



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

FRENCH
GRADE 9

First published 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN:

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
NATIONAL GOALS OF EDUCATION	ii
LEARNING OUTCOMES FOR JUNIOR SCHOOL	iv
ESSENCE STATEMENT	iv
GENERAL LEARNING OUTCOMES.....	v
STRAND 1.0: LISTENING AND SPEAKING	1
STRAND 2.0: READING	21
STRAND 3.0: WRITING	37
APPENDIX 1: COMMUNITY SERVICE LEARNING (CSL) AT GRADE 9.....	51
APPENDIX 2 SUGGESTED ASSESSEMNT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES	53

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

STRAND 1.0: LISTENING AND SPEAKING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.1 Interactive Speaking Greetings and introductions in formal and polite context; and taking leave Details on name, age, where they come from and where they live, nationality, language spoken, (Au revoir, à la prochaine, à plus tard, enchanté) (3 lessons)	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: <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; (Comment allez-vous Monsieur? A la prochaine Madame) ● listen to and sing songs with vocabulary on formal greetings, introductions and taking leave. (Quelle est votre nationalité ? Vous parlez français ?) ● play mimicry games to acquire non-verbal communication skills. ● source and watch video clips with authentic dialogues on greetings, introductions and taking leave in formal settings 	How can we maintain formal relationships in greetings and introductions?

			<p><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 in small groups on formal greetings; introductions and taking leave. 	
<p>Core Competencies to developed: Communication and collaboration: This is developed as the learner listens keenly and actively engages in the conversation.</p>				
<p>Values: Respect: Through appreciating the formal nature of greetings by using “Vouvoiement”</p>				
<p>Pertinent and Contemporary Issues Citizenship: social cohesion is developed as learners introduce self and another person</p>				
<p>Link to other learning areas: Social studies: learners relate concept of nationality to Africa and the world in social studies</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.1 Listening for information Nuclear and Extended Family name, age and profession and places of work (3 lessons)	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 used to describe members of the family, types of family (nuclear and extended), professions and places of work. • role play on various aspects of the family (descriptions and professions) • 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 learners role play 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: learners link vocabulary on nuclear family as covered in English

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
1 Listening and Speaking	1.3 Listening for information My Surrounding - The countryside Pets, farm animals and Wild animals <i>Giving simple descriptions of animals (Size and traits)</i> (3 lessons)	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 about common Kenyan domestic and wild animals. • orally identify animals by the sounds they produce. • describe different animals by their attributes. • say which animals they and their friends and acquaintances like and why • tell 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: As the learners take pride in identifying wild animals like The Big Five as a national identity				
Values: Love: this is developed as learners express appreciation and liking of the different animals				

Pertinent and Contemporary Issues

Animal welfare: as the learners appreciate the importance of farm animals to human life

Link to other learning areas

Agriculture and nutrition: learners relate vocabulary on farm animals to livestock farming in agriculture

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
1. Listening and speaking	1.4 Active Listening Time – Daily Routine at home Making a plan for activities for a week (3 lessons)	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: <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 in groups on different routines. ● talk about 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 discussions on routines.				
Values Unity: learners show unity as the work together in groups while talking about their routine				

Pertinent and Contemporary Issues

Time management: learners organize and schedules activities in their daily or weekly routine.

Link to other subjects:

English : learners relate vocabulary on daily activities and routine to routine activities in English

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.1 Oral expression Fun and Enjoyment – Making plans and dates Future proche Activités + heure (3 lessons)	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 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 future 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. 	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 and to each other as they engage in oral interactions.

Values:

Unity: Learners get the opportunity to connect and create bonds with one another as they do enjoyable activities.

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 fun activities to leisure and sporting activities in creative arts

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.6 Interactive speaking Foods and Drinks – Eating out <i>Ordering food in the restaurant (use of polite language – Je voudrais ... s'il vous plait</i> <i>Thanking – Merci, merci beaucoup</i> <i>Avoir besoin de + couverts de table ; cuiller, couteau, fourchette,</i> <i>Les quantités – une tasse de, assiette de, bol de, verre de, bouteille de, carafe,</i> (3 lessons)	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: <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 !</i> <i>Excusez-moi, j'aimerais du café s'il vous plait !</i> <i>Je voudrais/aimerais + repas)</i> ● 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> ● role plays at the restaurant. ● engage in conversation about ordering food in the restaurant. 	What do you think happens when people go to eat out?

