KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

FRENCH

GRADE 8

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training, and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs), and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of the Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far-reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle and feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 8 curriculum designs build on competencies attained by learners at the end Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

The curriculum designs present the National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub-strands. The designs also outline suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and the assessment rubric. It is my hope that all government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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PREFACE

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Grade 8 is the second grade of Junior School in the reformed education structure.

The reviewed Grade 8 curriculum furthers implementation of the CBC from Grade 7 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests, and abilities before selection of pathways and tracks at the Senior School education level. This is very critical in the realisation of the Vision and Mission of the ongoing curriculum reforms as enshrined in the Sessional Paper No. I of 2019: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing Every Learner's potential.**

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development of the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub-strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for a smooth transition to Grade 9. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.

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ACKNOWLEDGEMENT

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 8 and the preparation of learners for transition to Grade 9.

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

   The people of Kenya 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, to live together in harmony and foster patriotism, and to make a positive contribution to the life of the nation.

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

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

   a) **Social Needs**

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

   b) **Economic Needs**

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

   c) **Technological and Industrial Needs**

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

3. **Promote individual development and self-fulfillment**

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

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

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

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

7. **Promote international consciousness and foster positive attitudes towards other nations**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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

LESSON ALLOCATION

S/No	Learning Area	Number of Lessons Per Week (40 Minutes Per Lesson)
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1*
Total		**40 +1***

LEARNING OUTCOMES FOR JUNIOR SCHOOL

By end of Junior School, the learner should be able to:
1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behavior and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in the society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT
Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in a non-formal curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible programs. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning of these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1/YCT2

SUBJECT GENERAL LEARNING OUTCOMES

By the end of this level, the learner should be able to;
1. Develop the ability to use the language for purposes of practical communication.
2. Appreciate the culture of other people to promote national and international relationship for peaceful co-existence.
3. Contribute to the cognitive and affective development of the student.
4. Provide enjoyment and intellectual stimulation.
5. Promote positive attitudes and develop an appreciation of the value of language.

SUMMARY OF STRANDS AND SUB-STRANDS

Strands	Sub Strands	Suggested Lesson Allocation
1.0. Listening and speaking	1.1 Interactive speaking 1.2 Oral expression 1.3 Interactive listening 1.3 Active listening 1.4 Listening for information	27 Lessons
2.0. Reading	2.1 Reading aloud 2.2 Reading for understanding 2.2 Guided reading	18 Lessons
3.0. Writing	3.1 Guided writing	9 Lessons
Total Number of Lessons		**54 + 6 Lessons for Showcasing**

Note: The suggested number of lessons per sub-strand may be more or less depending on the context.

STRAND 1.0: LISTENING AND SPEAKING

THEME 1: GREETINGS AND INTRODUCTIONS

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.1 Interactive Speaking** *Turn taking Vocabulary Engagement Questioning*	By the end of the sub-strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement, b) use vocabulary and expressions appropriately to probe and engage in oral interactions, c) use non-verbal communication cues to enhance communication, d) exhibit confidence to contribute actively in conversations.	The learner is guided to: ● participate in "Repeat-after-me" exercise to acquire vocabulary on formal greetings. *(Bonjour Monsieur/ Madame/ Mademoiselle, Comment allez-vous ; Je vais bien, merci : Comment vous appelez-vous, Monsieur ?),* ● listen to and sing songs with vocabulary on formal greetings and introductions, ● play mimicry games to acquire non-verbal communication skills, ● source and watch video clips with authentic dialogues on introductions in formal settings. *(Vous habitez où ? Où êtes-vous né ? Vous parlez ... ?),*	How else do you communicate without use of speech?

			● participate in simple skits on formal greetings and introductions.	

Core competencies to developed:
- Communication and Collaboration**:** These are developed as the learner listens keenly and actively engages in the conversation.
- Self-efficacy**:** This is developed as the learner showcases self-awareness while talking about who they are through the introductions.

Values:

Respect: Through appreciating the diversity in names, age of others and where they live.

Pertinent and contemporary issues (PCIs):

Social cohesion: This is developed as learners introduce self and another person.

Links to other learning areas:

The learners are able to relate skills of self-introduction to the same skills in English and Kiswahili.

THEME 2: FAMILY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**Active listening** *Attention Engagement Note taking*	By the end of the sub-strand, the learner should be able to: a) recall information accurately from oral interactions, b) interpret verbal cues from audio stimuli, c) use specific vocabulary and expressions to engage in simple conversations, d) show enthusiasm to engage in conversations.	The learner is guided to: • listen to audiovisual materials to identify members of the extended family by relation, *(grand parent, oncle, tante, neveu, beaux parents…)* • listen to audio documents as they complete information on a set of family trees, • participate in language games to improve their scope of vocabulary on extended family. • use the acquired vocabulary and grammatical structures *(voici + adjectif possessif + nom. Il / Elle est le / la ... frère / sœur de …etc)* to talk about members of their extended families and others, • listen to random flash card games and select the appropriate card in class.	Why is attention important when listening?

