



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN
HOME SCIENCE
GRADE 11

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TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION	ii
THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM.....	iv
LEARNING OUTCOMES FOR SENIOR SCHOOL	iv
TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL	v
TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL.....	vi
SUBJECT GENERAL LEARNING OUTCOMES.....	vii
SUMMARY OF STRANDS AND SUB STRANDS	viii
STRAND 1.0: FOOD AND NUTRITION	1
STRAND 2.0: HOME MANAGEMENT	11
STRAND 3.0: CLOTHING AND TEXTILES	25
APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES	39

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 the wake of rapid modernisation. 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 recognises 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 instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development 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-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)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	5. Sports and Recreation 6. Music and Dance 7. Theatre and Film 8. Fine Arts	9. Literature in English 10. Indigenous Languages 11. Fasihi ya Kiswahili 12. Sign Language 13. Arabic 14. French 15. German 16. Mandarin Chinese 17. Christian Religious Education 18. Islamic Religious Education 19. Hindu Religious Education 20. Business Studies 21. History and Citizenship 22. Geography	23. Biology 24. Chemistry 25. Physics 26. General Science 27. Agriculture 28. Computer Studies 29. Home Science 30. Aviation 31. Building Construction 32. Electricity 33. Metalwork 34. Power Mechanics 35. Woodwork 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.

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

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Apply knowledge on food and nutrition to prevent and manage nutritional deficiency diseases and disorders for healthy living.
- b) Utilise knowledge, skills and attitudes in meal planning, preparation, and service of food for leisure, self-fulfillment and entrepreneurship.
- c) Develop skills for proper care of the home, care and maintenance of clothes and household articles in day-to-day life.
- d) Apply principles of consumer education for personal and family financial management.
- e) Choose fabrics for various uses based on their different characteristics.
- f) Apply various techniques in drafting and grading basic pattern blocks for constructing garments.
- g) Construct garments using various clothing construction techniques.
- h) Appreciate Home science as a subject and the role it plays in improving the life of an individual, family and the nation.

SUMMARY OF STRANDS AND SUB STRANDS

STRAND	SUB STRAND
1.0 Food and Nutrition	1.1 Planning Family Meals
	1.2 Meal Service
	1.3 Food Preservation
	1.4 Cake Making and Decoration
2.0 Home Management	2.1 Personal Appearance and Etiquette
	2.2 Time and Energy Management
	2.3 Control of Household Pests and Insects
	2.4 Laundering of Fabrics
	2.5 Interior Decoration
	2.6 Budgeting
3.0 Clothing and Textiles	3.1 Yarns and Fabrics
	3.2 Pattern Blocks and Pattern Grading
	3.3 Clothing Construction Processes: Pockets
	3.4 Clothing Construction Processes: Openings
	3.5 Clothing Construction Processes: Sewing Notions
	3.6 Clothing Construction Processes: Waistbands and Hems

STRAND 1.0: FOOD AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Food and Nutrition	1.1 Planning Family Meals	By the end of the sub strand, the learner should be able to: a) explain factors to consider when planning meals for the family, b) describe different types of meals prepared for a family, c) analyse nutrient requirements for different groups in the family, d) plan and cook meals for different groups in the family, e) recognise the importance of planning meals for the family.	The learner is guided to: - brainstorm on the meaning of the terms used in meal planning (<i>meal planning, meal management, course, menu, starter, dessert, accompaniment, condiments</i>), - discuss factors to consider when planning meals for the family and present findings in class, - search for information and share experiences on different types of meals (<i>breakfast, lunch, brunch, dinner, 10 o'clock tea, 4 o'clock tea</i>), - watch a documentary or engage with a resource person on nutrient requirements for different groups of people/stages of a lifecycle, - plan, prepare and cook meals for different groups of the family (<i>children-6-24months, children 24-59months, adolescents, expectant mothers, breastfeeding mothers, older persons</i>).	- Why is meal planning important? - How does individual nutrient requirement affect planning of family meals?

			<i>manual workers, sports persons, vegetarians, invalids, convalescents, sedentary workers</i>), - observe safety and hygiene when preparing meals for different groups, - carry out awareness on the importance of planning meals for the family to sensitize their peers.	
Core Competencies to be developed: - Critical thinking and problem solving: the learner explores different options when planning meals to meet the requirements of different members of the family. - Self-efficacy: the learner prioritizes and successfully plans how to carry out tasks and chooses resources wisely during preparation of meals for different groups of the family. - Creativity and imagination: the learner explores and uses new ideas preparing different types of meals.				
Values: - Integrity: the learner utilizes resources prudently during the preparation and cooking of meals for the family. - Unity: the learner displays the spirit of teamwork and take turns in activities while working together to cook meals for different groups of the family.				
Pertinent and Contemporary Issues (PCIs): - Fire safety: the learner observes fire safety when using fuels to cook meals for the family and observing safe use of tools and equipment in the home science laboratory during the cookery practical. - Financial literacy: the learner plans for foods in season and locally available foods to reduce on food costs during preparation of family meals.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Food and Nutrition	1.2 Meal Service	By the end of the sub strand, the learner should be able to: a) describe service styles used in meal presentation, b) set a table for meal service, c) utilise different styles to serve a meal, d) adopt use of different styles when serving meals.	The learner is guided to: - search from digital media and print resources or watch a video clip on the styles of meal service (<i>family service, buffet, blue plate, tray service, silver service</i>), - visit restaurants or catering events to observe different styles of meal service used, - discuss and make presentations on factors to consider when using the various types of meal service, - watch a demonstration or a video clip and identify the requirements for table setting and their placement in readiness for meal service (<i>table, chairs, table linen, napkins, place mats, centerpiece, cutlery, crockery, condiments</i>), - set a table and carry out a mock restaurant service in preparation for meal service, - practise using various styles of meal service to serve meals (<i>include</i>	- Why are meals served using various styles? - How is meal presentation enhanced?