Core Competencies to be developed:

Communication and collaboration: This is developed as learners speak clearly and effectively using appropriate expressions and gestures on ordering food in the restaurant

Values:

Unity: learner works together with other learners in role plays on ordering food in a restaurant

Pertinent and Contemporary Issues

Self-awareness: learner acquire talk about his/her desire as they order for food in the restaurant

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.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
1. Listening and speaking	1.7 Listening for information My body – At the doctor’s <i>Expressing state of health</i> <i>Etre malade</i> <i>Ne pas aller bien</i> <i>Avoir mal + partie du corps</i> (3 lessons)	By the end of the sub strand, the learner should be able to: 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.	The learner is guided to: <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 on expressing one’s state of health. ● Engage in miming activities for expressing state of health. ● Fill in gaps orally in shorty audio texts about expressing one’s health. ● Answer questions from audio stimuli relating to expressing one’s state of health. ● Engage in a role play on “at the doctor’s.” 	How can one avoid falling sick?
Core Competencies to be developed: Self-efficacy: This is developed as learners talk about their state of health				

Values:

Love: learner shows love as they empathize with the state of health of others

Pertinent and Contemporary Issues:

Self-awareness: learners express their state of health.

Link to other subjects:

Science and Technology: learners relate content on state of health to concepts of health sciences

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and speaking	1.8 Listening for information My environment Weather, Environment and Related Activities <i>(L'agriculture, la pêche dans les lacs, la natation, le camping, la randonnée,</i> Positive and negative effects of weather; <i>le tourisme, le sport, érosion du sol, les inondations, la sécheresse, irruption de maladies, la famine</i> (3 lessons)	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: <ul style="list-style-type: none"> • watch audio-visual clips with activities related to particular environments and respond to questions in group activity • use the Internet to source and watch audio-visual materials on the positive and negative effects of weather on environment and pick out new vocabulary: 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 in groups using digital devices 	How do weather conditions affect human life?

Core Competencies to developed:

Communication and Collaboration: learner listens keenly and actively to show understanding of simple concepts like weather in a particular place

Values:

Unity: learners work in groups and unity is strengthened through group activities

Pertinent and Contemporary Issues

Online safety: learners use the internet to search for materials 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

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
<p>1.0 Listening and speaking</p>	<p>1.9 Interactive speaking Getting Around – Locations and Directions Asking and giving directions; in the locality <i>- où se trouve...?</i> <i>- pour aller à ... s'il vous plaît</i> <i>- C'est par où</i> <i>- prendre, aller, traverser, continuer, tourner ; la rue, le pont, l'avenue</i> <i>- à gauche, à droite, tout droit, jusqu'à, au bout de, en face de, au coin de, vers l'est, l'ouest, le nord, le sud</i> (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) respond to questions and prompts to show comprehension and engagement,</p> <p>b) use vocabulary and expressions appropriately to probe and engage in oral interactions,</p> <p>c) use non-verbal communication cues to enhance communication,</p> <p>d) exhibit</p>	<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 transport around them. ● play mimicry games in pairs 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>

		confidence to contribute actively in conversations		
Core Competencies to developed: Creativity and imagination: this is developed as learners create and engage in simple short skits in groups				
Values: Unity: learners work together to do group activities				
Pertinent and Contemporary Issues (PCIs): Interpersonal relationships: this is brought out as the learner takes turns to play mimicry games				
Link to other subjects: Social studies: learners relate the concept of asking and giving directions to concepts of geography of a place in social studies				