Core competencies to developed:
- Communication and Collaboration: These are developed as the learners listen keenly and actively to each other's questions and verbal cues while they participate in language games.

Values:
Unity: This is enhanced as the learners recognize the importance of unified families.

Pertinent and contemporary issues (PCIs):
Social cohesion: Strengthening family relations as learners learn the importance of extended family members**.**

Link to other learning area
The active listening skill acquired can be applied in learning listening skills in English and Kiswahili.

THEME 3: MY SURROUNDING

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.3 Listening for understanding** *Identifying key points Vocabulary Attention*	By the end of the sub-strand, the learner should be able to: a) identify key points from audio stimuli, b) recall important details from audio stimuli, c) demonstrate focused listening for optimal information retrieval, d) cultivate awareness on the importance of paying attention to details when listening for information.	The learner is guided to: • listen to audio-visual materials with vocabulary and expressions on how to get to various places in town, *(à gauche, à droite, devant, derrière…)* • tell where one is going and what is going to do, • use the appropriate vocabulary to ask for and give directions, • role-play on describing locations and giving directions on where something is found, • simulate simple dialogues on asking and giving directions of a place, • play games on giving directions of some objects in simulated town.	What do you do to capture all details when listening?

Core competencies to developed:
Critical Thinking and Problem Solving: These are developed as the learners think of the best way of directing others to places.
Values:
Integrity: This is developed as learners appreciate the importance of giving the correct information all the time.
Pertinent and contemporary issues (PCIs);
Care for the environment**:** As the learners learn the importance of landmarks as they give directions.
Link to other learning areas:
The learners are able to relate the skill of locating and giving right directions to the concept of compass directions in Geography under Social Studies.

THEME 4: TIME

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.4 Active Listening** • *Vocabulary* • *Engagement* • *Attention*	By the end of the sub-strand, the learner should be able to: a) recall details and information accurately from oral interactions, b) interpret verbal cues from audio stimuli, c) demonstrate willingness to be receptive to new ideas in oral interactions.	The learner is guided to: • recite poems about time • play number games to work on time in the 12-hour clock system, • watch audio-visual clips on telling time, • practice asking and giving time, *(Quelle heure est-il ? Il est 11h00, Il est 5h30),* • participate in rhyming games to acquire vocabulary, • discuss jointly on the importance of keeping time.	How do you engage a person talking to you?

Core competencies to be developed:
Communication and Collaboration**:** These are developed as the learner listens keenly and actively to discussions on how to tell time.

Values
Unity: This is nurtured as the learners show unity as they work together in groups while practicing telling time.

Pertinent and contemporary issues (PCIs):
Self-awareness: This is enhanced as learners appreciate the importance of keeping time, while discussing jointly on the importance of keeping time.

Link to other learning areas:
Learners are able to relate the skill of asking and telling time to the concept of measurement (time and the clock) in Mathematics.

THEME 5: FUN AND ENJOYMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.5 Interactive Speaking** • *Vocabulary* • *Intonation* • *Turn taking* • *Nonverbal communication*	By the end of the sub-strand, the learner should be able to: a) demonstrate comprehension and engagement in oral interactions, b) use verbal cues to probe and engage in oral interactions, c) exhibit confidence to contribute actively in conversations.	The learner is guided to: • watch and listen to audio-visual materials to acquire vocabulary related to tours and travel, *(moyens de transport, documents de voyage)* • engage in oral interactions: e.g.question-answer on places to travel to, means of transport, cost of ticket, etc.. • use the imperative to give oral instructions: *(prends, prenez, descends, descendez...)* and mention the means of transport, *(aller à, en+moyen de transport)* • discuss on safety measures to consider when traveling, • participate in simple role plays.	What do you do to engage appropriately when speaking?

Core competencies to developed:
Communication and Collaboration**:** These are developed as the learners listen keenly and actively to the audio-visual materials and to each other, as they engage in the given activities.
Values:
Integrity: Learners become aware of the need to practice honesty and truthfulness in service delivery.
Pertinent and contemporary issues(PCIs):
Safety and security**:** Learners are made aware of safety and security as they discuss on safety measures to consider when traveling.
Link to other learning area:
The concept of giving instructions can be linked to the concept of imperatives in English.

THEME 6: FOODS AND DRINKS

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.6 Interactive speaking** *Vocabulary Turn taking Intonation Nonverbal communication*	By the end of the sub-strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement, b) use vocabulary and expressions appropriately to probe and engage in oral interactions, c) exhibit confidence to contribute actively in conversations.	The learner is guided to: ● listen to and repeat names of different vocabularies about the kitchen, *(Verbs in meal preparation, ingredients)* ● listen to audio-visual material relating to quantities to pick out vocabulary, *(Verbes : cuire, bouillir, rôtir, frire Ingrédients : du sel, du piment Ustensiles : une cuillère, tasse, assiette)* ● listen to and repeat sentences relating to the kitchen and meal preparation, *(Faire bouillir de l'eau, Frire les oignons, Ajouter du sel)* ● play games to practice vocabulary related to the kitchen.	How do you ensure proper turn taking while talking?

