



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

ZIMBABWEAN INDIGENOUS LANGUAGES SYLLABUS

FORM 1 - 4

2015-2022

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1.0 PREAMBLE

1.1 Introduction

The Zimbabwean Indigenous Languages Form 1 to 4 Syllabus is a four-year learning phase that should enhance listening, speaking, reading, writing and non-verbal skills in learners. The teaching and learning of visual, manual and tactile skills is emphasised in order to accommodate learners with diverse needs. It is a progression from the Grades 3 to 7 Zimbabwean Indigenous Languages Syllabus which prepares learners for their study of indigenous languages at higher levels. This syllabus is intended for use by both formal and non-formal learners. The syllabus equips learners with skills such as creativity, critical thinking, research and problem solving. The syllabus also promotes the integration of different related speech varieties/dialects for unity and understanding of Zimbabwean heritage, cultural diversities as well as effective communication.

1.2 Rationale

The Zimbabwean Indigenous Languages Forms 1 to 4 Syllabus is intended to broaden the learners' language and literary appreciation skills through the communicative approach in order for the learner to communicate effectively. The syllabus also seeks to inculcate a sense of Unhu/Ubuntu/Vumunhu and cultural identity whilst promoting enterprising skills to enhance economic development. It also enables the learners to fit into their social, cultural, political and technological environment.

1.3 Summary of Content

The Zimbabwean Indigenous Languages Forms 1 to 4 Syllabus focuses on the teaching and learning of comprehension, language usage, registers, language structure, composition and creative writing; taking into cognisance learner's diversities. The Indigenous Languages Syllabus enables learners to develop skills in critical thinking, problem solving, leadership, translation, decision-making and self-initiative.

1.4 ASSUMPTIONS

It is assumed that learners:

- learn better in their Indigenous Language
- have had exposure to creative writing
- are conversant with some aspects of Indigenous Knowledge Systems.
- have knowledge of Information and Communication Technology (ICT)

1.5 CROSS-CUTTING THEMES

In the teaching of Zimbabwean Indigenous Languages, the following cross-cutting themes should be taken into consideration:

- Heritage studies
- Gender
- Health issues, HIV and AIDS
- Disaster Risk Management
- Children's rights and responsibilities
- Respect for human rights
- Environmental issues
- Enterprise
- Financial literacy
- Cross-cultural issues
- Conflict management
- Information and Communication Technology (ICT)

PRESENTATION OF SYLLABUS

The Forms 1 to 4 Zimbabwean Indigenous Languages Syllabus is presented as a single document.

3.0 Aims

The syllabus aims to help learners to:

- develop in learners listening, speaking, reading and writing skills; including visual, tactile, manual and non-verbal communication skills
- develop in learners the love, respect and appreciation of Indigenous Languages
- enable learners to use the language accurately, appropriately and effectively in communication
- inculcate among learners a lifelong habit of reading extensively and intensively, a variety of texts in Zimbabwean Indigenous Languages
- develop in learners composition writing skills
- develop in learners an appreciation of the norms and values determined by the social, cultural, political, technological and economic factors in Zimbabwe
- develop in learners an appreciation of aesthetic qualities of language
- develop in learners the ability to create wealth in an indigenised economy
- enable learners to embrace diversities of other indigenous cultures' norms and values
- develop in learners an appreciation of national heritage and culture
- develop in learners skills that will enable them to use ICT intensively and extensively
- identify and place a series of events in a chronological order
- deduce the meaning of words and phrases as used in a text
- summarise a whole or part of a text
- identify and use language structures correctly in given contexts
- explain the construction of grammatical structures in their various forms
- identify, interpret and use figurative language in context
- describe heritage and cultural aspects/practices as presented in various forms
- use Information and Communication Technology (ICT)
- earn a living through creative works

4.0 SYLLABUS OBJECTIVES

By the end of the four-year learning phase, learners should be able to:

- plan, organise and write different types of compositions displaying knowledge and understanding of a variety of issues
- construct, spell and punctuate words, phrases and sentences correctly
- write in a style and register appropriate to the subject matter
- locate detail and answer comprehension questions based on given texts

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

The communicative approach is recommended in the teaching of this syllabus. In language usage, teaching from contexts is recommended at all times.

The following methods are suggested:

- **Observation**
- **Interview**
- **Educational tours**
- **Project**
- **Discussion**
- **Case study**
- **Research**
- **Group work**
- **Debate**
- **Seminar**
- **Dramatisation**
- **Team teaching**
- **Modelling**
- **Story telling**
- **Songs**
- **Information and Communication Technology (ICT)**

5.2 Time Allocation

The subject should be allocated six periods of 35 minutes per week inclusive of one double period.

6.0 TOPICS

- **Composition**
- **Language usage and Registers**
- **Comprehension and Summary**
- **Language structure**

NB: Indigenous, cultural aspects and cross-cutting issues should be incorporated in the teaching of the above topics.

7.0 SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
COMPOSITION	<ul style="list-style-type: none"> • Types of compositions • Structure of compositions • Creative writing • Orthographic accuracy • Style of writing 	<ul style="list-style-type: none"> • Types of compositions • Structure of compositions • Creative writing • Orthographic accuracy • Style of writing 	<ul style="list-style-type: none"> • Types of compositions • Structure of compositions • Creative writing • Orthographic accuracy • Style of writing 	<ul style="list-style-type: none"> • Types of compositions • Structure of compositions • Creative writing • Orthographic accuracy • Style of writing
LANGUAGE USAGE AND REGISTERS	<ul style="list-style-type: none"> • Figurative expressions • Homophones, synonyms and antonyms in context • Counting • Relations • Ancient and modern ways of communication • Directions, requests and instructions • Appropriate registers 	<ul style="list-style-type: none"> • Figurative expressions • Homophones, synonyms and antonyms in context • Counting • Relations • Ancient and modern ways of communication • Directions, requests and instructions • Appropriate registers 	<ul style="list-style-type: none"> • Figurative expressions • Homophones, synonyms and antonyms in context • Counting • Relations • Ancient and modern ways of communication • Directions and announcements • Appropriate registers 	<ul style="list-style-type: none"> • Figurative expressions • Homophones, synonyms and antonyms in context • Counting • Relations • Ancient and modern ways of communication • Directions and announcements • Appropriate registers

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
COMPREHENSION AND SUMMARY	<ul style="list-style-type: none"> • Stories, news, songs, poems, folktales, reports • Graphs, pictures, maps, puzzles, cartoons • Questions and answers based on a variety of passages • Inference of words and phrases in context • Summaries • Tone and stress • Culture and heritage 	<ul style="list-style-type: none"> • Stories, news, songs, poems, folktales, reports • Graphs, pictures, maps, puzzles, cartoons • Questions and answers based on a variety of passages • Inference of words and phrases in context • Summaries • Tone and stress • Culture and heritage 	<ul style="list-style-type: none"> • Stories, news, songs, poems, folktales, reports • Graphs, pictures, maps, puzzles, cartoons • Questions and answers based on a variety of passages • Inference of words and phrases in context • Summaries • Tone and stress • Ancient and modern ways of communication • Culture and heritage 	<ul style="list-style-type: none"> • Stories, news, songs, poems, folktales, reports • Graphs, pictures, maps, puzzles, cartoons • Questions and answers based on a variety of passages • Inference of words and phrases in context • Summaries • Tone and stress • Ancient and modern ways of communication • Culture and heritage
LANGUAGE STRUCTURE	<ul style="list-style-type: none"> • Parts of speech • Construction of nouns 	<ul style="list-style-type: none"> • Parts of speech • Construction of all nouns and pronouns 	<ul style="list-style-type: none"> • Parts of speech • Construction of all parts of speech 	<ul style="list-style-type: none"> • Parts of speech • Construction of all parts of speech