Assessment Rubrics for Listening and Speaking

Performance levels Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use vocabulary and expressions to probe and engage in oral interactions	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions; includes a variety of vocabulary and expressions synonymous to the targeted ones.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses some of the targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses very few of the targeted vocabulary and expressions to probe and engage in oral interactions
Ability to maintain correct spoken language patterns (pronunciation, intonation, rhythm and pacing) in oral expression	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Makes successful attempts at using colloquial and idiomatic expressions.	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Communication is clear and fluid.	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression. Makes a few errors at times that may interfere with communication	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	The learner responds to all questions and prompts to show comprehension and	The learner responds to all questions and prompts to show	The learner responds to some questions and prompts to show	The learner responds to very few questions and prompts to show

prompts to show comprehension and engagement in oral interactions	engagement and goes further to give appropriate illustrations and examples.	comprehension and engagement	comprehension and engagement	comprehension and engagement
Ability to employ gestures and facial expressions to enhance oral interactions	The learner employs adequate gestures and facial expressions in oral expressions whenever required. Is sensitive to cultural diversity and adapts non-verbal cues to diverse cultural contexts.	The learner employs adequate gestures and facial expressions to complement oral expressions whenever required.	The learner employs some gestures and facial expressions to complement oral expressions when required. A few gestures and facial expressions used do not rhyme with the intended communication	The learner employs very few gestures and facial expressions to complement oral expressions when required. Many of the gestures and facial expressions used do not rhyme with the intended communication
Ability to display willingness to participate in oral interactions	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions.	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings.	The learner is at times hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.	The learner is mostly hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.

STRAND 2.0: READING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	<p>2.1 Reading for fluency Greetings and introductions – Formal greetings and introductions Details on name, age, where they come from and where they live, nationality, language spoken,</p> <p>(Au revoir, à la prochaine, à plus tard, enchanté)</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) infer meaning of words from simple texts,</p> <p>b) read simple texts fluently using the right intonation and pace,</p> <p>c) show enthusiasm in reading through exposure to simple varied texts.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • 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 (<i>Bonjour Monsieur/ Madame/ Mademoiselle, Comment allez-vous; Je vais bien, merci: Comment vous appelez-vous, Monsieur?</i>) • use dramatic reading of simple texts in small groups for developing fluency. 	<p>How do you think greetings between people who are unfamiliar to one another go?</p>
<p>Core competencies to be developed Digital Literacy: this is developed as learners use digital platforms and devices to source for reading materials</p>				

Values

Respect: using respectful and formal expressions to greet and talk to people

Pertinent and Contemporary Issues

Social cohesion: learners work together to source for materials

Link to other learning areas:

Social studies: learners relate concept of nationality to Africa and the world in social studies