Core competencies to be developed: Communication and Collaboration: These are developed as the learner speaks clearly and effectively using appropriate expressions and gestures on meal preparation and the kitchen.
Values: Respect: learner shows respect for diversity as they share on meal preparation and the kitchen.
Pertinent and contemporary issues (PCIs); Life skills: The learner acquires skills by learning about meal preparation and items needed in the kitchen.
Link to other learning areas: The learners are able to associate vocabulary on food preparation to the food preparation process in Agriculture and Nutrition.

THEME 7: MY BODY

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.7 Oral Expression** • *Repetition* • *Clarity* • *Pacing* • *Audibility*	By the end of the sub-strand, the learner should be able to: a) structure oral communication in a clear and coherent manner, b) use gestures and facial expressions to enhance oral communication, c) express enthusiasm to engage in oral communication.	The learner is guided to: ● listen to audio materials to pick out vocabulary on the different feelings and emotions, ● listen to and repeat sentences related to feelings and emotions, *(J'ai faim, J'ai soif, Je suis triste, Je suis heureux/énervé/fatigué, Avoir/être + adjectives)* ● play word puzzle games on feelings and emotions, ● engage in miming activities for physical appearance, ● talk about own and others' feelings and emotions and how to handle them. ,	What do you do to talk in appropriate speed?

Core competencies to be developed:
Self-efficacy: This is developed as learners showcase self-awareness as he/she talks about their emotions and feelings.

Values:
Love: The learner appreciates the need for being empathetic as they discuss on their own and others' feelings and emotions and how to handle them.

Pertinent and contemporary issues (PCIs):
Life skills: The learner showcases self-awareness as he/she expresses his/her feelings and emotions.

Link to other learning areas:
As the learners engages in oral expression, they can relate it to the skills of clarity, pronunciation and non-verbal communication in English and Kiswahili.

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.8 Listening for information** • *Vocabulary* • *Grammar* • *Note taking*	By the end of the sub-strand, the learner should be able to: a) identify key points from audio stimuli, b) use information from audio stimuli to respond to questions or prompts, c) cultivate awareness on the importance of paying attention to details when listening for information.	The learner is guided to: • use the internet to source and watch audio clips on physical features in the environment and pick out new vocabulary: |Search engine is set with "Safe Search ON" • watch audio-visual clips with activities related to particular weather patterns and respond to questions in group activity, *(Quand il fait chaud, je vais nager)* *(en hiver, on porte un pull… quand il pleut, on porte un manteau de pluie)* • play rhyming games in groups to enhance vocabulary mastery, • participate in "Headline creation" activity collaboratively where they listen to audio clips on seasons and capture the essence of the content, • play games on vocabulary search in groups using digital devices.	How do you showcase understanding?

Core competencies to developed:
Communication and Collaboration: These are developed as learners work together on finding vocabulary on weather in groups.
Values:
Unity: The learners work in groups and therefore unity is strengthened through collaborative activities.
Pertinent and contemporary issues (PCIs):
Online safety: The learners use the internet to search for materials with "Safe Search" turned ON.
Link to the other learning areas:
The learners associates the vocabulary on physical features to the concept of physical features in Social Studies.

THEME 9: GETTING AROUND

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.9 Interactive speaking** *Turn taking* *Nonverbal communication* *Intonation* *Questioning*	By the end of the sub-strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement, b) use vocabulary and expressions appropriately to probe and engage in oral interactions, c) use non-verbal communication cues to enhance communication, d) exhibit confidence to contribute actively in conversations.	The learner is guided to: ● participate in "Repeat-after-me" exercise to acquire vocabulary on transport, *(Le chameau, l'âne, la moto, la bicyclette, le vélo, l'auto, le bus, le taxi, le train, le métro, le tramway, la trottinette, le scooter, le bateau, le canoë, le bac/ferry)* ● listen to and sing songs on transport around them, ● play mimicry games in pairs to practice non-verbal interactive communication skills, ● source and watch video clips with authentic dialogues on means of transport using digital devices, ● do simple skits collaboratively on transport means and how to move around, *(Comment va-t-on en ville? On prend un bus/ On utilise la moto ; Où sont les bus ? A la gare.)*	How else can you express yourself without talking?

Core competencies to developed: Creativity and imagination: This is developed as the learner undertakes group activities and exchanges new ideas that inspire creative thinking while engaging in simple short skits in collaboratively on moving around..
Values: Unity: This is fostered as the learner collaborates with others as they play mimicry games to practice non-verbal interactive communication skills.
Pertinent and contemporary issues (PCIs): Interpersonal relationships: This is enhanced as the learner creates a personal relationship with others as they play mimicry games jointly
Links to other learning areas: The learners are able to relate the vocabulary on means of transport to transport and communication in Social Studies.