			<i>garnishing and decorating of meals and table etiquette</i>) while observing hygiene and safety.	
Core Competencies to be developed: - Creativity and imagination: the learner shows ability to use imagination to generate new ideas when setting the table and presenting meals. - Learning to learn: the learner reflects on their own work and adjust accordingly as they carry out table setting and various styles of meal service.				
Values: - Responsibility: the learner engages in assigned roles and duties when setting the table and handles the tableware carefully. - Respect: the learner demonstrates patience as they set the table and serve meals while maintaining an open mind to appreciate other learners' setups.				
Pertinent and Contemporary Issues (PCIs): Communicable diseases: the learner observes healthy practices when handling food and equipment during meal service.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Food and Nutrition	1.3 Food Preservation	By the end of the sub strand, the learner should be able to: a) describe methods of food preservation, b) preserve foods using various methods, c) appreciate the importance of food preservation.	The learner is guided to: - search for information from digital sources, print and other sources on methods (<i>traditional and modern</i>) of food preservation (<i>advantages and disadvantages, principles applied</i>) and make class presentations, - visit food processing industries or local farms to observe how food preservation is carried out, - carry out preservation and storage of different foods (<i>cereals, pulses, fruits, vegetables, meats and dairy products</i>) using various methods (<i>traditional and modern methods</i>), while observing hygiene and safety, - discuss, design posters and make presentations on the importance of food preservation.	- How are different foods preserved? - Why is food preservation an important aspect of food security and safety?
Core Competencies to be developed: - Critical thinking and problem solving: the learner carries out research to build an understanding of how to solve problems of food security through food preservation. - Citizenship: the learner solves problems of food wastage affecting the local and wider community through food preservation to promote food security in the community.				

Values: - Patriotism: the learner demonstrates awareness of their own culture as they apply the traditional methods of preserving food. - Social justice: the learner accords equal opportunities in sharing responsibilities while carrying out tasks as they preserve food.
Pertinent and Contemporary Issues (PCIs): - Communicable diseases: the learner preserves food to prevent spoilage that may lead to poisoning and other communicable diseases. - Cultural awareness: the learner portrays cultural awareness in use of traditional methods of food preservation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Food and Nutrition	1.4 Cake Making and Decoration	By the end of the sub strand the learner should be able to: a) explain requirements used in cake making and decoration, b) describe raising agents used in cake making, c) make cakes using different methods, d) decorate cakes using different techniques, e) examine common faults in cake making and decoration, f) embrace cake making and decoration using different methods.	The learner is guided to: - observe realia, pictures or video clips to identify and explain requirements (<i>ingredients, tools and equipment</i>) used in cake making and decoration, - discuss the use of different raising agents in cake making (<i>chemical, mechanical methods</i>), - search for video clips on the preparation and making cakes using different methods, - prepare ingredients and make cake designs using different methods (<i>creaming, rubbing-in, whisking, melting</i>), while observing hygiene and safety, - prepare ingredients and decorate baked cakes using different designs and techniques (<i>buttercream, royal icing, glaze icing, fondant, sprinkles</i>), share on digital platforms,	- How are cakes baked and decorated? - Why is incorporation of air important in cake making?