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2 Reading for understanding Nuclear and Extended Family name, age and profession and places of work (2 lessons)	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: <ul style="list-style-type: none"> • highlight key details and information about family members and their professions in selected texts, • read selected passages to extract grammatical structures and key information, through simple interactive exercises done in groups. • practice reading texts with right intonation and pace to bring out correct meaning in text. 	What do you think people consider when choosing a place to work?
Core Competencies to developed: Communication and collaboration: This is developed as the learners work together in groups and as they carry out exercises in groups.				
Values: Respect: as learners appreciate the diversity in the professions and places of work of members of families of their classmates				
Pertinent and Contemporary Issues Self-awareness: The learners recognize their interests as they discover more about professions as they read.				
Link to other learning areas: English: learners link vocabulary on nuclear family as covered in English				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	<p data-bbox="396 311 625 447">2.3 Reading for understanding My surrounding The countryside</p> <p data-bbox="396 485 616 546">Pets, farm animals and Wild animals</p> <p data-bbox="396 584 672 683"><i>Giving simple descriptions of animals (Size and traits)</i></p> <p data-bbox="396 721 537 754">(2 lessons)</p>	<p data-bbox="701 311 993 412">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="701 419 1025 847">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.</p>	<p data-bbox="1056 311 1392 344">The learner is guided to:</p> <ul data-bbox="1056 351 1541 639" style="list-style-type: none"> • identify animals and their locales from written texts. • match animals with their descriptions in texts. • in groups or pairs use digital devices to search for and build vocabulary and expressions about basic care of animals. 	<p data-bbox="1588 311 1823 412">Why do you think some people keep pets?</p>
<p data-bbox="200 862 658 895">Core Competencies to developed:</p> <p data-bbox="200 897 1572 930">Citizenship: As the learners take pride in identifying wild animals like The Big Five as a national identity</p>				
<p data-bbox="200 942 307 975">Values:</p> <p data-bbox="200 976 1363 1009">Love: this is developed as learners express appreciation and liking of the different animals</p>				
<p data-bbox="200 1022 691 1055">Pertinent and Contemporary Issues</p> <p data-bbox="200 1056 1290 1089">Animal welfare: As the learners appreciate the importance of taking care of animals</p>				
<p data-bbox="200 1101 587 1134">Link to other learning areas</p> <p data-bbox="200 1136 1557 1168">Agriculture and nutrition: learners relate vocabulary on farm animals to livestock farming in agriculture</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
2. Reading	<p data-bbox="396 343 685 411">2.4 Reading for fluency</p> <p data-bbox="396 452 685 521">Time – Daily Routine at home</p> <p data-bbox="396 562 685 631">Making a plan for activities for a week</p> <p data-bbox="396 672 685 706">(2 lessons)</p>	<p data-bbox="705 343 1062 445">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="705 452 1062 631">a) read texts with appropriate pace, intonation, and rhythm to convey the intended meaning</p> <p data-bbox="705 637 1062 816">b) display a sense of enjoyment and satisfaction when engaged in fluent reading.</p>	<p data-bbox="1081 343 1429 377">The learner is guided to:</p> <ul data-bbox="1139 384 1526 775" 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 in pairs ● use the internet to source for and read vocabulary on routine ● Play games in groups on daily routine activities 	<p data-bbox="1574 343 1806 521">What makes our daily routines differ from one person's to another's?</p>
Core competencies to be developed				
Communication and collaboration: This is developed as learners work together collaboratively to group reading activities				
Values				
Unity: learner embrace unity as they recite poems in pairs and groups				
Pertinent and Contemporary Issues				
Time management: learner practice on time management while handling their routine.				
Link to other subjects:				
English : learners relate vocabulary on daily activities and routine to routine activities in English				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5 Reading for understanding Fun and Enjoyment – Making plans and dates Future proche Activités + heure Adverbs of time <i>(dans deux jours / un mois, etc.; la semaine / l'année prochaine, ce soir, ce weekend...</i> (2 lessons)	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: <ul style="list-style-type: none"> • read silently as well as aloud a wide variety of written texts on plans and programs for various activities (sports, games, leisure entertainment activities, tours and travel, etc.) • interpret programs (cinema, film schedules, sporting events, TV programs...) travel schedules (arrivals and departures of trains, planes, buses...) school timetables and routine. • 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, to cater for fun and enjoyment.				

Pertinent and Contemporary Issues

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

Link to other learning areas:

Creative Arts: learners link fun activities to leisure and sporting activities in creative arts

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.6 Reading for understanding</p> <p>Foods and Drinks – eating out</p> <p><i>Ordering food in the restaurant (use of polite language – Je voudrais ... s'il vous plait</i></p> <p><i>Thanking – Merci, merci beaucoup</i></p> <p><i>Avoir besoin de + couverts de table ; cuiller, couteau, fourchette,</i></p> <p><i>Les quantités – une tasse de, assiette de, bol de, verre de, bouteille de, carafe,</i></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify key details and facts from read texts,</p> <p>b) use information from read texts to respond to questions and prompts,</p> <p>c) build confidence in one's ability to comprehend and interpret written material.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● read short texts on the eating out and ordering food in the restaurant. ● respond to questions from read material on eating out. ● play word search games on vocabulary related to the restaurant and ordering for food. ● Source for information on ordering food in the restaurant from the internet. ● Read menus of food in different restaurants online. 	<p>Why is it important to plan well when going to eat out?</p>
<p>Core competencies to be developed Self-efficacy: learners develop negotiation skills they practice how to order food in the restaurant</p>				

Values

- **Responsibility:** learner develop a sense of responsibility by sourcing for information on ordering for a meal in the restaurant

Pertinent and Contemporary Issues

- **Health education:** learner learn on healthy eating habits as they learn how to order for food in the restaurant

