



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN

GERMAN
GRADE 11

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster Nationalism and Patriotism and Promote National Unity

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

2. Promote the Social, Economic, Technological and Industrial Needs for National Development

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote Individual Development and Self-fulfilment

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

4. Promote Sound Moral and Religious Values

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

5. Promote Social Equity and Responsibility

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

6. Promote Respect for and Development of Kenya's Rich and Varied Cultures

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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 of 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 young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that the learner shall proceed to after the Pre-Primary School, Primary School and Junior School levels. The essence of Senior School is to offer learners a pre-tertiary/university/ pre-

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career experience in which the learners have an opportunity to choose pathways, tracks and subjects where they shall have demonstrated interest and/or potential at the earlier levels. Senior School comprises three years of education for learners generally in the 16-18 years age bracket and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, the learner shall take seven (7) learning areas as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise **four compulsory learning areas** namely: English, Kiswahili, Essential Mathematics/Core Mathematics and Community Service Learning (CSL). Learners will choose between Core Mathematics (for learners pursuing the Science Technology Engineering and Mathematics Pathway) and Essential Mathematics (for learners pursuing the non-STEM pathways). The learner will select three learning areas depending on their career choice, aptitude, interest and personality with guidance by the Senior School career teacher.

LEARNING OUTCOMES FOR SENIOR SCHOOL

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

1. communicate effectively and utilise information and communication technology across varied contexts,
2. apply mathematical, logical and critical thinking skills for problem solving,
3. apply basic research and scientific skills to manipulate the environment and solve problems,
4. exploit individual talents for leisure, self-fulfilment, career growth, further education and training,
5. uphold national, moral and religious values and apply them in day-to-day life,
6. apply and promote health care strategies in day-to-day life,
7. protect, preserve and improve the environment for sustainability,
8. demonstrate active local and global citizenship for harmonious co-existence,
9. demonstrate appreciation of diversity in people and cultures,
10. manage pertinent and contemporary issues responsibly.

TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
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1. English	5. Sports and Recreation	9. Literature in English	23. Biology
2. Kiswahili/KSL	6. Music and Dance	10. Indigenous Languages	24. Chemistry
3. Core Mathematics/ Essential Mathematics	7. Theatre and Film	11. Fasihi ya Kiswahili	25. Physics
4. Community Service Learning (CSL)	8. Fine Arts	12. Sign Language	26. General Science
		13. Arabic	27. Agriculture
		14. French	28. Computer Studies
		15. German	29. Home Science
		16. Mandarin Chinese	30. Aviation
		17. Christian Religious Education	31. Building Construction
		18. Islamic Religious Education	32. Electricity
		19. Hindu Religious Education	33. Metalwork
		20. Business Studies	34. Power Mechanics
		21. History and Citizenship	35. Woodwork
		22. Geography	36. Media Technology
			37. Marine and Fisheries Technology

Note:

- Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- There shall be one (1) lesson for personal or group study to deepen knowledge and enhance skills in areas of choice by the learners.

Table 2 provides guidelines on distribution of lessons at Senior School.

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TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL

Subjects	No of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Essential Mathematics/Core Mathematics	5
4. Community Service Learning	3
Elective Subjects	
5. Elective 1	5
6. Elective 2	5
7. Elective 3	5
* Physical Education	3
* ICT Skills	2
*PPI	1
* Learner Personal /Group Study	1
Total Number of Lessons	40

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ESSENCE STATEMENT

Throughout history, the German language has been and continues to be the language of inventors, innovators, literary, artistic, musical, and philosophical minds. In academia, German is ranked second among the scientific research languages.

German language learning at senior school will build on the skills the learner acquired in upper primary and junior School. Apart from the four language skills, the learner will be exposed to literary texts and non-literary texts from both the Kenyan and German contexts so as to enhance creativity, critical thinking, and literary appreciation. The functional approach to grammar and correctness in usage will be given prominence. Senior school will not only give the learner a foundation for studying at the tertiary level, but it will also prepare the learner to competently and authentically communicate in varied real-life situations. Through research, the learner will explore and develop deeper awareness, understanding, and appreciation of other cultures. Self-directed learning is encouraged with a view to creating peer learning circles.

From senior School, the learner will be expected to exit as a capable user of the German language (with a language competence level of B1 as per the European framework of reference for languages). This will prepare them for seamless absorption into tertiary levels of education as well as for various career fields such as translation, academia, international relations, tourism, the hospitality industry, and other related fields. In other careers, a combination of language skills and other qualifications may be needed. It is common practice that people destined to work in IT, law, medicine, finance, marketing, and sales are multilingual and highly sought-after.

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SUBJECT GENERAL LEARNING OUTCOMES

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

1. Listen to varied speakers in diverse contexts and respond appropriately.
2. Interact on varied topics for effective communication.
3. Read varied literary and non-literary texts for comprehension and literary appreciation.
4. Write texts on a range of topics.
5. Apply language structures appropriately in different contexts.
6. Apply media and technology to enhance German language learning.
7. Solve everyday challenges using critical thinking and problem-solving skills.
8. Appreciate our own and other people's cultures for national cohesion and international consciousness.

