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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

FRENCH

GRADE 9

First published 2024

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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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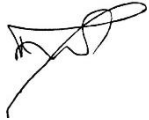
PREFACE

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

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking, and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017. The curriculum responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate the achievement of its stipulated mandate and implementation of the Government and Sector (Ministry of Education -MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 8 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support. Specifically, special thanks goes to the Cabinet Secretary-MoE and the Principal Secretary - State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process. 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.**

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

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

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

4. Promote sound moral and religious values.

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

5. Promote social equity and responsibility.

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

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

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

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

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

8 Promote positive attitudes towards good health and environmental protection.

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

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 behaviour 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 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

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 SUBSTRANDS

Strands	Sub Strands	Time 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		54 + 6 Lessons for Showcasing

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 <ul style="list-style-type: none"> • <i>Turn taking</i> • <i>Nonverbal cues</i> • <i>Giving feedback</i> • <i>Asking questions</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • listen to audio clips on formal greetings, introductions and taking leave to respond to questions, • participate in “Repeat-after-me” exercise to acquire vocabulary on formal greetings and taking leave; (<i>Comment allez-vous Monsieur? A la prochaine Madame</i>), • listen to and sing songs with vocabulary on formal greetings, introductions and taking leave. (<i>Quelle est votre nationalité ? Vous parlez français ?</i>) • play mimicry games to acquire non-verbal communication skills, • source and watch video clips with authentic dialogues on greetings, 	How can we maintain formal relationships in greetings and introductions?

			<p>introductions and taking leave in formal settings, <i>(Bonsoir Madame ! Comment vous appelez-vous madame ? Au revoir, à bientôt ! Vous êtes kenyan ?)</i></p> <ul style="list-style-type: none"> • participate in simple skits collaboratively on formal greetings; introductions and taking leave. 	
<p>Core Competencies to developed: Communication and collaboration: This is developed as the learner speaks clearly and effectively using appropriate language, expression and gestures while participating in simple skits on formal greetings, introductions and taking leave.</p>				
<p>Values: Respect: This is enhanced as the learner uses polite expressions while presenting themselves and greeting others.</p>				
<p>Pertinent and Contemporary Issues Citizenship: This is enhanced as the learner works together with others to appreciate teamwork while participating in simple skits.</p>				
<p>Link to other learning areas: Social studies: As the learners relate the nationality concept to the idea of people and their nationalities across Africa and the world in Social Studies.</p>				

THEME 2: FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.2 Listening for information <ul style="list-style-type: none"> • <i>Vocabulary</i> • <i>Grammar</i> • <i>Comprehension</i> • <i>Note taking</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • listen to audio-visual materials with vocabulary and expressions used to describe members of the family, types of family (<i>famille nucléaire et famille élargie</i>), professions and places of work. • role play on various aspects of the family (<i>descriptions, professions...</i>) • use the vocabulary, expressions and grammatical structures learned to describe their family members to peers / classmates in short dialogues and in turns. • Use the vocabulary acquired to tell where the various professionals work, 	What would you consider if you were to choose a profession?

Core Competencies to developed:

Communication and collaboration: This is developed as the learner role plays in small groups to describe their family members

Values:

Respect for others as learners recognize the variation in likes of others in terms of professions

Pertinent and Contemporary Issues

Self-esteem: Learners exhibit self-esteem and self-drive as they describe their likings for various careers.

Link to other learning areas:

English and Kiswahili: As the learners link the description of the family to the concept of qualitative adjectives in English and Kiswahili.

THEME 3: MY SURROUNDING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1 Listening and Speaking	1.3 Listening for information <i>Vocabulary</i> <i>Grammar</i> <i>Attention</i>	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: <ul style="list-style-type: none"> • listen to audio-visual materials with vocabulary and expressions about common Kenyan domestic and wild animals, • listen to audio clips with different sounds of animals and identify their names, • describe different animals by their attributes, • discuss which animals they and their friends and acquaintances like and why • listen to recordings with vocabulary on how to best take care of the different animals, 	Why do you think it is important to prepare well when visiting the countryside?