			- discuss common faults, their causes and remedies in cake making and decoration, - search for information on emerging trends in cake making and decoration and make class presentations.	
Core Competencies to be developed: - Digital literacy: the learner interacts and connects digital devices while searching for video clips and tutorials on cake making and decoration. - Communication and collaboration: the learner participates actively in group tasks while making and decorating cakes. - Creativity and imagination: the learner explores and uses new ideas of decorating cakes using different techniques.				
Values: - Peace: the learner follows laid down procedures while carrying out cake making and decoration. - Integrity: the learner utilizes the ingredients and other resources prudently when making and decorating cakes.				
Pertinent and Contemporary Issues (PCIs): Safety and security: the learner observes fire safety while using the oven for baking cakes in the home science laboratory.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectations	Below Expectations
Ability to plan and cook meals for different groups of the family. (<i>children, 6-24 months, 24-59 months adolescents, expectant mothers, breastfeeding mothers, older persons, manual workers, sports persons, vegetarians, invalids, convalescents, sedentary workers</i>).	Plans and cooks meals for ten to twelve different groups of the family (<i>children, adolescents, expectant mothers, lactating, elderly, manual workers, sports persons, vegetarians, invalids, convalescents</i>) creatively and innovatively with consideration of individual nutrient requirement.	Plans and cooks meals for seven to nine different groups of the family.	Plans and cooks meals for four to six different groups of the family.	Plans and cooks meals for below three groups with many observable areas for correction.
Ability to set a table for meal service.	Sets a table for meal service creatively with correct placement of all table appointments.	Sets a table for meal service with correct placement of table appointments.	Sets a table for meal service with some table appointments wrongly placed.	Sets a table for meal service with many table appointments disorganised and incorrectly placed.
Ability to utilise a style of service to present a meal(<i>family service, buffet, blue plate, tray service, silver service</i>).	Utilises more than 4 styles of service to present a meal appropriately and skilfully.	Utilises 3 styles of service to present a meal.	Utilises 2 styles of service to present a meal.	Utilises less than 2 styles of service to present a meal with many areas that need correction.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectations	Below Expectations
Ability to preserve different foods using various methods.	Preserves different foods using various methods with precision ensuring high quality and safety of preserved food.	Preserves different foods using various methods.	Preserves different foods using various methods with minor noticeable errors leading to inconsistencies in results.	Preserves different foods using various methods wrongly resulting in poor quality and unsafe preserved food.
Ability to bake cakes using different methods.	Bakes cakes using different methods with appropriate preparation of ingredients ensuring proper measurements and handling techniques for optimal results.	Bakes cakes using different methods with appropriate preparation of ingredients.	Bakes cakes using different methods with minor errors in preparation of the ingredients that slightly impacts on the final product.	Bakes cakes using some methods with many errors in preparation of ingredients that leads to poor quality of the product.
Ability to decorate cakes using different techniques.	Decorates cakes using different techniques creatively and skilfully with clean and precise decorations that enhance overall presentation of the cake.	Decorates cakes using different techniques accurately with adequate attention to detail.	Decorates cakes using some of the techniques with minor flaws that affect overall presentation.	Decorates cakes using some techniques that lacks attention to detail and many observable areas for correction.

STRAND 2.0: HOME MANAGEMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Home Management	2.1 Personal Appearance and Etiquette	By the end of the sub strand, the learner should be able to: a) describe aspects that enhance personal appearance, b) explain factors to consider when planning a wardrobe, c) plan a wardrobe for various occasions, d) apply personal etiquette in day-to-day-life, e) embrace importance of personal appearance and etiquette as daily habits.	The learner is guided to: - search, discuss and make presentations on aspects that enhance personal appearance, (<i>skin and hair care, body language and posture, clothing and dressing, nutrition and hydration accessories and cosmetics-choice and use</i>), - use digital and print resources to search for information on factors to consider when planning a wardrobe (<i>event, weather, age, fashion trends, personal preferences, budget, fitting/comfort, accessories, quality, maintenance and care</i>), - plan, choose clothes and accessories to participate in modelling different outfits for different occasions,	- How is personal appearance enhanced? - How can etiquette be applied as a daily habit?

			- simulate on aspects of personal etiquette (<i>language or communication, punctuality, table manners, respecting personal space, appropriate dressing, phone etiquette</i>), - design posters on importance of personal appearance and etiquette and make class presentations.	
Core Competencies to be developed: - Self-efficacy: the learner exhibits self-awareness skills when simulating on aspects of personal etiquette. - Creativity and imagination: the learner shows ability to use imagination and new ideas when choosing clothes and accessories for various occasions.				
Values: - Respect: the learner appreciates diverse opinions when sharing experiences on how to plan a wardrobe for various occasions. - Unity: the learner collaborates with others when simulating on aspects of personal etiquette. - Responsibility: the learner is accountable and chooses decent and appropriate dressing when planning a wardrobe for different occasions.				
Pertinent and Contemporary Issues (PCIs): Communicable diseases: the learner is made aware of proper use of cosmetics and accessories therefore preventing spread of some communicable diseases.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Home Management	2.2 Time and Energy Management	By the end of the sub strand, the learner should be able to: a) examine aspects of managing time and energy, b) explain the importance of managing time and energy, c) develop a time plan to illustrate time management skills, d) value importance of managing time and energy.	Learners are guided to: • search using digital devices on aspects of managing time and energy, (<i>planning, prioritising, goal setting, breaking down of tasks, time blocking, dovetailing</i>), share findings, • discuss the importance of managing time and energy when carrying out household activities, • select an activity in Home science, prepare and critique a sample time plan illustrating effective time and energy management (<i>proper sequencing of activities, dovetailing, time allocation</i>), • make class presentations on importance and essential skills that help to manage time and energy as a daily habit.	1. How can a time plan enhance management of time and energy? 2. What does management of time and energy entail?
Core Competencies to be developed: - Communication and collaboration: the learner influences teams by reflecting on progress made, suggesting improvements when preparing and critiquing a sample time plan illustrating effective time management. - Self-efficacy: the learner plans efficiently by sorting out their priorities, choosing tasks wisely, focusing tightly on				

