



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN

LITERATURE IN ENGLISH

GRADE 11

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity

The people of Kenya 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, to live together in harmony and foster patriotism, and 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 that are necessary for the smooth progress of a rapidly developing modern economy. In the wake of rapid modernisation, there is bound to be a silent social revolution. 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 required to support a growing economy. Kenya is building a modern and independent economy that needs an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes 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-fulfillment

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

Education should promote social equality and foster a sense of social responsibility within an education system that 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 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 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	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:

- a) Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- b) Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- c) 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

The study of Literature in Senior School builds upon the foundational language and literary skills acquired at Junior School under the integrated approach. This stage marks a significant transition, where learners begin to engage with more complex literary texts and themes that reflect societal values, human experiences, and diverse cultures. As a pre-career stage, Senior School offers learners the opportunity to refine their communication skills, critical thinking, empathy, and creativity—attributes that are vital across numerous professional fields. Literature, therefore, becomes a key discipline in nurturing learners who are not only academically competent but also socially aware and ethically grounded.

In line with CBC principles, the teaching and learning of Literature in Senior School is crafted to be learner-centred and activity-based, promoting autonomy and discovery. Learners are encouraged to take ownership of their learning through guided reading, group discussions, dramatisation, performance, and fieldwork projects and activities such as theatre visits and storytelling sessions. Emphasis is placed on “learning to learn,” where students develop metacognitive skills, reflective habits, and the ability to apply literary knowledge in varied contexts. Writing remains a core component, with learners engaging in creative and analytical writing tasks that foster expression, interpretation, and critique. Assessment is continuous and performance-based, allowing for holistic development.

By the time learners exit Senior School, they should demonstrate a well-rounded profile that includes advanced communication skills, cultural literacy, ethical sensitivity, and creative expression. These competencies prepare them not only for tertiary education but also for the dynamic world of work. Literature opens pathways to a range of careers such as teaching, journalism, publishing, theatre arts, law, media, and communication. Moreover, the study of Literature equips learners with the soft skills and emotional intelligence required in any professional setting, fostering adaptable, thoughtful, and articulate individuals ready to contribute meaningfully to society.

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GENERAL SUBJECT LEARNING OUTCOMES FOR LITERATURE IN ENGLISH

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

- 1) Critically analyse literary texts and relate them to real life experiences
- 2) Apply literary terms and devices effectively in school and real life
- 3) Develop critical thinking skills for problem solving
- 4) Apply digital literacy skills to enhance the learning, production and enjoyment of literature
- 5) Appreciate skills to understand human nature and emotions as brought out in literature and real life
- 6) Develop research skills for lifelong learning of literature
- 7) Acquire skills for the creation, performance and preservation of literature for study, self-expression, enjoyment and for the good of society
- 8) Appreciate literature in its various forms and relate it to human experiences and values.

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SUMMARY OF STRANDS AND SUBSTRANDS

Strands	Sub Strands
Oral Literature	• Introduction to oral literature (sources) • Oral Narratives: Ogre narratives, Myths and legends • Songs/ Oral poetry: Work songs, Praise songs, War songs, Sacred songs, Love songs • Modern forms of oral literature • Project: Oral Literature Fieldwork- Long forms
Poetry	• Types of Poetry: Structure and Form • Appreciation of Poetry: • Writing poems • Stylistic devices • Structure in Poetry • Subject matter in poetry
Fiction and Non-Fiction	• Fiction: The Novel • Fiction: The Play • Fiction: Short stories • Non-Fiction(Biography, Personal essay, Magazine articles)

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STRANDS AND SUB STRANDS**1.0**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Oral Literature	1.1.1 Introduction to Oral Literature <i>-Traditional sources of oral literature- Oral tradition, Elders and griots, storytelling sessions, Music dances and performances, ceremonies,</i>	By the end of the sub strand, the learner should be able to: a) explain the traditional sources of oral literature for information, b) analyse the traditional sources of oral literature for comprehension, c) appreciate traditional sources as a basis of studying oral literature.	The learner is guided to: • search online or offline for traditional sources of oral literature and share with peers, • with peers interrogate oral tradition as a source of oral literature, • discuss other traditional sources of oral literature, • relate the traditional sources of oral literature to culture and share views with peers, • make charts or posters of traditional sources of oral literature for a gallery walk.	Why is it important to study the traditional sources of oral literature?
Core Competencies to be developed: • Digital literacy: This is enhanced as the learner interacts with technology when searching online for traditional sources of oral literature. • Communication and collaboration: This is nurtured as the learner contributes to decision making when discussing other traditional sources of oral literature and make charts.				

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Values: • Unity: This is developed as the learner collaborates with peers to make charts or posters of traditional sources of oral literature and displays for a gallery walk. • Respect: This is enhanced when the learner accommodates opinions from peers as they discuss other traditional sources of oral literature.
Pertinent and Contemporary Issues (PCIs): Citizenship Education: This is achieved when the learner appreciates sources of oral literature and the role various communities play in oral literature propagation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Poetry	1.2.1 Types of Poetry: Form and Structure <i>Stanzas:</i> - Couplet- 2 lines - Tercet- 3 lines - Quatrain- 4 lines	By the end of the sub strand, the learner should be able to: a) explain the elements of poetry for information, b) distinguish between a couplet, a tercet and a quatrain for comprehension, c) write a couplet, a tercet and a quatrain for literary analysis, d) acknowledge the importance of elements of poetry for literary appreciation.	The learner is guided to: • team up to collect simple poems from Africa and display in a class portfolio, • search for elements of poetry from print or digital sources and make notes, • distinguish between a couplet, a tercet and a quatrain, • carry out a structural analysis of a couplet, a tercet and a quatrain, • prepare a chart with elements and examples of a couplet, a tercet and a quatrain and display in class, • team up to write a couplet, a tercet and a quatrain and share with peers, • perform a couplet, a tercet and a quatrain with peers.	Why should one study elements of poetry?
Core Competencies to be developed: • Learning to learn: This is nurtured as the learner builds on their research skills when collecting simple poems from Africa and displays in a class portfolio.				

Self - efficacy: This is nurtured when the learner exhibits defining skills when performing a couplet, a tercet and a quatrain with peers.
Values: - Responsibility: This is nurtured as the learner takes up assigned tasks when teaming up to write a couplet, a tercet and a quatrain and shares with peers. - Unity: This is promoted as the learner collaborates with peers to perform a couplet, a tercet and a quatrain with peers.
Pertinent and Contemporary Issues (PCIs): Life Skills: Self-esteem is developed when the learner writes and performs their own composition of a couplet, a tercet and a quatrain with peers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Fiction and Non-Fiction	1.3.1 Fiction: The Novel <i>Novel from Africa and Novel from the rest of the world</i> - The author - Plot - Setting - Synopsis	By the end of the sub strand, the learner should be able to: a) discuss the author of the set novel for information, b) explore the plot of the novel for literary appreciation, c) analyse the setting in the novel for literary appreciation, d) appreciate the significance of plot and setting in shaping a novel.	The learner is guided to: - team up to search online and offline for information on the author of the set text and share with peers, - discuss key elements of the plot in the novel, - make a graphic organiser showing the key events in the novel for a class gallery, - construct a plot ladder design of key elements of the plot in the novel and display in class, - describe aspects of setting (time and place) evident in the novel, - work jointly to summarise the novel by preparing a synopsis, - peer assess each other's work for correctness and accuracy, - organise their synopsis accounts in a class portfolio.	Why is time and place of events in a novel important?
Core Competencies to be developed: Learning to learn: This is enhanced when the learner reflects on their own learning when peer assessing each other's work for correctness and accuracy.				