Core Competencies to developed:

Citizenship: This is developed as the learner appreciates their local, national and African cultural heritage and their place in the world while taking pride in identifying Kenyan domestic and wild animals.

Values:

Love: This is developed as learners appreciate the care and attention to animals as they tell on how to best take care of different animals.

Pertinent and Contemporary Issues

Animal welfare: This is cultivated as the learner appreciates the importance of taking care of different farm animals.

Link to other learning areas

Agriculture and nutrition: As learners relate vocabulary on farm animals to livestock farming in Agriculture and Nutrition.

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	1.4 Active Listening <ul style="list-style-type: none"> • <i>Nonverbal communication</i> • <i>Attention</i> • <i>Vocabulary</i> • <i>Active engagement</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • watch audio-visual clips with vocabulary on routine and time, • practice talking about the daily routine in relation to time, (<i>A 5h00 je me lève, je prends mon petit-déjeuner à 7h30, je dors à 10h45</i>) • participate in rhyming games to acquire vocabulary on routine, • discuss jointly on different routines. • Listen to audio recordings on planned activities across the week. 	Why is it important to plan for daily activities?

Core Competencies to be developed:

Communication and collaboration: This is developed as the learner listens keenly and actively while discussing on planned activities across the week.

Values

Unity: The learner appreciates the need for teamwork while working together and talking about their routine.

Pertinent and Contemporary Issues

Time management: The learner appreciates the need for organization while learning about routines.

Link to other subjects:

English: Learners relate vocabulary on daily activities and routine to routine activities in English.

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 Oral expression <ul style="list-style-type: none"> • <i>Pronunciation</i> • <i>Intonation</i> • <i>Vocabulary</i> • <i>Clarity</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) demonstrate comprehension and engagement in oral interactions, b) use verbal cues to probe and engage in oral interactions, c) exhibit great interest to participate actively in conversations. 	The learner is guided to: <ul style="list-style-type: none"> • watch and listen to audio-visual materials to acquire vocabulary and grammar related to making plans for fun and enjoyment, • talk about plans with the use of verbs conjugated in future tense (<i>le futur proche</i>) and use of adverbs of time (<i>dans deux jours / un mois, etc.; la semaine / l'année prochaine, ce soir, ce weekend</i>), • engage in oral interactions: question-answer on personal plans to have fun, • participate in simple role plays collaboratively. 	What do you consider when making plans for a fun activity?

Core Competencies to developed:

Communication and collaboration: This is developed as the learners listen keenly and actively to the audio-visual materials on fun and enjoyment.

Values:

Unity: Learner cultivates the need to be inclusive as they work collaboratively as they participate in role plays.

Pertinent and Contemporary Issues

Safety and security: Learners are made aware of safety and security measures to consider while having fun.

Link to other learning areas:

Creative Arts: Learners link the vocabulary on leisure activities to leisure and sporting activities in Creative Arts and Sports.

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 <ul style="list-style-type: none"> • <i>Vocabulary</i> • <i>Turn taking</i> • <i>Intonation</i> • <i>Nonverbal communication</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • listen to audio-visual material relating to ordering food in the restaurant to pick out vocabulary. <i>(Je voudrais du poulet s'il vous plait ! Excusez-moi, j'aimerais du café s'il vous plait ! Je voudrais/aimerais + repas)</i> • discuss jointly on the favourite meals and why they prefer them, • listen to and repeat names of different vocabularies about ordering food in the restaurant/utensils/quantities <i>(J'ai besoin d'un couteau, Avoir besoin de + ustensile/ingrédient)</i> 	What do you think happens when people go to eat out?