8.0 COMPETENCY MATRIX

FORM 1

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills Attitudes, and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Types of compositions	<ul style="list-style-type: none"> • differentiate the types of compositions • write different types of compositions • discuss cross-cutting and cross-cultural issues 	<p>COMPOSITION</p> <ul style="list-style-type: none"> • Compositions such as: <ul style="list-style-type: none"> - narrative - descriptive - factual - letters (formal and informal) • Cross-cutting and cross-cultural issues such as: <ul style="list-style-type: none"> - children’s rights and responsibilities - myths, legends and beliefs - health, HIV and AIDS 	<ul style="list-style-type: none"> • Differentiating types of compositions • Writing different types of compositions • Discussing on cross-cutting and cross-cultural issues • Researching on cross-cutting and cross-cultural issues 	<ul style="list-style-type: none"> • ICT tools • Reference books • Letters • Samples of written compositions • Braille equipment • Talking books • Large print books • Pictures
Structure of compositions	<ul style="list-style-type: none"> • write a relevant introduction • sequence paragraphs in a chronological and coherent order • discuss the elements of an introduction, body and conclusion • write a well structured composition 	<ul style="list-style-type: none"> • Introductions • Paragraphs <ul style="list-style-type: none"> ➢ sentences - topic sentences - developers ➢ unit of ideas ➢ chronological sequence in time and place • Conclusion 	<ul style="list-style-type: none"> • Discussing characteristics of a relevant introduction • Sequencing paragraphs in chronological and coherent order • Discussing the elements of an introduction, body and conclusion • Writing a well structured composition 	<ul style="list-style-type: none"> • ICT tools • Reference books • Letters • Samples of written composition • Braille equipment • Talking books • Large print books • Pictures

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills Attitudes, and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Orthographic accuracy	<ul style="list-style-type: none"> • construct well structured sentences • punctuate sentences • spell words accurately • observe rules of word division 	<ul style="list-style-type: none"> • Sentence construction • Punctuation • Spellings • Word division • Tenses 	<ul style="list-style-type: none"> • Constructing well structured sentences • Punctuating sentences • Spelling words accurately • Observing rules of word division • Playing spelling games 	<ul style="list-style-type: none"> • ICT tools • Reference books • Letters • Written composition • Braille equipment • Talking books • Large print books • Pictures • Magazines • Slate and stylus • Newspapers
Style of writing	<ul style="list-style-type: none"> • apply figurative expressions in writing • use different styles of writing • apply appropriate registers to the subject matter 	<ul style="list-style-type: none"> • Figurative expressions such as proverbs, similes, idioms, euphemism and metaphors • Style of writing such as <ul style="list-style-type: none"> - first person narrative - third person narrative - flash back - flash forward • Appropriate registers 	<ul style="list-style-type: none"> • Applying figurative expressions in writing • Using different styles of writing • applying appropriate registers to the subject matter 	<ul style="list-style-type: none"> • ICT tools • Reference books • Letters • Samples of written compositions • Braille equipment • Talking books • Large print books • Pictures • Magazines • Slate and stylus • Newspapers
Creative writing	<ul style="list-style-type: none"> • identify different forms of creative writing • create stories, poems, folktales, cartoons and plays • showcase creative work 	<ul style="list-style-type: none"> • Creative works such as: <ul style="list-style-type: none"> - stories - poems - folktales - cartoons - plays 	<ul style="list-style-type: none"> • Discussing different forms of creative writing • Creating stories, poems, folktales, cartoons, songs and plays • Showcasing creative works 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Reference books • Samples of creative works

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills Attitudes, and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> discuss cross-cutting issues discuss copyright issues 	<ul style="list-style-type: none"> songs pictures Cross-cutting issues Copyright issues 	<ul style="list-style-type: none"> Discussing cross-cutting issues Discussing copyright issues 	<ul style="list-style-type: none"> Zimbabwe constitution Braille equipment Talking books Pictures Magazines Newspapers Novels

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
LANGUAGE USAGE AND REGISTERS				
Figurative expressions	<ul style="list-style-type: none"> identify figurative expressions give meaning to figurative expressions use figurative expressions in context 	<ul style="list-style-type: none"> Figurative expressions such as: <ul style="list-style-type: none"> idioms proverbs similes ideophones metaphors euphemism 	<ul style="list-style-type: none"> Identifying figurative expressions Defining figurative expressions Using figurative expressions in context 	<ul style="list-style-type: none"> ICT tools/Jaws software Resource persons Talking books Braille equipment Reference books
Homophones, synonyms and antonyms	<ul style="list-style-type: none"> Identify homophones, synonyms, antonyms in context give synonyms and antonyms for provided words use homophones, synonyms and antonyms in context 	<ul style="list-style-type: none"> Homophones Synonyms Antonyms 	<ul style="list-style-type: none"> Identifying synonyms, antonyms and homophones Discussing homophones, synonyms and antonyms Constructing sentences using selected homophones, synonyms and antonyms Playing language games Answering quiz questions 	<ul style="list-style-type: none"> Workcards ICT tools Puzzles Talking books Braille equipment Reference books

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Relations	<ul style="list-style-type: none"> • identify relations in the family • discuss family structures 	<ul style="list-style-type: none"> • Family relations • Family tree 	<ul style="list-style-type: none"> • Describing different relations • Discussing family structures • Role playing 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Talking books • Braille equipment • Reference books • Drama costumes and props
Registers	<ul style="list-style-type: none"> • explain different types of registers • use appropriate registers in different situations 	<ul style="list-style-type: none"> • Types of registers • Registers in context such as: <ul style="list-style-type: none"> - greetings - churches - funerals - traditional courts - ceremonies 	<ul style="list-style-type: none"> • Explaining different types of registers • Using appropriate registers in different situations • Role playing 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Talking books • Braille equipment • Reference books • Drama costumes and props
Communication	<ul style="list-style-type: none"> • identify ancient and modern ways of communication • discuss advantages and disadvantages of ancient and modern ways of communication 	<ul style="list-style-type: none"> • Ancient and modern ways of communication such as: <ul style="list-style-type: none"> - horns - smoke - drums - messenger 	<ul style="list-style-type: none"> • Identifying ancient and modern ways of communication • Discussing advantages and disadvantages of ancient and modern ways of communication 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Horns • Drums • Attire • Telephone/cellphone • Talking books • Braille equipment

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Directions, requests and instructions	<ul style="list-style-type: none"> • identify the cardinal points • give directions using cardinal points • follow instructions • locate places in the community on maps • make polite requests 	<ul style="list-style-type: none"> - telephone/cellphone - internet - telegram • Directions • Requests • Instructions 	<ul style="list-style-type: none"> • Identifying cardinal points • Following directions, instructions and orientation • Locating places in the community and maps • Searching games • Making polite requests 	<ul style="list-style-type: none"> • Reference books • ICT tools • Maps • Compass • Puzzles • Work cards • Talking books • Braille equipment • Reference books • Embossed cardinal points
COMPREHENSION AND SUMMARY				
Comprehension	<ul style="list-style-type: none"> • read for comprehension • retell news, stories, poems, plays and folktales • answer questions on various texts • infer meanings of words and phrases • relate texts to the environment • discuss cross-cutting issues raised 	<ul style="list-style-type: none"> • Stories • News • Songs • Poems • Letters • Plays • Folktales 	<ul style="list-style-type: none"> • Listening to/noting various texts from different media • Reading intensively for comprehension • Retelling news, stories, poems, plays and folktales • Answering questions from various texts • Inferring meanings of words and phrases • Relating issues to the environment • Discussing cross-cutting issues raised 	<ul style="list-style-type: none"> • ICT tools • Newspapers • Magazines • Work cards • Dictionary • Puzzles • Reference books • Large print • Talking books • Braille equipment