Suggested Assessment Rubric

Levels / Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use vocabulary and expressions in oral interactions.	The learner uses all targeted vocabulary and expressions in oral interactions; employs a variety of vocabulary and expressions.	The learner uses all targeted vocabulary and expressions in oral interactions.	The learner uses most of the targeted vocabulary and expressions in oral interactions.	The learner uses very few of the targeted vocabulary and expressions in oral interactions.
Ability to maintain correct spoken language structures (pronunciation, intonation, rhythm and pacing) in oral expression.	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. The communication is clear and error free.	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression.	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression. Makes a few errors at times that interfere with communication to a limited extent.	The learner maintains correct pronunciation, intonation, rhythm and pacing in few instances in oral expression. Makes many errors most of the time that interfere with communication.
Ability to respond to questions and prompts in oral interactions.	The learner responds to all questions and goes further to give appropriate illustrations and examples.	The learner responds to all questions and prompts to show comprehension and engagement.	The learner responds to most of the questions and prompts to show comprehension and engagement.	The learner responds to very few questions and prompts to show comprehension and engagement.

Levels / Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to employ gestures and facial expressions to enhance oral interactions.	The learner employs appropriate gestures and facial expressions to complement oral expressions, and shows sensitivity to diverse cultural contexts.	The learner employs appropriate gestures and facial expressions to complement oral expressions.	The learner employs most of the gestures and facial expressions to complement oral expressions.	The learner employs very few gestures and facial expressions to complement oral expressions.
Ability to display willingness to participate in oral interactions	The learner is always willing to participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions.	The learner is always willing to participate in meaningful oral interactions with people in their surroundings.	The learner is at times hesitant to participate in meaningful oral interactions with people in their surroundings.	The learner is mostly hesitant to participate in meaningful oral interactions with people in their surroundings.

STRAND 2.0: READING

THEME 1: GREETINGS AND INTRODUCTIONS

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.1 Reading for fluency** *Fluency* *Intonation* *Vocabulary* *Pronunciation*	By the end of the sub-strand, the learner should be able to: a) infer meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts.	The learner is guided to: • echo read texts on formal greetings and introductions in class with the teacher for pronunciation practice, in small groups, • source for texts on formal greetings and introductions from digital devices and pick out vocabulary, *(Bonjour Monsieur/ Madame/ Mademoiselle, Comment allez-vous ; Je vais bien, merci : Comment vous appelez-vous, Monsieur?)* • respond to simple questions from reading texts on formal greetings, • use dramatic reading of simple texts in small groups for developing fluency.	What is the importance of reading texts?

Core competencies to be developed
Digital Literacy: This is developed as the learner uses digital technology to effectively accomplish own tasks by sourcing for texts on formal greetings and introduction.

Values:
Respect: This is nurtured as the learners use respectful and formal expressions to greet and talk to people.

Pertinent and contemporary issues (PCIs):
Guidance: The learner uses polite language to address others while using formal greetings.

Links to other learning areas:
The learners are able to relate skills on self-introduction to the same skills in English and Kiswahili.

THEME 2: FAMILY

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.2 Reading for fluency** • *Vocabulary* • *Phonics* • *Articulation* • *Fluency*	By the end of the sub-strand, the learner should be able to: a) understand the meaning of words and phrases while reading aloud written texts, b) refine their articulation and pronunciation, c) develop a sense of joy and enjoyment in reading aloud selected texts.	The learner is guided to**:** • read aloud selected texts based on the extended family members, • articulate words, phrases and sentences correctly, audibly and with the correct intonation, • practice echo and speed reading with peers to test their accuracy, • recite poems and pick out lexical on family, • study family trees for better understanding.	How do you ensure that you read smoothly?

Core competencies to developed:
Communication and Collaboration**:** These are fostered as the learners cooperate while reading aloud together texts on extended family.

Values:
Patience**:** The learners develop patience with themselves and with others as they carry out reading tasks.

Pertinent and contemporary issues (PCIs)
Inclusivity and special needs education: The learners learn the need for inclusivity in education: large print for the visually impaired and patience for those who stammer.

Link to other learning areas:
The reading for fluency skill acquired can be applied in reading skills of accuracy, speed and expression in English and Kiswahili.

THEME 3: MY SURROUNDING

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.3 Reading for understanding** • *Vocabulary* • *Phonics* • *Articulation*	By the end of the sub-strand, the learner should be able to: a) summarize key details and facts from the text, b) read fluently using the right intonation and pace, c) read texts for understanding.	The learner is guided to: • give directions to a certain location, • locate a place on a map from a given text, • use a map to identify places where one intends go, • play mind games on directions.	Why do we ask for direction?
Core competencies to developed: Critical thinking and Problem solving**:** These are nurtured as the learners learn the best way of directing others to places.				
Values: Respect: This is developed as learners appreciate challenges faced by others in finding directions.				
Pertinent and contemporary issues (PCIs) Care of the environment: This is enhanced as the learners learn of the importance of landmarks, as they give directions.				
Links to other learning areas: The learners are able to relate the skill of locating and giving right directions to the concept of compass directions in Geography under Social Studies.				