			<ul style="list-style-type: none"> ● role play at the restaurant. ● discuss jointly about the vocabulary to use when ordering food in the restaurant. 	
<p>Core Competencies to be developed: Communication and collaboration: This is developed as learners speak clearly and effectively using appropriate expressions and gestures while role-playing at the restaurant.</p>				
<p>Values: Unity: The learner acknowledges the value of working together while discussing jointly about ordering food in the restaurant.</p>				
<p>Pertinent and Contemporary Issues Self-awareness: The learner recognizes the need of appreciating their choice of food and that of others as they discuss their favourite meals jointly.</p>				
<p>Link to other learning areas Agriculture and nutrition: Learners link the description and preferences on foods and drinks to content covered in Agriculture and Nutrition.</p>				

THEME 7: MY BODY

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1. Listening and speaking</p>	<p>1.7 Listening for information</p> <ul style="list-style-type: none"> • <i>Vocabulary</i> • <i>Grammar</i> • <i>Comprehension</i> • <i>Note taking</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recall important details from audio stimuli, b) demonstrate focused listening for information retrieval, c) cultivate awareness on the importance of paying attention to details when listening for information. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to audio materials to pick out vocabulary on expressing state of health, • listen to and repeat sentences related to expressing state of health, • play word puzzle games with vocabulary on expressing one’s state of health, • engage in miming activities for expressing state of health, • listen to audio stimuli on how to take care of self and others when unwell, • answer questions from audio stimuli relating to expressing one’s state of health, • engage in a role-play on “at the doctor’s.” 	<p>How can one avoid falling sick?</p>

Core Competencies to be developed:

Self-efficacy: This is developed as the learner shows a concerted attention to detail while filling in gaps and answering about the state of health.

Values:

Love: The learner shows empathy and concern while listening to audio stimuli on how to take care of self and others when unwell.

Pertinent and Contemporary Issues:

Self-awareness: The learner is mindful and able to reflect on how they feel while engaging in a role play on “at the doctors” to express their state of health.

Link to other subjects:

The learners are able to link the vocabulary learnt on state of the health to the concept of health and diseases in Integrated Science.

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 <ul style="list-style-type: none"> • <i>Vocabulary</i> • <i>Grammar</i> • <i>Comprehension</i> • <i>Note taking</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • watch audio-visual clips with activities related to particular environments and respond to questions jointly, • use the Internet to source and watch audio-visual materials on the positive and negative effects of weather on the environment and pick out new vocabulary: The search engine is set with “Safe Search ON”, • participate in “Headline creation” activity in small groups where they listen to audio clips on seasons and capture the essence of the content, • play games on vocabulary search jointly using digital devices. 	How do weather conditions affect human life?

Core Competencies to developed:

Communication and Collaboration: The learner listens keenly and actively to the activities related to particular environments and responds to questions jointly.

Values:

Unity: The learner recognizes the need for teamwork as they play games on vocabulary search jointly using digital devices.

Pertinent and Contemporary Issues

Online safety: The learner uses the internet with secure networks as they source information online with “Safe Search “ turned ON.

Link to Other Subjects:

Social studies: Learners link the activities of describing weather conditions in a local area to weather and climate in social studies

THEME 9: GETTING AROUND

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and speaking</p>	<p>1.9 Interactive speaking</p> <ul style="list-style-type: none"> • <i>Turn taking</i> • <i>Nonverbal communication</i> • <i>Intonation</i> • <i>Questioning</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 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 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • participate in “Repeat-after-me” exercise to acquire vocabulary on asking and giving directions, • listen to and sing songs on different locations around them, • play mimicry games collaboratively to practice non-verbal cues like gestures of giving directions, • source and watch video clips with authentic dialogues on asking and giving directions using digital devices, • do simple skits in small groups on asking and giving directions. 	<p>How can one avoid getting lost in a new place?</p>

Core Competencies to developed:

Creativity and imagination: This is developed as a learner undertakes joint activities and exchanges new ideas that inspire creative thinking while doing skits on asking and giving directions.