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Summary	<ul style="list-style-type: none"> interpret graphs, pictures, tables, maps and cartoons discuss information relayed through pictures, tables, maps and cartoons answer questions on graphs, pictures, tables, maps and cartoons link information from graphs, maps, tables, pictures and cartoons to the environment identify main points summarise various texts summarise information relayed through graphs, tables, pictures, maps and cartoons 	<ul style="list-style-type: none"> Graphs Pictures Maps Tables Cartoons Summaries 	<ul style="list-style-type: none"> Interpreting graphs, pictures, maps, tables, cartoons Discussing information from graphs, tables, pictures and maps Answering questions on graphs, pictures, tables, maps and cartoons Linking information from graphs, maps, tables, pictures, cartoons to the environment Identifying main points Summarising various texts Summarising information relayed on graphs, tables, pictures, maps and cartoons 	<ul style="list-style-type: none"> ICT tools Graphs Pictures Cartoons Maps Work cards Embossed pictures/tables Braille/large print books Tables Magazines Talking books Large print/Braille books Letters Tables
Culture and Heritage	<ul style="list-style-type: none"> discuss cultural and heritage issues deduce moral lessons from cultural and heritage issues link seasons of the year to cultural events that follow them examine the impact of social media on culture state one's totems 	<ul style="list-style-type: none"> Children's rights and responsibilities health, HIV and AIDS Myths, taboos and legends ICT (social media) Heritage sites Seasons of the year Totems 	<ul style="list-style-type: none"> Discussing cultural and heritage issues Debating on cultural and heritage issues Deducing moral lessons from myths, taboos and legends Linking seasons of the year to cultural events Examining the impact of social media on culture Conducting educational tours Stating one's totems 	<ul style="list-style-type: none"> ICT tools Heritage sites Resource persons Gallery Calendars Talking books Large print Braille equipment Reference books

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Tone and Stress	<ul style="list-style-type: none"> discuss the contribution of tone and stress to meaning of words and phrases in texts 	<ul style="list-style-type: none"> Stress Intonation Fluency 	<ul style="list-style-type: none"> Discussing the contribution of tone and stress to meaning of words and phrases in texts 	<ul style="list-style-type: none"> Talking books Braille equipment Reference books
LANGUAGE STRUCTURE				
Parts of speech	<ul style="list-style-type: none"> identify different parts of speech define the parts of speech use parts of speech 	<ul style="list-style-type: none"> Nouns Pronouns Qualificatives Verbs Adverbs Copulatives Conjunctives 	<ul style="list-style-type: none"> Identifying parts of speech Defining parts of speech Using parts of speech in sentence form 	<ul style="list-style-type: none"> ICT tools Charts Puzzles Dictionaries Work cards Sign language dictionaries Games Talking books Braille equipment Reference books
Nouns	<ul style="list-style-type: none"> identify the different types of nouns explain the constructional patterns of nouns classify the noun prefix 	<ul style="list-style-type: none"> Types of nouns Constructional pattern of nouns <ul style="list-style-type: none"> Prefixes Suffixes stems Classification of noun prefixes 	<ul style="list-style-type: none"> Identifying the different types of nouns Explaining the constructional patterns of nouns Classifying the noun prefix 	<ul style="list-style-type: none"> Work cards Dictionaries Charts ICT tools Talking books Braille equipment Reference books Sign language dictionaries

SUB TOPIC	OBJECTIVES	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Types of compositions	<ul style="list-style-type: none"> differentiate the types of compositions write different types of compositions discuss cross-cutting and cross-cultural issues 	<p style="text-align: center;">COMPOSITION</p> <ul style="list-style-type: none"> Compositions such as <ul style="list-style-type: none"> narrative descriptive factual letters (formal and informal) proverbs dialogue Cross-cutting and cross-cultural issues such as <ul style="list-style-type: none"> children's rights and responsibilities myths, legends and beliefs health, HIV and AIDS collaboration 	<ul style="list-style-type: none"> Differentiating types of compositions Writing different types of compositions Discussing on cross-cutting and cross-cultural issues Researching on cross-cutting and cross-cultural issues 	<ul style="list-style-type: none"> ICT tools Work cards Letters Written compositions Charts Reference books Braille equipment Talking books Large print books Pictures
Structure of compositions	<ul style="list-style-type: none"> write a relevant introduction sequence paragraphs in a chronological and coherent order discuss the elements of an introduction, body and conclusion write a well structured composition 	<ul style="list-style-type: none"> Introductions Paragraphs <ul style="list-style-type: none"> sentences <ul style="list-style-type: none"> topic sentences developers unit of ideas chronological sequence in time and place Structure of compositions such as: <ul style="list-style-type: none"> dialogue letter Conclusion 	<ul style="list-style-type: none"> Discussing characteristics of a relevant introduction Sequencing paragraphs in chronological and coherent order Discussing the elements of an introduction, body and conclusion Writing a well structured composition 	<ul style="list-style-type: none"> ICT tools Reference books Letters Samples of written compositions Braille equipment Talking books Large print books Pictures

SUB TOPIC	OBJECTIVES	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Orthographic accuracy	<ul style="list-style-type: none"> • construct well structured sentences • punctuate sentences • spell words accurately • observe rules of word division 	<ul style="list-style-type: none"> • Sentence construction • Punctuation • Spellings • Word division • Tenses 	<ul style="list-style-type: none"> • Constructing well structured sentences • Punctuating sentences • Spelling words • Observing rules of word division • Playing spelling games 	<ul style="list-style-type: none"> • ICT tools • Reference books • Letters • Samples of written compositions • Braille equipment • Talking books • Large print books • Pictures • Magazines • Sentence strips • Newspapers
Style of writing	<ul style="list-style-type: none"> • apply figurative expressions in writing • use different styles of writing • apply appropriate registers to the subject matter 	<ul style="list-style-type: none"> • Figurative expressions such as proverbs, similes, idioms, euphemism and metaphors • Style of writing such as: <ul style="list-style-type: none"> - first person narrative - third person narrative - flash back - flash forward • Appropriate registers 	<ul style="list-style-type: none"> • Applying figurative expressions in writing • Using different styles of writing • Applying appropriate registers to the subject matter 	<ul style="list-style-type: none"> • ICT tools • Reference books • Work cards • Letters • Written compositions • Braille equipment • Talking books • Large print books • Pictures • Magazines • Newspapers
Creative writing	<ul style="list-style-type: none"> • identify different forms of creative writing • research on different issues 	<ul style="list-style-type: none"> • Creative works such as: <ul style="list-style-type: none"> - stories - poems - folktales - cartoons 	<ul style="list-style-type: none"> • Discussing different forms of creative writing • Researching on different issues 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Reference books • Samples of creative works • Zimbabwe constitution

SUB TOPIC	OBJECTIVES	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> create stories, poems, folktales, cartoons, songs and plays showcase creative work discuss cross-cutting issues discuss copyright issues 	<ul style="list-style-type: none"> plays songs Cross-cutting issues copyright issues 	<ul style="list-style-type: none"> Writing a variety of creative pieces Creating stories, poems, folktales, cartoons, songs and plays Showcasing creative work Discussing cross-cutting issues Discussing copyright issues Conducting educational tours 	<ul style="list-style-type: none"> Braille equipment Talking books Pictures Magazines Newspapers Novels
LANGUAGE USAGE AND REGISTERS				
Figurative expressions Homophones, synonyms and antonyms	<ul style="list-style-type: none"> identify figurative expressions give meaning to figurative expressions use figurative expressions in context identify homophones, synonyms and antonyms in context give homophones, synonyms and 	<ul style="list-style-type: none"> Figurative expressions such as: <ul style="list-style-type: none"> idioms proverbs similes ideophones metaphors euphemism Homophones Synonyms Antonyms 	<ul style="list-style-type: none"> Identifying figurative expressions Defining figurative expressions Using figurative expressions in context Identifying homophones, synonyms and antonyms Discussing homophones, synonyms and antonyms Constructing sentences using selected 	<ul style="list-style-type: none"> ICT tools/laws software Resource persons Talking books Braille equipment Reference books ICT tools Puzzles Talking books Braille equipment Reference books