THEME 4: TIME

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.4 Reading for fluency** • *Intonation* • *Rhythm* • *Pronunciation*	By the end of the sub-strand, the learner should be able to: a) decode familiar sounds in words to read simple short texts, b) read texts with correct intonation, pace and fluency, c) display a sense of enjoyment and satisfaction when reading.	The learner is guided to: ● read short texts on time and practice fluency, ● use the clock and watches in reading time, ● recite poems on time, ● use the internet to source for and read vocabulary on time, ● source for reading articles on time, using digital devices.	What role does time play in our lives?

Core competencies to be developed
Communication and Collaboration: These are developed as learners work together collaboratively to practice reading.

Values
Respect: The learner shows respect for diversity as they take turns to read texts about time.

Pertinent and contemporary issues(PCIs):
Self-esteem: The learner develops confidence as they read texts about time, in turns.

Link to other learning areas:
Learners are able to relate the skill of asking and telling time to the concept of measurement (time and the clock) in Mathematics.

THEME 5: FUN AND ENJOYMENT

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.5 Reading for understanding** • *Pronunciation* • *Word recognition* • *Vocabulary*	By the end of the sub-strand, the learner should be able to**:** a) identify key details and facts from written texts, b) apply information from the text and answer questions, c) show an increasing ability to understand words and phrases in context.	The learner is guided to**:** • read a variety of written texts about travel, • match questions with their answers in the context of travel, • read paper strips containing sentence structures on travel and entertainment, • source for and read different types of extracts on travel and enjoyment, • answer with accuracy written comprehension questions based on travel.	What excites you when one talks about fun?
Core competencies to be developed: Self-efficacy: The learners demonstrate self-efficacy as they develop effective communication skills for ease of travel.				
Values: Responsibility: The learners are taught to take care of themselves and mind their safety while traveling.				
Pertinent and contemporary issues(PCIs): Health education: The learners are encouraged to engage in appropriate leisure activities to avoid drugs and substance abuse**.**				
Link to other learning area: Answering comprehension questions can be linked to the concept of reading comprehension in English and Kiswahili.				

THEME 6: FOODS AND DRINKS

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.6 Reading for understanding • *Comprehension* • *Vocabulary* • *Word recognition*	By the end of the sub-strand, the learner should be able to: a) identify key details and facts from read texts, b) use information from read texts to respond to questions and prompts, c) build confidence in one's ability to comprehend and interpret written material.	The learner is guided to: ● read short texts on the kitchen and meal preparation, ● take turns in reading short texts relating to the kitchen and meal preparation, ● respond to questions from read short texts, ● match names of utensils with realia, ● play word search games on vocabulary related to utensils and verbs of meal preparation, ● source for information on utensils and verbs of meal preparation from the internet.	Which utensils are important in meal preparation?

Core competencies to be developed:
Learning to learn: This is developed as learners learn how to read vocabulary on the kitchen and meal preparation.

Values
Responsibility**:** The learner develop a sense of responsibility by sourcing for information on meal preparation.

Pertinent and contemporary issues(PCIs):
Online safety**:** The learner sources for information from the internet on meal preparation with 'safe search' turned on

Link to other learning area:
The learners are able to associate vocabulary on food preparation to the food preparation process in Agriculture and Nutrition.

THEME 7: MY BODY

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.7 Reading for understanding** ● *Vocabulary* ● *Pronunciation* ● *Word recognition*	By the end of the sub-strand, the learner should be able to: a) identify key details and facts from read texts, b) use information from read texts to respond to questions and prompts, c) build confidence in one's ability to comprehend and interpret written material.	The learner is guided to: ● echo read short texts on feelings and emotions, in small groups or with the teacher, ● read short texts on feelings and emotions and respond to questions, ● source for and read short texts about the feelings and emotions from the internet, ● play word search games on vocabulary related to feelings and emotions, ● use emojis to read about feelings and emotions.	How do you manage your feelings and emotions?

Core competencies to be developed
Digital literacy: This is developed as the learner sources for texts on feelings and emotions from the internet.

Values
Responsibility: learner uses the internet responsibly in sourcing for information.

Pertinent and contemporary issues(PCIs):
Online safety: The learners use the internet to source for information on feelings and emotions with 'safe search' turned on.

Link to other learning:
Answering comprehension questions can be linked to the concept of reading comprehension in English and Kiswahili.