Values:

Unity: The learner appreciates the need for collaboration while playing mimicry games to practice non-verbal cues like gestures of giving directions.

Pertinent and Contemporary Issues (PCIs):

Interpersonal relationships: This is brought out as the learner relates with others through doing simple skits jointly on asking and giving directions.

Link to other subjects:

Social studies: The learner can relate the concept of asking and giving directions to the concept of directions in Social Studies.

Suggested Assessment Rubrics

Levels Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use vocabulary and expressions to 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 <ul style="list-style-type: none"> • <i>Fluency</i> • <i>Intonation</i> • <i>Vocabulary</i> • <i>Pronunciation</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • echo read texts on formal greetings and introductions in class with the teacher for pronunciation practice, • source for texts on formal greetings and introductions from digital devices and pick out vocabulary <i>(Bonjour Monsieur/ Madame/ Mademoiselle, Comment allez-vous; Je vais bien, merci: Comment vous appelez-vous, Monsieur?)</i>, • dramatic read simple texts collaboratively for developing fluency. 	How do you think greetings between people who are unfamiliar to one another go?

Core competencies to be developed

Digital Literacy: This is developed as the learner uses digital technology to effectively accomplish their own tasks using digital platforms while sourcing for texts on formal greetings.

Values

Respect: This is enhanced as the learner uses respectful and formal expressions to greet and talk to people

Pertinent and Contemporary Issues

Social cohesion: This is enhanced as the learner embraces collaboration in learning in doing dramatic reading of simple texts collaboratively.

Link to other learning areas:

Social studies: Learners relate concept of nationality to Africa and the world in Social Studies

THEME 2: FAMILY

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading for understanding <ul style="list-style-type: none"> • <i>Pronunciation</i> • <i>Comprehension</i> • <i>Word recognition</i> • <i>Vocabulary</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • highlight key details and information about family members and their professions in selected texts, • read selected passages with vocabulary on nuclear and extended family, • read flashcards with vocabulary describing members of the nuclear and extended family, • answer comprehension questions on nuclear and extended family, • consult their parents about their family tree, • practice reading texts with the right intonation and pace to bring out meanings. 	What do you think people consider when choosing a place to work?

Core Competencies to developed:

Citizenship: This is developed as the learner appreciates a sense of belonging while reading texts on nuclear and extended family members.

Values:

Love: The learner demonstrates appreciation of family members while reading about family members.

Pertinent and Contemporary Issues

Parental Guidance and Engagement: The learner consults with the parents to understand their family tree.

Link to other learning areas:

The concept of answering comprehension questions is covered 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 <ul style="list-style-type: none"> • <i>Pronunciation</i> • <i>Comprehension</i> • <i>Creativity</i> • <i>Word recognition</i> • <i>Vocabulary</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Read texts with vocabulary about the countryside, • identify animals from his/her locality in written texts, • match animals with their descriptions in texts, • collaboratively use digital devices to search for and build vocabulary and expressions about basic care of animals. 	Why do you think some people keep pets?
Core Competencies to developed: Citizenship: This is developed as the learner develops a sense of belonging to one's locality when reading about the countryside.				
Values: Love: This is developed as the learner expresses appreciation of different locales by reading about different countrysides.				
Pertinent and Contemporary Issues Animal welfare: The learner is enlightened about the importance of taking care of animals				
Link to other learning areas The learner relates vocabulary on farm animals to livestock farming in agriculture and Nutrition.				

