



MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

LEARNING AREA: GERMAN

GRADE 5

NOVEMBER 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT

Essence Statement

Kenya is part of the international community and therefore, learners shall be given the opportunity to learn foreign languages. Apart from the national, official and indigenous languages learned in lower primary, learners at upper primary will have access to other languages such as Arabic, Chinese, French and German. German language learning at this level will focus on the four basic language skills: listening, speaking, reading and writing. Additionally, German language learning will promote international consciousness and appreciation of one's own and other people's cultures.

Subject General Learning Outcomes

By the end of the course the learner should be able to:

- a) communicate information effectively about everyday issues.
- b) listen actively to varied speakers in varied contexts and respond appropriately.
- c) read varied simple texts on familiar matters for information and enjoyment.
- d) interact with others on familiar topics in a simple manner.
- e) write simple texts on subject matter relating to their everyday experiences.
- f) use varied media to access and create information to enhance German language learning.
- g) appreciate own and other people's culture for national cohesion and international consciousness.
- h) apply acquired knowledge and skills to address challenges in everyday life.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0. LISTENING AND SPEAKING	1.1. Greetings, introduction (8 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> respond to informal greetings using the appropriate phrases, introduce oneself and others using appropriate phrases and language structures, appreciate the role of greetings and introductions in social interactions. 	Learners <ul style="list-style-type: none"> listen and respond to informal greetings and introductions based on different dialects in Germany and German speaking countries from a variety of sources (<i>gruezi, Gruß Gott, Gruß dich</i>, etc.), ask and respond to questions on basic information on family members and peers (name, age, ...) using the possessive pronouns (<i>mein/e, dein/e</i>) and conjugation of the verbs (<i>sein, kommen, ...</i>), ask and respond to questions with and without interrogative pronouns (<i>Wie...? Wo...? Woher...? Wer...?</i>) and (<i>Ja/Nein Fragen</i>), role play informal greetings and introductions on phone in pairs and groups, use audio/video devices to record and share interactions with peers based on different dialects in Germany and German speaking countries. 	<ol style="list-style-type: none"> How do you introduce others? How do people greet in your community?
	Core-Competency to be developed: <ul style="list-style-type: none"> Communication and Collaboration: Learners practise how to greet and introduce others in the school context and in the immediate environment. Self-efficacy: Learners confidently introduce others and use acquired language skills competently. Digital Literacy: Learners use video/audio devices to record and share greetings, introductions and interactions with their peers. 			
	PCIs: Learners develop skills of knowing oneself and interacting with others.	Values: Learners demonstrate respect as set out in the social interaction norms and develop unity as they work in pairs/groups.		
	Link to other learning areas: All learning areas in languages on greetings and introductions and Social Studies on talking about where they come from and where they live.	Suggested Community Service Learning: Learners sensitise peers and the community on the importance of co-existing.		

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Level of understanding - Non – verbal cues - Articulation - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently understands all questions, greetings, personal information and responds appropriately with ease - consistently uses appropriate non-verbal cues - always speaks with the correct pronunciation and intonation - consistently speaks with the correct tempo 	<p>Learner</p> <ul style="list-style-type: none"> - understands questions, greetings, personal information and responds appropriately most of the time - uses appropriate non-verbal cues most of the time - speaks with the correct pronunciation and intonation most of the time - speaks with the correct tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - understands questions, greetings, personal information and responds appropriately some of the time - uses appropriate non-verbal cues some of the time - sometimes speaks with the correct pronunciation and intonation - speaks with the correct tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - exhibits difficulty in understanding and interpreting questions, greetings, personal information - does not employ appropriate non-verbal cues to support communication - has difficulty articulating words correctly - speaks slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
1.0 LISTENING AND SPEAKING	1.2. Numbers, Months of the Year (3 Lessons)	By the end of the sub strand the learner should be able to: a) articulate numbers correctly for effective communication, b) provide basic information on family members using numbers, c) express time by using months of the year. d) Appreciate the role time plays in life.	Learners - use numbers to give information on family members and others (telephone numbers, age, etc. <i>Mein Vater ist fünfzig Jahre alt...</i>) in pairs/groups, - listen to audio materials on numbers and months of the year, - use flash cards to identify numbers, - play games on numbers and months of the year, - compose songs on numbers using familiar tunes and sing.	Which month(s) of the year do you like and why?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners work on numbers in pairs and groups to share information on family members. • Creativity and Imagination: Learners compose songs on numbers using familiar tunes. 				
	PCIs: Learners develop skills of relating with others during group work.			Values: Learners demonstrate honesty in giving information about others.	
	Link to other learning areas: All learning areas in languages on how numbers are articulated and Mathematics on how to count.			Suggested Community Service Learning: Learners identify peers and members of their community who cannot count and assist them.	

