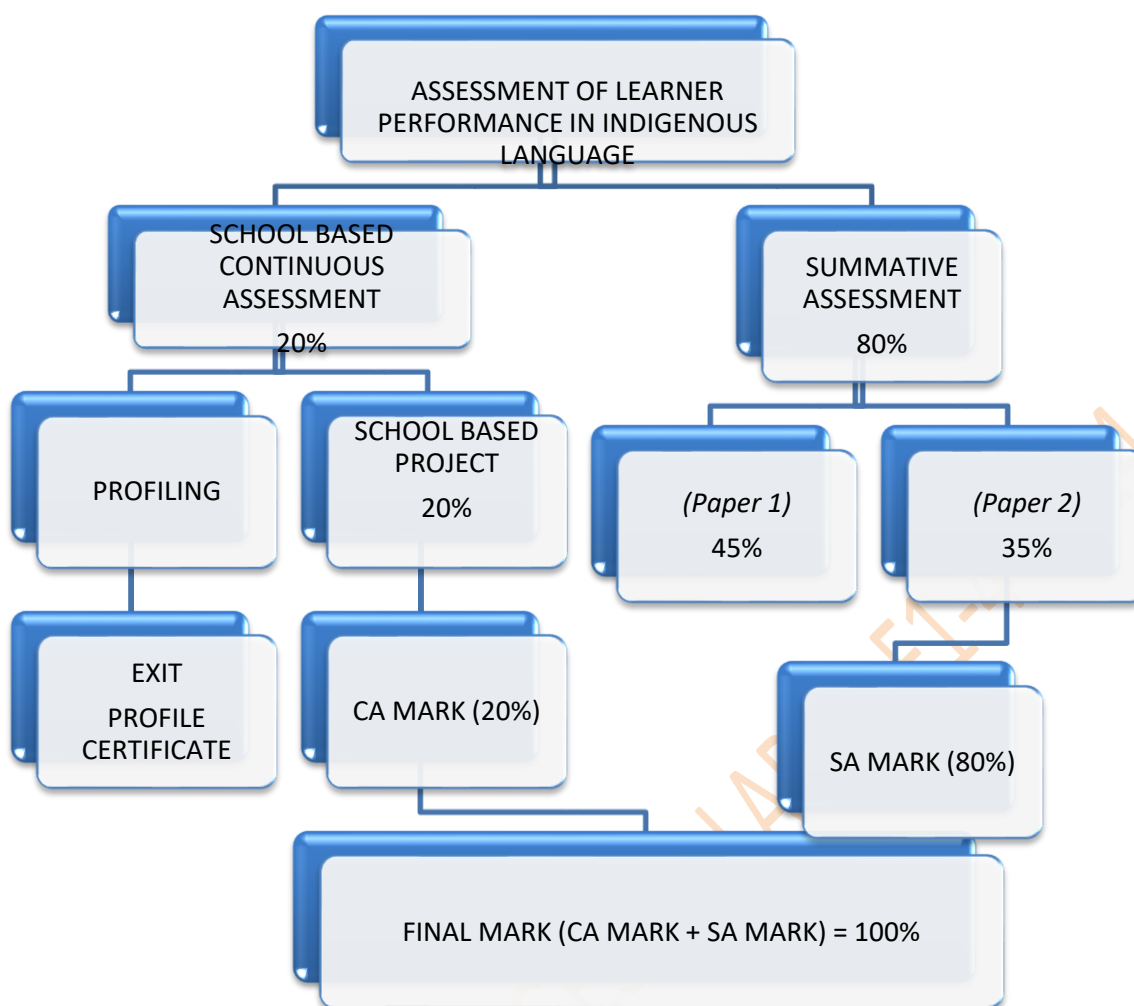


Fig. 1 Assessment Model

9.3 Scheme of Assessment

Learners will be assessed using both School Based Continuous Assessment and Summative Assessment. From form 1 - 4, learners will do a school-based project per form, per year, which will contribute 20% to the end of term and year mark. Public examination candidates are expected to complete 2 school-based projects at Form 3 and Form 4, which will contribute 20% to the final mark at form 4.

FORM OF ASSESSMENT	WEIGHTING
School Based Continuous Assessment	20%
Summative Assessment	80%
Total	100%

9.4: School – Based Project: Continuous Assessment Scheme (20%)

The Table given below shows the Learning and Assessment Scheme for the School Based Project.

Project Execution Stages	Description	Timelines	Marks
1	Problem Identification	January	5
2	Investigation of related ideas to the problem/innovation	February	10
3	Generation of possible solutions	March	10
4	Selecting the most suitable solution	April-May	5
5	Refinement of selected solution	June	5
6	Presentation of the final solution	July	10
7	Evaluation of the solution and Recommendations	August-September	5
	TOTAL		50

The learning and assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

9.5 Description of the Summative Assessment Scheme (80%)

ZIMSEC Summative Assessment shall be a public examination at Form 4. The examination shall consist of two (2) papers of different weighting.

Paper	Description	Duration	Marks	Paper weighting %	Weighting %
1	Composition, Language usage, Comprehension and Summary	2 hours	100	45	80
2	Language Structure and Literature	2 hours	100	35	

Paper 1 (100 marks)

This component comprises 3 sections. (Section A, B and C)

Section A consist of 7 free composition topics each carrying 50 marks. Candidates must answer 1 question. Length of the composition 300 - 350 words.

Section B consists of Comprehension and Summary 30 marks. Candidates must answer all questions

Section C consists of Language usage 20 marks. Candidates must answer all questions

Paper 2 (100 marks)

This component comprises 3 sections. (Section A, B and C)

Section A consists of questions on Language structure. This section consists of 4 questions. Candidates must answer any 2 questions totalling 25 marks.

Section B (Poetry) consist of 3 questions each carrying 25 marks. Candidates must answer 1 question. The total for this section is 25 marks. There will be one prescribed poetry anthology with demarcations for each examination year

Section C (Prose and Drama) consist of 4 questions each carrying 25marks. There will be 3 prescribed texts including literature from precolonial times, contemporary, drama and prose. Candidates must answer any 2 questions, one from contemporary literature and one from precolonial literature. The total for this section is 50 marks.

NB: Form 1 and 2 shall complete at least two prescribed set books selected at provincial level for Continuous Assessment Check Point.

9.6 Skills Weighting Grid and the Specification grid

	Skill	Weight %
1.	Knowledge and comprehension	30
2.	Application	30
3.	Analysis, Evaluation and Creativity	40

Specification grid

Paper 1

Topic	Skill 1	Skill 2	Skill 3	Total
Comprehension and Summary	5	2	1	8
Language usage	2	1	1	4
Compositions	2	2	3	7
Total	9	5	5	19

Paper 2

Topic	Skill 1	Skill 2	Skill 3	Total
Section A				
Language Structure	2	1	1	4
Section B				
Literature - Poems	1	1	1	3
Section C				
Literature - Novels	2	1	1	4
Total	5	3	3	11