SUB TOPIC	OBJECTIVES	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>Relations</p>	<ul style="list-style-type: none"> • antonyms for provided words • use homophones, synonyms and antonyms in context • discuss roles of family members • suggest ways of strengthening family relations 	<ul style="list-style-type: none"> • Relationship management • Family roles • Family tree 	<p>homophones, synonyms and antonyms</p> <ul style="list-style-type: none"> • Playing language games • Answering quiz questions <ul style="list-style-type: none"> • Presenting a family tree • Discussing roles of family members • Discussing ways of strengthening family relations • Dramatising roles of family members 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Talking books • Braille equipment • Reference books • Drama costumes and props
<p>Registers</p>	<ul style="list-style-type: none"> • apply appropriate registers in different situations 	<ul style="list-style-type: none"> • Registers in context such as: <ul style="list-style-type: none"> - greetings - churches - funerals - traditional courts - ceremonies - social gatherings 	<ul style="list-style-type: none"> • Discussing use of registers in various situations • Role playing using appropriate registers in different situations 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Talking books • Braille equipment • Reference books • Drama costumes and props
				<ul style="list-style-type: none"> • ICT tools

SUB TOPIC	OBJECTIVES	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Communication	<ul style="list-style-type: none"> • identify ancient and modern ways of communication • discuss advantages and disadvantages of ancient and modern ways of communication 	<ul style="list-style-type: none"> • Ancient and modern ways of communication such as: <ul style="list-style-type: none"> - horns - smoke - drums - messenger - telephone/ cellphone - internet - telegram 	<ul style="list-style-type: none"> • Identifying ancient and modern ways of communication • Discussing advantages and disadvantages of ancient and modern ways of communication 	<ul style="list-style-type: none"> • Resource persons • Horns • Drums • Attire • Telephone/cellphone • Talking books • Braille equipment • Reference books
Directions, requests and instructions	<ul style="list-style-type: none"> • identify the cardinal points • give directions using cardinal points • follow instructions • locate places in the community on maps • make polite requests 	<ul style="list-style-type: none"> • Directions • Requests • Instructions 	<ul style="list-style-type: none"> • Identifying cardinal points • Following directions, instructions and orientation • Locating places in the community and maps • Searching games • Making polite requests 	<ul style="list-style-type: none"> • ICT tools • Maps • Compass • Puzzles • Talking books • Braille equipment • Reference books • Embossed cardinal points

COMPREHENSION AND SUMMARY

SUB TOPIC	OBJECTIVES	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> • read for comprehension • retell news, stories, poems, plays and folktales • answer questions on various texts • infer meanings of words and phrases • relate texts to the environment • discuss cross-cutting issues raised • interpret graphs, pictures, tables, maps and cartoons • discuss information relayed through pictures, tables, maps and cartoons • answer questions on graphs, pictures, tables, maps and cartoons • link information from graphs, maps, tables, pictures and 	<ul style="list-style-type: none"> • Stories • News • Songs • Poems • Letters • Plays • Folktales • Graphs • Pictures • Maps • Tables • Cartoons 	<ul style="list-style-type: none"> • Listening to/noting various texts from different media • Reading intensively for comprehension • Retelling news, stories, poems, plays and folktales • Answering questions from various texts • Inferring meanings of words and phrases • Relating issues to the environment • Discussing cross-cutting issues raised • Interpreting graphs, pictures, maps, tables, and cartoons • Discussing information from graphs, tables, pictures and maps • Answering questions on graphs, pictures, tables, maps and cartoons • Linking information from graphs, maps, tables, pictures, cartoons to the environment 	<ul style="list-style-type: none"> • ICT tools • Newspapers • Magazines • Puzzles • Reference books • Talking books • Braille equipment

SUB TOPIC	OBJECTIVES	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Summary	<p>cartoons to the environment</p> <ul style="list-style-type: none"> • identify main points • summarise various texts • summarise information relayed through graphs, tables, pictures, maps and cartoons 	<ul style="list-style-type: none"> • Summaries • Graphs • Pictures • Maps • Tables • Cartoons 	<ul style="list-style-type: none"> • Identifying main points • Summarising various texts • Summarising information relayed on graphs, tables, pictures, maps and cartoons 	<ul style="list-style-type: none"> • ICT tools • Graphs • Pictures • Cartoons • Maps • Reference books • Talking books • Braille equipment
Culture and heritage	<ul style="list-style-type: none"> • discuss cultural and heritage issues • deduce moral lessons from cultural and heritage issues • present praise poems • examine the impact of social media on culture 	<ul style="list-style-type: none"> • Children's responsibilities • Health, HIV and AIDS • Myths, legends and taboos • ICT (social media) • Heritage sites • Seasons of the year • Praise poetry 	<ul style="list-style-type: none"> • Discussing cultural and heritage issues • Debating on cultural and heritage issues • Deducing moral lessons from myths, taboos and legends • presenting praise poems • examining the impact of social media on culture • Conducting educational tours 	<ul style="list-style-type: none"> • ICT tools • Heritage sites • Resource persons • Gallery • Calendars • Talking books • Large print • Braille equipment • Reference books

SUB TOPIC	OBJECTIVES	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Parts of speech	<ul style="list-style-type: none"> • identify different parts of speech • use different parts of speech in sentences 	<ul style="list-style-type: none"> • Nouns • Pronouns • Qualificatives • Verbs • Adverbs • Copulatives 	<ul style="list-style-type: none"> • Identifying parts of speech • Constructing sentences using different parts of speech 	<ul style="list-style-type: none"> • ICT tools • Puzzles • Dictionaries • Sign language dictionary • Talking books • Large print • Braille equipment • Reference books
Nouns	<ul style="list-style-type: none"> • identify the different types of nouns • explain the constructional patterns of nouns • classify the noun prefix 	<ul style="list-style-type: none"> • Types of Nouns • Constructional pattern of nouns <ul style="list-style-type: none"> - Prefixes - Suffixes - stems • Classification of noun prefixes 	<ul style="list-style-type: none"> • Identifying the different types of nouns • Explaining the constructional patterns of nouns • Classifying the noun prefix 	<ul style="list-style-type: none"> • Work cards • Dictionaries • Charts • ICT tools • Talking books • Braille equipment • Reference books • Sign language dictionaries
Pronouns	<ul style="list-style-type: none"> • identify the different types of pronouns • explain the constructional pattern of pronouns 	<ul style="list-style-type: none"> • Types of pronouns • Constructional pattern of pronouns 	<ul style="list-style-type: none"> • Identifying the different types of pronouns • Explaining the constructional patterns of pronouns 	<ul style="list-style-type: none"> • ICT tools • Dictionaries • sign language dictionaries • Talking books • Large print • Braille equipment • Reference books

FORM 3

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Types of compositions	<ul style="list-style-type: none"> • discuss different types of compositions • write different types of compositions • research on cross-cutting and cross-cultural issues 	<p style="text-align: center;">COMPOSITION</p> <ul style="list-style-type: none"> • Compositions such as: <ul style="list-style-type: none"> - narrative - descriptive - factual - dialogue - argumentative - proverbs - reports - speech - letters (formal and informal) • Interpretation of graphs, tables, maps and pictures • Cross-cutting and cross cultural-issues such as 	<ul style="list-style-type: none"> • discussing different types of compositions • Interpreting graphs, tables, maps and pictures • Writing different types of compositions • Researching on cross-cutting and cross-cultural issues 	<ul style="list-style-type: none"> • ICT tools • Samples of written compositions • Reference books • Braille equipment • Talking books • Large print books • Pictures

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> -conflict management -health issues -heritage -environmental issues -financial literacy -gender issues -rites of passage 		
Structure of compositions	<ul style="list-style-type: none"> • write a relevant introduction • sequence paragraphs in a chronological and coherent order • discuss elements of an introduction, body and conclusion • write a well structured composition 	<ul style="list-style-type: none"> • Introductions • Paragraphs <ul style="list-style-type: none"> ➢ sentences <ul style="list-style-type: none"> - topic sentence - developers ➢ unit of ideas ➢ chronological sequence in time and place • Conclusion 	<ul style="list-style-type: none"> • Discussing characteristics of a relevant introduction • Sequencing paragraphs in chronological and coherent order • Discussing the elements of an introduction, body and conclusion • Writing a well structured composition 	<ul style="list-style-type: none"> • ICT tools • Samples of written compositions • Reference books • Braille equipment • Talking books • Large print books • Pictures
Orthographic accuracy	<ul style="list-style-type: none"> • construct well structured sentences • punctuate words and sentences correctly • spell words accurately • observe rules of word division 	<ul style="list-style-type: none"> • Sentence construction • Punctuation • Spellings • Word division • Tenses 	<ul style="list-style-type: none"> • Constructing well structured sentences • Punctuating words and sentences correctly • Spelling words accurately • Observing rules of word division • Playing spelling games 	<ul style="list-style-type: none"> • ICT tools • Reference books • Samples of written compositions • Braille equipment • Talking books • Large print books • Pictures • Magazines • Newspapers
Style of writing	<ul style="list-style-type: none"> • explore different styles of writing 	<ul style="list-style-type: none"> • Style of writing such as: 	<ul style="list-style-type: none"> • Exploring different styles of writing 	<ul style="list-style-type: none"> • ICT tools • Reference books