achieving the tasks and tracking progress through making of a sample time plan.
Values: - Responsibility: the learner engages in assigned roles and duties as they prepare a time plan. - Integrity: the learner chooses to do the right thing at the right time through management of time and energy.
Pertinent and Contemporary Issues(PCIs): Online safety: the learner uses the internet responsibly as they search for information on aspects of managing time and energy.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Home Management	2.3 Control of Household Pests and Insects	By the end of the sub strand, the learner should be able to: a) examine pests and insects at household level, b) explain importance of pest and insect control in a household, c) analyse methods used to control pests and insects at household level, d) control pests and insects at household level, e) appreciate importance of controlling pests and insects in a household. f) Adopt different methods of controlling pests and insects in a household	The learner is guided to: • use digital or print resources to search for information on the (<i>types and effects</i>) of household pests and insects, share findings in class, • discuss on importance of pest and insect control in a household and share with peers, • engage with a resource person on methods (<i>preventive measures, physical methods, biological, environmental</i>) used to control pests and insects (<i>the methods, equipment and materials used</i>), at household level, • apply various methods to control pests and insects at household level while observing safety, • carry out a pest control campaign within the school community.	1. Why are pests and insects a concern to many households? 2. How are pests and insects controlled at household level?

Core Competencies to be developed:

- Critical thinking and problem solving: the learner seeks alternatives that solves the problem of pest infestation which are acceptable and implementable.
- Self-efficacy: the learner shows a concerted attention to details while carrying out a campaign on pest and insect control.

Values:

- Responsibility: the learner proactively engages in the campaign to solve the problem of pest and insect infestation in the community.
- Respect: the learner appreciates diverse opinions from others as they discuss on the importance of pest and insect control.

Pertinent and Contemporary Issues (PCIs):

- Environmental conservation: the learner is made aware of the healthy practices that can help prevent pest and insect infestation in the community.
- Safety and security: the learner observes safety measures while carrying out the tasks on pest control.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Home Management	2.4 Laundering of Fabrics	By the end of the sub strand, the learner should be able to: a) explain the various methods of laundering fabrics, b) interpret laundry symbols found on fabric care labels, c) describe the procedure of laundering different fabrics, d) launder different fabrics using the correct procedure, e) adopt correct procedures of laundering different fabrics.	The learner is guided to: - search and share information on various methods of laundering different fabrics (<i>kneading and squeezing, friction, rubbing, machine wash</i>), - draw and give meaning of the laundry symbols found on care labels of garments and household articles (<i>washing drying, finishing, special treatment symbols</i>), - watch a video clip or demonstration on the procedure of laundering articles made of different fabrics (<i>cotton, wool, linen, polyester, acrylic, viscose, nylon, silk, elastofibres</i>), - practise laundering articles made of different fabrics while taking into consideration the care labels.	- Why are different fabrics laundered differently? - How does the type of fabric influence the laundering process?
Core Competencies to be developed: Self-efficacy: the learner clearly describes and carries out the correct procedure followed when laundering different fabrics.				

Learning to learn: the learner reflects on their own work during the laundering of different garments and household articles.
Values: - Responsibility: the learner cares for his or her clothes and other articles through laundry work. - Unity: the learner shares laundry detergents, agents and equipment amicably during laundering of different fabrics.
Pertinent and Contemporary Issues (PCIs): Communicable diseases: the learner gains knowledge on prevention of communicable diseases through proper care and maintenance of clothes and household articles.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Home Management	2.5 Interior Decoration	By the end of the sub strand, the learner should be able to: a) explain the elements of interior design in relation to interior decoration, b) describe the effect of colour in relation to interior decoration, c) categorize furnishings used in interior decoration, d) explore flower arrangement as used in interior decoration, e) make an item to be used in interior decoration, f) decorate a room using the components of interior design, g) appreciate interior decoration in day- to-day-life.	The learner is guided to: - search for information from digital sources, print media or resource persons on elements of interior decoration (<i>space, line, form, colour, texture, light, pattern</i>), - use colour wheel charts, realia or pictures to discuss the different categories of colours (<i>primary, secondary, tertiary, warm and cool colours</i>) and their effect in interior decoration, - watch video clips and magazines, picture cuttings to identify different colour schemes (<i>Monochromatic, Triad, Analogous, Complementary</i>) as used in different spaces, - select, create and apply colour schemes on a chart or board and make presentations on the effect of the colour schemes to different spaces, - visit a showroom or home décor store to observe furnishings and	- How does interior decoration impact our lives? - What does interior decoration entail?

			categorise them (<i>hard and soft</i>) based on their functions. Present in class, - observe pictures, realia or video clips and discuss on flower arrangement as an aspect of interior decoration (<i>guidelines, shapes and designs, use</i>), - source for materials (<i>encourage use of locally available and improvised materials</i>) and make an item of choice to be used in interior decoration (<i>an accessory or a soft furnishing</i>), display in class, - decorate a room of choice putting into consideration balance, harmony and contrast, proportion (<i>use flower arrangement, accessories, soft furnishing, hard furnishings</i>), - use a computer software to sketch and design a room layout, applying components of interior decoration.	
Core Competencies to be developed: Creativity and imagination: the learner undertakes tasks that show ability to generate new ideas when decorating a room of their choice.				