• Critical thinking and problem solving: This is nurtured as the learner organises concepts logically when constructing a plot ladder design of key elements of the plot in the novel.
Values: • Peace: This is promoted as the learner displays tolerance with peers when organising their synopsis accounts in a class portfolio. • Unity: This is achieved when learners work together to make graphic organisers showing the key events of the plot in the novel.
Pertinent and Contemporary Issues (PCIs): Social cohesion: This is enhanced as the learner works with peers to read and appreciate the novel based on its setting and plot.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Fiction and Non-Fiction	1.3.2 Non-Fiction: Biography <i>-Features</i> <i>-Functions</i> <i>-Examples</i>	By the end of the sub strand, the learner should be able to: a) describe features of a biography for literary appreciation, b) examine the functions of biographies as a non-fiction text for literary appreciation, c) explore various biographies for lifelong learning, d) recognise the significance of a biography for lifelong learning.	The learner is guided to: • search online or offline for features of an ideal biography and share with peers, • make notes on features of a biography, • discuss functions of a biography, • makes notes on the functions of biography and share with peers, • team up to collect various biographies from online and offline sources, • read summaries and blurbs of the biographies and discuss with peers, • organise a reading session with peers to read the biographies.	1. Why is it significant to study a biography? 2. How does a biography differ from an autobiography?
Core Competencies to be developed: • Digital literacy: This is enhanced when the learner interacts with digital content when responsibly searching online or offline for features of an ideal biography for literary appreciation.				

• Creativity and imagination: This is nurtured as the learner interacts with captivating ideas when reading and discussing summaries and blurbs of the biographies.
Values: • Integrity: This is nurtured as the learner embraces accountability when searching online or offline for features of an ideal biography. • Love: This is developed as the learner shares information on features and functions of a biography with peers.
Pertinent and Contemporary Issues (PCIs): • Cyber- safety: This is enhanced as the learner uses digital devices responsibly when searching for information on biographies. • Self-awareness: This is enhanced as the learner gets inspiration from the experiences of the protagonist in a biography.

2.0

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Oral Literature	2.1.1 Oral Narratives: Ogre Narratives <i>- Features</i> <i>- Functions</i> <i>- Lessons learnt</i> <i>- Stylistic devices</i> <i>- Performance</i>	By the end of the sub strand, the learner should be able to: a) review the features and functions of an ogre narrative for literary analysis, b) discuss the stylistic devices in an ogre narrative for literary analysis, c) perform a given ogre narrative for enjoyment, d) appreciate the importance of ogre narratives for lifelong learning.	The learner is guided to: • team up to collect ogre narratives from various communities and store them in a digital device, • brainstorm on features of ogre narratives and make notes, • search online or offline for functions of ogre narratives and share with peers, • conduct a reader's theatre to read an ogre narrative, • pick out the characters in the narrative and their traits, • discuss the lessons learnt from the ogre narrative read, • create a graphic organiser showing a summary of the stylistic devices used, • write an ogre narrative collaboratively, • perform an ogre narrative for peer review.	Why should we study ogre narratives?

Core Competencies to be developed: • Self- efficacy: This is developed as the learner exhibits self-defining skills as they write and perform ogre narratives. • Communication and collaboration: This is enhanced when the learner reads fluently when conducting a reader's theatre to read an ogre narrative.
Values: • Social justice: This is achieved when the learner acknowledges that the ogre suffers defeat due to harm or destruction. • Respect: This is inculcated when the learner acknowledges efforts from peers when creating a graphic organiser showing a summary of the stylistic devices used in the ogre narratives.
Pertinent and Contemporary Issues (PCIs): Life skills: This is enhanced when the learner gets insights into peaceful conflict management based on how the ogre is dealt with in the narratives.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Poetry	2.2.1 Types of Poetry: Form and Structure <i>Types of poems:</i> - Concrete - Acrostic - Haiku - Limerick	By the end of the sub strand, the learner should be able to: a) distinguish a concrete poem from an acrostic poem for literary appreciation, b) distinguish a haiku from a limerick for literary analysis, c) compose a concrete poem, a haiku, an acrostic poem and a limerick for literary appreciation, d) acknowledge the significance of shape in the enjoyment of poetry.	The learner is guided to: • search online and offline for examples of a concrete poem and an acrostic poem, • differentiate between a concrete poem and an acrostic poem and make notes, • search online and offline for examples of a haiku and a limerick, • differentiate between the haiku and the limerick and make notes, • compose a concrete poem, an acrostic poem, a haiku and a limerick and share with peers for review, • prepare charts on examples of the poems and display on talking walls,	1. How can we use concrete poems and acrostic poems to explore creativity? 2. Why are haikus and limericks unique poems?

			team up with peers to recite and record the poems.	
Core Competencies to be developed: - Critical thinking and problem solving: This is achieved when the learner applies logic when making notes and differentiating between the concrete poem and the acrostic poem. - Communication and collaboration: This is enhanced as the learner speaks engagingly when performing different types of poems and records the performances.				
Values: - Love: This is nurtured when the learner together with peers shares examples of poems they have identified online. - Unity: This is enhanced when the learner works with peers to recite and record the poems.				
Pertinent and Contemporary Issues (PCIs): Social cohesion: This is promoted as the learner collaboratively interacts with the different types of poems.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Fiction and Non-Fiction	2.3.1 Fiction: Novel <i>Novel from Africa and Novel from the rest of the world</i> - Character - Characterisation - Stylistic devices - The Novel and values	By the end of the sub strand, the learner should be able to: a) analyse characters and their traits as brought out in the novel for literary appreciation, b) explore the novel based on the values portrayed by characters for literary appreciation, c) discuss the stylistic devices used in the novel for literary appreciation, d) recognise the impact of characterisation in promotion of values in a novel for literary appreciation.	The learner is guided to: - work jointly to identify characters in the novel, - capture characters and their traits in a given novel on a graphic organiser or a tree diagram for the portfolio, - interrogate characterisation in a given novel and share with peers, - identify the narrator's point of view in narration in the novel, - discuss the stylistic devices used in the novel and make notes, - discuss the values brought out by characters in the novel and share with peers, - work jointly to compare characters in the novel based on the values they promote.	1. How does a novel mirror values in the society? 2. Why are characters key in a novel?
Core Competencies to be developed: Learning to learn: This is developed when the learner builds on their learning experiences when capturing characters and their character traits in the novel on a graphic organiser or a tree diagram for the portfolio.				

• Critical thinking and problem solving: This is enhanced when the learner thinks logically to compare characters in the novel based on the values they promote.
Values: • Integrity: This is promoted as the learner acknowledges accountability when they interrogate characterisation in the novel and share with peers. • Love: This is nurtured as the learner upholds tolerance with peers as they discuss the aspects of values brought out by characters in the novel.
Pertinent and Contemporary Issues (PCIs): Citizenship education: This is inculcated as the learner appreciates the characters and values from a novel and relates them to real life.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Fiction and Non-Fiction	2.3.2 Non-Fiction: Biography <i>- Plot</i> <i>- Setting</i> <i>- Content (subject matter)</i> <i>- Characters</i>	By the end of the sub strand, the learner should be able to: - analyse the plot and setting in a biography for literary interpretation, - discuss the subject matter of a biography for information, - analyse the characters and characterisation in the biography for literary analysis, - acknowledge the role of biographies in recognising people's contribution in the society.	The learner is guided to: • read a biography and share with peers, • team up to discuss the events in the biography, • summarise the events in order of sequence on a flow chart and display in class, • brainstorm on the setting (time and location) in the biography and make notes, • identify the characters in the biography and their relationship with each other, • relate the characters and events in the biography to real life, • team up to make a presentation on the plot, setting and characters in the biography, • prepare a synopsis of the biography and display in the class portfolio.	- How is a biography different from an autobiography? - Why are biographies important in the society?
Core Competencies to be developed: • Critical thinking and problem solving: This is developed as the learner uses interpretation and inference when summarising the events in a biography on a flow chart in order of sequence and display in class.				

• Citizenship: This is enhanced when the learner shows socio-cultural sensitivity and awareness skills while they relate the characters and events in the biography to real life.
Values: • Respect: This is inculcated as the learner accommodates the views of others as they brainstorm on the setting (time and location) in the biography and makes notes. • Love: This is enhanced when the learner works towards a common goal with peers when making a presentation on the plot, setting and characters in the biography.
Pertinent and Contemporary Issues (PCIs): Socio-economic issues: Social cohesion is enhanced when the learner works together with peers to plan, prepare and make a presentation on the biography.