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • use different styles of writing • apply figurative expressions in writing • apply appropriate registers to the subject matter 	<ul style="list-style-type: none"> - first person narrative - third person narrative - flash back - flash forward - interior monologue • expressions such as: proverbs, similes, idioms, euphemism, personification and metaphors • Appropriate registers 	<ul style="list-style-type: none"> • Using different styles of writing • Applying figurative expressions in writing • applying appropriate registers to the subject matter 	<ul style="list-style-type: none"> • Braille equipment • Talking books • Large print books • Pictures • Magazines • Newspapers
Creative writing	<ul style="list-style-type: none"> • discuss the roles of creative writing in society • write a variety of creative pieces • preserve creative work • exhibit creative work • research on cross-cutting issues • discuss copyright issues 	<ul style="list-style-type: none"> • Creative works such as: <ul style="list-style-type: none"> - stories - poems - dialogues - folktales - cartoons - songs - plays • Cross-cutting issues such as: <ul style="list-style-type: none"> - climate change - collaboration - enterprise • copyright issues 	<ul style="list-style-type: none"> • Discussing the roles of creative writing in society • Writing a variety of creative pieces • Participating in creative writing competitions • Exhibiting creative work • Researching cross-cutting issues • Discussing copyright issues 	<ul style="list-style-type: none"> • ICT tools • Samples of written compositions • Reference books • Braille equipment • Talking books • Large print books • Pictures • Magazines • Newspapers

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
LANGUAGE USAGE AND REGISTERS				
Figurative expressions	<ul style="list-style-type: none"> • locate figurative expressions in given contexts • deduce meanings of figurative expressions in given contexts • explain significant features of figurative expressions • describe cultural aspects depicted in figurative expressions • use figurative expressions in different contexts 	<ul style="list-style-type: none"> • Figurative expressions such as: <ul style="list-style-type: none"> - idioms - proverbs - similes - ideophones - metaphors - euphemism - personification - hyperbole 	<ul style="list-style-type: none"> • Locating figurative expressions in given contexts • Deducing meanings of figurative expressions in given contexts • Explaining the significance of figurative expressions in real life situations • Playing language games and quiz • Describing cultural aspects as depicted in figurative expressions • Researching on the cultural aspects for figurative expressions 	<ul style="list-style-type: none"> • ICT tools • Jaws software • Resource persons • Braille equipment • Reference books • Talking books
Homophones, synonyms, antonyms and homonyms	<ul style="list-style-type: none"> • explain homophones, synonyms, antonyms and homonyms • use homophones, synonyms, antonyms and homonyms in sentences • distinguish the differences among the terms given in different contexts 	<ul style="list-style-type: none"> • Homophones, synonyms, antonyms and homonyms 	<ul style="list-style-type: none"> • Explaining homophones, synonyms, antonyms and homonyms • Constructing sentences, phrases and paragraphs using homophones, synonyms, antonyms and homonyms 	<ul style="list-style-type: none"> • ICT tools • Jaws software • Braille equipment • Reference books
Relations	<ul style="list-style-type: none"> • discuss family relations • describe relations among community members 	<ul style="list-style-type: none"> • Family relations • Community relations 	<ul style="list-style-type: none"> • Discussing family relations • Researching on family relations and totems 	<ul style="list-style-type: none"> • Resource persons • ICT tools • Large print books

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • identify causes of conflicts in families and communities • suggest conflict management/resolution strategies among members of the community • explain roles of community leaders in conflict management 	<ul style="list-style-type: none"> • Conflict management/resolution strategies 	<ul style="list-style-type: none"> • Discussing family totems and salutations • Describing relations within communities • Discussing conflict management/resolution strategies • explaining roles of community leaders in conflict management • Dramatising conflict management/resolution strategies 	<ul style="list-style-type: none"> • Jaws software • Braille equipment • Reference books
Registers	<ul style="list-style-type: none"> • research on registers in different situations • use of appropriate registers in different situations 	<ul style="list-style-type: none"> • Registers in contexts such as: <ul style="list-style-type: none"> - interviews - telephone conversation - communicating with leaders at different levels - condolences - complaints - courtship 	<ul style="list-style-type: none"> • Researching on registers in different situations • Role playing using appropriate registers in formal and informal situations 	<ul style="list-style-type: none"> • Resource persons • ICT tools • Jaws software • Interview guide • Braille equipment • Reference books
Communication	<ul style="list-style-type: none"> • describe various ancient and modern ways of communication • evaluate effectiveness of the various ancient and modern ways of communication 	<ul style="list-style-type: none"> • Ancient and modern ways of communication such as: <ul style="list-style-type: none"> - gun signals - sentinel - omens - stones 	<ul style="list-style-type: none"> • Describing various ancient and modern ways of communication • Evaluating effectiveness of the various ancient and modern ways of communication 	<ul style="list-style-type: none"> • ICT tools • Gallery • Museum • Resource persons • Concrete media • Braille equipment • Reference books

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
COMPREHENSION AND SUMMARY				
Comprehension	<ul style="list-style-type: none"> • read intensively for comprehension • define words and phrases used in texts • answer comprehension questions • evaluate issues raised in the various texts • Interpret graphs, pictures, tables, maps and cartoons • analyse information from graphs,pictures,tables, maps and cartoons • relate information to real life situations 	<ul style="list-style-type: none"> • Comprehension texts • Cultural practices and Cross-cutting issues • Graphs • Pictures • Tables • Maps • Cartoons 	<ul style="list-style-type: none"> • Reading for comprehension • Defining words and phrases in a variety of texts in context • Answering comprehension questions • Evaluating issues raised in various texts • interpreting graphs, tables, maps, pictures and cartoons • Analysing information from graphs, pictures, tables, maps and cartoons • Relating information to real life situations 	<ul style="list-style-type: none"> • ICT tools • Newspapers • Dictionaries • Sign language dictionary • Braille equipment • Reference books • Maps • Graphs • Cartoons • Embossed graphs
Summary	<ul style="list-style-type: none"> • locate details from a variety of texts • summarise whole or part of a variety of texts • summarise information from graphs,pictures,tables, maps and cartoons 	<ul style="list-style-type: none"> • Comprehension texts • Summaries 	<ul style="list-style-type: none"> • Locating details from a variety of texts • Summarising whole or part of a variety of texts • Summarising information from graphs, pictures, tables, maps and cartoons 	<ul style="list-style-type: none"> • Samples of summaries • Texts • Reference books • Talking books • Graphs • Maps • Tables • Cartoons • Pictures