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SUMMARY OF STRANDS AND SUB STRANDS

S/No	Strand	Sub Strand
1.	Listening and Speaking	• Listening comprehension • Sentence melody • Public speaking • Biased listening • Listening for details • Conversational skills • Listening for gist • critical listening • Listening for information
2.	Reading	• Intensive reading • Skimming • Extensive reading • Scanning • Reading comprehension • Intensive reading

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S/No	Strand	Sub Strand
3.	Writing	• Descriptive writing • Expository writing • Persuasive writing • Creative writing • Functional writing
4.	Grammar	• Reflexive verbs • Conjunctions (<i>da, weil, ob, dass, obwohl</i>) • Conjugation (regular/irregular) • Personal pronouns (Nom. + Acc. + Dat.) • Questions words (<i>W-Fragen: wen, wem</i>) • Possessive pronouns (<i>Nom. + Acc. + Dat.</i>) • Modal verbs (<i>müssen, wollen, dürfen, sollen</i>) • Present perfect • Adjectives (attributive + accusative, comparative and superlative) • Dative verbs (<i>schmerzen, wehtun, empfehlen, geben</i>)

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S/No	Strand	Sub Strand
		• <i>Präteritum (haben, sein)</i> • Imperative (non/separable, ir/regular verbs) • Verbs with separable and inseparable prefixes • Prepositions: Wechselpräpositionen, temporale, etc. • Demonstrative pronouns • Question word "welch-" • Def., indef. negative articles + <i>dative</i> + <i>genitive</i> • Indirect speech • <i>Infinitivsätze mit "zu"</i>

THEME 1: SOCIAL LIFE: DESCRIBING OTHER PEOPLE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Listening comprehension	By the end of the sub strand, the learner should be able to: a) distinguish different sentence melodies for effective communication, b) extract information from a listening text for comprehension, c) appreciate the role of sentence melody for effective communication.	The learner is guided to: • watch audio-visual texts of people introducing themselves, • introduce classmates in plenary (<i>Name, Hobbys und Interessen</i>), • introduce their favourite prominent persons from varied countries to peers, • discuss with peers about prominent persons they know in Kenya, • listen to texts on prominent people in Kenya and Germany and talk about them with peers, • find pictures of prominent personalities from various sources and discuss with peers.	Why is correct sentence melody important for communication?
Core Competencies to be developed: Citizenship: The learner develops ethical digital citizenship skills when they research online/print media on prominent persons from Kenya and Germany and presents to peers.				

Values:

Patriotism: The learner displays patriotism when they discuss with peers about prominent persons they know in Kenya.

Pertinent and Contemporary Issues (PCIs):

Citizenship Education (Cultural Awareness): The learner demonstrates cultural awareness when they introduce their favourite prominent persons from Kenya and Germany to peers.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Intensive Reading Skimming	By the end of the sub strand, the learner should be able to: a) identify key information from given texts for comprehension, b) apply acquired reading skills to complete given tasks, c) appreciate the importance of reading skills in communication.	The learner is guided to: • read short texts and respond to true or false statements, • read short profiles (<i>Steckbrief</i>) of peers and make presentations, • read short profiles (<i>Steckbrief</i>) of prominent persons and answer given questions, • read texts about people and answer w-questions (<i>Informationsfragen</i>), • read texts and highlight the relevant vocabulary and phrases on describing people, • search biographies from online/print media and read with classmates, • create a wall gallery of their favourite persons (role models, prominent persons) with photos and descriptions for classmates to read.	How do we get key information from a reading text?
Core Competencies to be developed: Creativity and Imagination: The learner develops the skills of communicating engagingly when they create a wall gallery of their favourite persons (role models, prominent persons) with photos and descriptions for classmates to read.				

Values:

Unity: The learner displays fairness and respect for other people's opinions when they read about peers' role models and prominent persons on the wall gallery.

Pertinent and Contemporary Issues (PCIs):

Life skills (Self awareness): Learner demonstrates self awareness as he/she creates a wall gallery of their favourite prominent persons and shares with classmates.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Descriptive Writing	By the end of the sub strand, the learner should be able to: a) identify descriptors in given contexts, b) write descriptive texts for effective communication, c) acknowledge the importance of various writing skills in communication.	The learner is guided to: • write short profiles of friends and favourite prominent persons and share, • use a worksheet to write description of their classmates' appearances based on guided variants (height, colour of eyes, their birthday, likes and dislikes, hobbies and interests), • take part in a running dictation (<i>Laufdiktat</i>) and complete a drawing/ sketch of their peers, • write a short text using common adjectives to describe their role model, • use digital devices to carry out a drag and drop exercise to match various people and their hobbies/interests,	How do you describe people in writing?

			• write a blog on famous people and their hobbies, interests, likes and dislikes, • create a collage/ poster about a prominent person and display it in the class, • create a crossword with clues about various hobbies and interests.	
Core Competencies to be developed: Digital literacy: The learner develops the skill of creating with technology when he/she writes a blog on famous people and their hobbies, interests, likes and dislikes.				
Values: Respect: The learner displays acceptance and positive regard for self and others when they write a short text using common adjectives to describe their role models.				
Pertinent and Contemporary Issues (PCIs): Life skills (Social Awareness Skills): The learner demonstrates awareness for peer pressure and resistance to such when they write a blog, create a poster or design presentations about favourite prominent persons.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.1 Descriptors <i>Adjectives (attributive), Comparative, Superlative -Vorlieben</i> <i>Ordinal numbers</i> <i>Demonstrative articles in nominative and accusative (welch-, dies-)</i> <i>Personal pronouns in the accusative case,</i>	By the end of the sub strand, the learner should be able to: a) identify the descriptors in communicative contexts, b) apply acquired language structures in diverse contexts, c) appreciate the role of language structures in communication.	The learner is guided to: • fill a cloze text using adjectives in the comparative form • match adjectives with the given pictures, • compare the likes and dislikes, hobbies and interests of people, (<i>Vorlieben</i>) • construct sentences using provided adjectives and phrases to describe prominent people/role models/classmates, • use personal pronouns in nominative and accusative cases, • use ordinal numbers to describe pictures of different people/items: (<i>der erste...</i>, <i>der zweite...</i>) • describe pictures using demonstrative articles (<i>z.B welcher, dieser usw.</i>)	How can you apply the knowledge of grammar in day-to-day communication?

Core Competencies to be developed:

Critical Thinking and Problem solving skills (Interpretation and Inference): The learner develops ability to analyze and interpret information in order to make inference on descriptors.

Values:

Respect: The Learner uses polite language as they construct sentences using provided adjectives and phrases to describe prominent people/role models/classmates.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Analytical and Critical thinking): The learner enhances their analytical skills as they analyse and use descriptors.