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.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	<p data-bbox="411 305 616 412">2.7 Reading for understanding</p> <p data-bbox="411 454 616 518">My body – At the doctor’s</p> <p data-bbox="411 563 616 628"><i>Expressing state of health</i></p> <p data-bbox="411 673 616 738"><i>Être malade</i></p> <p data-bbox="411 783 616 847"><i>Ne pas aller bien</i></p> <p data-bbox="411 893 616 957"><i>Avoir mal + partie du corps</i></p> <p data-bbox="411 1002 616 1067">(2 lessons)</p>	<p data-bbox="643 305 1012 408">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="691 415 987 518">a) identify key details and facts from read texts,</p> <p data-bbox="691 525 1012 669">b) use information from read texts to respond to questions and prompts,</p> <p data-bbox="691 676 987 847">c) build confidence in one's ability to comprehend and interpret written material.</p>	<p data-bbox="1052 305 1387 340">The learner is guided to:</p> <ul data-bbox="1097 347 1522 889" style="list-style-type: none"> ● echo read short texts on expressing state of health in small groups or with the teacher. ● 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. 	<p data-bbox="1555 305 1812 450">Why is it important to be honest when talking about your state of health?</p>
Core competencies to be developed				
Digital literacy: This is developed as the learner sources for texts expressing state of health from the internet.				
Values				
<ul data-bbox="253 1048 1329 1114" style="list-style-type: none"> ● Responsibility: learner uses the internet responsibly in sourcing for information ● Love: Learner empathizes with other learners as they express their state of health 				

Pertinent and Contemporary Issues

- **Online safety:** as learners use the internet to source for information on expressing state of health with safe search turned on.
- **Healthy living:** as learners read on health in groups.

Link to other subjects:

Science and Technology: learners relate content on state of health to concepts of health sciences

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.8 Reading for understanding My environment Weather, Environment and Related Activities <i>(L'agriculture, la pêche dans les lacs, la natation, le camping, la randonnée,</i> Positive and negative effects of weather; <i>le tourisme, le sport, érosion du sol, les inondations, la sécheresse, irruption de maladies, la famine</i> (2 lessons)	By the end of the sub strand, the learner should be able to: 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 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 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

Online safety: learners use the internet to search for materials with the “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

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.9 Reading for Understanding Getting around – Directions and locations Asking and giving directions; in the locality <i>- où se trouve...?</i> <i>- pour aller à ... s'il vous plaît</i> <i>- C'est par où</i> <i>- prendre, aller, traverser, continuer, tourner ; la rue, le pont, l'avenue</i> <i>- à gauche, à droite, tout droit, jusqu'à, au bout de, en face de, au coin de, vers l'est, l'ouest, le nord, le sud</i> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>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.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • 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 (<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 activities to practice vocabulary and fluency. • matching picture stimuli to given vocabulary about means of transport (<i>la gare, la station de metro, le billet,)</i> 	<p>What makes a tour of a place interesting?</p>

<p>Core competences to be developed Critical thinking and problem solving: learners develop research skills as they source for texts on transport</p>
<p>Values Unity: learners work in groups to echo read texts</p>
<p>Pertinent and Contemporary Issues Digital citizenship: learners use the internet in an ethical manner</p>
<p>Link to other subjects: Social studies: learners relate the concept of asking and giving directions to concepts of geography of a place in social studies</p>

Assessment Rubrics for Reading Strand

Level \ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pronounce words in contexts for accuracy in reading	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning. Makes no errors of pronunciation even for texts on unfamiliar topics.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning.	The learner makes a few errors of pronunciation of words in simple texts on familiar topics. Errors may hamper the ability to convey the intended meaning.	The learner makes many errors of pronunciation of words in simple texts on familiar topics. Errors greatly hamper the ability to convey the intended meaning.

<p>Ability to read with fluency (smoothness, pace, pauses and intonation)</p>	<p>The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.</p>	<p>The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts on unfamiliar topics and auto-corrects self in the few errors made.</p>	<p>The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes many errors in texts on unfamiliar topics and is unable to auto-corrects self.</p>	<p>The learner reads simple texts with laboured and choppy flow through most parts of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced.</p>
<p>Ability to read and understand simple texts</p>	<p>The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.</p>	<p>The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.</p>	<p>The learner interprets most of the questions in context and gives correct answers to most of them. Vocabulary used in giving responses to questions is limited but sufficient.</p>	<p>The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to questions is very limited but insufficient.</p>