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.4 Reading for fluency <ul style="list-style-type: none"> • <i>Pacing</i> • <i>Rhythm</i> • <i>Articulation</i> • <i>Chunking</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • read short texts on routine and practice fluency, • use the clock and watches in reading time, • recite poems on daily routine jointly, • use the internet to source for and read vocabulary on routine, • discuss the important of having a routine at home, • play games in groups on daily routine activities 	What makes our daily routines differ from one person's to another's?
Core competencies to be developed Self-efficacy: The learner shows a concerted attention to detail while doing tasks by planning and seeking help when necessary while learning about daily routine at home.				
Values Unity: The learner embraces collaboration in learning activities as they recite poems in pairs and groups				
Pertinent and Contemporary Issues Self-Management: The learner appreciates the need to be organised while discussing the importance of having a routine.				
Link to other subjects: The vocabulary on daily activities and routine is similar to the same learned in routine activities in English.				

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 <ul style="list-style-type: none"> • <i>Pronunciation</i> • <i>Comprehension</i> • <i>Intonation</i> • <i>Word recognition</i> • <i>Vocabulary</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify key details and facts from texts, b) use information from 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: <ul style="list-style-type: none"> • Read texts with vocabulary on making plans and dates, • read silently as well as aloud texts on plans and programs for various activities (sports, jeux, activités de loisirs, visites et voyages) • read texts on activities to be undertaken in a date, • answer with accuracy written comprehension questions based on making plans for fun and enjoyment. 	What would happen if we plan for activities without considering time?
Core Competencies: Self-efficacy: Learners demonstrate self-efficacy as they develop effective communication skills necessary to have fun and enjoyment.				
Values: Responsibility: Learners are made aware of the need for time management and planning while learning about making plans.				
Pertinent and Contemporary Issues Guidance: Learners are encouraged to engage in activities that bring fun and enjoyment for healthy living.				
Link to other learning areas: The concept of fun activities is similar to the sporting activities in Creative Arts.				

THEME 6: FOOD AND DRINKS

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.6 Reading for understanding <ul style="list-style-type: none"> • <i>Pronunciation</i> • <i>Comprehension</i> • <i>Word recognition</i> • <i>Vocabulary</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • read short texts on the eating out and ordering food in the restaurant, • read texts with vocabulary on ordering food in a restaurant, • play word search games on vocabulary related to the restaurant and ordering for food, • read texts with texts of people talking about their food preferences, • source for information on ordering food in the restaurant from the internet with Safe Search turned ON • respond to questions from read material on eating out, • read menus of food in different restaurants online. 	Why is it important to plan well when going to eat out?

Core competencies to be developed

Learning to learn: This is developed as the learner builds on their own learning experiences by sourcing for information on ordering food from the internet.

Values

Respect: This is nurtured as the learner uses appropriate language when ordering food in a restaurant.

Pertinent and Contemporary Issues

Cyber Security: The learner uses the internet safely to source for information about ordering food in a restaurant.

Link to other learning areas

The vocabulary on the description and preferences on foods and drinks is linked to the content covered 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 <ul style="list-style-type: none"> • <i>Articulation</i> • <i>Comprehension</i> • <i>Word recognition</i> • <i>Vocabulary</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • echo read short texts on expressing state of health jointly, • source for and read short texts about expressing state of health from the internet, • respond to questions from read material on expressing one's state of health, • play word search games on vocabulary related to expressing state of health, • use emojis and charts to read about state of health. 	Why is it important to be honest when talking about your state of health?

Core competencies to be developed

Creativity and Imagination: This is developed as the learner finds hidden patterns between different ideas while playing search games on vocabulary about health status.

Values

Responsibility: The learner uses the internet responsibly in sourcing for information about the expressing one's state of health.

Pertinent and Contemporary Issues

Health Guidance: The learner is enlightened about healthy living as they learn vocabulary on expressing their state of health.

Link to other subjects:

The vocabulary learnt on state of the health is similar to the concept of health and diseases in Integrated Science.

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 <ul style="list-style-type: none"> • <i>Pronunciation</i> • <i>Comprehension</i> • <i>Word recognition</i> • <i>Vocabulary</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) Identify key points 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: <ul style="list-style-type: none"> • echo read texts about the environment, related weather and activities in small groups for vocabulary; • use the internet to search for texts on the effects of weather on environment 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 on way to conserve the environment, • read texts and respond to simple questions about effects of weather on environment. 	How do you think weather and climate are connected to disasters natural calamities?