THEME 2: MY ENVIRONMENT (MY SCHOOL)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	2.1 Public speaking	By the end of the Sub Strand, the learner should be able to: a) identify elements of public speaking skills, b) apply public speaking skills for effective communication, c) appreciate the role of verbal and non-verbal cues in communication.	The learner is guided to: - describe their school to an audience in turns, - listen to audio text about location of places and school items and match words with the appropriate picture, - give directions in a school environment using appropriate vocabulary, - listen to audio text / watch video describing location of buildings and other facilities in the school and share information with peers, - infer meaning of phrases related to school environment from a given listening comprehension text using true/false exercise, - make a presentation about what they like and dislike about their school, - listen to audio text/watch videos on meeting points within the school environment and discuss in groups,	How do you ensure your audience is engaged?

			research on their school history and present in plenary.	
Core Competencies to be developed: - Communication and collaboration: The learner develops the skill of speaking engagingly as they describe their school to an audience in turns. - Learning to learn: The learner enhances their research skills as the research on their school history and present in plenary.				
Values: - Respect: The learner observe turn taking rules as they describe their school to an audience in turns. - Love: The learner demonstrates for their school as they make a presentation on what they like and dislike about their school.				
Pertinent and Contemporary Issues (PCIs): - Life skills: The learner enhances their self-esteem and confidence as they share presentations about school to peers. - Safety and Security: The learner develops awareness of safety in school environment as they listen to audio text/watch videos on meeting points within the school environment and discuss in groups.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Extensive reading Scanning	By the end of the Sub Strand, the learner should be able to: - identify specific information from texts for comprehension, - extract specific information from reading texts for comprehension, - develop reading habits for enjoyment.	The learner is guided to: - read short stories/texts on school environment and highlight vocabulary on classroom items and school facilities, - read short texts about position/location of items found in the classrooms/school environment and discuss, - read and follow written clues and maps to find specific location of things within the school with classmates, - read short texts in groups and highlight the meeting points in school, - read brochures/texts that describe school facilities, school programs and extracurricular activities, - read texts from classmates about what they like and dislike about the school, - read a text on the history of their school and present in plenary.	- What influences your reading habits? - Why do you read?

Core Competencies to be developed: • Critical Thinking and Problem Solving: The learner develops interpretation and inference skills when they read and follow written clues and maps to find specific location of things within the school with classmates. • Learning to learn: The learner enhances their research skills as they read a text on the history of their school and present in plenary.
Values: Unity: The learner works collaboratively to follow written clues and maps to find specific locations within the school with classmates.
Pertinent and Contemporary Issues (PCIs): Safety in the class and school environment: The learner develops an awareness of how to keep safe in school as he/ she reads short texts in groups and highlight the meeting points in school

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Expository writing	By the end of the Sub Strand, the learner should be able to: a) describe the characteristics of expository texts, b) compose an expository text on given contexts, c) recognize the value of concise language in writing.	The learner is guided to: • write descriptions of school items/buildings/places, • write short texts describing positions of items in the classroom/school compound and share for feedback, • draw maps and write texts describing directions (<i>Wegbeschreibung</i>) to various locations in school with peers, • write short texts about safety meeting points using cards/maps/pictures and share, • write short texts on keeping the school clean and beautiful and share with peers, • research and write the history of the school and share, • write a blog post/article/short story about the history of the school and share with the school community.	How do you ensure coherence in writing?

Core Competencies to be developed: • Communication and collaboration: The learner enhances their writing skills when they write short texts describing the position/location of things in the school environment with peers. • Citizenship: Learner develops active community life skills as they write a blog post/article/short story about the history of the school and share with the school community.
Values: Responsibility: This is enhanced as the learner writes short texts on keeping the school clean and beautiful and share with peers.
Pertinent and Contemporary Issues (PCIs): • Environmental Education and Climate Change: The learner demonstrates appreciation of the school environment when they write texts on keeping the school clean. • Social cohesion: This is fostered as the learner writes a blog post/article/short story about the history of the school and share with the school community.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.2 Directions and locations • <i>Articles in the Nominative, Accusative and Dative cases</i> • <i>Personal pronouns</i> • <i>Wechsel/lokale Präpositionen</i> • <i>Question words (Wo? wohin?)</i> • <i>Richtungsangaben</i>	By the end of the Sub Strand, the learner should be able to: - identify various language structures for communication, - apply acquired language structures in various contexts, - recognize the value of concise language in communication.	The learner is guided to: • complete tables with articles in the nominative, accusative and dative cases, • fill in missing articles in cloze test, • fill in articles and prepositions of place in given texts, • underline personal pronouns in the dative case from a given text, • replace dative nouns with a pronouns, • match texts with appropriate pictures showing places/school items/location, • use appropriate question words to talk about their school, • write texts using the expressions that govern directions.	Why is grammar important for communication?

Core Competencies to be developed: - Communication and collaboration: The learner enhances their writing skills as they write texts using the expressions that govern directions. - Critical Thinking and Problem Solving: The learner develops interpretation and inference skills when they match texts with appropriate pictures showing places/school items/location.
Values: Integrity: The learner observes integrity as they write texts using the expressions that govern directions.
Pertinent and Contemporary Issues (PCIs): Life skills & values (Analytical and critical thinking): The learner demonstrates awareness for Analytical and critical thinking as they match texts with appropriate pictures showing places/school items/location.