Digital literacy: the learner creates new ideas using digital technology as they combine colours to come up with colour schemes and designs of different spaces.
Values: - Respect: the learner appreciates diverse opinions of others when decorating the different rooms. - Patriotism: the learner is aware of their own culture during choice of locally available accessories and materials to use in making accessories for decorating a room.
Pertinent and Contemporary Issues (PCIs): Waste management: the learner appropriately disposes of organic and inorganic wastes generated from interior decoration tasks like flower arrangement and making of accessories.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Home Management	2.6 Budgeting	By the end of the sub strand, the learner should be able to: a) explain the importance of budgeting for a household, b) examine factors to consider when making a budget for a household, c) make a budget for household use, d) adopt use of a budget in day-to-day life.	The learner is guided to: - use digital devices or print materials to search for information on importance of budgeting for a household and present findings in class, - discuss and make presentations on factors to consider when making a budget for a household, - engage with a resource person on the steps to follow when making a budget, discuss and share with peers, - follow appropriate steps and make sample household budgets and share with peers, - make and display sample budgets within the classroom.	- How does a budget affect household spending? - How can effective budgeting empower individuals to achieve financial stability?
Core Competencies to be developed: - Critical thinking and problem solving: the learner comes up with the goals and chooses the option that they think is most effective as they prioritize their spending when making a budget as per the available income. - Learning to learn: the learner reflects on their own budgets and adjusts accordingly.				

Values: - Integrity: the learner exercises self-discipline in making and following their budget. - Respect: the learner accommodates diverse opinions when discussing and making presentations on factors to consider when making a budget for household use.
Pertinent and Contemporary Issues (PCIs): Financial literacy: the learner acquires skills in budgeting and plans for their spending.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectations	Below Expectations
Ability to plan a wardrobe for an occasion.	Plans a wardrobe for various occasions appropriately, displays well-coordinated and stylish outfits showing an excellent understanding of dress codes and social expectations.	Plans a wardrobe for an occasion appropriately showing a good style and general outfit coordination.	Plans a wardrobe for an occasion with some essential details missing and some inappropriate items for the occasion.	Plans a wardrobe for some occasions missing out many essential details indicating a poor understanding of what is suitable for each occasion.
Ability to develop a time plan to illustrate time management skills.	Develops a well organised time plan illustrating clear sequencing of specific tasks, realistic time allocation and dovetailing of activities.	Develops a time plan illustrating clear sequencing of activities and a good balance of tasks and time.	Develops a time plan with no clear sequencing of activities and not enough time allocated.	Develops a time plan without sequencing of activities, and no time allocation making it difficult to understand and follow.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectations	Below Expectations
Ability to launder different fabrics using the correct procedure.	Launders different fabrics skilfully using the correct procedure paying attention to all details and adjusts methods based on fabric care labels.	Launders different fabrics using the correct procedure.	Launders some fabrics using the correct procedure with minor errors.	Launders some fabrics using incorrect procedures that affect the quality of the fabrics and results in inadequately cleaned articles.
Ability to decorate a room using the elements of interior decoration.	Decorates a room using the elements of interior decoration demonstrating a clear innovative design concept that reflects a cohesive theme, while creatively applying the components of decoration that enhance the aesthetic and mood of the room.	Decorates a room using the elements of interior decoration showing a solid design concept.	Decorates a room with some elements of interior decoration missing and poorly chosen, displaying an underdeveloped design concept.	Decorates a room using some elements of interior decoration with no design concept and lacks coherence and the purpose of the room.
Ability to make a budget for household use.	Makes a budget for household use that is accurate and realistic taking into consideration the order of priority.	Makes a budget for household use that is accurate and realistic.	Makes a budget for household use that is partially accurate with noticeable omissions.	Makes a budget for household use that is inaccurate and lacks essential components.

STRAND 3.0: CLOTHING AND TEXTILES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.1 Yarns and Fabrics	By the end of the sub strand, the learner should be able to: a) describe characteristics of different yarns in textiles, b) form a yarn using natural textile fibers, c) make a sample of a fabric using yarns from natural textile fibers, d) recognise different types of yarns used in textiles.	The learner is guided to: - search for information on characteristics of textile yarns (<i>staple, filament, single or ply yarns</i>), discuss with peers and present their findings in class, - watch a video clip or demonstration or visit a ginnery to observe yarn formation and identify the types of twist used to hold the yarns together (<i>S and Z twist</i>), present findings in class, - watch a demonstration from a resource person on how to form a yarn and make a 30cm yarn using natural textile fibres available in the locality (<i>sisal, banana, cotton, hyacinth or any other suitable local fibre</i>) and mount in a folder, - use natural textile fibres available in the locality to make a sample fabric	- What determines the strength and durability of yarns and fabrics? - How does yarn formation affect the quality of fabric?