Core competences to be developed

Communication and collaboration: This is developed as the learner reads clearly and effectively using the appropriate articulation, pronunciation, intonation, rhythm and pacing texts on the environment.

Values

Patriotism: The learner shows love for the environment as they learn about ways to take care of the environment.

Pertinent and Contemporary Issues

Environmental Conservation: The learner appreciates the need to care for the environment while learning about the environment.

Link to Other Subjects:

The vocabulary learned on the environment and weather conditions is similar to the same concept 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 <ul style="list-style-type: none"> • <i>Pronunciation</i> • <i>Comprehension</i> • <i>Word recognition</i> • <i>Creativity</i> • <i>Vocabulary</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Engage in interactive read-aloud activity where reading is paused for question and answer breaks texts on locations, • source for and read texts on means of transport from digital devices collaboratively(<i>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</i>), • echo read texts in small groups to practice intonation and pace in reading, • engage in dramatic reading texts on locations and giving directions, 	What makes a tour of a place interesting?

			<ul style="list-style-type: none"> • matching picture stimuli to given vocabulary about means of transport (<i>la gare, la station de metro, le billet, </i>). 	
<p>Core competences to be developed Critical thinking and problem solving: The learner follows simple instructions to complete tasks and seek help when need be while matching picture stimuli to given vocabulary about means of transport.</p>				
<p>Values Unity: The learner embraces collaboration in learning experiences while sourcing for information on locations and directions from the internet.</p>				
<p>Pertinent and Contemporary Issues Safety and Security: The learner understands the need to have correct data about the location of a place to avoid getting lost and own security.</p>				
<p>Link to other subjects: The concept of directions of locations is similar to the same concept in Social Studies.</p>				

Suggested Assessment Rubric

Level Indicator	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 <ul style="list-style-type: none"> • <i>Orthography</i> • <i>Handwriting</i> • <i>Punctuation</i> • <i>Vocabulary</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 (<i>salut, (Bonjour Monsieur/ Madame/ Mademoiselle, Comment allez-vous ; Je vais bien, merci : Comment vous appelez-vous, Monsieur? Enchanté)</i>) • write down dictated simple vocabulary on formal greetings and introductions. • use visual prompts like pictures and illustrations to write simple texts on formal greetings and introductions. 	What do you need to do to prepare for writing texts?

Core competencies to be developed

Communication and collaboration: This is developed as the learner writes clearly and correctly vocabulary on formal greetings and introduction.

Values

Love: This is nurtured as learners show compassion to each other while they write short greetings to one another to know their wellbeing.

Pertinent and Contemporary Issues

Socio-civic Guidance: This is enhanced as the learner respects others while using the right etiquette in a formal and polite language.

Link to other learning areas:

The concept of self-introduction and formal greetings is similar to the same concept 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 <ul style="list-style-type: none"> • <i>Handwriting</i> • <i>Punctuation</i> • <i>Vocabulary</i> • <i>Grammar</i> • <i>Clarity</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • write short and coherent texts through dictation related to the theme of family, • write short texts about the various aspects of the theme family from a variety of learning resources, • match texts with illustrations of various aspects of the family learnt, • fill in appropriate words/expressions theme of family to make complete texts • participate in collaborative writing projects on family using digital devices to present in club presentations.. 	Why would you choose to write as a means of communicating with others?

Core Competencies to developed:

Digital literacy: This is developed as the learner uses digital technology to effectively accomplish own tasks while writing projects using digital devices.

Values:

Love: The learner demonstrates appreciation of family members while writing about family members.

Pertinent and Contemporary Issues

Clubs and Societies: The learner engages in club activities while writing projects for club presentations.