THEME 3: SCHOOL AND WORLD OF WORK

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Listening for details Conversational skills	By the end of the Sub Strand, the learner should be able to: a) identify specific information from varied contexts, b) apply acquired vocabulary and expressions to converse on various topics, c) appreciate the importance of turn taking in a conversation.	The learner is guided to: - listen to/watch an audio-visual text about schools in German speaking countries and discuss, - compare the school routine from the German speaking countries and compare with their own, - discuss the similarities and the striking differences between the two systems, - discuss what they like and dislike about the two systems, - debate on school rules in the German speaking countries and in Kenya.	What do you need to observe while having a conversation?
Core Competencies to be developed: - Communication and collaboration: The learner develops teamwork skills as they listening skills as they debate on school rules in the German speaking countries and in Kenya. - Citizenship: The learner enhances their Global Awareness Skills as they discuss the similarities and the striking differences between the Kenyan and the German education systems.				

Values:

Patriotism: The learner displays loyalty as they discuss what they like and dislike about the education systems in Kenya and the German speaking countries.

Pertinent and Contemporary Issues (PCIs):

Citizenship Education (Cultural Awareness): The learner enhances their cultural awareness as they debate on school rules in the German speaking countries and in Kenya.

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question
2.0 Reading	2.3 Reading for comprehension	By the end of the Sub Strand, the learner should be able to: a) extract information from given texts for comprehension, b) read varied texts for comprehension, c) appreciate the role of intensive reading for comprehension.	The learner is guided to: • read given texts and highlight the school subjects, • read given texts about schools in Kenya and German speaking countries and compare, • read short texts about schools and match to the corresponding country (Kenya or Germany), • read short paragraphs on schools and match them to specific titles, • read and arrange jumbled up paragraphs in the correct order, • research online and from other sources about school routines in Kenya and Germany and compare.	Which reading strategies would you employ to improve your understanding of a text?
Core Competencies to be developed: • Critical Thinking and Problem solving: The learner enhances their evaluation and decision making skills as they read and arrange jumbled up paragraphs in the correct order.				

• Digital Literacy: The learner interacts with digital technology as they research online and about school routines in Kenya and Germany and compare.
Values: Patriotism: The Learner displays love for their own country as they compare school routines in German speaking countries to their own.
Pertinent and Contemporary Issues (PCIs): Socio-economic and Environmental Issues (Safety and Security): Learner develops awareness on responsible use of the internet as they search for information online on school routines.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Persuasive writing	By the end of the Sub Strand, the learner should be able to: a) identify persuasive expressions in writing, b) express their opinions in writing for communication, c) appreciate the need for persuasion in communication.	The learner is guided to: • listen to/watch an audio-visual text about schools in German speaking countries and make notes, • write down comparisons of school routines in Kenya and German speaking countries, • note down keywords on the similarities and differences in the two systems, • write an article/blog on what they like or dislike about the two school systems, • write an email to a friend and explain to them which school system they find better.	How do you communicate your opinions in writing?
Core Competencies to be developed: • Critical thinking and problem-solving skills: The learner enhances their inference and interpretation skills as they write down comparisons of school routines in Kenya and German speaking countries. • Digital literacy: Learner interacts with technology as they write an email to a friend and explain to them which school system they find better.				

Values:

Respect: The learner demonstrates open-mindedness as they write an article/blog on what they like or dislike about the Kenyan and German speaking school systems.

Pertinent and Contemporary Issues (PCIs):

Life skills (Self Awareness): This is enhanced as the learner writes an article/blog on what they like or dislike about the two school systems.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.3 Conjunctions and Verbs • Conjunctive adverbs <i>dann, danach....</i> • Conjunctions (<i>denn, weil</i>) • Modal verbs (<i>können, möchten, wollen, müssen, dürfen</i>) • Imperative (<i>Du-Form, Sie-Form, ihr-Form</i>)	By the end of the Sub Strand, the learner should be able to: a) distinguish language structures for communication, b) apply acquired language structures for effective communication, c) appreciate the importance of language structures in everyday communication.	The learner is guided to: • find conjunctions in given texts, • construct sentences using the conjunctions "<i>denn/weil</i>," • fill correct forms of modal verbs in cloze tests, • match given pictures to different auxiliary modal verbs, • distinguish between the modal verbs <i>dürfen/müssen</i>, • bring jumbled up words in the correct order, • write sentences using given modal verbs, words and phrases in the correct order, • give instructions using the correct verbs, • match appropriate speech to the suitable person namely <i>du/ihr/Sie</i>, • rewrite given sentences from modal verbs to imperative mood.	How would incorrect grammar use affect effective communication?

Core Competencies to be developed: Critical thinking and problem solving: The learner enhances their evaluation and decision making skills as they bring jumbled up words in the correct order.
Values: Respect: This is observed as the learner matches appropriate speech to the suitable person namely <i>du/ihr/Sie</i> .
Pertinent and Contemporary Issues (PCIs): Life skills (Social awareness skills): This is enhanced as the learner matches appropriate speech to the suitable person namely <i>du/ihr/Sie</i> .

THEME 4: HEALTH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	4.1 Listening for gist	By the end of the sub strand, the learner should be able to: a) identify the main points in texts for communication, b) apply acquired listening skills for communication, c) value the role of listening skills in everyday communication.	The learner is guided to: - listen to and repeat names of parts of the body, - listen to and sing along to the song “head, shoulders, knees, and toes” in German variants, - play “Simon says” (<i>Hans sagt...</i>), e.g. <i>Hans sagt, berührt die Nase</i>, etc. - name the parts of the body on a given chart, - match and name pictures with parts of the body, - discuss and name various ailments with classmates, - perform a pantomime and let others guess the health issue (<i>ihm tut der Kopf weh</i> u.s.w.), - give each other advice on staying healthy,	How can one maximize the understanding of main information from various texts?