STRAND 3.0: WRITING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.1 Guided writing Greetings and introductions in formal and polite context; and taking leave Details on name, age, where they come from and where they live, nationality, language spoken, (Au revoir, à la prochaine, à plus tard, enchanté) (1 lesson)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>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>	<p>The learner is guided to:</p> <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. 	<p>What do you need to do to prepare for writing texts?</p>
<p>Core competences to be developed Communication and collaboration: learners work together in team work to do group activities</p>				

Values**Love:** learners write short greetings to one another**Pertinent and Contemporary Issues****Social cohesion:** learners greet in the formal context**Link to other learning areas:****Social studies:** learners relate concept of nationality to Africa and the world in social studies

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3. 2 Guided writing Nuclear and Extended Family name, age and profession and places of work (1 lesson)	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: <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. 	Why would you choose to write as a means of communicating with others?
Core Competencies to developed: Critical thinking and problem solving: this is developed as the learners match texts with illustrations, pictures and images.				
Values: Respect: This is developed as learners appreciate individual differences while writing about them				
Pertinent and Contemporary Issues Self-esteem: Learners exhibit self-esteem as they develop their writing skills in a foreign language.				
Link to other learning areas: English: learners link vocabulary on nuclear family as covered in English				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.3 Guided writing My surrounding - The countryside Pets, farm animals and Wild animals <i>Giving simple descriptions of animals (Size and traits)</i> (1 lesson)	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: <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. • 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: Citizenship: As the learners learn identify animals found nationally and, in their environs,				
Values: Love: this is developed as learners express appreciation and liking of the different animals				
Pertinent and Contemporary Issues Animal welfare : As the learners learn about basic care of animals				
Link to other learning areas Agriculture and nutrition: learners relate vocabulary on farm animals to livestock farming in agriculture				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.4 Guided writing Time – Daily Routine at home Making a plan for activities for a week <i>Simple verbs – aller, prendre, dormir,</i> <i>Reflexive verbs – se lever, se réveiller, se doucher, se laver, se préparer, se coucher</i> (1 lesson)	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: <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 ● write down simple dictated words on routine ● write simple sentences on daily routine 	Why is writing a routine schedule important?
Core competencies to be developed: Critical thinking and problem solving: This is developed as the learner makes own routine schedule				
Values Unity: learner shows unity as they fill puzzles and work in small groups				
Pertinent and Contemporary Issues Time management: learner uses weekly schedule to plan for the week				
Link to other subjects: English : learners relate vocabulary on daily activities and routine to routine activities in English				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.5 Guided writing Fun and Enjoyment – Making plans and dates Future proche Activités + heure (1 lesson)	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: <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>) • accurately write short narratives 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. 	Why do you think it is important to write down a plan of activities?

Core Competencies:

Communication and collaboration: Learners develop this skill as they carry out projects (writing programs, making plans) in small groups.

Values:

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

Pertinent and Contemporary Issues

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

Link to other learning areas:

Creative Arts: learners link fun activities to leisure and sporting activities in creative arts