			(woven, knitted, crocheted), mount in a folder, observe safety when forming the yarn from locally available materials. Note: Blending and mixing of fibers can be achieved during yarn formation.	
Core competences to be developed: - Creativity and imagination: the learner forms and generates creative ideas on yarn formation. - Citizenship: the learner utilizes creativity and entrepreneurial thinking to innovate and use locally available materials to form yarns.				
Values: - Peace: the learner follows laid down procedures when carrying out yarn formation. - Responsibility: the learner observes safety when sourcing for materials from local environment and carrying out the practical on yarn formation.				
Pertinent and Contemporary Issues (PCIs) - Safety and security: the learner observes safety measures when handling fibers and forming the yarn. - Financial literacy: the learner saves on costs by sourcing locally available fibers to use in yarn formation.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.2 Pattern Blocks and Pattern Grading	By the end of the sub strand, the learner should be able to: a) describe different markings on commercial patterns, b) take body measurements used in clothing construction, c) draft various basic pattern blocks in clothing construction, d) grade the basic pattern blocks in clothing construction, e) adopt use of drafted pattern blocks in clothing construction.	The learner is guided to: - study commercial patterns to identify and interpret different pattern markings (<i>place on fold, grain line, seam line/stitching line, cutting line, centre fold, notches, darts, alteration lines</i>), - discuss the tools, equipment and materials for use in pattern drafting (<i>such as: tape measure, drawing book, French curves, rulers, tracing wheel, tracing paper, pins, paper scissors, masking tape</i>), - follow the guidelines to take body measurements for use in clothing construction (<i>bust, chest, hips, seat, waist, shoulder, across back, sleeve, skirt length, sleeve length, short length, crotch depth</i>) and record, - watch a demonstration from a resource person or watch video clips and draft various basic pattern blocks (<i>bodice,</i>	- How can basic pattern blocks be used to create designs in clothing construction? - How does pattern drafting and grading influence the fit and function of garments?

			<i>skirt, short, sleeve</i>), place markings on the pattern blocks, Note: All appropriate pattern markings and symbols should be included on the pattern blocks. - Watch video clips or a demonstration from a resource person and grade the basic pattern blocks (<i>one size up and one size down</i>), - observe safety when drafting and grading the pattern blocks.	
Core competences to be developed: - Creativity and imagination: the learner undertakes the tasks of grading basic pattern blocks with new ideas and adjusting accordingly. - Self-efficacy: the learner collaborates with peers when taking body measurements and drafting patterns, while taking keen interest to details.				
Values: - Respect: the learner demonstrates positive regards for self and others as they take body measurements. - Social justice: the learner shares the drafting tools, materials and equipment equitably and fairly with peers when carrying out tasks on pattern drafting.				
Pertinent and Contemporary Issues (PCIs). - Safety and security: the learner observes safety in the Home Science laboratory when working with tools and equipment during pattern drafting. - Waste management: the learner effectively disposes of wastepaper from the pattern drafting and grading tasks.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.3 Clothing Construction Processes: • Pockets	By the end of the sub strand, the learner should be able to: a) identify types of pockets used in clothing construction, b) explain factors to consider when choosing pockets, c) make pockets used in clothing construction, d) evaluate qualities of a well-made pocket, e) embrace the use of pockets in clothing construction.	The learner is guided to: • observe sample garments and identify types of pockets (<i>patch and in-seam pockets</i>) used on them, discuss and present in class, • discuss the factors to consider when choosing pockets to use on a garment, present in class, • watch video clips or demonstrations by a resource person on the procedure of making and attaching different types of pockets, • make samples of pockets (<i>different variations/styles of in seam pockets and different designs/styles of patch pockets-shapes(round, square, v shaped), finishing of pocket mouth-use of facing, use of a hem, use of a flap</i>) and mount in a folder, • peer assess the samples of pockets made, critique on qualities of a well-made pocket and present in class,	1. How can pockets be creatively made in clothing construction? 2. What influences the choice of a pocket in clothing construction?

			• practise safety and appropriate disposal of clippings and chippings from the fabrics and threads when stitching.	
Core competencies to be developed: • Creativity and Imagination: the learner creates and makes new and different shapes and styles of patch pockets. • Self-efficacy: the learner clearly follows the procedure in making of pockets and gives focused feedback on the process.				
Values: • Unity: the learner shares resources in the Home science workshop while carrying out practical tasks on making pockets. • Love: the learner respects each other as they work in groups to make various types of pockets.				
Pertinent and Contemporary Issues (PCIs). Environmental conservation: the learner responsibly disposes of wastepaper, scrapes of fabric, broken needles, pins and used threads.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.4 Clothing Construction Processes: • Openings	By the end of the sub strand, the learner should be able to: a) describe types of openings used in clothing construction, b) explain factors to consider when choosing openings, c) make openings used in clothing construction, d) examine qualities of a well-made opening, e) appreciate use of openings in clothing construction.	The learner is guided to: • search for information from print media, electronic devices or observe sample garments or worked samples of openings on types of openings (<i>faced slit opening, bound opening, continuous wrap opening, front opening</i>) used in clothing construction, discuss and present in class, • discuss the factors to consider when choosing openings used in clothing construction and present in class, • watch video clips or demonstrations from a resource person on the procedure of working different types of openings, • make samples of openings and mount in a folder (<i>consider making them decoratively</i>), • display and peer assess the samples of openings made, critique on the qualities of openings,	1. What influences the choice of openings in clothing construction? 2. How are openings used in clothing construction?