			• role play doctor/patient and talk about health issues, • research online and from other sources about common illnesses and discuss.	
Core Competencies to be developed: Critical Thinking and Problem Solving: Learner develops researching skills as they research online and from other sources about common illnesses and discuss.				
Values: Respect: Learner displays respect and etiquette when they role play doctor/patient and talk about health issues.				
Pertinent and Contemporary Issues (PCIs): Health Promotion Issues (Non-Communicable Diseases): Learner develops awareness for health promotion issues regarding non-communicable diseases when they discuss staying healthy.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Intensive reading	By the end of the sub strand, the learner should be able to: a) identify details in texts for comprehension, b) apply acquired reading skills for comprehension of texts, c) appreciate the importance of intensive reading in the acquisition of vocabulary.	The learner is guided to: • read the parts of the body on a given chart, • read and match pictures to parts of the body, • match and read parts of the body to their functions, • read and role play texts about doctor/patient interaction, • read descriptions of illnesses and match these to corresponding illnesses, • read excerpts of doctor's recommendations and note down the vocabulary, • read texts on recommendations on how to stay healthy and discuss, • research on home remedies of common ailments and discuss.	Why is reading important?
Core Competencies to be developed: Learning to learn: Learner enhances their research skills as they research on home remedies of common ailments and discuss.				

Values:

Unity: Learner works collaboratively as they read and role play texts about doctor/patient interaction.

Pertinent and Contemporary Issues (PCIs):

Health Promotion Issues (Non-Communicable Diseases): Learner develops awareness for health promotion issues regarding non-communicable diseases when s/he reads short texts on healthy eating.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.4 Creative writing	By the end of the sub strand, the learner should be able to: a) identify coherence markers in writing, b) produce coherent texts on given topics and contexts, c) recognise the role of coherence in creative writing.	The learner is guided to: • label the parts of the body on a given chart, • label and match parts of the body to their functions, • fill out cloze texts of various parts of the body with peers, • write short skits about doctor/patient interaction and present, • write short texts on staying healthy, • write short texts giving advice on how to stay healthy, • write a short poem using provided key words, • perform a pantomime and let peers write down the health situation (<i>ihm tut der Kopf weh u.s.w.</i>), • make a crossword puzzle about common illnesses and their homemade cures,	Why is coherence important in writing?

			search online and offline and write down a brief comparison between the health systems in Kenya and Germany.	
Core Competencies to be developed: - Critical Thinking and Problem Solving: Learner develops researching skills as s/he uses online and offline resources to write a brief comparison of health systems in Kenya and Germany. - Creativity and imagination: Learner enhances the skill of making connections as they make a crossword puzzle about common illnesses and their homemade cures.				
Values: Respect: Learner displays open-mindedness when s/he searches online and offline and writes down a brief comparison between the health systems in Kenya and Germany.				
Pertinent and Contemporary Issues (PCIs): Health Promotion Issues (Non communicable diseases): The learner enhances their knowledge of non communicable diseases as they make a crossword puzzle about common illnesses and their homemade cures.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.4 Language Structures - Dative verbs (<i>gut/schlecht - gehen, weh tun, empfehlen, geben.....</i>) <i>schmerzen</i> - Präteritum (nur <i>haben/sein</i>) - Modal verbs (<i>sollen, müssen, dürfen</i>) - Imperative „Sie-Form“ - Infinitive + “zu” Infinitive without “zu” (Infinitiv ohne zu) - Reflexive Verbs	By the end of the Sub Strand, the learner should be able to: - identify language structures for communication, - apply acquired language structures for communication, - appreciate the knowledge of grammar structures in effective communication.	The learner is guided to: - underline/write verbs with the dative case from a text, - construct sentences by bringing jumbled words that contain dative verbs in order, - conjugate “sollen” “müssen” and “dürfen”, - construct sentences using modal auxiliary verbs, - read a text/sentences and underline the simple past tense (Präteritum) forms of <i>sein</i> and <i>haben</i>, - complete the text using “haben” and “sein,” in the simple past tense (Präteritum), - construct sentences with „zu+Infinitiv” phrases,	How do you speak about past events in other languages?

			• construct sentences without „zu + Infinitiv“ phrases, • reformulate given sentences into imperative forms, • match reflexive verbs with the corresponding pictures, • write reflexive pronouns in the spaces provided, • complete online quizzes.	
Core Competencies to be developed: Citizenship: The learner enhances their Ethical Digital Citizenship Skills when they complete online quizzes.				
Values: Integrity: The learner displays self-discipline and applies laid down procedures when completing quizzes online.				
Pertinent and Contemporary Issues (PCIs): Socio-Economic and Environmental Issues (Safety and Security): The learner develops awareness for online security and safety, especially netiquette, when they complete quizzes online.				

THEME 5: TOURISM

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Fluency Critical listening <i>Tourist destinations and attractions</i>	By the end of the Sub Strand, the learner should be able to: a) identify the main arguments for communication, b) analyze information from various sources for communication, c) recognise the value of active engagement in conversations for effective communication.	The learner is guided to: • watch audio visual materials on tourism and take note of talking points, • role-play conversations between tourists and service providers, • research and make presentations on favourite tourist destinations in the locality, • record audios on differences in tourist attractions in Kenya and Germany and share for feedback, • discuss dream destinations in Kenya and German speaking countries, • discuss the pros and cons of mass tourism in Kenya, • access texts online or in print media (travelogues,	How can one improve fluency in a language?

			podcasts, books, newspaper articles) on tourism in Germany and make presentations about them in plenary.	
Core Competencies to be developed: • Critical thinking and problem solving: The Learners learn to make critical observations and deduce objective conclusions as they as they discuss cultural differences in Tourism in Kenya and Germany. • Self Efficacy: The learner enhances their confidence and presentation skills as they access texts online or in print media (dialogues, podcasts, books, newspaper articles) on tourism in Germany and make presentations about them in plenary.				
Values: • Unity: The learner works collaboratively as he/ she records audios on differences in tourist attractions in Kenya and Germany and share with peers for feedback • Patriotism: This is enhanced as the learner discusses with peers dream destinations in Kenya and German speaking countries.				
Pertinent and Contemporary Issues (PCIs): Citizenship Education (Ethnic/ Racial Relations): The learner develops an awareness of Ethnic and Racial relations as he/she access texts online or in print media (dialogues, podcasts, books, newspaper articles) on tourism in Germany and make presentations about them in plenary.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.5 Reading comprehension	By the end of the Sub Strand, the learner should be able to: a) recognise vocabulary for comprehension, b) analyse varied texts for comprehension, c) appreciate the role of reading comprehension in everyday life.	The learner is guided to: • read texts on tourism and answer questions, • read texts on tourism and underline vocabulary, • read texts on tourist attractions in Kenya and Germany and present about the differences to peers, • read effects of risky road behaviors as people travel to tourist destinations, • compare the similarities and difference in types of tourism in Kenya and German speaking countries from given texts, • research from various sources tourist attractions in Kenya and German speaking countries and present their findings to peers.	Why is reading an important skill?
Core Competencies to be developed: • Critical Thinking and Problem Solving: The learner develops inference skills as they compare the similarities and difference in types of tourism in Kenya and German speaking countries from given texts.				