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Culture and heritage	<ul style="list-style-type: none"> discuss cultural and heritage issues evaluate cultural and heritage issues relate the indigenous calendar to cultural activities relate the indigenous knowledge systems to their cultural activities 	<ul style="list-style-type: none"> Ancestors and spirit mediums Traditional healers Indigenous calendar (lunar months) Indigenous Knowledge Systems <p>such as:</p> <ul style="list-style-type: none"> taboos myths legends omens 	<ul style="list-style-type: none"> Discussing cultural and heritage issues Evaluating cultural and heritage issues Relating the indigenous calendar to cultural activities Conducting researches on cultural and heritage issues Relating the indigenous knowledge systems to their cultural activities Conducting educational tours in their immediate environment 	<ul style="list-style-type: none"> ICT tools Resource persons Reference books Talking books Large print books Artefacts
LANGUAGE STRUCTURE				
Parts of speech	<ul style="list-style-type: none"> identify different parts of speech explain constructional patterns of parts of speech construct sentences using parts of speech 	<ul style="list-style-type: none"> Nouns Pronouns Qualificatives Verbs Adverbs Copulatives Conjunctives 	<ul style="list-style-type: none"> Identifying parts of speech Explain constructional patterns of parts of speech Constructing sentences using parts of speech 	<ul style="list-style-type: none"> ICT tools Puzzles Dictionaries Reference books Braille equipment
Qualificatives	<ul style="list-style-type: none"> identify the different types of qualificatives use qualificatives in sentences explain the constructional patterns of different types of qualificatives 	<ul style="list-style-type: none"> Adjectives Quantitatives Enumeratives Selectors Demonstratives Relatives Possessives 	<ul style="list-style-type: none"> Identifying the different types of qualificatives Using qualificatives in sentences Explaining the constructional patterns of different qualificatives 	<ul style="list-style-type: none"> ICT tools Dictionaries Sign language dictionaries Reference books Braille equipment Talking books

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Copulatives	<ul style="list-style-type: none"> • identify copulative inflections and their allomorphs • use copulatives in sentences • explain the constructional pattern of different types of copulatives 	<ul style="list-style-type: none"> • Copulative inflections and allomorphs 	<ul style="list-style-type: none"> • Identifying copulative inflections and their allomorphs • Using copulatives in sentences • Explaining the constructional patterns of different copulatives 	<ul style="list-style-type: none"> • ICT tools • Dictionaries • Sign language dictionaries • Reference books • Braille equipment • Talking books

FROM 4

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Types of compositions	<ul style="list-style-type: none"> • discuss different types of compositions • write different types of compositions • research on cross-cutting and cross-cultural issues 	<p style="text-align: center;">COMPOSITION</p> <ul style="list-style-type: none"> • Compositions such as: <ul style="list-style-type: none"> - narrative - descriptive - factual - dialogue - argumentative - proverbs - report - speech - letters (formal and informal) • Interpretation of graphs, tables, maps, cartoons and pictures • Cross-cutting and cross-cultural issues such as: <ul style="list-style-type: none"> - conflict management - health issues - heritage -environmental issues 	<ul style="list-style-type: none"> • Discussing different types of compositions • Interpreting graphs, tables, maps, cartoons and pictures • Writing different types of compositions • Researching on cross-cutting and cross-cultural issues 	<ul style="list-style-type: none"> • ICT tools • Samples of written compositions • Reference books • Braille equipment • Talking books • Large print books • Pictures

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Structure of compositions	<ul style="list-style-type: none"> • write a relevant introduction • sequence paragraphs in a chronological and coherent order • write a well structured composition 	<ul style="list-style-type: none"> - financial literacy - gender issues - rites of passage <ul style="list-style-type: none"> • Introductions • Paragraphs <ul style="list-style-type: none"> ➢ sentences - topic sentence - developers ➢ unit of ideas ➢ chronological sequence in time and place • Conclusion 	<ul style="list-style-type: none"> • Discussing characteristics of a relevant introduction • Sequencing paragraphs in chronological and coherent order • Writing a well structured composition 	<ul style="list-style-type: none"> • ICT tools • Samples of written compositions • Reference books • Braille equipment • Talking books • Large print books • Pictures
Orthographic accuracy	<ul style="list-style-type: none"> • construct well structured sentences • punctuate words and sentences • spell words accurately • observe rules of word division 	<ul style="list-style-type: none"> • Sentence construction • Punctuation • Spellings • Word division • Tenses 	<ul style="list-style-type: none"> • Constructing well structured sentences • Punctuating words and sentences • Spelling words • Observing rules of word division • Playing spelling games 	<ul style="list-style-type: none"> • ICT tools • Reference books • Samples of written compositions • Braille equipment • Talking books • Large print books • Pictures • Magazines • Newspapers
Style of writing	<ul style="list-style-type: none"> • explore different styles of writing 	<ul style="list-style-type: none"> • Styles of writing such as: <ul style="list-style-type: none"> - first person narrative 	<ul style="list-style-type: none"> • Exploring different styles of writing 	<ul style="list-style-type: none"> • ICT tools • Reference books • Braille equipment • Talking books • Large print books

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • use different styles of writing • apply figurative expressions in writing • Apply appropriate registers to the subject matter 	<ul style="list-style-type: none"> - third person narrative - flash back - flash forward - interior monologue • expressions such as: proverbs, similes, idioms, euphemism, personification and metaphors • Appropriate registers 	<ul style="list-style-type: none"> • Using different styles of writing • Applying figurative expressions in writing • Writing appropriate registers to the subject matter 	<ul style="list-style-type: none"> • Pictures • Magazines • Newspapers
Creative writing	<ul style="list-style-type: none"> • discuss the roles of creative writing in society • write a variety of creative pieces • preserve creative works • exhibit creative works • research cross cutting issues • discuss copyright issues 	<ul style="list-style-type: none"> • Creative works such as: <ul style="list-style-type: none"> - stories - poems - dialogues - folktales - cartoons - songs - plays • Crosscutting issues such as: <ul style="list-style-type: none"> - climate change - collaboration - enterprise • copyright issues 	<ul style="list-style-type: none"> • Discussing the roles of creative writing in society • Writing a variety of creative pieces • Participating in creative writing competitions • Exhibiting creative work • Researching cross-cutting issues • Discussing copyright issues 	<ul style="list-style-type: none"> • ICT tools • Samples of written compositions • Reference books • Braille equipment • Talking books • Large print books • Pictures • Magazines • Newspapers
LANGUAGE USAGE AND REGISTERS				

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Figurative expressions	<ul style="list-style-type: none"> • locate figurative expressions in given contexts • deduce meanings of figurative expressions in given contexts • explain significant features of figurative expressions • use figurative expressions in different contexts • describe cultural aspects in figurative expressions 	<ul style="list-style-type: none"> • Figurative expressions such as: <ul style="list-style-type: none"> - idioms - proverbs - similes - metaphors - ideophones - euphemism - hyperbole - personification 	<ul style="list-style-type: none"> • Identifying figurative expressions in their contexts • Explaining meanings of figurative expressions • Playing language games and quiz • Describing cultural aspects as depicted in figurative expressions • Researching on the cultural aspects for figurative expressions • Writing texts using various figurative expressions 	<ul style="list-style-type: none"> • ICT tools • Jaws software • Resource persons • Braille equipment • Reference books • Talking books
Homophones, synonyms, antonyms and homonyms	<ul style="list-style-type: none"> • explain homophones, synonyms, antonyms and homonyms • use homophones, synonyms, antonyms and homonyms in sentences • distinguish the differences among the terms given in different contexts 	<ul style="list-style-type: none"> • Homophones, synonyms, antonyms and homonyms 	<ul style="list-style-type: none"> • Explaining homophones, synonyms, antonyms and homonyms • Constructing sentences, phrases and paragraphs using homophones, synonyms, antonyms and homonyms 	<ul style="list-style-type: none"> • ICT tools • Jaws software • Braille equipment • Reference books
Relations	<ul style="list-style-type: none"> • discuss family relations • describe relations among community members • identify causes of conflicts in families and communities 	<ul style="list-style-type: none"> • Family relations • Community relations • Conflict management/resolutions strategies 	<ul style="list-style-type: none"> • Discussing family relations • Researching on family relations and totems • Discussing family totems and salutations 	<ul style="list-style-type: none"> • Resource persons • ICT tools • Large print books • Jaws software • Braille equipment • Reference books