Link to other learning areas:

The guided writing skill is similar to that applied in English and Kiswahili.

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 <ul style="list-style-type: none"> • <i>Orthography</i> • <i>Vocabulary</i> • <i>Creativity</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • write grammatically correct short texts using acquired vocabulary and phrases to describe animals. • match vocabulary to categorize animals into domestic and wild in group activities, • fill crosswords and word puzzles on the countryside, • write short texts about basic care of animals. 	How do you think written materials like posters and signboards can be important when visiting the countryside?
Core Competencies to developed: Critical thinking and problem solving: This is developed as the learner follows simple instructions to solve and seek help when need be when filling crosswords and word puzzles on the countryside.				
Values: Love: The learner embraces living in different localities while learning about the countryside.				
Pertinent and Contemporary Issues Life Skills: Learner uses their time appropriately through following plans per a routine schedule.				
Link to other learning areas The vocabulary learned on farm animals is linked to the concept of livestock farming in Agriculture and Nutrition.				

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.4 Guided writing <ul style="list-style-type: none"> • <i>Vocabulary</i> • <i>Handwriting</i> • <i>Comprehension</i> • <i>Punctuation</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Write texts on routine, • fill in gaps in short texts relating to routine, • create a weekly routine • fill word puzzles with vocabulary on routine jointly, • write down simple dictated words on routine, • write simple phrases on the importance of following routine, • write simple sentences on daily routine. 	Why is writing a routine schedule important?
Core competencies to be developed: Creativity and Imagination: This is developed as the learner undertakes group activities and exchanges new ideas that inspire creative thinking while fill word puzzles with vocabulary on routine jointly.				
Values Responsibility: The learner is equipped with time management skills while learning about routine.				
Pertinent and Contemporary Issues Life Skills: Learner uses their time appropriately through following plans per a routine schedule.				
Link to other subjects: The vocabulary on daily activities and routine is similar to the same learned in routine activities in English.				

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 <ul style="list-style-type: none"> • <i>Handwriting</i> • <i>Punctuation</i> • <i>Grammar</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • note down key words and expressions used to talk about programs and plans for the near future on fun and enjoyment. • do transformation of selected verbs to form nouns (<i>la nominalization des verbes visiter, arriver, danser, chanter, écouter, partir</i>) • write short texts with peers about their future plans for fun and enjoyment activities to be carried out within the school, such as swimming gala, beauty pageant, face painting, watching movies, playing video-games, etc.) • draw programs for entertainment events in school and post them on school notice boards. 	<p>Why do you think it is important to write down a plan of activities?</p>

Core Competencies:

Communication and Collaboration: this is developed as the learner writes fluently and in an organised manner while writing short texts with peers about their future plans for fun and enjoyment.

Values:

Responsibility: Learners are made aware of the need for time management to cater for fun and enjoyment.

Pertinent and Contemporary Issues

Guidance: Learners are encouraged to engage in activities that bring fun and enjoyment for healthy living.

Link to other learning areas:

The concept of fun activities is similar to the sporting activities in Creative Arts.