● Learning to Learn: The learner enhances their researching skills as they research from various sources tourist attractions in Kenya and German speaking countries and present their findings to peers.
Values: ● Responsibility: The learner develops an awareness of safe road use as he/ she reads effects of risky road behaviors as people travel to tourist destinations ● Patriotism: The learner demonstrates love of their country as they compare the similarities and difference in types of tourism in Kenya and German speaking countries from given texts.
Pertinent and Contemporary Issues (PCIs): ● Child Road Safety: The learner develops an awareness of safe road use as he/ she reads effects of risky road behaviors as people travel to tourist destinations. ● Citizenship Education (Cultural Awareness): The learner develops cultural awareness as they compare the similarities and difference in types of tourism in Kenya and German speaking countries from given texts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.5 Descriptive writing	By the end of the Sub Strand, the learner should be able to: - analyse given information for writing, - compose descriptive texts for communication, - appreciate the place of descriptive writing in communication.	The learner is guided to: ● write texts about tourist attractions in Kenya and German speaking countries, ● write texts about dream destination and share with peers for feedback, ● research about types of tourism in German speaking countries and write presentations about them, ● write blogs on the effects of risky road behaviors as people travel to tourist destinations and share with peers for feedback, ● write texts on the difference between tourism in Kenya and German speaking countries, ● design photo collages of tourist attractions in Kenya using technology.	How do you give descriptions in writing?

Core Competencies to be developed: ● Learning to Learn: The learner enhances their research skills as they research about types of tourism in German speaking countries and write presentations about them ● Digital Literacy: The learner develops skills of creating with technology as they design photo collages of tourist attractions in Kenya using technology.
Values: ● Integrity: The learner observes cyber etiquette as they design photo collages of tourist attractions in Kenya using technology. ● Respect: The learner enhances their knowledge of observing traffic rules as they write blogs on the effects of risky road behaviors as people travel to tourist destinations and share with peers for feedback.
Pertinent and Contemporary Issues (PCIs): Child Road Safety: The learner enhances their knowledge of safe road use as they write blogs on the effects of risky road behaviors as people travel to tourist destinations and share with peers for feedback.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.5 Language Structures ● Verbs with separable and inseparable prefixes ● Prepositions (<i>Temporalpräpositionen im Akkusativ und Dativ</i>) ● Attributive adjectives (accusative, dative case), <i>Was für ein_?</i> ● Present Perfect Tense (<i>Regular forms</i>)	By the end of the Sub Strand, the learner should be able to: - elaborate rules that govern specific grammar structures in communication, - utilize correct grammar structures in communication, - recognize the role of correct grammar structures in communication, - recognize the role Grammar plays in cultural understanding for	The learner is guided to: ● complete a cloze test using verbs with separable and inseparable prefixes, ● summarize '<i>Temporalpräpositionen</i>' from given texts and use them to do descriptions in groups and share in plenary, ● identify rules governing verbs with separable and inseparable prefixes in groups, ● construct correct sentences using verbs with separable and inseparable prefixes, ● list down/ underline the grammatical structures of prepositions (<i>z.B am Montag, fürs Wochenende.....</i>) from given texts, ● deduce forms of adjective declensions from texts describing	Why is grammar important in communication?

		effective communication.	tourist attractions, animals, people etc • play video games on attributive adjectives in accusative.	
Core Competencies to be developed: Critical thinking and Problem solving: The learner enhances their interpretation and inference skills as they identify rules governing verbs with separable and inseparable prefixes in groups.				
Values: Patriotism: This is enhanced as the learner deduces forms of adjective declensions from texts describing tourist attractions, animals, people etc.				
Pertinent and Contemporary Issues (PCIs): Ethnic and Racial relations: The learner enhances their knowledge of both Kenya and Germany as they deduce forms of adjective declensions from texts describing tourist attractions, animals, people etc.				

THEME 6: WORLD OF BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Listening for Information <i>biased listening</i> <i>listening for comprehension</i> <i>conversational skills in formal settings</i>	By the end of the Sub Strand, the learner should be able to: - identify required information for comprehension, - apply different registers for communication, - recognise the role of registers in communication.	The learner is guided to: - listen to online dialogues related to common business scenarios and answer given questions, - discuss with peers how to communicate in business settings, - role play with peers various business meetings so that they practise formal conversational skills, - take part in debates or classroom discussions while recording themselves, - listen to various TED talks or podcasts or interviews with captains of industries, - conduct a mock Question and Answer session in a business setting.	1. Why are speaking skills essential in conducting a business? 2. How can one achieve effective listening skills when dealing with a client? 3. What strategies can a business person employ to achieve effective communication?