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.8 Reading for understanding** • *Comprehension* • *Creativity* • *Vocabulary*	By the end of the sub-strand, the learner should be able to: a) infer meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts.	The learner is guided to: • echo read texts about physical features, related weather and activities in small groups for vocabulary, *(La forêt, rivière, les collines, la savane, les lacs, l'océan, les montagnes ; qu'est-ce que c'est ?)* • use the internet to search for texts on physical features for reading in groups; search engine is set on "safe search", • engage in interactive read-aloud activities where reading is paused for "question and answer breaks", • read texts and respond to simple questions about physical features, related weather patterns and activities in groups,	Which physical features can we identify around us?

			(*Dans la forêt, il fait beau et on fait du camping ; sur les montagnes, il neige et on fait du ski*)	

Core competences to be developed
Communication and Collaboration**:** These are developed as learners listen actively and keenly during the read-aloud activities.

Values
Unity: learners work together in groups to source for reading materials from digital devices.

Pertinent and contemporary issues(PCIs):
Online safety**:** The learners use the internet to search for materials with the 'Safe Search' turned on.

Link to other learning areas:
The learners associate the vocabulary on physical features to the concept of physical features in Social Studies.

THEME 9: GETTING AROUND

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.9 Reading for Understanding** • *Vocabulary* • *Comprehension* • *Articulation* • *Pacing*	By the end of the sub-strand, the learner should be able to: a) infer meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts.	The learner is guided to: • engage in interactive read-aloud activity where reading is paused for question-and-answer breaks, • source for texts on means of transport from digital devices in small groups and read for vocabulary, *(le chameau, l'âne, la moto, la bicyclette, le vélo, l'auto, le bus, le taxi, le train, le métro, le tramway, la trottinette, le scooter, le bateau, le canoë, le bac/ferry)* • echo read texts in small groups to practice intonation and pace in reading, • engage in dramatic reading activities to practice vocabulary and fluency,	Which means of transport do you use?

			• match picture stimuli to given vocabulary about means of transport. (*la gare, la station de metro, le billet,)*	

Core competences to be developed

Critical thinking and Problem solving: The learners develop research skills as they source for texts on transport.

Values

Unity: The learners work in groups to echo-read texts.

Pertinent and contemporary issues(PCIs):

Digital citizenship: The learners use the internet in an ethical manner.

Link to other learning area:

The learners are able to relate the vocabulary on means of transport to transport and communication in Social Studies.

Suggested Assessment Rubric

Levels Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pronounce words in contexts for accuracy in reading.	The learner pronounces words with a near native accent in simple texts to convey the intended meaning.	The learner pronounces words in simple texts to convey the intended meaning.	The learner pronounces most words in simple texts to convey the intended meaning.	The learner pronounces a few words in simple texts to convey the intended meaning.
Ability to read with fluency. (smoothness, pace, rhythm and intonation)	The learner articulates words well while reading smoothly with correct intonation, rhythm and pace, even in texts on unfamiliar topics.	The learner articulates words well while reading smoothly with correct intonation, rhythm and pace.	The learner frequently articulates words well while reading smoothly with correct intonation, rhythm and pace.	The learner occasionally articulates words well while reading smoothly with correct intonation, rhythm and pace.
Ability to analyse simple texts.	The learner interprets and responds to questions in context using extensive vocabulary in giving responses.	The learner interprets and responds to questions in context.	The learner interprets and responds to most of the questions in context.	The learner interprets and responds to a few questions in context.

STRAND 3.0: WRITING

THEME 1: GREETINGS AND INTRODUCTIONS

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.1 Guided Writing** • *Orthography* • *Spelling* • *Vocabulary*	By the end of the sub-strand, the learner should be able to**:** a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • fill crosswords and word puzzles using cues from texts on formal greetings and introductions, • fill gaps in simple dialogues using simple vocabulary of formal greetings and introductions, *(Salut, (Bonjour Monsieur/ Madame/ Mademoiselle, Comment allez-vous ; Je vais bien, merci : Comment vous appelez-vous, Monsieur ? Enchanté),* • write down dictated vocabulary on formal greetings and introductions, • use visual prompts like pictures and illustrations to write simple texts on formal greetings and introductions collaboratively.	How do you locate items in class?

Core competencies to be developed Communication and Collaboration: The learners work together in teamwork to do group activities.
Values Love: This is nurtured as learners show compassion to each other while writing short greetings to one another to know their wellbeing.
Pertinent and contemporary issues(PCIs): Life skills education: This is enhanced as the learners respect each other as they learn formal greetings and respect.
Link to other learning areas: The learners are able to relate skills on self-introduction to the same skills in English and Kiswahili.

THEME 2: FAMILY

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3. 2 Guided writing Extended** • *Handwriting* • *Word recognition* • *Clarity*	By the end of the sub-strand, the learner should be able to: a) write words accurately as per given contexts, b) construct short essays on common, familiar themes, c) display a sense of pride and ownership in their written work.	The learner is guided to: • write keenly and accurately by copying down written phrases, sentences and paragraphs, • select topics and thematic areas (*preferably on both nuclear and extended family*) to write compositions on, with the aid of flash cards, sequenced photos, or well selected audio-visual materials, • participate in collaborative writing projects using learning apps.	What makes written texts have a wide readership?

Core competencies to developed:
Digital literacy**:** This is developed as the learners do collaborative written projects using digital tools/learning apps.

Values:
Responsibility and self-discipline: This is enhanced as learners use digital tools to do collaborative written projects.

Pertinent and contemporary issues(PCIs):
Responsible use of digital tools/data protection/copyright.

Link to other subjects
As the learners write projects using learning apps, they apply digital skills learnt in Pre-Technical Studies.

THEME 3: MY SURROUNDING

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3. 3 Guided writing • *Vocabulary* • *Clarity* • *Orthography*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write correct description of places in an urban set-up, • write texts on where items can be found in a town, • draw maps from texts indicating described locations in a town, • write a grammatically correct texts to colleagues describing where to meet, (*Au café, au restaurant, ……)* • guide friends and colleagues on how to use digital devices that give directions.	Why do we make shopping lists?

Core competencies to developed:
Critical thinking and Problem solving**:** The learners think of the best way of giving direction to visitors.

Values:
Integrity**:** The learners appreciate the importance of giving correct information while giving directions.

Pertinent and contemporary issues
Care of the environment: This is enhanced as the learners learn the importance of landmarks as they give directions.

Link to other learning areas:
The learners are able to relate the skill of locating and giving right directions to the concept of compass directions in Social Studies.

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.4 Guided Writing** • *Handwriting* • *Creativity* • *Punctuation*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write texts on the 12-hour clock, • fill in gaps in short texts relating to time, • make a clock using readily available material, • match time with important activities in the school timetable, • fill word puzzles with vocabulary on time, • write down simple dictated words on time, • write simple sentences about time.	How do you know time is different at different moments of the day?

Core competencies to be developed:
Critical thinking and Problem solving: This is developed as learners use the clock to tell the time.

Values:
Unity: The learner shows unity as they fill puzzles and work in small groups.

Pertinent and contemporary issues(PCIs):
Self-awareness: The learner uses personal timetable to talk about time.

Link to other learning areas:
The learners are able to relate the skill of asking and telling time to the concept of measurement (time and the clock) in Mathematics.

THEME 5: FUN AND ENJOYMENT

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3. 5 Guided Writing • *Handwriting* • *Comprehension* • *Vocabulary*	By the end of the sub-strand, the learner should be able to: a) identify meaning of words and expressions as used in written texts, b) write short narratives using vocabulary and grammar structures learned, c) display enthusiasm in composing texts on familiar topics.	The learner is guided to: • complete paragraphs by filling in blanks with the correct words or expressions, • write short narratives with peers about their travel experiences, • compose written dialogues using a lexical on travel, • participate in writing projects that will produce texts based on travel and tours, to be posted on class noticeboards.	1. What interesting things do you do as you travel? 2. Why is it important to follow rules and regulations while travelling?

Core competencies to be developed:
Critical thinking & Problem solving: The learners think and note down the things they should do, and those to avoid during travelling.

Values:
Responsibility: The learners recognize the need for self-care and safety while engaging themselves in fun and enjoyment activities.

Pertinent and contemporary issues(PCIs):
Security and safety: The learners are encouraged to follow rules and regulations that guide safe travel.

Link to other learning areas:
Writing narratives can be linked to the concept of creative writing in the English.

THEME 6: FOOD AND DRINKS

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.6 Guided Writing** • *Handwriting* • *Punctuation* • *Clarity*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● draw and label images of different utensils and ingredients ● fill in gaps in short texts relating to meal preparation, ● write down short simple sentences with verbs of meal preparation, ● write down simple dictated vocabulary on the kitchen.	Why is it important to cook food?
Core competences to be developed Learning to learn: This is developed as learners learn how to write vocabulary on utensils and ingredients.				
Values: Respect: The learner shows respect as they take down instructions from the teacher.				
Pertinent and contemporary issues(PCIs): Self-esteem: The learner develops confidence by being able to read texts related to the kitchen.				
Link to other learning areas: The learners are able to associate vocabulary on food preparation to the food preparation process in Agriculture and Nutrition.				

THEME 7: MY BODY

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.7 Guided Writing** • *Punctuation* • *Orthography* • *Clarity*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● write short texts on feelings and emotions, ● draw and label different emoji related to emotions and feelings, ● fill in gaps in short texts relating to emotions and feelings, ● source for, and write down information on emotions and feelings from the internet, ● use emoji to match images on feelings and emotions to their descriptions.	Why do our emotions and feelings vary?

Core competences to be developed:
Digital literacy: This is developed as the learner sources from the internet for texts on different emotions and feelings.

Values:
Responsibility: The learner uses the internet responsibly in sourcing for information.

Pertinent and contemporary issues(PCIs):
Online safety: This is enhanced as learners use the internet to source for information on emotions and feelings with "safe search" turned on.

Link to other learning areas:
As the learners use the internet to source for information they employ digital literacy skills learnt in Pre-technical Studies.

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.8 Guided Writing** • *Handwriting* • *Punctuation* • *Vocabulary*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write down dictated simple vocabulary of physical features, *(la forêt, rivière, les collines, la savane, les lacs, l'océan, les montagnes ; ?* • rearrange letters to make words for vocabulary mastery, • fill crosswords and word puzzles with vocabulary of physical features, • fill gaps in simple dialogues using simple vocabulary of activities related to weather, (Quand *il fait beau, je fais une randonnée …* • make sentences from jumbled words to practice word order, *(Quand il neige, je fais du ski à la montagne)* • use picture writing prompts to write about physical features, related weather patterns and activities.	What activities do you do to take advantage of different weather conditions?

Core competences to be developed
Critical thinking and Problem solving: These are developed as learners think critically when filling crosswords.
Values
Unity: The learners work in groups to fill crosswords and puzzles.
Pertinent and contemporary issues(PCIs):
Self-awareness: The learners share about the activities they enjoy doing in different weather conditions.
Link to other learning areas: The learners associate the vocabulary on physical features to the concept of physical features in Social Studies.

THEME 9: GETTING AROUND

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.9 Guided Writing** • *Orthography* • *Vocabulary* • *Creativity*	By the end of the sub-strand, the learner should be able to: a) spell common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • fill crosswords and word puzzles with vocabulary on transport, *(le chameau, l'âne, la moto, la bicyclette, le vélo, l'auto, le bus, le taxi, le train, le métro, le tramway, la trottinette, le scooter, le bateau, le canoë, le bac/ferry)* • rearrange letters to make words on vocabulary of transport and moving around in small groups activities, • make sentences from jumbled words to practice language structures, • write down simple texts on means of transport and getting around common in their locality in group activities, • use picture writing prompts to write simple texts about transport and moving around.	How would you describe a trip to a nearby place in writing?

Core competences to be developed
Critical thinking and Problem solving: These are developed as learners think critically when filling crosswords.
Values:
Unity: This is enhanced as teamwork among learners is achieved while working in groups to fill crosswords and puzzles.
Pertinent and contemporary issues(PCIs):
Citizenship: The learners share about the common means of transport in their locality.
Link to other learning areas:
The learners are able to relate the vocabulary on means of transport to transport and communication in Social Studies.

Suggested Assessment Rubric

Level \ Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write clear and readable texts: Space between words in a sentence Space between letters in a word.	The learner writes texts paying attention to neatness and proper spacing all through. Handwriting exhibits individual style and flair.	The learner writes texts paying attention to neatness and proper spacing all through.	The learner writes texts paying attention to neatness and spacing in most parts of the text.	The learner writes texts paying attention to neatness and spacing in very few parts of the text.
Ability to write texts using correct language structures and vocabulary.	The learner writes simple texts while maintaining spelling and grammatical accuracy all through. Sentence structures are correct all the time while using vocabulary appropriate to the context.	The learner writes simple texts while using correct sentence structures and vocabulary.	The learner mostly writes simple texts while using correct sentence structures and vocabulary.	The learner in few instances writes simple sentences while using correct sentence structures and vocabulary.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING(CSL) PROJECT

Introduction
In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a whole school approach, where all members of the school community including teachers, school administration, parents/guardians/local community and support staff will be involved. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different learning areas and the broader categories of pertinent and contemporary issues (PCIs) for the CSL project. It should also provide an opportunity for the development of core competencies and nurturing of values. Learners will undertake one common integrated class CSL project following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: • Environmental degradation • Lifestyle diseases, communicable and non-communicable diseases • Poverty • Violence and conflicts in the community • Food security issues
Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.

Milestone 3	**Planning for the Project** Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution.
Milestone 4	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	**Showcasing /Exhibition and Report Writing** Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and lessons from the feedback.
Milestone 6	**Reflection** Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project, as well as how the project helped to deepen learning of the academic concepts.

Note: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of CSL integrated Project

Assessment for the integrated CSL project will be conducted formatively. The assessment will consider both the process and the end product. This entails assessing each of the milestone stages of the integrated CSL class project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

APPENDIX 2: SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON FORMAL ACTIVITIES THAT SUPPORT LEARNING

Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
- Oral descriptions. - Image matching and sorting. - Physical identification of objects. - Filling in missing letters. - Filling in missing words. - Sounding words. - Rearranging jumbled up words or phrases. - Spelling; oral and written. - Writing. - Mimicking through role-play. - Reading aloud. - Answering simple questions. - Word searches. - Word puzzles.	- Charts - Video clips - Video games - Jumbled up grids - Word puzzles - Flashcards *(words or games)* - Maps - Short stories - Real objects (*home objects*) - Audio recordings - Pictures - Poems - Songs - Chalkboard - Word wheel - Name tags and labels - Word searches - Journals - Computer - House floor plans	- Songs - Recitation of poems - Role plays and simulation - Games e.g. *hide and seek and board games* - Peer education; practice with peers - Participation in French club activities