3.0

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Oral Literature	3.1.1 Songs /Oral Poetry: Work Songs and Praise Songs <i>- Features</i> <i>- Subject matter</i> <i>- Functions</i> <i>- Performance</i>	By the end of the sub strand, the learner should be able: a) explain the features of work songs and praise songs as components of oral literature, b) discuss the subject matter and functions of work songs and praise songs for literary review, c) dramatise work songs and praise songs for literary enjoyment, d) appreciate the role of songs in oral literature.	The learner is guided to: • team up to listen and watch recordings of work songs and praise songs from various communities, • collaborate to discuss the features of work songs and praise songs and make notes, • brainstorm on the subject matter of selected work songs and praise songs, • discuss the functions of work songs and praise songs in the community, • team up to compose a work song and a praise song, • perform the work songs and praise songs for peer review and enjoyment,	1. What is the role of work songs and praise songs? 2. How are work songs and praise songs performed?

			record each team's performance and store the recording in a digital device.	
Core Competencies to be developed: - Critical thinking and problem solving: This is enhanced as the learner discusses the best options in performing work songs and praise songs. - Citizenship: This is developed as the learner exhibits sensitivity and awareness to their peer's abilities as they compose a work song and a praise song.				
Values: - Responsibility: This is encouraged as the learner stores the recording of their performance in a digital device. - Peace: This is enhanced as the learner works in harmony with peers as they brainstorm on the subject matter of selected work songs and praise songs.				
Pertinent and Contemporary Issues (PCIs): Life skills: This is developed when the learner appreciates the need to be industrious as brought out in the work songs.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Poetry	3.2.1 Appreciation of poetry <i>Writing a poem:</i> - Form - Subject matter (content) - Style	By the end of the sub strand, the learner should be able to: a) outline the process of writing a poem for appreciation of poetry, b) analyse the form, style and content of a poem as components of poetry, c) write a short poem for lifelong learning and creativity, d) acknowledge the role of poetry as a work of art in day to day life.	The learner is guided to: - team up with peers to select samples of short African poems from various sources and share in class, - with peers, brainstorm on the process of writing a poem, - research online or offline on the form, style and content of a poem and share with peers, - team up with peers to write a short poem on a theme of choice using appropriate form and style, - display the poem on a manila paper for peer review, - display the poems in the class gallery.	What is the importance of writing poems?
Core Competencies to be developed: - Creativity and imagination: This is enhanced when the learner embraces ideas that inspire creativity when writing a short poem on a theme of choice using appropriate form and style. - Learning to learn: This is nurtured as the learner builds on their learning experiences when selecting and sharing samples of short African poems from various sources.				

Values:
Respect: This is enhanced as the learner accommodates others' opinions when discussing form, style and content of a poem.
Unity: This is promoted as the learner works with others in writing a short poem.
Pertinent and Contemporary Issues (PCIs):
Citizenship education: This is encouraged when the learner treats others with equity and non-discrimination while analysing the poems.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Fiction and Non-fiction	3.3.1 Fiction: The Novel <i>Novel from Africa and Novel from the rest of the world</i> - Themes - history and the novel - culture and the novel	By the end of the sub strand, the learner should be able to: a) discuss the themes in the novel for literary exploration, b) relate the novel to the history of the region for critical appreciation, c) explore the culture depicted in the novel for artistic appraisal study, d) recognise the role of the novel in appreciating culture and depicting history of the region.	The learner is guided to: - team up with peers to discuss the themes in the novel and make notes, - summarise the themes on a graphic organiser and display in class, - search online or offline for the history of the novel and discuss with peers, - brainstorm on how the history of a region influences the writing of a novel, - deliberate on the history of the region of origin of the set novel with peers, - search online and offline for aspects of the culture of various regions and share with peers, - discuss how the culture of the region affects the writing of the novel, - make a graphic organiser showing the relationship between history	1. How does history influence the interpretation of a novel? 2. How is the culture of people brought out in a novel?

			and culture of the region and the themes in the novel.	
Core Competencies to be developed:				
- Digital literacy: This is developed when the learner responsibly researches online on aspects of culture of various regions. - Critical thinking and problem solving: This is enhanced when the learner thinks logically when making a graphic organiser showing the relationship between history of a region and the themes in the novel for a class gallery.				
Values:				
- Respect: This is developed as the learner acknowledges input from peers as they identify aspects of history of various regions. - Patriotism: This is developed as the learner learns about history of a region in relation to the novel.				
Pertinent and Contemporary Issues (PCIs):				
- General History of Africa and the rest of the world: This is achieved as the learner discusses how history influences the writing of novels. - Citizenship education: This is inculcated as the learner appreciates the diverse cultures as contained in the novel.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Fiction and Non-Fiction	3.3.2 Non-Fiction: Biography <i>- Themes</i> <i>- Biography and culture</i> <i>- the values</i>	By the end of the sub strand, the learner should be able to: - discuss the themes in the biography for artistic enlightenment, - relate the culture to events and characters in the biography for critical perception, - explore values depicted in the biography for inspiration uptake, - acknowledge the role of biographies as works of art.	The learner is guided to: - discuss the themes brought out in the biography and make notes, - prepare a mind map to expound on the themes in the biography, - discuss aspects of culture depicted in the biography, - relate how culture influences the events and the characters in the biography and make notes, - pick out values depicted in the biography and talk about them with peers, - discuss how the biography promotes values through its themes, - peer assess each other's work for correctness.	How does the culture of a region affect the writing of a biography?
Core Competencies to be developed: - Learning to learn: This is promoted as the learner reflects on their learning when peer assessing each other's work for correctness. - Citizenship: This is promoted as the learner understands diverse cultures from events and characters highlighted in the biography.				

Values:

- Patriotism: This is enhanced when the learner appreciates the lives of the characters in the biography and their contributions through events and themes in the biography.
- Responsibility: This is enhanced as the learner takes up assigned tasks when picking out values depicted in the biography and shares with peers.

Pertinent and Contemporary Issues (PCIs):

Citizenship education: peaceful ethnic relations and diversity are promoted as the learner interacts with various cultures and histories based on the biographies read.

4.0

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Oral Literature	4.1.1 Modern forms of Oral Literature <i>(spoken word, stand-up comedy, jokes)</i> - Types - Features - Functions - Performance	By the end of the sub strand, the learner should be able to: - identify the modern forms of oral literature for information, - describe the features of modern forms of oral literature for literary interrogation, - analyse the functions of modern forms of oral literature for thorough visualisation, - recognise the significance of the modern forms of oral literature for continuous knowledge.	The learner is guided to: - watch or listen to recordings of modern forms of oral literature with peers, - team up with peers to perform the modern forms of oral literature for peer review, - discuss the features of the modern forms of oral literature, - summarise the types and features of the modern forms of oral literature on a mind map and display in class, - make notes on the functions of modern forms of oral literature, - team up with to compose a spoken word presentation, stand-up comedy or jokes on a theme such as road safety, - display the composed presentations in a portfolio,	What are the benefits of modern forms of oral literature?

			do presentations based on the forms of modern oral literature during clubs and societies for peer review.	
Core Competencies to be developed: - Self-efficacy: This is nurtured as the learner exhibits defining personal skills when performing the modern forms of oral literature during clubs and societies for peer review. - Creativity and imagination: This is achieved when the learner embraces creative ideas when composing a spoken word presentation, stand-up comedy or jokes on a theme such as road safety.				
Values: - Unity: This is enhanced as learners work together to perform the modern forms of oral literature for peer review. - Integrity: This is enhanced as the learner seeks to get feedback from peers when organising their literature compositions in a portfolio.				
Pertinent and Contemporary Issues (PCIs): Life Skills: This is achieved when learners share with peers the modern forms of oral literature they have identified from online sources.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Poetry	4.2.1 Appreciation of Poetry: Language and Style <i>-Allusion</i> <i>-Apostrophe</i> <i>-Juxtaposition</i> <i>-Parallelism</i>	By the end of the sub strand, the learner should be able to: a) explore allusion and apostrophe as devices for poetic interpretation, b) analyse juxtaposition and parallelism in a poem for textual evaluation, c) appreciate the significance of poetic devices in works of art.	The learner is guided to: - conduct a reader's theatre to read a poem, - pick out instances of allusion and apostrophe in poems, - pick out instances of juxtaposition and parallelism in poems, - discuss the meaning of the allusion and apostrophe used in relation to the subject matter, - discuss the meaning of the juxtaposition and parallelism used in relation to the subject matter, - with peers, create a tree-diagram showing the difference between allusion and apostrophe as well as juxtaposition and parallelism, - display the tree-diagrams in class for peer review, - compose two-stanza poems with the poetic devices and share with peers, - team up with classmates to search online and offline for poems with the	What is the role poetic devices in comprehension of poetry?