			- make class presentations on the importance of openings in clothing construction, - practise safety and appropriate disposal of clippings and chippings from the fabrics and threads when stitching.	
Core competencies to be developed: - Communication and collaboration: the learner speaks clearly when discussing and presenting on the types of openings used in clothing construction. - Learning to learn: the learner shares learnt knowledge and skills as they peer assess the samples of openings made.				
Values: - Responsibility: the learner engages in assigned roles during the practical on making samples of openings. - Integrity: the learner follows laid down procedures in making the types of openings and work their own samples.				
Pertinent Contemporary Issues (PCT's): Safety and security: the learner observes safety in the Home science laboratory and classroom when handling the sewing tools and equipment and disposal of clippings and chippings from the fabric and threads.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.5 Clothing Construction Processes: <i>Sewing Notions</i> <i>-Fastenings</i> <i>-trimmings</i>	By the end of the sub strand, the learner should be able to: - describe types of sewing notions used in clothing construction, - explain factors to consider when choosing fastenings and trimmings, - attach fastenings on garments and household articles, - attach trimmings on garments and household articles, - recognise importance of fastenings and trimmings in clothing construction.	The learner is guided to: - search for information from print media and electronic devices on types of sewing notions (Fastenings: <i>button and buttonhole or loop, zip, hook and eye or bar, tie string, press studs, Velcro, trimmings:</i> <i>lace, ribbons, binding, applique</i>), discuss and present in class, - discuss on the factors to consider when choosing fastenings and trimmings used in clothing construction and present in class, - watch video clips or demonstrations from a resource person on the procedure of working different types of fastenings and trimmings, discuss and share in class, - prepare and attach fastenings on samples of openings and mount in a folder, - prepare and attach trimmings on garments,	- What influences the choice of sewing notions in clothing construction? - How do sewing notions influence the functionality, quality and creativity of garment construction?

			- display the samples of fastenings and trimmings made, peer assess, critique and give feedback on qualities of well attached fastenings and trimmings, - display garments to show and appreciate the use of fastenings and trimmings on them, - practise safety and appropriate disposal of clippings and chippings from the fabrics and threads when stitching.	
Core competencies to be developed: - Critical thinking and problem solving: the learner explores different options to make the correct choice of fastenings and how they can be applied on appropriate openings. - Digital literacy: the learner interacts and connects digital devices to search for information on types of sewing notions used in clothing construction.				
Values: - Patriotism: the learner exhibits honesty and gives feedback with love as they peer assess others and critique the samples of fastenings and trimmings made. - Peace: the learner shows respect for diversity as they appreciate other learners' choices of fastenings and trimmings.				
Pertinent Contemporary Issues (PCI's): - Safety and security: the learner observes safety in proper handling and storage of sewing tools and equipment in the Home science laboratory. - Waste management: the learner appropriately disposes of clippings and chippings from the fabrics and threads when stitching.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.6 Clothing Construction Processes: • Waistbands and Hems	By the end of the sub strand, the learner should be able to: a) describe the types of hems in clothing construction, b) make hems used in clothing construction, c) prepare and attach a waistband on a garment, d) evaluate qualities of well-made hems and waistband, e) value use of waistbands and hems in clothing construction.	The learner is guided to: • brainstorm on the types of hems (<i>hem, false hem,</i>) on a garment and household articles, • search for information from print media, electronic devices or observe sample garments on the positions where hems are applied (<i>sleeve, lower blouse, shirt, skirt, dress, trouser, short</i>), discuss with peers and present in class, • make samples of hems and mount in a folder, • prepare and attach a waistband on a garment, • search and discuss qualities of a well-made waistband and hem, present in class, • peer assess the samples of hems and waistbands made, critique and give feedback,	1. How can hems and waistbands be finished appropriately? 2. What is the purpose of hem management in clothing construction? 3. How can hems and waistbands enhance the quality, aesthetics of a garment?

			- practise safety and appropriate disposal of clippings and chippings from the fabrics and threads when stitching. Project - Select and make a garment of choice showing the following construction processes: - Draft a pattern - Select fabric for the garment - Pocket - Opening - Fastening and trimmings - Waistband - Hem management - Write a report - Display the garment.	
Core competencies to be developed: - Communication and collaboration: the learner reflects on progress made and suggests improvements on their project work during display of the garments made. - Self-efficacy: the learner shows a concerted attention to details while working hems and waistbands to ensure they meet the qualities of a well-made hem and waistband.				
Values: Social justice: the learner shares sewing tools, equipment and materials equitably during the making of samples of hems and the project work.				

- Respect: the learner is open minded as they critique each other's project work and give suggestions for improvement.