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> suggest conflict management/resolution strategies among members of the community explain roles of community leaders in conflict management 		<ul style="list-style-type: none"> Describing relations within communities Discussing conflict management/resolution strategies explaining roles of community leaders in conflict management Dramatising conflict management/resolution strategies 	
Communication	<ul style="list-style-type: none"> explain the importance of communication evaluate channels of communication in families, communities, nations and organisations suggest ways of improving communication in families, communities, nations and organisations 	<ul style="list-style-type: none"> Importance of communication Channels of communication in: <ul style="list-style-type: none"> families communities organisations nations 	<ul style="list-style-type: none"> Explaining the importance of communication Evaluating channels of communication in families, communities, nations and organisations Suggesting ways of improving communication in families, communities, nations and organisations Role playing Debating 	<ul style="list-style-type: none"> ICT tools Gallery Resource persons Concrete media Braille equipment Reference books
Registers	<ul style="list-style-type: none"> research on registers in different situations use registers in different situations 	<ul style="list-style-type: none"> Registers in contexts such as: <ul style="list-style-type: none"> interviews telephone conversations condolences raising complaints 	<ul style="list-style-type: none"> Researching and documenting registers Role playing using appropriate registers in formal and informal situations 	<ul style="list-style-type: none"> Resource persons ICT tools Jaws software Interview guide Braille equipment Reference books

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
COMPREHENSION AND SUMMARY				
Comprehension	<ul style="list-style-type: none"> • read intensively for comprehension • define words and phrases used in texts • answer comprehension questions • evaluate issues raised in the various texts • interpret graphs, pictures, tables, maps and cartoons • analyse information from graphs, pictures, tables, maps and cartoons • relate information to real life situations • make diagrammatical representation of given information 	<ul style="list-style-type: none"> • Comprehension texts • Cultural practices and cross-cutting issues • Graphs • Pictures • Tables • Maps • Cartoons 	<ul style="list-style-type: none"> • Reading for comprehension • Defining words and phrases in a variety of texts in context • Answering comprehension questions • Evaluating issues raised in various texts • interpreting graphs, tables, maps, pictures and cartoons • Analysing information from graphs, pictures, tables, maps and cartoons • Relating information to real life situations • Making diagrammatical representation of given information 	<ul style="list-style-type: none"> • ICT tools • Newspapers • Dictionaries • Sign language dictionary • Braille equipment • Reference books • Maps • Graphs • Cartoons • Embossed graphs
Summary	<ul style="list-style-type: none"> • locate details from a variety of texts 	<ul style="list-style-type: none"> • Comprehension texts • Summaries 	<ul style="list-style-type: none"> • Locating details from a variety of texts 	<ul style="list-style-type: none"> • Samples of summaries • Texts • Reference books • Talking books

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Culture and Heritage	<ul style="list-style-type: none"> • summarise whole or part of a variety of texts • summarise information from graphs, pictures, tables, maps and cartoons • discuss cultural and heritage issues • evaluate culture and heritage issues • relate the indigenous calendar to cultural activities • relate the Indigenous Knowledge Systems to their cultural activities 	<ul style="list-style-type: none"> • Ancestors and spirit mediums • Traditional healers • Indigenous calendar (lunar months) • Indigenous Knowledge Systems such as: <ul style="list-style-type: none"> - taboos - myths - legends - omens 	<ul style="list-style-type: none"> • Summarising whole or part of a variety of texts • Summarising information from graphs, pictures, tables, maps and cartoons • Discussing cultural and heritage issues • Evaluating cultural and heritage issues • Relating the indigenous calendar to cultural activities • Conducting researches on cultural and heritage issues • Relating the Indigenous Knowledge Systems to their cultural activities • Conducting educational tours in their immediate environment 	<ul style="list-style-type: none"> • Graphs • Maps • Tables • Cartoons • Pictures • ICT tools • Resource persons • Reference books • Talking books • Large print books • Artefacts • Braille equipment
LANGUAGE STRUCTURE				
Parts of speech	<ul style="list-style-type: none"> • Nouns 			<ul style="list-style-type: none"> • ICT tools

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Verbs	<ul style="list-style-type: none"> • identify different parts of speech • define the parts of speech • use parts of speech correctly in sentences • identify verbs and their different forms • explain the constructional patterns of different types of verbs • explain usage of verb extensions 	<ul style="list-style-type: none"> • Pronouns • Qualificatives • Verbs • Adverbs • Copulatives • Conjunctions • Questions • Definition of verb • Types of verb radicals • Types of verbal extensions and their meanings • Constructional patterns of verbs • Usage of verbal extensions 	<ul style="list-style-type: none"> • Identifying parts of speech • Defining parts of speech • Using parts of speech correctly in sentence • Identifying the different forms of verbs explaining the constructional patterns of different types of verbs • Explaining usage of verbal extensions 	<ul style="list-style-type: none"> • Puzzles • Dictionaries • Reference books • Braille equipment • ICT tools • Dictionaries • Sign language dictionaries • Reference books • Braille equipment • Talking books
Verb tenses	<ul style="list-style-type: none"> • identify verb tenses • use verb tenses in sentences 	<ul style="list-style-type: none"> • Tenses: present, present continuous, past, remote past, habitual past, future, near future, potential and participial. 	<ul style="list-style-type: none"> • Identifying different types of verb tenses • Using verb tenses in sentences 	<ul style="list-style-type: none"> • ICT tools • Dictionaries • Sign language dictionaries • Reference books • Braille equipment • Talking books
Moods	<ul style="list-style-type: none"> • identify moods of the verbs 	<ul style="list-style-type: none"> • Moods such as: <ul style="list-style-type: none"> - indicative/ 	<ul style="list-style-type: none"> • identifying moods of the verbs 	<ul style="list-style-type: none"> • ICT tools • Dictionaries • Sign language dictionaries

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Adverbs	<ul style="list-style-type: none"> • explain constructional patterns of moods of the verbs • use different moods in sentences 	<ul style="list-style-type: none"> - principal - potential - infinitive - hortative - subjunctive - imperative - participial - consecutive - relative 	<ul style="list-style-type: none"> • explaining constructional patterns of moods of the verbs • using different moods in sentences 	<ul style="list-style-type: none"> • Reference books • Braille equipment • Talking books
Adverbs	<ul style="list-style-type: none"> • identify types of adverbs • explain usage of adverbs • explain constructional patterns of adverbs 	<ul style="list-style-type: none"> • Types of adverbs: time, place, likeness, manner, instrumentality, agency and degree • Usage of adverbs 	<ul style="list-style-type: none"> • identify types of adverbs • explain usage of adverbs • explain constructional patterns of adverbs 	<ul style="list-style-type: none"> • ICT tools • Dictionaries • Sign language dictionaries • Reference books/Braille • Braille equipment • Talking books
Conjunctives	<ul style="list-style-type: none"> • identify different types of conjunctives • explain the usage of conjunctives in sentences 	<ul style="list-style-type: none"> • Conjunctives 	<ul style="list-style-type: none"> • Identifying different types of conjunctives • Explaining the usage of conjunctives in sentence 	<ul style="list-style-type: none"> • ICT tools • Dictionaries • Sign language dictionaries • Reference books • Braille equipment • Talking books
Ideophones	<ul style="list-style-type: none"> • identify different types of ideophones • explain usage of ideophones 	<ul style="list-style-type: none"> • Types of ideophones such as: <ul style="list-style-type: none"> - simplex - reduplicated - derived 	<ul style="list-style-type: none"> • Identifying different types of ideophones • Explaining usage of ideophones 	<ul style="list-style-type: none"> • ICT tools • Dictionaries • Sign language dictionaries • Reference books

SUB TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Questions	<ul style="list-style-type: none"> • identify different questioning techniques • construct different forms of questions 	<ul style="list-style-type: none"> • Types of questions: Simplex and complex question forms • Questioning techniques 	<ul style="list-style-type: none"> • Identifying different questioning techniques • Formulating different forms of questions 	<ul style="list-style-type: none"> • Braille equipment • Talking books • ICT tools • Dictionaries • Sign language dictionaries • Reference books • Braille equipment • Talking books

9.0 ASSESSMENT

The syllabus scheme of assessment is based on the principle of inclusivity. Arrangements, accommodation and modification must be visible in both continuous and summative assessment to enable candidates with diverse needs to access assessment.