			poetic devices and discuss their findings.	
Core Competencies to be developed: • Critical thinking and problem solving: This is developed when the learner makes inferences when discussing the meaning of the poetic devices used in relation to the subject matter. • Creativity and imagination: This is nurtured as the learner creates a tree-diagram showing the differences between allusion and apostrophe as well as juxtaposition and parallelism.				
Values: • Unity: This is attained as the learner works jointly with peers to compose two-stanza poems with instances of the poetic devices. • Integrity: This is promoted as the learner exhibits self-discipline as they use technology responsibly to search online and offline for poems with allusion and apostrophe as well as juxtaposition and parallelism.				
Pertinent and Contemporary Issues (PCIs): Life skills: This is achieved as the learner researches, plans and composes poems with the target poetic devices.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Fiction and Non-Fiction	4.3.1 Fiction: The Play <i>Play from Africa and Play from the rest of the world</i> - Author - Plot - Setting - Character - Characterisation	By the end of the sub strand, the learner should be able to: a) discuss the author of the play for intellectual absorption, b) analyse the plot and setting of the play for scholarly scrutiny, c) discuss the character and characterisation in the set play for literary examination, d) recognise the significance of elements of a play for fictional probing.	The learner is guided to: • search online and offline for information about the author of the play and share with fellow learners, • brainstorm on the setting (location and time) of the play, • deliberate on the plot of the play in teams and share, • draw a chart showing the sequence of events in the play and display it on the class wall, • work jointly to identify the characters and their traits in the play, • team up to prepare a mind map to illustrate the characters and how they are related to each other, • write a synopsis of the play and share with classmates for peer review, • organise the synopsis in the class portfolio.	1. How do plot and setting shape a play? 2. Why do we study elements of a play?

Core Competencies to be developed: • Creativity and imagination: This is achieved when learners embrace creative ideas when drawing a chart showing the sequence of events in the play and display it on the class wall. • Communication and collaboration: This is enhanced as the learner expresses ideas clearly and fluently when writing the synopsis of the play.
Values: • Responsibility: This is enhanced as the learner seeks to arrange their work neatly when organising the synopsis in the class portfolio. • Integrity: Learners show reliability as they give honest feedback to peers when peer reviews each other's synopsis.
Pertinent and Contemporary Issues (PCIs): Life skills (creative thinking): This is achieved as the learners discuss information about the author of the play.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Fiction and Non-Fiction	4.3.2 Non-Fiction: Biography - <i>Life lessons</i> - <i>Writing</i>	By the end of the sub strand, the learner should be able to: a) extract the life lessons from a biography for sustainable edification, b) write a biography for intellectual practise, c) appreciate the significance of biographies in day to day life.	The learner is guided to: • read a biography with peers, • brainstorm on the life lessons from the biography and make notes, • prepare a mind map on the lessons learnt /life lessons from the events and characters in the biography, • make a presentation in class on the life lessons from the biography, • brainstorm on a person of interest they could write a biography on, • team up to plan for biography writing(summary of key events and achievements), • write a biography on a person of choice, • share each other's work for peer review, • display their well written drafts in the class portfolio.	How do biographies influence our perspectives in life?
Core Competencies to be developed: • Creativity and imagination: This is achieved when the learner embraces creative ideas when writing a biography on a person of choice.				

• Communication and collaboration: This is promoted as the learner speaks engagingly when making a presentation in class on the life lessons from the biography.
Values: • Responsibility: This is developed as the learner offers leadership and guidance to peers when teaming up to plan for the writing of a biography. • Integrity: This is nurtured as the learner displays reliability as they engage in preparing a mind map on the lessons learnt /life lessons from the events and characters in the biography.
Pertinent and Contemporary Issues (PCIs): Life Skills : This is achieved when the learners critically analyse and appreciate the successes of others and write biographies.

5.0

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Oral Literature	5.1.1 Oral Narratives: Myths and Legends - <i>Features</i> - <i>Functions</i> - <i>Moral lessons</i> - <i>Stylistic devices</i> - <i>Performance</i>	By the end of the sub strand, the learner should be able to: a) discuss the features and functions of myths and legends for literary scrutiny, b) analyse the stylistic devices used in the narratives for artistic appreciation, c) perform a myth and a legend for grasp and enjoyment, d) appreciate the value of myths and legends in the society for aesthetic appreciation.	The learner is guided to: • search online or offline for the features of myths and legends, • make notes on the features of myths and legends identified, • read a given myth and infer the moral lessons and share with peers, • read a legend from a community and infer the moral lessons, • brainstorm on the functions of myths and legends, • work jointly to describe the stylistic devices used in a legend and a myth and share for review, • team up with classmates to perform a myth and a legend applying the performance techniques learnt, • peer review each other's performance for accuracy.	Why should we study myths and legends?

Core Competencies to be developed:	
• Learning to learn: This is promoted as the learner reflects on their learning when peer reviewing each other's performance for accuracy. • Creativity and imagination: This is enhanced as the learner exhibits creativity when performing a myth and a legend while applying the performance techniques learnt.	
Values:	
• Unity: This is promoted as the learner collaborates with others to describe the stylistic devices used in a legend and a myth and shares for review. • Social justice: This is nurtured as the learners accords others equal opportunities when brainstorming on the functions of myths and legends.	
Pertinent and Contemporary Issues (PCIs):	
Cultural awareness: Learners interact with cultural beliefs and customs from various communities when reading and researching on myths and legends.	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Poetry	5.2.1 Appreciation of Poetry: Language and Style <i>-Humour</i> <i>-Irony</i>	By the end of the sub strand, the learner should be able to: a) explain humour and irony as used in poetry for critical analysis, b) examine the effectiveness of humour and irony on the subject matter in a poem for literary interpretation, c) acknowledge the importance of studying poems for poetic perusal.	The learner is guided to: • brainstorm on the meaning of humour and irony in class, • search online or offline sources for the elements of irony and share with peers, • display in class anchor charts on the types of irony, • read a poem and evaluate the use of irony, • discuss with peers on how humour can be used in poetry, • read a poem and identify instances of humour, • discuss how humour has affected the subject matter of the poem, • present the findings in class for review, • compose a two stanza poem with instances of irony and humour and share with peers.	1. Why is it important to employ humour in a poem? 2. How does irony contribute to meaning in a poem?

Core Competencies to be developed: • Digital literacy: This is achieved when the learner interacts with digital content when searching online or offline for the elements of irony and share with peers. • Creativity and imagination: This is achieved as the learner embraces creative ideas when composing a two stanza poem with instances of irony and humour.
Values: • Responsibility: This is nurtured as the learner exhibits commitment to duty when presenting their findings in class for review. • Unity: This is promoted as the learner displays a team spirit when working jointly with peers to display anchor charts on the types of irony.
Pertinent and Contemporary Issues (PCIs): Online safety: This is nurtured when the learners responsibly use the internet and handle digital devices carefully when conducting research on irony and humour in poetry.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Fiction and Non-Fiction	5.3.1 Fiction: The Play <i>Play from Africa and Play from the rest of the world</i> - Themes - Culture and the play - History and the play - Values in the play	By the end of the sub strand, the learner should be able to: a) discuss the themes in the set play for artistic appraisal, b) deduce the lessons learnt from the play for literary appreciation, c) analyse aspects of history and culture in the play for critical analysis, d) appreciate how history and culture have shaped plays for continuous learning.	The learner is guided to: • identify the themes brought out in the play, • collaborate to discuss the themes in the play and present their findings, • summarise their findings on a mind map and share in class, • talk about the lessons learnt from the play and make notes, • research online and offline on the history of the region and share findings with peers, • discuss the elements of history depicted in the play, • conduct a debate on the influence of history of the region on the events and characters in the play, • identify the aspects of culture in the play, • deliberate on how culture of the region has influenced the writing of the play and make notes,	How do themes in a play mirror history and culture of a region?