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	<p data-bbox="397 275 668 303">3.6 Guided Writing</p> <p data-bbox="397 347 813 374">Foods and Drinks – Eating out</p> <p data-bbox="397 418 765 514"><i>Ordering food in the restaurant (use of polite language – Je voudrais ... s'il vous plait</i></p> <p data-bbox="397 552 807 755"><i>Thanking – Merci, merci beaucoup Avoir besoin de + couverts de table ; cuiller, couteau, fourchette, Les quantités – une tasse de, assiette de, bol de, verre de, bouteille de, carafe,</i></p> <p data-bbox="397 797 523 824">(1 lesson)</p>	<p data-bbox="852 275 1136 371">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="852 385 1136 776">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>	<p data-bbox="1195 275 1528 303">The learner is guided to:</p> <ul data-bbox="1195 316 1528 776" 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 the restaurant. ● work in groups to create a menu. 	<p data-bbox="1570 275 1812 481">Why is it important to make early decisions before ordering food and drinks in a restaurant?</p>
<p data-bbox="204 834 668 861">Core competences to be developed</p>				
<p data-bbox="204 872 1657 900">Learning to learn: This is developed as learners learn how to write vocabulary ordering for food in the restaurant</p>				
<p data-bbox="204 911 301 938">Values</p>				
<p data-bbox="204 949 1213 976">Respect: learner shows respect as they take down instructions from the teacher</p>				
<p data-bbox="204 987 687 1015">Pertinent and Contemporary Issues</p>				
<p data-bbox="204 1026 1367 1053">Self-esteem: learner develops confidence by being able to read texts related to the restaurant</p>				
<p data-bbox="204 1064 591 1092">Link to other learning areas</p>				
<p data-bbox="204 1103 1676 1159">Agriculture and nutrition: Learners link the description and preferences on foods and drinks to content covered in agriculture and nutrition.</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
3. Writing	<p>3.7 Guided writing</p> <p>My body – At the doctor’s</p> <p><i>Expressing state of health</i></p> <p><i>Etre malade</i> <i>Ne pas aller bien</i> <i>Avoir mal + partie du corps</i></p> <p>(1 lesson)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write common words with correct orthography,</p> <p>b) create simple sentences using correct structures,</p> <p>c) appreciate the role of writing in interactive communication contexts.</p>	<p>The learner is guided to:</p> <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. 	<p>Why do you think it is important to communicate early when unwell?</p>
<p>Core competences to be developed Digital literacy: This is developed as the learner sources for texts on different states of health</p>				
<p>Values Responsibility: learner uses the internet responsibly in sourcing for information</p>				
<p>Pertinent and Contemporary Issues Online safety: as learners use the internet to source for information on state of health with safe search turned on.</p>				
<p>Link to other subjects: Science and Technology: learners relate content on state of health to concepts of health sciences</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.8 Guided writing My environment Weather, Environment and Related Activities <i>(L'agriculture, la pêche dans les lacs, la natation, le camping, la randonnée,</i> Positive and negative effects of weather; <i>le tourisme, le sport, érosion du sol, les inondations, la sécheresse, irruption de maladies, la famine</i> (1 lesson)	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: <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,)</i> <i>(érosion du sol, les inondations, la sécheresse, irruption de maladies, la famine)</i> • make sentences from jumbled words to practice word order; <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

Critical thinking and problem solving: this is developed as learners think critically when filling crosswords

Values

- **Unity: learners work in groups to fill crosswords and puzzles**

Pertinent and Contemporary Issues

- **Disaster risk reduction:** learners discover the positive and negative effects of weather on the environment

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

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.9 Guided writing Getting around – Locations and directions Asking and giving directions; in the locality - où se trouve...? - pour aller à ... s'il vous plaît - C'est par où - prendre, aller, traverser, continuer, tourner ; la rue, le pont, l'avenue - à gauche, à droite, tout droit, jusqu'à, au bout de, en face de, au coin de, vers l'est, l'ouest, le nord, le sud (1 lesson)	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: <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 in group activities. • 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?

Core competences to be developed

Critical thinking and problem solving: this is developed as learners think critically when filling crosswords

Values

Unity: learners work in groups to fill crosswords and puzzles

Pertinent and Contemporary Issues

Citizenship: learners acquire the virtue of helping people to get directions to different places

Link to other subjects:

Social studies: learners relate the concept of asking and giving directions to concepts of geography of a place in social studies

Assessment Rubrics for Writing

Level Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write clear and readable texts	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through. Text looks like a typed Microsoft office word document.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through.	The learner writes readable texts paying attention to neatness in most parts of the text. Letters in most of the words are correctly spaced and sized within the lines. Some abnormal spacing of words within sentences is visible.	The learner writes texts that are not easily readable. Neatness is not maintained all through. Letters in most of the words are incorrectly spaced and sized within the lines. Frequent abnormal spacing of words within sentences is visible.
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 maintaining spelling and grammatical accuracy all through. Sentence structures are correct all the time while using adequate vocabulary appropriate to the context.	The learner writes simple texts while maintaining spelling and grammatical accuracy in most parts of the texts. Sentence structures are correct most of the time. Uses limited vocabulary appropriate to the context.	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</p> <p>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 ASSESSEMENT 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 (<i>words or games</i>) - Maps - Short stories - Real objects (<i>home objects</i>) - 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. <i>hide and seek and board games</i> - Peer education; practice with peers - Participation in French club activities