The learning area will be assessed through continuous and summative assessment. Continuous assessment will constitute 30% and summative assessment 70%

9.1 Assessment Objectives

By the end of the four years learners are expected to:

- 9.1.1 plan, organise and write different types of compositions adhering to correct orthography and displaying an understanding of a variety of issues
- 9.1.2 write in a style and register appropriate to the subject matter
- 9.1.3 produce, edit, exhibit or publish creative works
- 9.1.4 locate detail and answer comprehension questions based on a variety of texts
- 9.1.5 identify and place a series of events in a chronological order
- 9.1.6 deduce the meanings of words, phrases and figurative expressions as used in a text
- 9.1.7 write a summary to a whole or part of a text
- 9.1.8 identify and use language structures correctly in given contexts
- 9.1.9 explain the constructional patterns of grammatical structures
- 9.1.10 identify, interpret and use figurative language in context
- 9.1.11 describe heritage and cultural aspects or practices within the text
- 9.1.12 use Information and Communication Technology (ICT) appropriately

9.2 Scheme of assessment

The subject will be assessed through continuous and summative assessment. The summative assessment will consist of two papers.

9.2.1 CONTINUOUS ASSESSMENT (30%)

Profiling, Tests and Oral/ Aural (Receptive and Expressive) Assignments are administered and collated from Form 1 through to Form 4. Projects on creative works are done and assessed from Form 1 through to Form 4. All the marks scored from the aforementioned aspects, save for profiling, will contribute to the final mark.

LEVEL	FORM OF ASSESSMENT	ASSESSMENT TASK	FREQUENCY	WEIGHTING
Form1	Continuous	Practical assignment	1 per term	2%
		Theory test	1 per term	1%
		Project (creative work)	1 per year	2%
Form 2	Continuous	Practical assignment	1 per term	2%
		Theory test	1 per term	1%
		Project (creative work)	1 per year	2%
Form 3	Continuous	Practical assignment	1 per term	4%
		Theory test	1 per term	2%
		Project (creative work)	1 per year	4%
Form 4	Continuous	2 Practical assignments	1per term	6%
		1 project (creative work)	1per year	4%
TOTAL				30%

9.2.2 SUMMATIVE ASSESSMENT

PAPER	DESCRIPTION	DURATION	MARKS	WEIGHTING
Paper 1	Composition and comprehension	2hours	80	40%
	Section I: Composition		50	
	Section II: Comprehension		20	
	Summary		10	
Sub-total			80	40%
Paper 2	Language usage, Registers and Language structure	2 hours	60	30%
	Section I: Language usage		20	
	registers		10	
	Section II: Language structure		30	
Sub-total			60	30%
Grand Total			140	70%

9.2.3 Specification Grid

Assessment objectives	composition	comprehension	summary	Language usage	registers	Language structure
9.1.1	✓	✓	✓	✓	✓	✓
9.1.2	✓	✓	✓	✓	✓	✓
9.1.3	✓	✓	✓	✓	✓	✓
9.1.4	✓	✓	✓	✓	✓	✓
9.1.5	✓	✓	✓	✓	✓	✓
9.1.6	✓	✓	✓	✓	✓	✓
9.1.7	✓	✓	✓	✓	✓	✓
9.1.8	✓	✓	✓	✓	✓	✓
9.1.9	✓	✓	✓	✓	✓	✓
9.1.10	✓	✓	✓	✓	✓	✓
9.1.11	✓	✓	✓	✓	✓	✓
9.1.12	✓	✓	✓	✓	✓	✓

9.2.4 Description of papers

Paper 1: Composition, Comprehension and summary

This paper will be in two sections.

Section I: Composition (50 marks)

This section will consist of seven free composition topics covering any of the following:

- Narrative
- Factual
- Descriptive
- Argumentative
- Dialogue
- Proverb

- Letter
- Report
- Interpretation of graphs, maps, pictures, tables and charts

Candidates are to write on any one topic. All topics will carry an equal mark of 50. The length of the composition should be 450 – 500 words.

Section II: Comprehension and Summary (30 marks)

The length of the comprehension passage will be 450 – 500 words. The summary should not exceed 50 words. Candidates are to answer all questions in this section.

Paper 2 Language usage, Registers and Language structure

This paper will be in two sections.

Section I: Language usage (20 marks) : Registers (10marks)

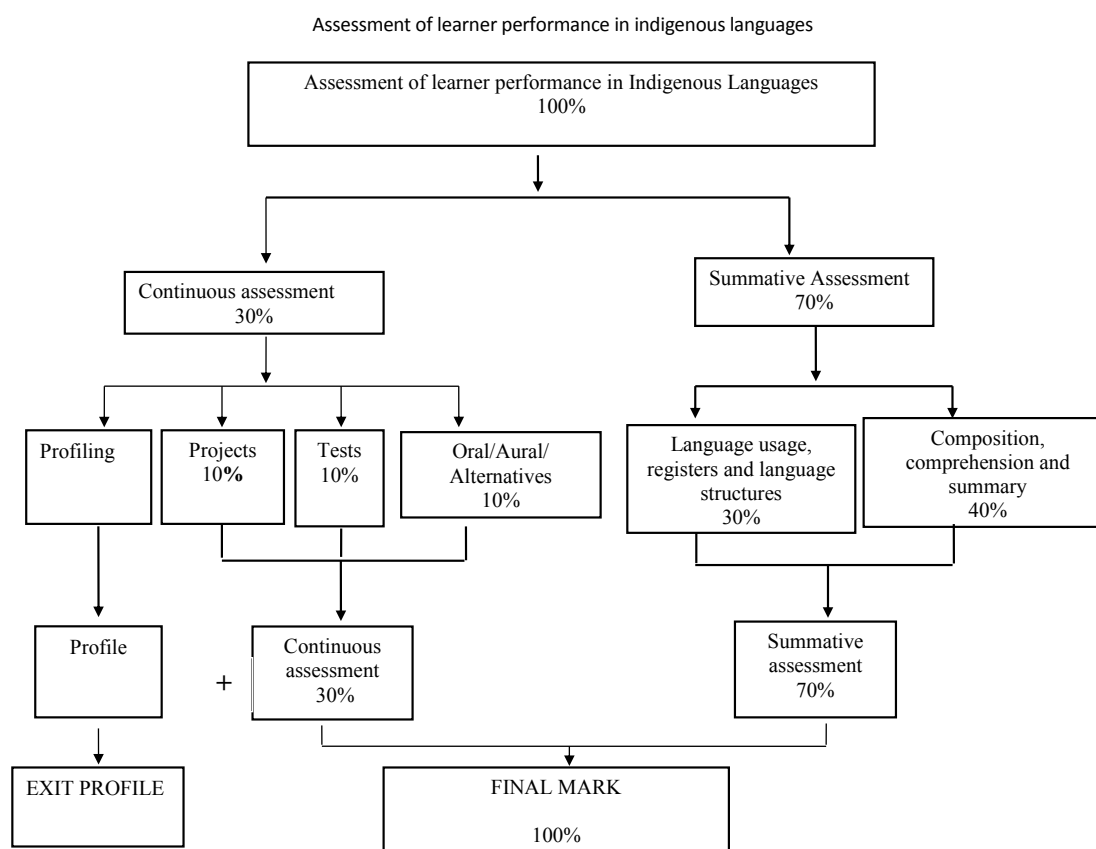
This section consists of four language usage questions and one question on registers. Candidates are expected to answer all questions. **For Language usage each question carries five marks.**

Section II: Language structure (30marks)

This section consists of five questions. Candidates are to answer three questions only. Each question carries ten marks.

9.3 Assessment model

The assessment in Indigenous Language has an emphasis on the four main language skills which include: Listening (receptive), speaking (expressive), reading and writing



9.4 Learner profile

The learner profile will comprise those aspects that cannot be assessed through the Continuous Assessment model. The profiling will include soft skills and other aspects. The profile of the learner will be compiled by the teacher and passed on to the next teacher throughout the secondary course. The profile will not contribute to the final mark at the end of the Forms 1 to 4 as shown on the assessment model but will assist to give full picture of the learner's competency