Core Competencies: ● Digital literacy: The learner is able to interact with digital technology to communicate effectively in digital media and spaces such as text-based forums, online videos and audio and social media. ● Critical thinking and Problem solving: The learner adopts a pattern of listening that keeps them engaged in a conversation in a positive way using non-verbal cues and other verbal affirmations. ● Communication & collaboration: The learner listens critically to identify potential bias in different perspectives and to compare different perspectives.
Values: Respect: The learner observes respect as they role play with peers various business meetings so that they practise formal conversational skills.
Pertinent and Contemporary Issues Global Citizenship (social cohesion, Ethnic and Racial relations): Learner demonstrates open-mindedness and tolerance as they research and read texts about various currencies of the world.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.6 Reading Comprehension Extensive reading ● <i>World currencies,</i> ● <i>Banking services</i> ● <i>Exchange rates</i> ● <i>At the post office</i>	By the end of the Sub Strand, the learner should be able to: a) interpret the main information from a reading text, b) utilise the information interpreted in a given language situation, c) acknowledge the role of extensive reading in communication.	The learner is guided to: ● read texts about banking and interpret specific information, ● read and put parts of a text in correct order/sequence with peers, ● read and match subtitles to texts, ● read and interpret various texts on activities at the Post office, ● Research online/in print media on texts on various world currencies on the internet and read them with peers, ● read and answer questions on services offered at the Bank.	1. What is the importance of extensive reading in language learning? 2. How does reading comprehension improve competence in language learning?
Core Competencies to be developed: Critical thinking and problem solving: Learner develops ability to make logical connections as they interpret various services offered at the Post and in the Bank.				
Values: ● Unity: The learner displays unity as they carry out the task of interpreting various currencies with peers. ● Responsibility: The learner demonstrates proper use of media when carrying out research online or using print media.				
Pertinent and Contemporary Issues (PCIs): Global Citizenship (social cohesion, Ethnic and Racial relations): Learner demonstrates open-mindedness and tolerance as they research and read texts about various currencies of the world.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.6 Functional writing (<i>Formular ausfüllen</i>) At the Bank - World currencies, - Banking services - Exchange rates - At the post office	By the end of the Sub Strand, the learner should be able to: a) outline features of functional writing, b) fill in forms to provide information in varied transactions, c) appreciate the importance of filling in forms correctly for different transactions.	The learner is guided to: - watch a video clip of transactions taking place in the bank/at the post office and write down main points, - list down various services offered in the bank and at the post, - match photos of people receiving various services to the vocabulary and expressions provided, - match pictures of various currencies to the names provided, - read and write missing information in provided forms, e.g., opening a bank account, sending a package at the post, - search online for blank forms on various	What should one consider when filling in forms?

			services/transactions and fill out with peers.	
Core Competencies to be developed: Communication and collaboration: The learner improves on their writing skills as they purposefully ensure clarity and correct spelling when filling forms for various transactions.				
Values: Unity: Teamwork is fostered as the learner searches online for blank forms on various services/transactions and fill out with peers.				
Pertinent and Contemporary Issues (PCIs): Financial Literacy: Learner sharpens their financial skills as they watch videos of transactions in the bank and learn the names of various currencies.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.6 Language Structures - Reported Speech (dass, ob, w- Fragen) - Demonstrative articles, <i>dieser, diese, dieses, diesen, diesem ...</i> - Present Perfect Tense (das Perfekt) - Question word, <i>welch-</i> - Verben <i>passen/ gefallen/ Dativ</i> - Negation	By the end of the Sub Strand, the learner should be able to: - derive rules of grammar in given contexts, - apply the rules of grammar for effective communication, - appreciate the role of grammar in communication.	The learner is guided to: - determine whether comparison for given items are equal or unequal, - explain comparative rules of the given sets of grammatical structures, - compare the strength of Kenyan currency to other world currencies, - use board games to correctly construct questions and responses using <i>welch-</i> and demonstrative pronouns <i>dies-</i>, - search online for postal-themed merchandise and talk about them using <i>passen/gefallen</i>, - complete grammar cloze texts with peers.	How is grammar important to you in communication?
Core Competencies to be developed: - Critical thinking and problem solving: This is improved as the learner determines whether comparisons for given items are equal or unequal. - Self efficacy: The learner develops the ability to explain comparative rules of the given sets of grammatical structures.				

Values: Unity: This is enhanced when learners display team spirit as they use board games to correctly construct questions and responses using <i>welch-</i> and demonstrative pronouns <i>dies-</i> .
Pertinent and Contemporary Issues (PCIs): Life Skills (Analytical and Critical thinking): Analytical skills are enhanced when the learner develops the ability to explain comparative rules of the given sets of grammatical structures.

ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish different sentence melodies for effective communication	The learner correctly distinguishes varied sentence melodies for communication all the time	The learner correctly distinguishes the required different sentence melodies for communication all the time	The learner correctly distinguishes the required different sentence melodies for communication most of the time	The learner correctly distinguishes the required different sentence melodies for communication some of the time
Ability to listen actively in diverse contexts for comprehension	Learner listens actively in diverse contexts and carries out more than the given tasks correctly	Learner listens actively in diverse contexts and carries out all the given tasks correctly	Learner listens actively in diverse contexts and carries out most of the given tasks correctly	Learner listens actively in diverse contexts and carries out some of the given tasks correctly
Ability to identify appropriate expressions for communication	Learner correctly identifies more than the required appropriate expressions	Learner correctly identifies all the required appropriate expressions	Learner correctly identifies most of the required appropriate expressions	Learner correctly identifies some of the required appropriate expressions
Ability to use acquired vocabulary to communicate appropriately	Learner uses acquired and varied vocabulary to communicate in given contexts appropriately	Learner uses acquired vocabulary to communicate in given contexts appropriately	Learner uses acquired vocabulary to communicate in most of the given contexts appropriately	Learner uses acquired vocabulary to communicate in some of the given contexts appropriately

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify specific information in given contexts	Learner correctly identifies more than the required specific information in given contexts	Learner correctly identifies all the required specific information in given contexts	Learner correctly identifies most of the required specific information in given contexts	Learner correctly identifies some of the required specific information in given contexts
Ability to speak with appropriate pronunciation and intonation	Learner speaks with appropriate pronunciation and intonation in diverse situations	Learner speaks with appropriate pronunciation and intonation in given situations	Learner speaks with appropriate pronunciation and intonation in most situations	Learner speaks with appropriate pronunciation and intonation in some situations