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 <ul style="list-style-type: none"> • <i>Orthography</i> • <i>Vocabulary</i> • <i>Handwriting</i> • <i>Creativity</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • fill in gaps in short texts relating to ordering for food in the restaurant to pick out vocabulary, • write down short simple sentences on ordering for food, • write down simple dictated vocabulary on things at the restaurant, • source from the internet vocabulary on eating out, • work jointly to create a menu. 	Why is it important to make early decisions before ordering food and drinks in a restaurant?
Core competences to be developed Learning to learn: This is developed as the learner builds on their own learning experiences as they work jointly to create a menu.				
Values Responsibility: This is enhanced as the learner is able to make own decision on what to eat in a restaurant.				
Pertinent and Contemporary Issues Cyber Security: The learner uses the internet safely to source for information about ordering food in a restaurant.				
Link to other learning areas The vocabulary on description and preferences on foods and drinks is similar to the content covered 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 <ul style="list-style-type: none"> • <i>Orthography</i> • <i>Punctuation</i> • <i>Vocabulary</i> • <i>Creativity</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Write short texts on state of health, • draw and label different emojis related to state of health, • fill in gaps in short texts relating to state of health. • source for and write down information on state of health from the internet, • match images on state of health to their descriptions. 	Why do you think it is important to communicate early when unwell?
Core competences to be developed Self-efficacy: This is developed as the learner shows a concerted attention to detail while describing the state of health.				
Values Responsibility: The learner is mindful of their own health while learning about the state of health.				
Pertinent and Contemporary Issues Cyber Security: As learners use the internet to source for information on state of health with safe search turned on.				
Link to other subjects: The vocabulary learned on state of the health to the concept of health and diseases in Integrated Science.				

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 <ul style="list-style-type: none"> • Punctuation • Orthography • Vocabulary • Clarity 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • write down dictated simple vocabulary on activities related to the environment: (<i>L'agriculture, la pêche dans les lacs, la natation, le camping, la randonnée, ?</i>), • rearrange letters to make words for vocabulary mastery, • fill crosswords and word puzzles with vocabulary on effects of weather on environment (<i>le tourisme, le sport,) (érosion du sol, les inondations, la sécheresse, irruption de maladies, la famine)</i>, • make sentences from jumbled words to practice word order jointly; (<i>Trop de pluie cause les inondations</i>), • use picture writing prompts to write about different effects of weather on environment. 	How can writing skills be useful in promoting environmental awareness?

Core competences to be developed

Creativity and imagination: This is developed as the learner finds hidden patterns between different ideas while filling crosswords and word puzzles with vocabulary on weather.

Values

Unity: The learner appreciates collaboration in learning while making sentences from jumbled words to practice word order jointly.

Pertinent and Contemporary Issues

Environmental Conservation: The learner appreciates the need to care for the environment while learning about the environment.

Link to Other Subjects:

The vocabulary on describing weather conditions in a local area is similar to the concept of weather and climate 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 <ul style="list-style-type: none"> • Vocabulary • Handwriting • Grammar • Creativity 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • fill crosswords and word puzzles with vocabulary on asking and giving directions. <i>(aller; continuer; tourner; prendre; traverser; trouver; à droite, à gauche, tout droit, vers l'est, l'ouest, le nord, le sud ; la rue, le pont, l'avenue),</i> • 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 instructions on directions to a given place collaboratively, • use picture writing prompts to write simple texts about asking and giving directions 	How do you think writing can be helpful in guiding people when getting around?

			<ul style="list-style-type: none"> do collaborative club projects on locations and directions. 	
<p>Core competences to be developed Learning to Learn: This is developed as the learner builds on their own learning experiences while making sentences from jumbled words.</p>				
<p>Values Unity: This is enhanced as teamwork among learners is achieved while writing down simple instructions on directions to a given place collaboratively.</p>				
<p>Pertinent and Contemporary Issues Clubs and Societies: The learner appreciates working together to accomplish a collaborative project in the French club.</p>				
<p>Link to other subjects: The concept of directions of locations is similar to the same concept in Social Studies.</p>				

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 writes simple texts while using correct sentence structures and vocabulary.	The learner writes simple texts but is unable to maintain spelling and grammatical accuracy all through. Sentence structures are incorrect most of the time. Uses very limited vocabulary appropriate to the context.

APPENDIX 1: COMMUNITY SERVICE LEARNING (CSL) AT GRADE 9

Introduction

In Grade 9, 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. 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 project. 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 development of core competencies and nurturing of values. Learners will undertake a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<p>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:</p> <ul style="list-style-type: none">● 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 learnings from 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 group projects will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

APPENDIX 2 SUGGESTED ASSESSEMNT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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