Pertinent Contemporary Issues (PCI's):

- Safety and security: the learner observes safety in proper handling and storage of sewing tools and equipment in the Home science laboratory when carrying out their project work.
- First Aid: the learner is made aware of the First aid measures to take in case of accidents that may occur in the Home science laboratory during the handling of sewing tools and equipment.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectations	Below Expectations
Ability to form a yarn using textile fibres available in the locality.	Forms a yarn using textile fibres available in the locality skilfully and can explain the process.	Forms a yarn using textile fibres available in the locality.	Forms a yarn using textile fibres available in the locality with minor noticeable errors.	Forms an incomplete yarn using textile fibres available in the locality with many observable areas for correction.
Ability to draft and grade various basic pattern blocks for use in clothing construction.	Drafts and grades various basic pattern blocks accurately, creatively and interprets them for use in clothing construction.	Drafts and grades accurately various basic pattern blocks for use in clothing construction.	Drafts and grades some basic pattern blocks for use in clothing construction with minor noticeable areas for correction.	Drafts some basic pattern blocks for use in clothing construction with many observable areas for correction and inability to grade the pattern blocks.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectations	Below Expectations
Ability to make various clothing construction processes (<i>pockets, openings, fastenings, trimmings, waistbands, hems</i>).	Makes five clothing construction processes accurately with explanations.	Makes four clothing construction processes.	Makes three clothing construction processes.	Makes less than two clothing construction processes with many observable areas for correction.
Ability to make a complete garment. (<i>Draft a pattern, select fabric for the garment, pocket, openings, fastenings, waistband and hem management</i>).	Makes a complete garment creatively in design, flawless stitching, perfect fit and detailed finishing completing all the construction processes of the garment while observing safety and appropriate disposal of waste when stitching.	Makes a complete garment with all the construction processes with neat stitching and appropriate fit.	Makes a garment with visible flaws in stitching, fit and finishing and some incomplete construction processes.	Makes an incomplete garment with significant errors in stitching, fit and finishing which affects its overall functionality.

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

Strand	Suggested List of Learning Resources	Suggested Assessment Methods	Suggested Non-Formal Activities
1.0 Food and Nutrition	• Home science laboratory • Digital and electronic devices (<i>computer, internet, video clips, radio, TV</i>) • Pictures, portfolio, relevant books, posters, charts • Resource persons • Realia (<i>kitchen utensils, tools, equipment and materials for use in meal planning, cooking and service recipes</i>) • Guidelines for healthy eating and food composition tables. • Measuring equipment for food portions. • Baking tools and equipment, ingredients, recipes • Cake decoration tools and equipment, ingredients, recipes	• Observation of learning activities. • Written tests and assignments • Projects • Practical work • Oral assessment • Activity journals • Simulations • Graded observation	• Learners to conduct school community awareness on individual nutrient requirements using existing formal interaction forums. • Learners to participate in clubs and societies to exhibit various styles of meal service. • Learners to document foods and dietary patterns of the community (develop seasonal food availability calendar). • Learners to participate in cookery clubs to bake and decorate cakes, exhibit the cakes and sell to the school and local community.

Strand	Suggested List of Learning Resources	Suggested Assessment Methods	Suggested Non-Formal Activities
2.0 Home Management	• Home science lab/laundry area • Samples of accessories and cosmetics • Resource persons • Digital and electronic devices (<i>computer, internet, video clips, radio, TV</i>) • Pictures, portfolio, relevant books • Samples of different types of fabrics, garments with care labels, laundry detergents, tools, equipment • Samples of hard and soft furnishings, assorted decorating items and materials • Samples of budgets, a list of market prices of nutritious foods.	• Oral assessment • Observation of learning activities. • Written tests and assignments • Projects • Practical work • Activity journals	• Learners to use existing school forums to sensitize the school community on hygiene practices • Learners make posters to sensitize the school community on pest and insect control • Learners participate in health and environmental clubs to carry out cleaning of the school compound to help prevent pest infestation. • Learners make and showcase interior decoration items during exhibitions in talent shows and school forums. • Learners to visit a market (on and off market days) and

Strand	Suggested List of Learning Resources	Suggested Assessment Methods	Suggested Non-Formal Activities
			conduct a survey on food prices and prepare a report. Learners to carry out a project with innovative ideas for cost saving measures during budgeting in their financial literacy club (<i>eg producing own foods and comparing with market prices</i>)
3.0 Clothing and Textiles	- Home science laboratory - Digital and electronic devices (<i>computer, internet, video clips, radio, TV</i>) - Sewing tools and equipment - Pictures, portfolio, relevant books <i>Samples of woven, knitted and crocheted items, pockets, fasteners, trimmings</i> - Resource persons	- Observation of learning activities. - Written tests and assignments - Projects - Practical work - Oral assessment	- Learners to explore pattern blocks and pattern grading using digital devices, pictures and real samples of patterns - Learners showcase their creativity in designing and making garments to display to during exhibitions.

Strand	Suggested List of Learning Resources	Suggested Assessment Methods	Suggested Non-Formal Activities
	- Tools, equipment and materials for use in pattern drafting (such as: <i>tape measure, drawing book, French curves, rulers, tracing wheel, tracing paper, pins, paper scissors, masking tape</i>) - Commercial paper patterns - Basic pattern blocks (<i>bodice, skirt, short, sleeve</i>)		- Learners participate in fashion club exhibitions to display their worked samples of different clothing construction processes. - Learners showcase and fashion show/model garments made in fashion clubs.