			team up with peers to form a book reading club then read other plays from Africa and from the rest of the world.	
Core Competencies to be developed: - Learning to learn: This is nurtured as the learner builds on their learning experiences as they form a book reading club to read other plays from Africa and from the rest of the world. - Self-efficacy: This is nurtured as the learner displays effective presentation skills and mastery of content when conducting a debate on the influence of history of the region on the events and characters in the play.				
Values: - Peace: This is developed as the learner exhibits tolerance with peers when discussing the themes in the play and presenting their findings. - Responsibility: This is developed as the learner takes up assigned roles when researching online and offline on the history of the region and shares findings with peers.				
Pertinent and Contemporary Issues (PCIs): Social cohesion: This is nurtured as the learner interacts with peers with different perspectives when discussing concepts related to the play from Africa or from the rest of the world.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Fiction and Non-Fiction	5.3.2 Non Fiction: Personal Essay <i>- Features</i> <i>- Structure</i> <i>- Subject matter</i>	By the end of the sub strand, the learner should be able to: a) explain features of a personal essay for comprehension, b) describe the structure of personal essays for literary study, c) analyse the subject matter in a personal essay for critical evaluation, d) recognise the significance of personal essays as non-fiction literature.	The learner is guided to: - search online/offline for the features of personal essays and share with peers, - identify written examples of personal essays and share with peers for discussion, - make notes on the features of personal essays, - analyse the structure of an ideal personal essay from the examples selected in teams, - discuss the subject matter of the personal essays, - work jointly to deduce values brought out from the subject matter of the personal essays, - write a personal essay on road safety and share with classmates, - publish their personal essays in the school magazine or a public magazine.	Why do we study personal essays?

Core Competencies to be developed: - Self-efficacy: This is enhanced as the learner puts into practice their summary writing skills when making notes on the features of personal essays. - Learning to learn: This is promoted as the learner builds on their learning experiences when publishing their personal essays in the school magazine or a public magazine.
Values: - Respect: This is encouraged as the learner appreciates opinions from peers as they discuss the subject matter of the personal essays. - Patriotism: This is enhanced as the learner supports their peers to achieve common goals when writing a personal essay on road safety and shares with classmates.
Pertinent and Contemporary Issues (PCIs): Road safety: This is developed as the learner interacts with information on road safety and writes essays on the topic for awareness.

6.0

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Oral Literature	6.1.1 Songs/ Oral Poetry: War Songs and Sacred Songs <i>- Features</i> <i>- Subject matter</i> <i>- Functions</i> <i>- Stylistic devices</i> <i>- Performance</i>	By the end of the sub strand, the learner should be able to: a) explain features of War songs and sacred songs for critical analysis, b) discuss the subject matter and functions of war songs and sacred songs for literary appreciation, c) analyse the stylistic devices used in the songs for textual interrogation, d) dramatise war songs and sacred songs for literary awareness and enjoyment, e) appreciate the role of war songs and sacred songs in promoting social cohesion.	The learner is guided to: - watch or listen to recordings of war songs and sacred songs, - search online and offline for features of war songs and features of sacred songs, - make notes on the features of war songs and sacred songs and share with peers, - work jointly to collect war songs and sacred songs from various communities and organise them in the class portfolio, - discuss the subject matter and functions of the songs, - summarise the stylistic devices used in the songs and share with peers, - team up with fellow learners to perform war songs and sacred	1. How did war songs enhance cohesion among people? 2. Why are sacred songs important in communities?

			songs and review each other's performance.	
Core Competencies to be developed: • Self-efficacy: This is promoted as the learner exhibits defining skills when performing war songs and sacred songs while peer reviewing each others performance. • Learning to learn: This is developed as the learner builds on their learning experiences when collecting war songs and sacred songs from various communities and organising them in the class portfolio.				
Values: • Respect: This is demonstrated as the learner appreciates other's views when discussing the subject matter and functions of the songs. • Patriotism: This is enhanced as the learner appreciates different cultures through the various war songs and sacred songs.				
Pertinent and Contemporary Issues (PCIs): Cultural awareness: This is addressed as the learner appreciates songs sang in various communities during war as well as sacred events.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Poetry	6.2.1 Appreciation of Poetry: Structure in Poetry <i>- Rhyme scheme</i> <i>- Meter</i> <i>- Rhythm</i>	By the end of the sub strand, the learner should be able to: a) describe rhythm, rhyme scheme and meter in poetry, b) compose a poem which contains rhyme scheme and meter for literary creativity, c) recite a poem to bring out rhythm for poetic recognition and enjoyment, d) acknowledge the role of rhythm in poetry for enjoyment.	The learner is guided to: • search online/offline for information on meaning and examples of rhyme, rhyme scheme, meter and rhythm in poetry, • team up with peers to identify rhyming sounds in a poem, • discuss and give examples of the types of rhyme schemes in poetry, • team up with classmates to identify rhyme schemes from different poems and share in class, • research on types of meter in poetry and present for peer review, • identify the rhythmic structure (meter) in a poem, • compose a poem with rhyme scheme and meter, • perform the poems with peers in class,	How does rhyme scheme and meter contribute to rhythm in poetry?

			team up to record the performances and displaying the recordings in a class portfolio.	
Core Competencies to be developed: - Digital Literacy: This is enhanced as the learner interacts with digital content when searching online/offline for information on meaning and examples of rhyme, rhyme scheme, meter and rhythm in poetry. - Creativity and imagination: This is developed as the learner embraces creatively inspired ideas when composing a poem with rhyme scheme and meter.				
Values: - Responsibility: This is developed as the learner carefully handles digital devices when recording the performances and displaying the recordings in a class portfolio. - Unity: This is inculcated as the learner works jointly with peers to identify rhyme schemes from different poems and shares in class.				
Pertinent and Contemporary Issues (PCIs): Nationalism: This is developed when learners work with peers harmoniously to achieve group goals for tasks assigned.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Fiction and Non-Fiction	6.3.1 Fiction: Short Story <i>Short stories from Africa and Short stories from the rest of the world</i> - Setting - Plot - Character - Characterisation	By the end of the sub strand, the learner should be able to: - explain the elements of a short story for literary survey, - describe the setting and plot of a short story for in-depth grasp, - analyse the character and characterisation in the short story for detailed perception, - acknowledge the importance of a short story for holistic education.	The learner is guided to: - search online/offline with peers for elements of a short story, - read a given short story and analyse its plot, - collaborate to discuss the aspects of setting and present before the class for review, - draw a flowchart showing key events in a given story, - write a synopsis of the short story read, - organise the synopsis of a short story in a class portfolio, - identify the characters and discuss their traits in the story, - team up with peers to role play characters in the short stories, - peer review each other's work for correctness.	How do we analyse a short story?

Core Competencies to be developed: • Communication and collaboration: This is achieved as the learner contributes to decision making when peer reviewing each other's work for correctness. • Creativity and imagination: It is nurtured as the learner embraces ideas that promote creativity when writing the synopsis of the short story.
Values: • Love: This is shown as the learner respects others' views as they discuss different aspects of setting. • Integrity: This is nurtured as the learner works with peers to only access safe and prescribed sites when searching online/offline for elements of a short story.
Pertinent and Contemporary Issues (PCIs): Self-awareness: This is achieved as the learner discusses the character traits of characters in a short story and relates them to real life.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Fiction and Non-Fiction	6.3.2 Non Fiction: Personal Essay - Stylistic devices - Writing	By the end of the sub strand, the learner should be able to: - analyse the stylistic devices used in a personal essay for literary analysis, - write a personal essay for effective communication, - recognise the significance of personal essays as non-fiction literature.	The learner is guided to: • search online/offline for samples of personal essays and share with peers, • make notes on the subject matter of the personal essays, • analyse the stylistic devices used in the personal essays, • summarise the stylistic devices used in the personal essays, • write a personal essay on a topic of choice and share with peers, • peer review each other's work for creativity and relevance, • team up with classmates to publish their personal essays in the school magazine or a public magazine.	How do personal essays differ from other non-fiction texts?
Core Competencies to be developed: • Self-efficacy: This is enhanced as the learner puts into practice their summary writing skills when summarising the stylistic devices used in the personal essays. • Learning to learn: This is promoted as the learner builds on their assessment skills when peer reviewing each other's work for creativity and relevance.				

Values:

- Unity: This is encouraged as the learner cooperates with peers to achieve a common goal when publishing their personal essays in the school magazine or a public magazine.
- Responsibility: This is enhanced as the learner accesses relevant sites when searching online/offline for samples of personal essays and share with peers.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is addressed as the learner embraces team work and joint tasks to achieve learning outcomes.

7.0

7.0 Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Oral Literature	7.1.1 Modern Forms of Oral Literature <i>(Spoken word, stand-up comedy and jokes)</i> - Elements, - Language and stylistic devices - Values - Performance	By the end of the sub strand, the learner should be able to: a) identify the elements of modern forms of oral literature for comprehension, b) discuss the language and stylistic devices used in modern forms of oral literature for thorough commentary, c) explore the aspect of values in modern forms of oral literature for sustainable perception, d) acknowledge the significance of modern forms of oral literature for lifelong learning.	The learner is guided to: • search online or offline for modern forms of oral literature and share with peers, • identify the elements of modern forms of oral literature, • discuss the language and stylistic devices used in the modern forms of oral literature and make notes, • conduct a debate on the place of values in modern forms of oral literature, • team up with colleagues to organise a stand-up comedy performance and a spoken word session and make presentations,	How are modern forms of oral literature significant to society today?

			• identify aspects of values depicted in the presentations, • record the presentations and store in a digital device for reference.	
Core Competencies to be developed: • Citizenship: This is achieved as the learner endeavours to accomplish group tasks when teaming up with peers to organise and present a stand-up comedy performance and a spoken word session. • Learning to learn: This is shown as the learner builds on their research skills when searching online for information on the modern forms of oral literature.				
Values: • Love: This is nurtured as the learner shares knowledge with peers on modern forms of oral literature. • Peace: This is demonstrated as the learner exhibits a team spirit when recording and storing their presentations in a digital device for reference.				
Pertinent and Contemporary Issues (PCIs): • Cyber security: It is achieved as the learner handles digital devices and responsibly explores digital sites when conducting online research and recording their performances.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Poetry	7.2.1 Appreciation in Poetry: Subject Matter in Poetry <i>- Aspects of culture</i> <i>- Religion</i>	By the end of the sub strand, the learner should be able to: a) discuss the themes in the poems for intellectual grip, b) analyse the subject matter in the poems for scholarly discourse, c) appreciate the role of themes in revealing a message in a poem for thorough interpretation.	The learner is guided to: • deliberate on the aspects of African culture and share with peers, • read a poem from Africa and discuss the aspects of culture and tradition depicted, • listen to an audio recording of a poem and critically analyse the theme of tradition, • work jointly to discuss the theme of religion from a poem, • conduct a debate on the role of poems in promoting African religion, tradition and culture, • write a simple poem on the theme of the African culture and share with classmates.	How can contemporary issues be addressed in poetry?

Core Competencies to be developed: - Communication and collaboration: This is achieved as the learner contributes to group decision making when deliberating on the aspects of African culture and shares with peers. - Creativity and imagination: This is shown as the learner embraces creative ideas when writing a simple poem on the theme of African culture.
Values: - Respect: This is achieved as the learner displays patience as they listen to diverse opinions from others when conducting a debate on the role of poems in promoting African religion, tradition and culture. - Unity: This is realised as the learner collaborates harmoniously with peers to discuss the theme of religion in a poem.
Pertinent and Contemporary Issues (PCIs): Cultural awareness: This is addressed as the learner discusses the thematic concerns of tradition and culture and appreciates diverse cultures from different African regions through poetry.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Fiction and Non-Fiction	7.3.1 Fiction: Short story <i>Short stories from Africa and Short stories from the rest of the world</i> - Short story and history - Short story and culture - Values	By the end of the sub strand, the learner should be able to: - examine history as portrayed in the short stories for in-depth dissection, - analyse culture as portrayed in themes in short stories for literary understanding, - discuss the values brought out in a short story for continuous self-development, - appreciate history and culture as important ingredients in short stories for sustainable enlightenment.	The learner is guided to: - search online and offline for information on the history and culture of different regions in the world, - write a summary of the history of a region as depicted in the short stories for their portfolio, - work jointly to discuss the historical contexts depicted in the short stories read, - examine aspects of culture in various regions in the world and share with peers, - in teams identify aspects of culture brought out in the text read, - work jointly to discuss events that depict history and culture from the story read, - create a class talking wall in teams on aspects of culture in the short stories,	How does the history and culture of a region shape short stories?

			pick out values depicted by characters and themes in the short story.	
Core Competencies to be developed: - Learning to learn: This is developed as the learner builds on their learning experiences when creating a class talking wall in teams on aspects of culture in the short stories. - Citizenship: This is enhanced as the learner works towards a common goal with peers when identifying aspects of culture brought out in the text read.				
Values: Integrity: This is enhanced as the learner uses digital devices responsibly to obtain information on the history and culture of regions.				
Pertinent and Contemporary Issues (PCIs): Citizenship education: This is developed when the learner researches on the history and culture across various regions in the world.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Fiction and Non-Fiction	7.3.2 Non-Fiction: Magazine Articles <i>- Features</i> <i>- Types</i> <i>- Subject matter</i>	By the end of the sub strand, the learner should be able to: a) describe features of a magazine article for critical appreciation, b) examine types of magazine articles for textual interrogation, c) acknowledge the purpose of each type of magazine article for methodical analysis.	The learner is guided to: - search online or offline for features of a magazine article and share with classmates, - brainstorm on common topics of interest in magazine articles, - discuss the different types of magazine articles and present before the class for review, - team up with fellow learners to collect varied and interesting magazine articles and display in class, - read a magazine article and identify the subject matter explored in the article, - peer review each others' work for correctness.	How are magazine articles used to address contemporary issues in the society?
Core Competencies to be developed: - Communication and collaboration: This is enhanced as the learner engages with team members to collect varied and interesting magazine articles and display in class. - Critical thinking and problem solving: This is promoted as the learner uses evidence to make inferences when brainstorming on common topics of interest in magazine articles.				

Values:

- **Unity:** It is enhanced as the learner corporates with peers when discussing the different types of magazine articles and presenting in class for review.
- **Respect:** This is enhanced as the learner gives constructive and honest feedback when peer reviewing each others' work for correctness.

Pertinent and Contemporary Issues (PCIs):

Socio-economic issues: These are addressed as the learner interacts with various topics of interest from magazine articles read.

8.0

8.0	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Oral Literature	8.1.1 Songs/ Oral Poetry: Love Songs <i>- Form</i> <i>- Subject matter</i> <i>- Stylistic devices</i> <i>- Functions</i> <i>- Performance</i>	By the end of the sub strand, the learner should be able to: a) recognise form and subject matter in love songs for literary study, b) analyse the stylistic devices used in love songs for diligent evaluation, c) perform love songs for cognitive grasp and enjoyment, d) acknowledge the role of love songs as a form of expression in real life.	The learner is guided to: • search online or offline for structure and form of love songs/poem and share with peers, • read a given love song/poem with peers and describe the structure, • brainstorm on the subject matter of a love song/poem with peers, • relate the structure of the song to its subject matter, • discuss the stylistic devices used in the love song and make notes, • team up with classmates to compose a two-verse love song and perform it in class, • peer review each other's performance for creativity and accuracy.	How does the structure of a song help us appreciate its subject matter?

Core Competencies to be developed: • Creativity and imagination: This is enhanced as the learner composes a two-verse love song and creatively performs it in class. • Digital literacy: This is achieved as the learner interacts with digital content when searching online or offline for the structure and form of love songs and share with peers.
Values: • Integrity: This is developed as the learner patiently listens to their peers performing a song they composed. • Love: This is achieved as the learner shares constructive and honest reviews of the performance made by peers based on songs they composed.
Pertinent and Contemporary Issues (PCIs): Career education: This is addressed as the learner works collaboratively to sharpen their skills and creativity in writing and performing songs.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Poetry	8.2.1 Appreciation of Poetry: Language and Style - Tone - Mood - Attitude	By the end of the sub strand, the learner should be able to: a) describe tone, mood and attitude in poetry for poetic awareness, b) discuss the effect of tone, mood and attitude in poetry for artistic survey, c) analyse tone, mood and attitude in poems for intellectual scrutiny, d) appreciate tone, mood and attitude in poetry for aesthetical appreciation.	The learner is guided to: • review the meaning of tone, mood and attitude in poetry, • distinguish tone, attitude and mood in poetry and share their findings with peers, • read a poem and identify the tone, mood and attitude, • discuss how tone, mood and attitude affect the subject matter in the poem, • compose a poem and share with peers, • team up with peers and identify the tone, mood and attitude in the poems, • team up with classmates to recite the poems while expressing the tone and mood accurately.	Why is attitude, mood and tone significant in performance?

Core Competencies to be developed: • Self-efficacy: This is nurtured as the learner exhibits defining personal presentation skills when reciting the poems while expressing the tone and mood accurately. • Communication and collaboration: This is developed as the learner eloquently discusses the effect of tone, attitude and mood on the subject matter with peers.
Values: • Respect: This is achieved as the learner appreciates others when sharing their findings on the distinction between attitude, tone and mood in poetry. • Unity: Cooperation is achieved as the learner teams up with peers to create and perform poems.
Pertinent and Contemporary Issues (PCIs): Life skills: Creative thinking is nurtured as the learner comes up with poems and performs them with peers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Fiction and Non-Fiction	8.3.1 Fiction: Performing a Play <i>Project (Play from Africa)</i> - Creating a Three-Act Play - Acting the play	By the end of the sub strand, the learner should be able to: - describe the stages of creating a play for in-depth awareness, - script a three-act play for creativity and practise, - perform a play from Africa for intellectual absorption and enjoyment, - appreciate the performance of the play for continuous knowledge acquisition.	The learner is guided to: • watch and discuss with peers a performance of a play from Africa, • brainstorm on the stages of creating a play and share the findings with classmates, • collaborate to come up with a plot and characters of the play they intend to perform, • team up and script a three-act play taking into consideration the history and culture of Africa, • collaborate to identify and assign roles for the characters in the play, • jointly discuss a rehearsal schedule for the play, • work jointly to find or customise appropriate costumes and props for the play,	- How can one script a play? - Why is it important to perform plays?

			- collaborate to perform the play during non-formal activities or school functions, - peer review their performance and make improvements, - record their performance and share it on social media or any other online platform.	
Core competencies to be developed: - Self-efficacy: This is achieved as the learner exhibits outstanding skills when performing a play with appropriate costumes and props. - Creativity and imagination: This is promoted as the learner embraces innovativeness when scripting, rehearsing and performing a three-act play.				
Values: - Unity: Cooperation is fostered as the learner collaborates to peer review their performance and make improvements. - Social Justice: This is promoted as the learner accords others equal opportunities when identifying and assigning roles for the characters in the play.				
Pertinent and Contemporary Issues (PCIs): Learner Support Programmes - Clubs and Societies: This is promoted as the learner identifies and nurtures gifts and talents when creating a play and performing it during non-formal activities or school functions.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Fiction and Non-Fiction	8.3.2 Non-Fiction: Magazine Articles Analysis of Magazine Articles from Africa and the rest of the world - Themes - Stylistic devices - Writing	By the end of the sub strand, the learner should be able to: a) compare magazine articles from Africa and the rest of the world for information, b) analyse the common themes and use of stylistic devices in the magazine articles, c) acknowledge non-fiction writing as a significant skill in career pursuits.	The learner is guided to: - search online or offline for samples of magazine articles from Africa and from the rest of the world, - read the magazine articles with peers, - team up to compare and contrast the use of language and themes addressed in the magazine articles, - identify common themes and stylistic devices in the magazine articles, - prepare a graphic organiser to show similarities and differences between magazine articles from Africa and from the rest of the world, - work jointly to pick a topic, plan and write a magazine article and share for peer review.	Why do you think magazine articles are important in society?
Core Competencies to be developed: - Digital literacy: This is enhanced as the learner uses technology responsibly when searching online or offline for samples of magazine articles from Africa and the rest of the world. - Critical thinking and problem solving: This is developed as the learner applies logical thinking when comparing and contrasting the use of language and themes in the magazine articles.				

Values:

- Social justice: This is enhanced as the learner dutifully accomplishes assigned tasks when working with peers to pick a topic, plan and write a magazine article then share.
- Respect: This is nurtured as the learner patiently listens to diverse opinions from peers as they identify common themes and stylistic devices in the magazine articles.

Pertinent and Contemporary Issues (PCIs):

Safety and security: Cyber security is enhanced as the learner responsibly searches the internet for magazine articles.

9.0

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1	9.1.1 Oral Literature Fieldwork Project on long forms of oral literature: - Importance of fieldwork - Objectives - Methods of data collection - Stages of fieldwork (pre-fieldwork activities, fieldwork activities, post fieldwork activities)	By the end of the sub strand, the learner should be able to: a) explain the significance of fieldwork in oral literature for literary research, b) discuss the methods of data collection in fieldwork for information and meticulous application, c) analyse the activities in the stages of fieldwork in oral literature for comprehension, d) acknowledge fieldwork as a basis of	The learner is guided to: • expound on the significance of fieldwork in oral literature and make notes, • search online or offline for methods of data collection in oral literature research, • explore objectives, methods of data collection and ethical considerations in preparation for a fieldwork project in oral literature, • make a list of pre-fieldwork activities (<i>formulating objectives; site selection; budgeting; logistics; acquiring permits, etc.</i>) in oral literature, • explore the fieldwork activities in a project (<i>participation through translation, transcription, interpretation; collecting data through interviews, observation,</i>	Why is fieldwork important in oral literature?

		research in oral literature.	<i>document analysis, etc.)</i> in oral literature, • prepare a write-up on the post fieldwork activities during a project (<i>documentation; analysing data; preparing final write-up/report on findings and recommendations</i>) in oral literature, • team up to prepare a flow chart showing the stages and respective activities involved in fieldwork, • team up to conduct a fieldwork project on oral narratives in a community and report the findings in class.	
Core Competencies to be developed: • Learning to learn: This is promoted as the learner interacts with technology when searching online or offline for the methods of data collection in oral literature research. • Self-efficacy: This is enhanced as the learner works engagingly with peers to conduct fieldwork on oral narratives.				
Values: • Social Justice: This is embraced as the learner accords peers equal opportunities to contribute when exploring objectives, methods of data collection and ethical considerations in preparation for a fieldwork project in oral literature. • Responsibility: This is enhanced as the learner appreciates efforts from peers when conducting fieldwork on oral narratives.				
Pertinent and Contemporary Issues (PCIs): Education for sustainable development: This is addressed as the learner is exposed to research work for learning purposes and engages in initiatives that build on their knowledge of oral literature.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Poetry	9.2.1 Appreciating poetry - <i>Subject matter</i> - <i>Themes in poems from Africa</i> - <i>Performance</i>	By the end of the sub strand, the learner should be able to: - explain common themes in African poetry for literary analysis, - discuss the subject matter in poems for literary scrutiny, - apply appropriate performance techniques to recite a poem for enjoyment, - acknowledge the significance of poems in addressing contemporary issues in the society.	The learner is guided to: • deliberate on the common themes in African poetry, • listen to an audio recorded poem and critically analyse the subject matter, • search online or offline for examples of poems on given themes, • analyse the subject matter in the poems, • team up with classmates to perform poems using appropriate performance techniques, • peer assess each other's performance for creativity and accuracy, • perform poems on contemporary issues in school clubs and societies.	How does subject matter in poetry help one to understand the African society?

Core Competencies to be developed: • Communication and collaboration: This is promoted as the learner contributes to group decision making when deliberating on the common themes in African poetry. • Self-efficacy: This is enhanced as the learner nurtures their talents as they perform poems on contemporary issues in school clubs and societies.
Values: • Responsibility: This is enhanced as the learner seeks to get constructive feedback during peer assessment on performance for creativity and accuracy. • Love: This is enhanced as the learner tolerates others when conducting dialogues to critically analyse the subject matter from audio recorded poems.
Pertinent and Contemporary Issues (PCIs): Life skills-empathy: Learner exhibits empathy as they recite poems with different thematic concerns and identify with the persona.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Fiction and Non-Fiction	9.3.1 Fiction: Short Stories <i>Short stories from Africa and Short stories from the rest of the world</i> -Themes - Stylistic devices -Values in short stories	By the end of the sub strand, the learner should be able to: a) discuss the themes as portrayed in the short stories for fictional probing, b) analyse the stylistic devices used in the short story for textual evaluation, c) examine the aspects of values depicted in short stories for artistic conceptualisation, d) recognise the significance of themes in promoting values in short stories for sustainable self advancement.	The learner is guided to: • review the themes brought out in the short stories and share with peers, • prepare a visual organiser or chart showing the themes brought out in the short stories and display it for the rest of the class, • critically analyse the themes and present to the class for review, • discuss the stylistic devices used in the short stories and make notes, • discuss how values are promoted in the short stories, • brainstorm on how the values depicted in the stories relate to real life.	1. How do themes bring out values in a short story? 2. Why are stylistic devices key in short stories?
Core Competencies to be developed: • Creativity and imagination: This is developed as the learner embraces innovativeness when preparing a visual organiser or chart showing the themes brought out in the short story. • Communication and collaboration: This is enhanced as the learner speaks engagingly when reviewing the themes brought out in short stories and share with peers.				

Values: • Unity: This is promoted as the learner works in teams to analyse the short stories based on themes. • Social Justice: This is promoted as the learner accords peers equal chances to contribute when brainstorming on how the values depicted in the stories relate to real life.
Pertinent and Contemporary Issues (PCIs): Citizenship Education: This is developed as learners expound their knowledge on national values and principles of governance based on the short stories.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Fiction and Non-Fiction	9.3.2 Non-Fiction: Magazines Articles <i>- Culture</i> <i>- Value</i> <i>- Contemporary issues</i>	By the end of the sub strand, the learner should be able to: a) explain how culture manifests in magazine articles from Africa and the rest of the world for critical evaluation, b) deduce life lessons and values depicted in magazine articles from Africa and rest of the world for scholarly awareness, c) explore contemporary issues addressed in magazine articles for lifelong learning, d) acknowledge the place of culture and values in magazine articles for artistic appreciation.	The learner is guided to: • read magazine articles for in-depth scrutiny, • discuss aspects of culture and life lessons evident in magazines articles, • create a mind map showing life lessons and aspects of values drawn from the magazines articles, • conduct a debate on the role of magazine articles in promoting values in the society, • discuss contemporary and emerging issues addressed in magazine articles, • team up with peers, to plan and write a magazine article on a contemporary and emerging issue in the society,	1. How is culture brought out in magazine articles? 2. Which life lessons can we learn from magazine articles?

			peer review each other's articles for creativity and correctness.	
Core Competencies to be developed: - Critical thinking and problem solving: This is enhanced as the learner makes inferences when conducting a debate on the role of magazine articles in promoting values in the society. - Learning to learn: This is promoted as the learner reflects on their own learning when peer reviewing each other's articles for creativity and correctness.				
Values: - Integrity: This is enhanced as the learner gives honest and constructive feedback when peer reviewing each other's articles for creativity and correctness. - Responsibility: This is developed as the learner takes up roles when teaming up with peers to plan and write a magazine article on a contemporary and emerging issue in the society.				
Pertinent and Contemporary Issues (PCIs): Cultural awareness: This is enhanced when the learner discuss cultural aspects and values depicted in the magazine articles.				

SUGGESTED FORMATIVE ASSESSMENT RUBRICS

Strand: Oral Literature					
Sub Strand	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Oral Narratives	Ability to scrutinise the functions of oral narratives for analysis	Exhaustively scrutinises the functions of oral narratives for analysis	Scrutinises the functions of oral narratives for analysis	Scrutinises the functions of oral narratives for analysis with some examples	Scrutinises the functions of oral narratives for analysis with difficulty
Modern Forms of Oral Literature	Ability to analyse modern forms of oral literature for literary appreciation	Intensively analyses modern forms of oral literature for literary appreciation	Analyses modern forms of oral literature for literary appreciation	Attempts to analyse some modern forms of oral literature for literary appreciation	Analyses modern forms of oral literature for literary appreciation with prompt

Strand: Poetry					
Sub Strand	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Appreciating Poetry	Ability to examine the effectiveness of language and style used in a poem for literary appreciation	Examines the effectiveness of language and style used in a poem for literary appreciation with examples	Examines the effectiveness of language and style used in a poem for literary appreciation	Attempts to examine the effectiveness of some language and style used in a poem for literary appreciation	Tries with support to examine some language and style used in a poem for literary appreciation

Strand: Fiction and Non-Fiction					
Sub Strand	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Fiction	Ability to analyse setting, plot, characters and subject matter in set texts for literary appreciation	Analyses with precision the setting, plot, characters and subject matter in set texts for literary appreciation and cites examples	Analyses the setting, plot, characters and subject matter in set texts for literary appreciation	Analyses some aspects of the setting, plot, characters and subject matter in set texts for literary appreciation	Analyses an aspect of setting, plot, characters and subject matter in set texts for literary appreciation with assistance

Strand: Fiction and Non-Fiction					
Sub Strand	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Non-Fiction	Ability to analyse plot, setting, language and style, and subject matter in the biography, personal essay and magazine article for literary appreciation	Analyses plot, setting, language and style, subject matter in the biography, personal essay and magazine article with accurate examples for literary appreciation	Analyses the plot, setting, language and style, subject matter in the biography, personal essay and magazine article for literary appreciation	Analyses some aspects of plot, setting, language and style, subject matter in the biography, personal essay and magazine article for literary appreciation	Analyses only one aspect of the plot, setting, language and style, subject matter in the biography, personal essay and magazine article with assistance for literary appreciation

APPENDIX 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

STRAND	SUGGESTED ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES	SUGGESTED NON-FORMAL ACTIVITIES
ORAL LITERATURE	• Oral Presentations • Debates • Role Play • Question and Answer • Oral Discussions • Public Speaking • Standardised Assessment • Learner Portfolios • Learner Journals • Oral Interviews	• Dictionaries • Magazines • Resource Persons • Pictures and Photographs • Video Clips • Audio-Visual • Course Book • Charts • Flash Cards • Flow Charts • Other Web Resources • Google Maps	• Drama Festival • Music Festival • Cartoons • Community Cultural Events (weddings, dowry ceremonies) • Drama Club • Debating Club • Journalism Club • Story Telling Sessions
POETRY	• Reading aloud • Oral Recitations • Role Play • Question and Answer • Oral Discussions • Public Speaking	• Dictionaries • Magazines • Resource Persons • Video Clips • Audio-Visual • Charts • Resource Persons	• Drama Festival • Music Festival • Cartoons • Community Cultural Events (weddings, dowry ceremonies) • Drama Club

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	• Standardised Assessment • Learner Portfolios • Learner Journals • Oral Interviews	• Flash Cards • Flow Charts • Other Web Resources • Anthology of poetry • Poetry Books • Encyclopaedia	• Debating Club • Journalism Club • Poetry Recitals
FICTION AND NON-FICTION	• Oral Presentations • Debates • Role Play • Question and Answer • Oral Discussions • Public Speaking • Standardised Assessment • Essay Writing • Learner Portfolios • Learner Journals • Oral Interviews	• Dictionaries • Magazines • Resource Persons • Encyclopaedia • Audio-Visual • Novel from Africa and the rest of the world • Short Story • Play (Africa and the rest of the world) • Biography • Memoir • Magazine Article • Blog	• Drama Festivals • Music Festivals • Cartoons • Community Cultural Events (weddings, dowry ceremonies) • Cultural Festivals • Drama Club • Debating Club • Journalism Club

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