ASSESSMENT RUBRIC FOR READING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify expressions from reading texts	Learner identifies more than the required expressions from given reading texts	Learner identifies all the required expressions from given reading texts	Learner identifies most of the required expressions from given reading texts	Learner identifies some of the required expressions from given reading texts
Ability to identify key information from texts for comprehension	Learner identifies more than the required key information from texts for comprehension	Learner identifies all the required key information from texts for comprehension	Learner identifies most of the required key information from texts for comprehension	Learner identifies some of the required key information from texts for comprehension
Ability to read aloud texts for articulation	Learner reads aloud texts with the correct articulation and fluency, has near native fluency	Learner reads aloud texts with the correct articulation and fluency	Learner reads aloud texts with the correct articulation and fluency most of the time	Learner reads aloud texts with the correct articulation and fluency some of the time
Ability to read texts for comprehension	Learner reads given texts and carries out more than the given tasks correctly	Learner reads given texts and carries out all the given tasks correctly	Learner reads given texts and carries out most of the given tasks correctly	Learner reads given texts and carries out some of the given tasks correctly

ASSESSMENT RUBRIC FOR WRITING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify steps of writing	Learner identifies and explains all the required steps of writing	Learner identifies all the required steps of writing	Learner identifies most of the required steps of writing	Learner identifies some of the required steps of writing
Ability to employ acquired skills for descriptive text production	Learner employs acquired skills to produce complex descriptive texts	Learner employs acquired skills to produce descriptive texts	Learner employs acquired skills to produce descriptive texts most of the time	Learner employs acquired skills to produce descriptive texts some of the time
Ability to identify rules of orthography	Learner identifies and explains all the required rules of orthography in given contexts	Learner identifies all the required rules of orthography in given contexts	Learner identifies most of the required rules of orthography in given contexts	Learner identifies some of the required rules of orthography in given contexts
Ability to identify the format in writing	Learner identifies and explains the correct format in writing for the given contexts	Learner identifies the correct format in writing for the given contexts	Learner identifies the correct format in writing for most of the given contexts	Learner identifies the correct format in writing for some of the given contexts

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify expressions in writing	Learner identifies and uses more than the required expressions in writing for given contexts	Learner identifies all the required expressions in writing for given contexts	Learner identifies most of the required expressions in writing for given contexts	Learner identifies some of the required expressions in writing for given contexts
Ability to write creative texts	Learner writes comprehensive and coherent creative texts using the correct format, orthography and appropriate expressions in given contexts	Learner writes creative texts using the correct format, orthography and appropriate expressions in given contexts	Learner writes creative texts using most of the format, orthography and appropriate expressions in given contexts correctly	Learner writes creative texts using some of the format, orthography and appropriate expressions in given contexts correctly
Ability to write narrative texts	Learner writes comprehensive and coherent narrative texts using the correct format, orthography and appropriate expressions in given contexts	Learner writes narrative texts using the correct format, orthography and appropriate expressions in given contexts	Learner writes narrative texts using most of the format, orthography and appropriate expressions in given contexts correctly	Learner writes narrative texts using some of the format, orthography and appropriate expressions in given contexts correctly

ASSESSMENT RUBRIC FOR GRAMMAR

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify required language structures	The learner explains more than the required language structures	Learner identifies all the required language structures	Learner identifies most of the required language structures	Learner identifies some of the required language structures with assistance
Ability to apply given language structures in communication	The learner applies more than the given language structures in diverse communicative situations	The learner applies all the given language structures in given communicative situations	Learner applies most of the given language structures in given communicative situations	Learner applies some of the given language structures in given communicative situations with assistance

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

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

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Strand	Suggested learning resources	Suggested assessment methods	Non-formal activities
2.0 Reading	- Reading texts - Flashcards - Pictures - Images - Drawings - Poems - Course books - Magazines - Internet - Charts - Posters - Easy readers - Menus - Newspaper cutouts - Diagrams - Journals - Rhyme books - School readers - Word puzzles	- Reading aloud - Discussions - Observations - Quizzes - Portfolio - Reading for fluency - Role play - Learning logs - Exit or Admit stamps - Peer assessment - Checklists	- School Open Days - Kenya Music Festival - Language Clubs - Exchange Programs - Tandem (face-to-face or electronic) and intercultural learning - Language Days - Inter-House Competitions - Inter-Class Competitions - Inter-School Contests

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Strand	Suggested learning resources	Suggested assessment methods	Non-formal activities
	• Checklists • Cord words		
3.0 Writing	• Audio and video recordings • Internet • Charts • Posters • Cross word puzzles • Pictures • Drawings • Magazines • Photographs • Newspapers • Flashcards • Illustrations • Journals • Recording devices • Menus • Brochures • Resource person	• Total Physical Response • Writing texts • Forming sentences • Peer assessment • Writing menus • Observations • Designing brochures • Matching names to pictures • Filling in missing information • Writing simple plays • Matching of sentences	• Exchange Programs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Language Clubs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests

Strand	Suggested learning resources	Suggested assessment methods	Non-formal activities
4.0 Language structures	• Libraries • Projectors • Course books • Internet • Charts • Pictures • Drawings • Illustrations • Newspapers • Maps • Chalkboard • Sample compositions • Lists of minimal pairs • Lists of homophones, synonyms, antonyms, homonyms, rhymes • Word bush • Curiosity charts	• Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes	• Language Clubs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Exchange Programs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests

Strand	Suggested learning resources	Suggested assessment methods	Non-formal activities
Special Needs Education	• Tactile diagrams • Brailled materials • Adapted realia • Pictorial diagrams • Interactive digital content	• Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes	• Language Clubs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Exchange Programs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests