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SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

LITERATURE IN ENGLISH



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
2024

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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Nurturing Every Learner's Potential

SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

LITERATURE IN ENGLISH

JUNE, 2024

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values.

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

5. Promote social equity and responsibility.

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

6. Promote respect for and development of Kenya's rich and varied cultures.

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

7. Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

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

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.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the forth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre-career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** 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, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that **AT LEAST TWO** learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for **ONE** learning area from the chosen Pathway and a maximum of **TWO** learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. <i>Physical Education (C)</i> 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

The study of literature provides learners with opportunities to appreciate and enjoy literary texts with the aim of enhancing students' awareness of the relationship between literature and society. This course will introduce learners to in-depth literary appreciation through exposure to varied literary works from different regions of the world. The course will build on literary appreciation competencies acquired at Junior Secondary School.

At the end of the course, learners will be expected to appreciate and enjoy selected literary texts with the aim of achieving learning outcomes which include; development of the capacity for critical thinking, personal growth and empathy, enhanced appreciation of diversity in human nature and culture, constructing and conveying meaning clearly and coherently in written and spoken language, improved general cultural awareness, exploring issues of human concern thereby leading to greater understanding of self and society, stimulating students' creative and literary imagination and development of the appreciation of literature.

Learners will engage in non-formal activities to enhance learning which include but are not limited to, relating their personal experiences to the text being studied, watching live performances of plays in the theatre, staging performances of the texts being studied to ensure that the skills of literary appreciation are nurtured in an exciting and memorable manner, participating in play festivals, debates and writing competitions. Ultimately, this course will prepare learners for the world of work and professional career paths in fields such as publishing, journalism, teaching, marketing, advertising, public speaking, among others.

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.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
Oral Literature	• Introduction to oral literature • Oral Narratives • Songs/Oral Poetry • Short Forms of Oral Literature • Modern Forms of Oral Literature • Oral Literature Fieldwork(Project)	34
Poetry	• Introduction to poetry • Appreciation of Poetry	4 37
Fiction and Non-Fiction	• Fiction • Non-Fiction	105
Total Number of Lessons		105

Note: The suggested number of lessons per Sub Strand may be less or more depending on the context.

STRANDS AND SUB STRANDS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Oral Literature	1.1 Introduction to Oral Literature (4 lessons) • <i>Genres</i> • <i>Features</i> • <i>Functions</i>	By the end of the sub strand, the learner should be able to: a) identify genres of oral literature for information, b) analyse the features of oral literature from a variety of oral literature genres, c) discuss the functions of oral literature for comprehension, d) appreciate the importance of oral literature in daily life.	The learner is guided to: • search online or offline for the meaning of oral literature, • listen to a recording on genres of oral literature and take notes, • summarise the features of oral literature, • peer review each other's work for correctness, • brainstorm on the functions of oral literature, • present the functions of oral literature through a mind map.	Why is oral literature important in the society?
Core Competencies to be developed: • Communication and Collaboration: This is advanced as the learner engages in teamwork to research and share information obtained from online and offline sources on the meaning of oral literature. • Learning to learn: This is enhanced as the learner reflects on their own work when peer reviewing each other's work for correctness				

Values:

- Responsibility: This is diligence is promoted as the learner searches for information online and offline.
- Unity: This is nurtured while the learner strives to achieve a common goal as they collaborate to work.

Pertinent and Contemporary Issues (PCIs):

Socio economic issues: This is nurtured as the learners cohesively works as they search for information on the meaning and features of oral literature.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Poetry	1.2.1Appreciating Poetry (4 Lessons) • Sources of poetry • Elements of poetry	By the end of the sub strand, the learner should be able to:, • identify the elements of a poem from Kenya for comprehension, • analyse the elements of a poem, from Kenya for comprehension, • acknowledge the importance of elements of poetry when analysing poems.	The learner is guided to: • brainstorm on the meaning of poetry and the elements of poems from Kenya, • search for elements of poems from online or offline sources and peer review, • Present the findings to the class, • collaborate to discuss the elements of a poem from Kenya, • make notes on the elements of a poem from Kenya on environmental conservation.	Why do we study poetry?
Core competencies to be developed: • Communication and collaboration: This is enhanced as the learner speak clearly and effectively while searching for the meaning and elements of poetry. • Digital literacy: This is promoted as the learner searches for the meaning and elements of poetry from online sources.				
Values: • Unity: This is developed as the learner works with others during discussions. • Respect: This is promoted as the learner listens to others during group discussions.				

Pertinent and Contemporary Issues (PCIs):

- Socio economic issues: This is developed while the learner makes notes on the elements of a poem from Kenya on environmental conservation.
- Social cohesion: This is displayed as the learner cooperates with others to undertake tasks.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Fiction and Non-Fiction	1.3.1 Fiction (Novel from Kenya) (5 lessons) • <i>Features of prose fiction</i> • <i>Novel and history of Kenya</i>	By the end of the sub strand, the learner should be able to: a) explain the features of prose fiction for knowledge, b) examine the elements of history in prose fiction in Kenya, c) critically analyse a novel from Kenya, d) appreciate how history has shaped the features of prose fiction in Kenya.	The learner is guided to: • team up with peers to search for features of prose fiction from Kenya from online and offline sources and present their answers in class, • make a presentation outlining the features of prose fiction from Kenya for peer review, • discuss with peers to identify elements of history from prose fiction in Kenya, • summarise their findings in a tree diagram, • collaborate to write a synopsis of the novel, • team up to chronologically arrange the events in the prose fiction from Kenya, in a flow chart,	How has history influenced prose fiction in Kenya?

			● share their work with peers for feedback.	
Core Competencies to be developed: ● Creativity and imagination: This is nurtured as the learner collaborates to write a synopsis of the novel. ● Self- efficacy: This is enhanced as the learner shares their work with peers for feedback.				
Values: ● Respect: This is inculcated as the learner appreciates the contributions of the others during discussions and peer review. ● Unity: This is enhanced as the learner collaborates with others to arrange the events in the prose fiction chronologically.				
Pertinent and Contemporary Issues (PCIs): Patriotism: This is enhanced as the learner teams up with peers to identify elements of history from prose fiction in Kenya.				

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 (Non-Fiction from Kenya) (4 lessons) • <i>Features of non-fiction</i> • <i>Categories of non-fiction</i>	By the end of the sub strand, the learner should be able to: a) explain the features of non-fiction for literary appreciation, b) categorise non-fiction prose for critical analysis, c) appreciate the significance of non-fiction for lifelong learning.	The learner is guided to: • discuss the meaning of non-fiction and share with peers, • team up to collect samples of non-fiction prose for discussion in class, • search for features of non-fiction from online and offline sources and make presentations in class, • collaborate to categorise non-fiction prose for peer review, • share their findings with peers for feedback.	How does the knowledge of non-fiction prose help to nurture literary skills?
Core Competencies to be developed: • Digital literacy: This is promoted as the learner uses appropriate digital technology to effectively search for the information online and offline. • Learning to learn: This is enhanced as the learner works collaboratively to share information and support from peers.				
Values:				

- | |
|--|
| <ul style="list-style-type: none">• Respect: This is inculcated as the learner appreciates the contributions of the others during peer review.• Unity: This is enhanced as the learner collaborates with others harmoniously as they share their findings with peers. |
| <p>Pertinent and Contemporary Issues (PCIs):
Patriotism: This is promoted as the learner teams up with peers to collect samples of non-fiction prose.</p> |

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Oral Literature	2.1.1 Oral Narratives (4 lessons) • <i>Features</i> • <i>Types</i>	By the end of the sub strand, the learner should be able to: - identify features of oral narratives from given narratives, - analyse features of different oral narratives for literary analysis, - discuss the functions of oral narratives for critical analysis, - appreciate the importance of oral narratives in the society.	The learner is guided to: • watch a narration of an oral narrative from a video and discuss the meaning and features of oral narratives, • narrate an oral narrative to the class for peer review, • collaborate to identify the oral features in the narrative, • search online or offline for features of oral narratives and present the findings in class, • identify features of oral narratives from print and electronic sources for presentation in class, • collaborate to discuss the lessons drawn from the narratives.	Why is it important to study oral narratives?
Core Competencies to be developed: • Communication and collaboration: This is enhanced as the learner engages to identify the oral features of oral narratives, • Critical thinking and problem solving: This is advanced when the learner explores lessons from oral narratives and identifies the features of oral narratives.				

Values:

- Social justice: This is developed as the learner shares moral lessons drawn from oral narratives,
- Peace: This is fostered as the learner harmoniously works with others.

Pertinent and Contemporary Issues (PCIs):

Learner support programmes: This is fostered as the learner draws lessons and identifies features of oral narratives.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Poetry	2.2.1 Appreciation of Poetry <i>(10 lessons)</i> - Types of poems - Performance of poems	By the end of the sub strand, the learner should be able to: a) identify the characteristics of free verse, blank verse, sonnet, narrative poems and sonnet from given poems, b) analyse the structure and subject matter of a free verse, blank verse, sonnet, narrative poems and sonnets for literary appreciation, c) perform different types of poems for enjoyment, d) acknowledge the place of poems in the society.	The learner is guided to: - search online or offline for the meaning of free verse, blank verse, sonnet, narrative poems and sonnet, - share their findings in class, - read and recite free verse, blank verse, sonnet and narrative poems, - collaborate to discuss their characteristics and subject matter, - summarise the characteristics and structure of verse, blank verse, sonnet and narrative poems in charts and display them in class, - collaborate to perform different types of poems and present their performances in class and out of class forums.	- How are poems classified? - How can we make the performance of poems enjoyable?

Core Competencies to be developed:

- Critical thinking and problem solving: This is enhanced as the learner explores characteristics and subject matter of different types of poems.
- Learning to learn: This is promoted when the learner reflects on own work as they discuss and share information on different types of poems.

Values:

Unity: This is developed when the learner cooperates with others to perform different types of poems and presents their performances in class.

Pertinent and Contemporary Issues (PCIs):

Citizenship education: This is enhanced as the learner shares their findings in class to promotes social cohesion.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Fiction and Non Fiction	2.3.1 Fiction (Novel from Kenya) (12 lessons) ● Character ● Characterisation ● Themes ● The Novel and the culture of Kenya	By the end of the sub strand, the learner should be able to: a) identify characters and their traits from the set novel, b) analyse themes, characters, and characterisation in the novel, c) relate the novel to the culture of Kenya. d) appreciate the value of the novel for life- long learning.	The learner is guided to: ● read the set novel and collaborate to write down the sequence of events, ● identify the characters in the novel and collaborate to discuss their traits, ● relate the cultural elements in the novel to the culture in Kenya in and share with peers, ● collaborate to discuss the themes in the novel and present their findings, ● link the characters to real life and draw lessons, ● collaborate to summarise the characters and themes in a graphic organiser and place it on the classroom noticeboard.	Why should one read a novel?
Core Competencies to be developed: ● Critical thinking and problem solving: This is enhanced as the learner makes the interpretation and inference while exploring character traits and thematic concerns and draws lessons from them.				

- Citizenship: This is nurtured when cultural and national identity skills are fostered as the learner interacts with thematic concerns derived from the Kenyan setting.

Values:

- Social justice: This is enhanced as the learner engages in harmonious relationships in the discussion.
- Respect: This is nurtured as the learner experiences acceptance and appreciates different characters in the novel.

Pertinent and Contemporary Issues (PCIs):

Social awareness skills: This is enhanced as the learner collaborates with peers to discuss thematic concerns in the novel.

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: Personal Journal <i>(8 lessons):</i> • Structure • Content • Language and style	By the end of the sub strand, the learner should be able to: a) identify the structure of a personal journal for critical analysis, b) analyse the content and style of a personal journal for literary appreciation, c) write an entry of a personal journal from personal experiences, d) appreciate the value of life writing for effective communication.	The learner is guided to: • brainstorm on the meaning of life- writing and present their findings in class, • work jointly to conduct an online search on characteristics of personal journals, • discuss the structure of a personal journal and present their findings on a mind map, • read a sample personal journal and discuss the content, language and style, • make an entry of a personal journal from personal experiences, • share their work with peers and peer review for correctness,	Why is it important to keep journals?

			organize their neatly written and reviewed work in a portfolio.	
Core Competencies to be developed: - Digital literacy: This is advanced as the learner is able to use technology and apply digital skills when conducting an online search on characteristics of personal journals. - Critical thinking and Problem solving: This is nurtured as the learner analyses concepts by logical reasoning when discussing the structure of a personal journal and presenting their findings on a mind map.				
Values: - Unity: This is promoted as the learner cooperates with peers to brainstorm on the meaning of life- writing and presents their findings in class. - Responsibility: This is enhanced as the learner exhibits accountability to accept input when sharing their work with peers to peer reviewing for correctness.				
Pertinent and Contemporary Issues (PCIs): Self-awareness: This is addressed as the learner expresses their thoughts, ideas and experiences when making entries to prepare a personal journal.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.1 Oral Literature	3.1.1 Appreciation of Songs/ oral poetry (4 lessons) . - Features of oral poetry - Lullaby (performance)	By the end of the sub strand, the learner should be able to: - identify the features of songs for literary analysis, - analyse the performance of a lullaby for literary appreciation, - appreciate the value of songs in the society.	The learner is guided to: - listen to an oral song from an audio or online source, - collaborate to discuss the features of the song and share their findings in class, - search online or offline for features of songs and present their findings on charts, - team up to sing common lullabies, - listen to or watch a lullaby and discuss its verbal and non-verbal characteristics, - present their responses in class for peer review, - summarise their responses and display for peer review.	Why do people sing songs?
Core Competencies to be developed: - Digital literacy: This is promoted as the learner interacts with digital technology while searching for features of songs from online sources. - Learning to learn: This is nurtured as the learner carries out investigations to build on their own learning experiences on features and subject matter of songs and lullabies.				
Values: - Unity: This is developed as the learner works with others to search and present findings on songs and lullabies. - Love: This is nurtured as the learner displays trustworthiness while working with others to achieve a common goal.				
Pertinent and Contemporary Issues (PCIs): Citizenship: This is enhanced as the learner interacts with information on lullabies about child care and protection.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Poetry	3.2.1 Appreciation of Poetry (4 lessons) • <i>Process of writing a poem</i> • <i>Creating a poem</i>	By the end of the sub strand, the learner should be able to: a) explain the process involved in writing of a poem, b) create a poem on a given topic, c) appreciate writing of poetry for effective communication.	The learner is guided to: • search online or offline for the steps involved in the writing of a poem and present their findings in class, • identify a topic in poetry, • brainstorm for ideas, images and phrases related to the topic they have identified, • create the structure of the poem, • determine the style to use in the poem, • draft a poem on environmental education and climate change, • revise and edit the poem for coherence and clarity, • choose the title, • share the poem for constructive feedback and make necessary adjustments, • display the poem on the classroom noticeboard or e- portfolio.	1. How can one become a good poet? 2. How can you tell whether a poem is well written?
Core Competencies to be developed: • Communication and Collaboration: This is enhanced as the learner brainstorms for ideas, images and phrases related to the topic they have identified, • Self- efficacy: This is promoted as the learner plans and creates a poem and shares with peers.				

Values:

- Respect: This is fostered as the learner appreciates the poems of peers and develops human dignity.
- Integrity: This is enhanced as the learner assesses peer's work objectively.

Pertinent and Contemporary Issues (PCIs):

Social economic issues: This is enhanced as the learner writes poems on environmental education and climate change.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Fiction and Non Fiction	3.3.1 Fiction (Novel from Kenya) <i>(8 lessons)</i> • <i>Language and style</i> • <i>Values</i>	By the end of the sub strand, the learner should be able to: a) identify the language and style in the novel for literary appreciation, b) analyse the language and style in the novel for critical analysis, c) relate language use in the novel to values for life-long learning, d) appreciate the value of the novel for life- long learning.	The learner is guided to: • read the novel and discuss the language and style for peer review, • search online or offline for stylistic devices and language use and share in class, • collaborate to discuss and present their findings for peer review, • link the language use to real life concerns and draw moral lessons, • collaborate to summarise language use and stylistic devices in a graphic organiser and place it on the classroom noticeboard for peer review.	Why is style important in reading a novel?
Core Competencies to be developed: • Critical thinking and problem solving: This is enhanced as the learner makes the interpretation and inference while exploring thematic concerns and draws lessons from them. • Citizenship: This is nurtured when cultural and national identity skills are fostered as the learner interacts with thematic concerns derived from the Kenyan setting.				

Values:

- Social justice: This is enhanced as the learner engages in harmonious relationships in the discussion.
- Integrity : This is nurtured as the learner experiences acceptance and appreciates different use of language and style for moral lessons in the novel.

Pertinent and Contemporary Issues (PCIs):

Citizenship skills: This is enhanced as the learner collaborates to promote social cohesion while they discuss language and style and present to the class.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Fiction and Non-Fiction	3.3.2 Non- Fiction: (Autobiography from Kenya) (4 lessons) Structure Content	By the end of the sub strand, the learner should be able to: - explain the structure of an autobiography for comprehension, - analyse the main ideas addressed in an autobiography for lifelong learning, - write their own life story for self-reflection, - acknowledge the value of writing for personal growth.	The learner is guided to - conduct a reading session to read an autobiography from Kenya, - work jointly to summarise the structure of the autobiography on a graphic organiser and display on the classroom noticeboard, - team up with peers to brainstorm on the main ideas and pertinent and contemporary issues brought out in the autobiography, - search from online or offline sources for information on the process of writing an autobiography, - write a section of their own life story by following the process outlined: - reflect on their life - outline their story - begin with a catchy introduction - decide whether to use a chronological or thematic structure - detail key life events,	Why do people write their own life stories?

			- share their thoughts, feelings and insights - highlight achievements and challenges - incorporate dialogue - show growth and change - conclusion ● share their draft autobiography sections with peers for review, ● organize their reviewed fair copies in a portfolio.	
Core Competencies to be developed: ● Creativity and Imagination: This is nurtured as the learner adapts new ideas that inspire creativity as they write a section of their own life story by following the process outlined. ● Citizenship : This is inculcated as the learner teams up with peers to develop a constructive dialogue when brainstorming on the main ideas and pertinent and contemporary issues brought out in the autobiography.				
Values: ● Peace: This is enhanced as the learner displays tolerance with peers when working jointly to summarise the structure of the autobiography on a graphic organiser and display on the classroom noticeboard. ● Respect: This is enhanced as the learner accommodates diverse opinions from peers when brainstorming on the main ideas and pertinent and contemporary issues brought out in the autobiography.				
Pertinent and Contemporary Issues (PCIs): Nationalism: This is promoted as the learner interacts with autobiographies on Kenyan personalities and appreciates their journeys through life.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 Appreciating Oral Literature	4.1.1 Appreciation of Short forms of oral literature (4 lessons) • <i>Features</i> • <i>Types</i> • <i>Functions</i>	By the end of the sub strand, the learner should be able to: - Identify the features of short forms of oral literature for literary appreciation, - analyse types and functions of short forms of oral literature for literary analysis, - create short forms of oral literature for effective performance, - appreciate the roles of short forms of oral literature in the society.	The learner is guided to: • brainstorm on the types of short forms of oral literature, • collaborate to search for the meanings of short forms of oral literature and present their findings in class, • read a variety of short forms and collaborate to identify the features in them, • search for features of short forms from print and non-print sources, and share their points, • read the short forms of oral literature aloud individually and collectively then identify their features, • collaborate to discuss their functions,	How do the short forms of oral literature help in enhancing creativity and imagination?

			• collaborate and create the short forms of oral literature, conduct peer review and perform them in class, • display the short forms of oral literature in a portfolio.	
Core Competencies to be developed: • Critical thinking and problem solving: This is enhanced as learners work to create, review and perform short forms of oral literature for peer review. • Citizenship: This is developed as the learner engages with others to discuss various aspects of short forms of oral literature.				
Values: • Social justice: This is enhanced as the learner harmoniously interacts with peers to create, review and perform short forms of oral literature, • Integrity: This is fostered as the learner chooses to practise self-discipline during the discussion, creation and performance of short forms of oral literature.				
Pertinent and Contemporary Issues (PCIs): Citizenship: This is enhanced as the learner collaborates with others during discussions to create the short forms of oral literature.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Poetry	Appreciation of Poetry (6 lessons) <i>Language and Style in poetry (onomatopoeia, ideophones, rhyme)</i>	By the end of the sub strand, the learner should be able to: - recognise sound patterns in a given poem, - relate the sound patterns in a poem to the subject matter, - appreciate the importance of poetry for life long learning.	The learner is guided to: - search online or offline for sound patterns and present their findings in class, - describe the sound patterns, - read or recite a poem and identify the sound patterns and share with peers, - listen to an audio or video and discuss the sound patterns employed, - collaborate to recite a poem that has sound patterns during a school open day - discuss the significance of sound patterns in a poem.	How do sound patterns promote enjoyment of poetry?
Core Competencies to be developed: - Communication and collaboration: This is enhanced as the learner contributes to group decision making by acknowledging each other's contribution during discussions. - Learning to learn: This is nurtured as the learner searches for sound patterns in poetry and discusses their significance in a poem.				
Values: - Peace: This is fostered as the learner shows respect and care for self and others during group activities. - Integrity: This is enhanced as the learner displays self- discipline during recitation of the poem with sound patterns and group discussion.				

Pertinent and Contemporary Issues (PCIs):

Socio awareness: This is developed as the learner reads and recites a poem that has sound patterns for effective communication.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 Oral Literature	5.1.1 Oral Narratives (4 lessons) • <i>Features</i> • <i>Structure</i> • <i>Performance</i> • <i>Moral lesson</i>	By the end of the sub strand, the learner should be able to: a) identify the features of trickster narratives for literary appreciation, b) analyse the structure and moral lessons of trickster narratives for critical analysis, c) use verbal and non-verbal cues to perform trickster narrative for literary analysis, d) appreciate the importance of trickster narratives in society.	The learner is guided to: • collaborate to search online or offline for features of trickster narratives, • present their findings in class for peer review, • read trickster narratives and team up to discuss their structural elements for information, • narrate trickster narrative using verbal and non-verbal cues for peer review, • critically examine the moral lessons learnt from the trickster narratives and share with peers for feedback, • collaborate to analyse the lessons drawn from the trickster narratives and their practical application in real life situation .	How do trickster narratives help in shaping morality in society?
Core Competencies to be developed:				

- Communication and collaboration: This is advanced as the learner shares with the peers the moral lessons learnt from the trickster narratives.
- Learning to learn: This is developed as the learner collaborates with the others to analyse the lessons drawn from the trickster narratives and their practical application in real life situation

Values:

- Unity: This is enhanced as the learner collaborates with others to search for the features of trickster narratives.
- Respect: This is fostered as the learner appreciates diverse opinions during group activities.

Pertinent and Contemporary Issues (PCIs):

Citizenship: This is enhanced as the learner participates in presentations, and group discussions on trickster narratives

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 POETRY	Appreciation of Poetry (2 lessons) Language and style (Alliteration, assonance, consonance)	By the end of the sub strand, the learner should be able to: - describe sound patterns in a poem for critical appreciation, - analyse sound patterns in a poem for literary analysis, - relate the sound patterns in a poem to the subject matter for literary criticism. - acknowledge the importance of poetry lifelong learning.	The learner is guided to: - search online or offline for the meaning of sound patterns and present findings in class, - recite a poem and collaborate to identify the sound patterns and share with peers, - collaborate to recite a poem that has the sound patterns for a club activity, - discuss the significance of sound patterns in a poetry and display your findings in class, - create a poem on mental health.	How do the sound patterns in poetry contribute to fluency when reciting a poem?
Core Competencies to be developed: - Digital Literacy: This is advanced as the learner uses digital skills to search for information online. - Communication and collaboration: This is enhanced as the learner contributes to group decision making as they share their findings with their peers				
Values: - Respect: This is promoted as the learner uses polite forms in communication to share their findings with peers. - Integrity: This is enhanced as the learner displays self- discipline during reciting of the poem with sound patterns and group discussion.				
Pertinent and Contemporary Issues (PCIs): Health promotion: This is developed as the learner reads and recites a poem on mental health that has sound patterns.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Poetry	Appreciation of Poetry (2 lessons) • Language and style (Alliteration, assonance, consonance)	By the end of the sub strand, the learner should be able to: a) describe sound patterns in a poem for critical appreciation, b) analyse sound patterns in a poem for literary analysis, c) relate the sound patterns in a poem to the subject matter for literary criticism. d) acknowledge the importance of poetry lifelong learning.	The learner is guided to: • search online or offline for the meaning of sound patterns and present findings in class, • recite a poem and collaborate to identify the sound patterns and share with peers, • collaborate to recite a poem that has the sound patterns for a club activity, • discuss the significance of sound patterns in a poetry and display your findings in class, • create a poem on mental health.	How do the sound patterns in poetry contribute to fluency when reciting a poem?
Core Competencies to be developed: • Digital Literacy: This is advanced as the learner uses digital skills to search for information online. • Communication and collaboration: This is enhanced as the learner contributes to group decision making as they share their findings with their peers				
Values: • Respect: This is promoted as the learner uses polite forms in communication to share their findings with peers. • Integrity: This is enhanced as the learner displays self- discipline during reciting of the poem with sound patterns and group discussion.				
Pertinent and Contemporary Issues (PCIs): Health promotion: This is developed as the learner reads and recites a poem on mental health that has sound patterns.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Fiction and Non Fiction	5.3.1Fiction (8 lessons) (Play from Kenya) • <i>Analysis of a play</i>	By the end of the sub strand, the learner should be able to: - Identify the setting, plot, characters and their traits in the set play, - analyse the themes, language and style in the set play, - relate the characters, and thematic concerns to real life, - acknowledge the value of the play in highlighting societal concerns.	The learner is guided to: • collaborate to read the set play, • discuss the setting and sequence of events in the play, • role play a section of the play, • identify the characters in the set play and collaborate to discuss their traits, • discuss the relationships among the characters in the play, • search online or offline for the meaning of the word theme and present their findings in class, • collaborate to discuss and illustrate the themes in the play and share their responses in class, • discuss how the characters and themes apply in real life and share their responses, • search on stylistic devices found in play and present their findings in class, • collaborate to identify the language and stylistic devices used in the play and share with peers,	Why should one read a play?

			summarise the stylistic devices found in the play and peer review.	
Core Competencies to be developed: - Communication and collaboration: This is enhanced as the learner contributes to group discussion and actively participates in the reading, role playing and discussions concerning the set play. - Learning to learn: This is promoted as the learner independently identifies characters, themes, language and stylistic devices used in the play.				
Values: - Respect: This is nurtured as the learner appreciates the opinions of others during group discussions. - Patriotism: This is enhanced as the learner displays awareness of their own responsibilities in the society and relates characters in the play with real life.				
Pertinent and Contemporary Issues (PCIs): Citizenship: This is promoted as the learner embraces leadership and good governance skills as they discuss thematic concerns in the play				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Fiction and Non Fiction	5.3.2 Non fiction (Autobiography from Kenya) <i>(4 lessons)</i> • <i>Language and style</i> • <i>Values</i>	By the end of the sub strand, the learner should be able to: - Explain the use of language and style for literary appreciation, - analyse language and style in the autobiography for literary analysis, - relate the autobiography to the culture of Kenya for lifelong learning, - acknowledge the value of autobiography for lifelong learning.	The learner is guided to: • read an autobiography from a given text, • collaborate and brainstorm on the language use and style and present their findings, • search responsibly online or offline information on language and style in autobiography, • collaborate to summarise the information in a graphic organiser and display on the classroom noticeboard for peer review, • collaborate to discuss the values in the autobiography and emulate them.	Why is language and style important in an autobiography?
Core Competencies to be developed: • Creativity and Imagination: This is enhanced as the learner links values in the autobiography to their own life. • Self-efficacy: This is nurtured as the learner analyses and justifies their strengths and weaknesses while discussing and emulating the values in the autobiography.				
Values: • Unity: This is promoted as the learner collaborates harmoniously with others to brainstorm on the language use and style and present their findings, • Respect: This is developed as the learner positively regards others with dignity as they review each other's work.				

Pertinent and Contemporary Issues (PCIs):

Citizenship: This is nurtured as the learner enhances integrity as they discuss the values in the autobiography and emulate them.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.1 Oral Literature	6.1.1 Oral Song/ Poetry (4 lessons) Lullabies and Play Songs <i>Structure</i> <i>Features</i> <i>Functions</i>	By the end of the sub strand, the learner should be able to: - Identify the structure and features of play songs and lullabies for literary appreciation, - analyse the functions of play songs and lullabies for literary analysis, - evaluate the importance of play songs and lullabies in the society, - appreciate the role of songs in oral tradition.	The learner is guided to: - brainstorm on the play songs and lullabies that they have heard or sang in the past and present them in class, - collaborate to discuss the structure and features of play songs and lullabies songs and share with peers, - listen to or watch a play song and a lullabies, - collaborate to discuss the subject matter and share their responses, - collaborate to discuss the importance of play songs and lullabies.	- How do play songs help in social cohesion in the society? - How do the lullabies portray family relationships?
Core Competencies to be developed: - Communication and collaboration: This is enhanced as the learner brainstorms, sings and engages in various activities with the peers. - Learning to learn: This is developed as the learner shares songs and engages in group activities in and outside classroom.				
Values - Respect: This is nurtured as the learner appreciates the contribution of peers during discussions and presentations. - Love: This is enhanced as the learner shares responses from discussion on the importance of play songs and lullabies.				
Pertinent and Contemporary Issues (PCIs): Social economic issues: This is propagated as the learner sings or watches play songs and lullabies with diverse social and economic themes.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Poetry	6.2.1 Appreciation of Poetry (2 lessons) <i>Language and Style in poetry</i> <i>Repetition</i> <i>Refrain</i> <i>Chorus</i>	By the end of the sub strand, the learner should be able to: a) discuss repetition, refrain and chorus in a poem for critical analysis, b) analyse repetition, refrain and chorus in a poem for literary appreciation, c) acknowledge the importance of poetry for lifelong learning.	The learner is guided to: - search online or offline for examples of repetition, refrain and chorus in poetry and present their findings in class, - read a poem and collaborate to identify the repetition, refrain and chorus for analysis, - share their findings with their peers - collaborate to recite a poem that has sound patterns for appreciation, - discuss the significance of repetition, refrain and chorus in a poem for literary analysis.	How do sound patterns promote enjoyment while reciting a poem?
Core Competencies to be developed: - Communication and collaboration: This is enhanced as the learner contributes to group decision making by acknowledging each other's contribution during discussions. - Learning to learn: This is nurtured as the learner searches independently and discusses the significance of repetition, refrain and chorus in a poem for literary analysis.				
Values: - Peace: This is nurtured as the learner shows respect for self and others during group activities. - Integrity: This is enhanced as the learner participates in reciting a poem with sound patterns.				
Pertinent and Contemporary Issues (PCIs): Social awareness: This is developed as the learner participates in discussions with peers.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Fiction and Non-Fiction	6.3.1 Fiction (Anthology of short stories from Kenya and East Africa) (8 lessons) • <i>Features</i> • <i>The short story and history</i> • <i>The short story and culture</i>	By the end of the sub strand, the learner should be able to: a) explain the features of a short story for literary appreciation, b) interpret the elements of history and culture in the short story in Kenya for lifelong learning, c) appreciate how history and culture have shaped the short story in Kenya.	The learner is guided to: • search for features of short stories from Kenya from online and offline sources and present their findings to the class, • collaborate to discuss the features of the short stories from Kenya and peer review, • team up with peers to identify elements of history from short stories in Kenya, • summarise their findings using graphic organisers.	How has history and culture influenced the short story in Kenya?
Core Competencies to be developed: • Creativity and imagination: This is nurtured as the learner collaborates and use their imagination to summarise their findings using graphic organisers. • Digital literacy: This is developed as the learner searches for features of the short stories from Kenya from online or offline sources and present their findings to the class.				
Values: • Social justice: This is inculcated as the learner appreciates the contributions of the others during discussions and peer review. • Unity: This is enhanced as the learner collaborates with others to undertake tasks.				
Pertinent and Contemporary Issues (PCIs): Citizenship: This is enhanced as the learner observes equity and non- discrimination while identifying elements of history from the short stories in Kenya.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Fiction and Non Fiction	6.3.2 Non-fiction (Memoir Kenya) <i>(4 lessons)</i> • <i>Features</i> • <i>Structure</i> • <i>Content</i> • <i>Values</i>	By the end of the sub strand, the learner should be able to: - explain features of a memoir for literary appreciation, - study the structure of a memoir for literary analysis, - analyse the content of a memoir for literary appreciation, - acknowledge the values in a memoir for lifelong learning.	The learner is guided to: • read a memoir from a given text, • collaborate and brainstorm on features of a memoir and present their findings, • search online or offline information on structure and content of memoirs, • collaborate to summarise the information in a graphic organiser and display in the classroom for peer review, • collaborate to discuss the values in memoirs and emulate them.	How do memoirs influence the development of values in our society?
Core Competencies to be developed: • Creativity and Imagination: This is enhanced as the learner links values in the memoir to their own life. • Self-efficacy: This is enhanced as the learner analyses and justifies their strengths and weaknesses while discussing and emulating the values in the memoir.				
Values: • Unity: This is enhanced as the learner collaborates harmoniously with others to brainstorm on features of a memoir and present their findings. • Respect: This is developed as the learner positively regards others with dignity as they review each other's work.				
Pertinent and Contemporary Issues (PCIs): Citizenship: This is nurtured as the learner enhances integrity as they discuss the values in the memoir and emulate them.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 Oral Literature	7.1.1 Appreciation of Modern forms of oral literature (4 lessons) • <i>Features</i> • <i>Qualities of a good storyteller</i> • <i>Oral performance technique</i>	By the end of the sub strand, the learner should be able to: - Identify the features of modern forms of oral literature for literary analysis, - discuss qualities of a good story teller for literary appreciation, - analyse elements of modern forms of oral literature literary appreciation, - evaluate performance techniques in modern forms of oral literature for critical analysis, - acknowledge the evolving nature of oral literature for literary appreciation.	The learner is guided to: • watch a performance of various forms of modern oral literature and brainstorm on verbal and non-verbal features, • search online or offline sources for features of the modern forms of oral literature and present their findings in class, • brainstorm on the qualities of a good story teller and share with peers, • collaborate and watch the performance of any of the modern forms of oral literature and identify their elements, • summarise the features of the modern forms of oral literature in a chart and display it on the classroom wall.	How have forms of oral literature changed over time?
Core Competencies to be developed: • Learning to learn: This is nurtured as the learner searches on features of contemporary forms of oral literature.				

- Creativity and imagination: This is enhanced as the learner watches a performance of modern forms of oral literature and evaluates their features.

Values:

- Respect: This is enhanced as the learner appreciates the opinions of peers during discussions.
- Peace: This is advanced as the learner respects the contributions of others during group activities.

Pertinent and Contemporary Issues (PCIs):

Social- economic issues: This is nurtured as the learner identifies contemporary forms of oral literature as opportunities of wealth creation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Poetry	7.2.1 Appreciation of Poetry (2 lessons) • <i>Subject matter in Poetry</i> • <i>Themes in poems from Kenya</i>	By the end of the sub strand, the learner should be able to: a) examine subject matter in poems from Kenya for literary analysis, b) analyse subject matter in poems from Kenya for literary appreciation, c) acknowledge the importance of subject matter in poems from Kenya for literary appreciation.	The learner is guided to: • brainstorm on subject matter in poetry and share with peers, • read or recite a given poem and collaborate to describe the subject matter for analysis, • share their findings with their peers, • present elements of subject matter in poetry in a flow chart for literary analysis, • discuss the significance of subject matter in poems from Kenya for literary appreciation.	How do themes in poems from Kenya capture our shared experiences?
Core Competencies to be developed: • Communication and collaboration: This is enhanced as the learner works with peers to describe the subject matter in poems from Kenya for analysis. • Learning to learn: This is inculcated as the learner discusses the significance of subject matter in poems from Kenya for literary appreciation.				
Values: • Unity: This is nurtured as the learner brainstorms on subject matter in poetry and shares with peers harmoniously. • Integrity: This is enhanced as the learner shares their findings with their peers.				
Pertinent and Contemporary Issues (PCIs): Citizenship Education: This is developed as the learner discusses the significance of subject matter in poems from Kenya for literary appreciation.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 Fiction and Non Fiction	7.3.1 Fiction (Anthology of short story from Kenya) (8 lessons) • <i>Setting</i> • <i>Plot</i> • <i>Character and characterisation</i> • <i>Themes</i> • <i>Language and style</i>	By the end of the sub strand, the learner should be able to: - identify the setting and plot of the short story for literary appreciation, - analyse the themes, characters, and characterisation, language and style for critical analysis, - appreciate the value of the short story for life-long learning.	The learner is guided to: • read the short story and discuss the setting for peer review, • team up to write down the sequence of events, • identify the characters in the short story and collaborate to discuss their traits, • practise hot seating for various characters, • collaborate to discuss the themes in the short story and present their findings, • link the characters to real life and draw lessons, • collaborate to summarise the characters and themes in a graphic organiser and place it in the classroom.	- How do themes in short stories reflect our society? - How do characters in short stories influence our lives?
Core Competencies to be developed: • Critical thinking and problem solving: This is enhanced as the learner makes the interpretation and inference while exploring character traits and thematic concerns and draws lessons from them. • Citizenship: This is nurtured when cultural and national identity skills are fostered as the learner interacts with thematic concerns derived from the Kenyan setting.				

Values:

- Social justice: This is enhanced as the learner engages in harmonious relationships in the discussion.
- Respect: This is nurtured as the learner experiences acceptance and appreciates different characters in the short story.

Pertinent and Contemporary Issues (PCIs):

Social awareness skills: This is enhanced as the learner collaborates with peers to summarise thematic concerns in the short story.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 Fiction And Non Fiction	7.3.2 Non-fiction (Memoirs from Kenya) (4 lessons) - Themes - language and styles - values in memoirs	By the end of the sub strand, the learner should be able to: - explain the use of language and style in a memoir for literary analysis, - discuss themes in a memoir for literary analysis, - analyse language and style in a memoir for literary appreciation, - relate the memoir to the culture of Kenya for lifelong learning, - acknowledge the values in a memoir for lifelong learning.	The learner is guided to: - read a memoir from a given text, - collaborate and brainstorm on the language use and style in memoirs and present their findings, - search online or offline information on language and style in memoirs, - collaborate to summarise the information in a graphic organiser and display on the classroom noticeboard for peer review, - team up to explore themes in memoirs. - collaborate to discuss the values in the memoirs and emulate them	Why is language and style relevant in a memoir?
Core Competencies to be developed: - Creativity and Imagination: This is enhanced as the learner links values in the memoir to their own life. - Self-efficacy: This is enhanced as the learner analyses and justifies their strengths and weaknesses while discussing and emulating the values in the memoir.				
Values: Unity: This is enhanced as the learner collaborates harmoniously with others to brainstorm on the themes, language use and style and present their findings,				

- Respect: This is developed as the learner positively regards others with dignity as they review each other's work.

Pertinent and Contemporary Issues (PCIs):

Citizenship: This is nurtured as the learner enhances integrity as they emulate them.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 Oral Literature	8.1.1 Songs/Oral Poetry (2 lessons) <i>Analysis of Initiation songs (Form and content, performance)</i>	By the end of the sub strand, the learner should be able to: a) identify the features of initiation songs for information, b) analyse the functions of a given initiation song, c) perform a given initiation song for effective communication, d) acknowledge the worth of initiation songs in promoting culture.	The learner is guided to: - listen to initiation songs and identify their features, - search online or offline for features and functions of initiation songs and present their findings, - read a given initiation song and collaborate to discuss its features and functions, - collaborate to perform the given initiation song, - review each other's performances. - record their performances or perform the initiation song to the rest of the school. - discuss the values in the memoir	How do the initiation songs propagate culture?
Core Competencies to be developed: - Creativity and imagination: This is enhanced as the learner performs a work song with peers. - Learning to learn: This is developed as the learner shares their responses on features and functions of initiation songs.				
Values: - Unity: This is enhanced as the learner works with others to discuss and perform initiation songs. - Responsibility: This is advanced as the learner strives to perfect on their own performance of the initiation songs.				
Pertinent and Contemporary Issues (PCIs): Socio- economic issues: This is developed as the learner collaborates with the others to performs an initiation song.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Poetry	8.2.1 Appreciation of Poetry (2 lessons) • <i>Language and Style in poetry</i> • <i>Imagery</i> • <i>Simile</i> • <i>Metaphor</i>	By the end of the sub strand, the learner should be able to: - examine imagery in a given poem for literary analysis, - analyse imagery in a given poem for literary appreciation, - acknowledge the importance of imagery for literary appreciation.	The learner is guided to: • brainstorm on imagery in poetry and share with peers, • search the meaning of imagery from print and non-print sources, • read a poem and collaborate with peers to identify similes and metaphors for literary analysis, • share their findings with their peers • collaborate and use imagery to write a poem for literary analysis, • discuss the significance of imagery in a given poem for literary appreciation.	How does the use of imagery promote imagination and creativity in writing poems?
Core Competencies to be developed: • Critical thinking and Problem Solving: This is enhanced as the learner collaborates and uses imagery to write a poem for literary analysis. • Learning to learn: This is nurtured as the learner discusses the significance of imagery in a poem for literary appreciation.				
Values: • Peace: This is advanced as the learner shows respect for self and others during brainstorms on imagery in poetry and share with peers. • Integrity: This is enhanced as the learner displays honesty as they collaborate with peers to identify similes and metaphors for literary analysis,				
Pertinent and Contemporary Issues (PCIs): Social Cohesion: This is developed as the learner collaborates and uses imagery to write a poem for literary analysis.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Fiction And Non Fiction	8.3.1 Fiction (8 lessons) <i>Performing a play</i> <i>Performance techniques</i> <i>Act a scene from a play</i>	By the end of the sub strand, the learner should be able to: - identify the techniques in the play for performance for literary analysis, - act a play employing performance techniques for literary appreciation, - appreciate the performance of the play for literary analysis.	The learner is guided to: - search online or offline for performance techniques and present their findings for peer review, - collaborate and watch a live or video performance of a play and discuss the performance techniques, - perform an act or a scene of a play and critique the performance techniques, - summarise the performance techniques.	Why are performance techniques important in a play?
Core Competencies to be developed: - Learning to learn: This is enhanced as the learner independently searches on performance techniques. - Creativity and imagination: This is cultivated as the learner performs an act or a scene of a play.				
Values: - Respect: This is enhanced as the learner appreciates the opinions of peers during the performance. - Peace: This is developed as the learner harmoniously respects the contributions of others during group discussions.				
Pertinent and Contemporary Issues (PCIs): Social Cohesion: This is developed as the learner collaborates and watches a live or video performance of a play and discusses the performance techniques.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Fiction and Non Fiction	8.3.2 Non-fiction (Memoir-Kenya) (4 lessons) • <i>Analysis</i> • <i>Setting</i> • <i>Memoir and history</i> • <i>Life lessons and values</i>	By the end of the sub strand, the learner should be able to: a) explain personal experiences and memories that are contained in memoirs, b) analyse settings in a memoir for literary appreciation, c) discuss life lessons and values in a memoir for information, d) appreciate a memoir for lifelong learning.	The learner is guided to: • brainstorm on personal experiences and memories contained in memoirs and present their findings, • collaborate to summarise the information in a graphic organiser and display in the classroom for peer review, • team up to explore settings in memoirs. • discuss life lessons and values in the memoirs and emulate them.	How can life lessons and values in memoirs enrich our lives?
Core Competencies to be developed: • Creativity and Imagination: This is enhanced as the learner link life lessons and values to their own life. • Self-efficacy: This is enhanced as the learner analyses and justifies their strengths and weaknesses while brainstorming on personal experiences and memories contained in memoirs and present their findings.				
Values: • Unity: This is enhanced as the learner collaborates harmoniously with others to summarise the information in a graphic organiser and displays in the classroom for peer review. • Respect: This is developed as the learner positively regards others with dignity as they review each other's work.				
Pertinent and Contemporary Issues (PCIs):				

Citizenship: This is nurtured as the learner enhances integrity as they discuss life lessons and values in the memoirs and emulate them.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.1 Oral Literature	9.1.1 Oral literature fieldwork (project on short forms) (4 lessons) • Importance • Objectives • Methods of data collection • Requirements • Ethical considerations • Preparation • Fieldwork • Post fieldwork • Documentation	By the end of the sub strand, the learner should be able to: a) explain the preparation process for fieldwork, b) discuss the objectives of fieldwork, c) evaluate methods of data collection in fieldwork, d) explain ethical considerations in fieldwork, e) conduct fieldwork research on short forms for literary appreciation, f) appreciate the value of fieldwork in research.	The learner is guided to: • brainstorm on the preparation process for fieldwork, and present their findings, • team up to explore methods, objectives, and ethical considerations in fieldwork. • collaborate to summarise the information in a graphic organiser and display in the classroom for peer review, • collaborate to discuss the value of fieldwork, • conduct a field work research on short forms.as an extended learning activity, • share their findings with peers.	Why is fieldwork important in oral literature?
Core Competencies to be developed: • Communication and collaboration: This is enhanced as the learner works together with others to brainstorm on the preparation process for fieldwork and present their findings. • Self-efficacy: This is enhanced as the learner analyses and justifies their strengths and weaknesses while exploring methods, objectives, and ethical considerations in fieldwork.				

Values:

- Unity: This is enhanced as the learner collaborates harmoniously with others to summarise the information in a graphic organiser and display in the classroom for peer review.
- Respect: This is developed as the learner positively regards others with dignity as they review each other's work.

Pertinent and Contemporary Issues (PCIs):

Citizenship: This is nurtured as the learner enhances integrity as they discuss life lessons and values in the memoirs and emulate them.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Poetry	9.2.1 Appreciation of Poetry (Poems from Kenya) (4 lessons) - Subject matter - Themes	By the end of the sub strand, the learner should be able to: a) examine subject matter in poems from Kenya for literary analysis, b) analyse themes in a variety of poems from Kenya for literary appreciation, c) acknowledge the significance of subject matter in poems from Kenya for literary appreciation.	The learner is guided to: - brainstorm on subject matter in poems from Kenya and share with peers, - read a poem and collaborate to describe the subject matter for peer correction, - search a variety of poems from Kenya on different themes and discuss them in class with peers, - recite poems on environment and love and analyse their themes, - share their findings with their peers, - discuss the significance of subject matter in poems from Kenya for literary appreciation	Why is it important to study a variety of themes in poetry?
Core Competencies to be developed: - Communication and collaboration: This is enhanced as the learner collaborate to describe the subject matter in poems from Kenya. - Learning to learn: This is inculcated as the learner recites poems on environment and love and analyse their themes.				
Values: - unity: This is nurtured as the learner brainstorms on subject matter in poetry and shares with peers harmoniously. - Self-efficacy: This is enhanced when the learner recites poems on environment and love and analyse their themes.				
Pertinent and Contemporary Issues (PCIs): Citizenship Education: This is developed as the learners searches a variety of poems from Kenya on different themes and discuss them in class with peers.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 Fiction and Non Fiction	9.3.1 Fiction (Anthology of short story from Kenya) (8 lessons) - Themes - Language and style - Values	By the end of the sub strand, the learner should be able to: - identify the themes in short stories for literary appreciation, - analyse language and style in short stories for critical analysis - relate thematic concerns in short stories to values for life-long learning, - appreciate the values in short stories for life- long learning.	The learner is guided to: - read a short story and discuss the themes for peer review, - search online or offline for thematic concerns in short stories and share in class, - collaborate to discuss themes in short stories and present their findings for peer review, - link themes to real life concerns and draw moral lessons, - collaborate to summarise themes in a graphic organiser and place it in the classroom for peer review.	Why do we study short stories in literature?
Core Competencies to be developed: - Critical thinking and problem solving: This is enhanced as the learner makes the interpretation and inference while exploring thematic concerns and draws lessons from them. - Citizenship: This is nurtured when cultural and national identity skills are fostered as the learner interacts with thematic concerns derived from the Kenyan setting.				
Values: Social justice: This is enhanced as the learner engages in harmonious relationships in the discussion.				

- Integrity : This is nurtured as the learner experiences acceptance and appreciates different thematic concerns for moral lessons in the short stories.

Pertinent and Contemporary Issues (PCIs):

Citizenship skills: This is enhanced as the learner collaborates to promote social cohesion while discussing thematic concerns and presenting to the class

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 Fiction and Non Fiction	9.3.2 Non- fiction prose (Literary/narrative Journalism) (4 lessons) • <i>Form</i> • <i>Features</i> • <i>Subject Matter</i>	By the end of the sub strand, the learner should be able to: - explain the form and features of literary journalism for literary appreciation, - discuss form, features and language in literary journalism for literary analysis, - analyse the subject matter of literary journalism for literary appreciation, - appreciate the importance of literary journalism for lifelong learning.	The learner is guided to: • read a story from a magazine or newspaper, • collaborate to identify the form and features of literary journalism, • search online or offline for form and features of literary journalism and present their findings in class, • summarise their findings in a chart and display in class, • read a newspaper report or story and collaborate to identify the subject matter, • search online and offline for the subject matter in literary journalism and share their findings, • write a story based on a true account,	How can literary journalism promote life long learning?

			● collaborate to peer review the story for the features and subject matter, ● make the necessary corrections and publish it for a school magazine or local periodical.	
Core Competencies to be developed: ● Critical thinking and problem solving: This is enhanced as the learner searches for information to write stories based on a true account. ● Learning to learn: This is developed when the learner seeks information on literary journalism and takes part in peer review of the stories for the correct form and features				
Values: Responsibility: This is achieved when the learner seeks information from online and offline sources to write stories based on a true account.				
Pertinent and Contemporary Issues (PCIs): Citizenship skills: This is enhanced as the learner collaborates to identify the form and features of literary journalism,				

SUGGESTED ASSESSMENT RUBRIC

Strand	Performance Levels/ Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)
Oral literature	Ability to analyse features of different genres of oral literature	analyses all the features of different genres of oral literature and provides a variety of precise illustrations	analyses all the features of different genres of oral literature and provides correct illustrations	analyses the features of oral literature and provides some correct illustrations	analyses of features of oral literature and provides some illustrations with assistance
	Ability to evaluate functions of oral literature	evaluates functions of oral literature exhaustively and provides consistent correct illustrations	evaluates functions of oral literature and provides correct illustrations	evaluates functions of oral literature and provides some correct illustrations	evaluates functions of oral literature and provides some correct illustrations with assistance
	Ability to extract moral lessons from narratives	extracts moral lessons from narratives and provides a variety of precise illustrations	extracts moral lessons from narratives and provides correct illustrations	extracts moral lessons from narratives and provides some precise illustrations	extracts moral lessons from narratives and provides some correct

Strand	Performance Levels/ Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)
					illustrations with assistance
	Ability to explain and evaluate different methods of data collection	explains and evaluates all the methods of data collection and provides a variety of precise illustrations	explains and evaluates all the methods of data collection and provides illustrations	explains and evaluates some methods of data collection and provides illustrations	explains and evaluates some methods of data collection and provides illustrations with assistance

POETRY

Strand	Performance Levels/ Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)
Poetry	Ability to recognise sound patterns in poems	recognises sound patterns in poems and provides a variety of precise illustrations	recognises sound patterns in poems and provides illustrations	recognises sound patterns in poems and provides some illustrations	recognises sound patterns in poems and provides illustrations with assistance
	Ability to use precise words to describe attitude	uses precise words to describe attitude and consistently provides accurate illustrations.	uses precise words to describe attitude and provides illustrations.	uses some precise words to describe attitude and provides illustrations.	uses some precise words to describe attitude and provides illustrations with difficulty.
	Ability to analyse subject matter in poems	analyses subject matter in poems and provides a variety of accurate illustrations.	analyses subject matter in poems and provides accurate illustrations.	analyses subject matter in poems and provides some accurate illustrations.	analyses subject matter in poems and provides some accurate illustrations with assistance.

Strand	Performance Levels/ Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)
	Ability to explain the process of writing poems	explains the process of writing a poem and provides a variety of illustrations with precision.	explains the process of writing a poem and provides illustrations with precision.	explains the process of writing a poem and provides some illustrations with precision.	explains the process of writing a poem and provides some illustrations with difficulty.

FICTION

Strand	Performance Levels/Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)
Fiction (Novel)	Ability to analyse setting, plot,	analyses setting, plot, characters, language, style and	analyses setting, plot, characters, language, style and	analyses setting, plot, characters, language, style and	analyses setting, plot, characters, language, style and

Strand	Performance Levels/Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)
	characters, language, style, and themes	themes, and provides variety of illustrations with precision.	themes, and provides illustrations with precision.	themes, and provides some illustrations with precision.	themes, and provides some illustrations with assistance.
Fiction (Play)	Ability to analyse features of plays	analyses all the features of different plays and provides a variety of precise illustrations.	analyses all the features of different plays and provides precise illustrations.	analyses all the features of different plays and provides some precise illustrations.	analyses some of the features of different plays and provides some illustrations with assistance.
Fiction (Short Stories)	Ability to explain features of short stories	explains features of short stories and provides variety of precise illustrations.	explains features of short stories and provides precise illustrations.	explains features of short stories and provides some precise illustrations.	explains features of short stories and provides some precise illustrations with assistance.

NON-FICTION

Strand	Performance Levels/Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)
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Non-Fiction (Personal Journal)	Ability to analyse personal journals for literary appreciation	analyses personal journals and provides variety of illustrations with precision	analyses personal journals and provides illustrations with precision	analyses personal journals and provides some illustrations with precision	analyses personal journals and provides some illustrations with assistance
Non-Fiction (Autobiography)	Ability to analyse language and style in autobiographies	analyses language and style in autobiographies and provides variety of precise illustrations	analyses language and style in autobiographies and provides precise illustrations	analyses language and style in autobiographies and provides some precise illustrations	analyses language and style in autobiographies and provides some precise illustrations with difficulty
Non-Fiction (Memoir)	Ability to analyse content of a memoir for comprehension.	analyses the content of memoirs and provides variety of precise illustrations	analyses the content of memoirs and provides precise illustrations	analyses the content of memoirs and provides some precise illustrations	analyses the content of memoirs and provides some precise illustrations with assistance

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
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Oral Literature	• Oral reading • Recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Peer assessment	• Dictionaries • Posters • Models • Work books • Manilla papers • Word trees • Storybooks • Poetry books • Pictures and photographs • Newspapers • Magazines • Encyclopaedia • Journals • Course books • Diorama • Flash cards • Digital course books • Games • Songs • Digital story books • Pictures and photographs • Journals • Electronic and digital devices • Electronic or online dictionaries	• Participating in debating sessions to enhance listening and speaking for effective communication • Participation in poetry recitations during music and drama festivals • Interclass or club debating contests • Participate in music festivals to hone creativity and communication skills. • Collecting different forms of oral literature from their community • Showcasing short plays, conversational poems or choral verses within or out of school • Writing clubs, journalism clubs, and compiling literary works for the school magazine to nurture writing talent.
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		• Flash cards • Digital Charts • Video clips and educative movies • Audio-visual resources • Other web resources • Locally available materials to make customised cultural objects	
Poetry	• Reading aloud • Recitations • Question and answer • Learner journals • Learner portfolios • Peer assessment • Self-assessment • Keeping a record of poems read	• Dictionaries • Electronic and digital devices • Audio-visual Resources • Other web resources • Electronic or online dictionaries • Flash cards • Journals • Course books • Poetry books • Magazines	• Discussing poems in non-formal groups like debating clubs and book clubs • Participating in debating sessions to enhance listening and speaking for effective communication • Participation in poetry recitations during music and drama festivals • Participate in music festivals to hone creativity and communication skills. • Showcasing short plays, conversational poems or

			choral verses within or out of school • Writing clubs, journalism clubs, and compiling literary works for the school magazine to nurture writing talent.
Fiction and Non-Fiction	• Peer assessment • Simulation • Summaries of what is read • Self-assessment • Keeping a record of books read • Learner journals	• Locally available materials to make customised cultural objects • Language Games • Dictionaries • Story books • Manilla papers • Posters • Work books • Audio-visual Resources • Other web resources • Electronic and digital devices • Electronic or online dictionaries • Flash cards • Journals • Course books • Magazines	• Discussing books in non-formal groups like debating clubs and book clubs • Participating in debating sessions to enhance listening and speaking for effective communication • Participation in poetry recitations during music and drama festivals • Interclass or club debating contests • Participate in music and drama festivals to hone creativity and communication skills. • Showcasing short plays, conversational poems or

		• Word trees • Story books	choral verses within or out of school • Writing clubs, journalism clubs, and compiling literary works for the school magazine to nurture writing talent.
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