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Articulation - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently speaks with the correct pronunciation and intonation - always speaks with the appropriate tempo 	<p>Learner</p> <ul style="list-style-type: none"> - speaks with the correct pronunciation and intonation most of the time - speaks with the appropriate tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - speaks with the correct pronunciation and intonation some of the time - speaks with the appropriate tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty articulating words correctly - speaks slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
1.0 LISTENING AND SPEAKING	1.3. Phonological Awareness (2 Lessons)	By the end of the sub strand the learner should be able to: a) articulate typical German sounds using acquired phonemes, b) demonstrate appreciation of the typical German sounds.	Learners - listen to typical German sounds (<i>sch, th, z,</i>) in recorded form, e.g. tongue twisters, poems (<i>Elfchen</i>), - spell out given words, - create and record songs/raps/tongue-twisters in pairs/groups using typical German sounds and perform in class, - share created content using smart/digital devices, - manipulate letters in word-games in pairs/groups.	Why is correct pronunciation of words and sounds important?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners participate in word-games in groups and pairs. • Creativity and imagination: Learners create own songs, raps and poems and perform to peers. • Digital Literacy: Learners share created content using digital devices. 				
	PCIs: Learners develop awareness of their safety and security when using smart devices online.		Values: Learners demonstrate responsible use of digital platforms and awareness of the ethical and legal issues of sharing digital content.		
	Link to other learning areas: All learning areas in languages on how sounds are articulated and Science and Technology in relation to sharing digital content.		Suggested Community Service Learning: Learners identify other learners with articulation challenges from within their immediate environment and help them articulate these correctly.		

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Articulation - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently speaks with the correct pronunciation and intonation - consistently speaks with the appropriate tempo 	<p>Learner</p> <ul style="list-style-type: none"> - speaks with the correct pronunciation and intonation most of the time - speaks with the appropriate tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - speaks with the correct pronunciation and intonation some of the time - speaks with the appropriate tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty articulating words and sounds correctly - speaks slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
1.0 LISTENING AND SPEAKING	1.4. Describing people, food and drinks (5 Lessons)	By the end of the sub strand the learner should be able to: a) describe people, food and drinks in their immediate environment, b) communicate appropriately using the acquired vocabulary and language structures, c) distinguish between healthy and unhealthy foods for healthy living.	Learners - identify the correct definite articles (<i>der/die/das</i>) for people, food and drinks, - describe people, food and drinks using adjectives (z.B. <i>Die Banane ist gelb/süß</i>), - describe people, food and drinks in the accusative case (<i>den, die, das</i>) (<i>Ich finde die Banane süß</i>), - draw/paint/colour pictures of people, favourite food and drinks and talk about them in pairs/groups, - discuss healthy and unhealthy eating habits.	1. What kinds of food do you eat and why? 2. Why is healthy eating important?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners use colours and adjectives to describe people, food and drinks in pairs/groups. • Creativity and imagination: Learners draw, paint and colour to explore. 				
	PCIs: Learners develop awareness on healthy eating habits in the prevention of lifestyle diseases.			Values: Learners demonstrate honesty and empathy in describing people.	
	Link to other learning areas: All learning areas in languages on the use of adjectives, Creative Arts in relation to colouring/drawing/painting, PHE and Home Science when discussing healthy eating habits.			Suggested Community Service Learning: Learners to sensitize peers and members of their community on the importance of healthy eating habits.	

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Articulation - Tempo - Vocabulary and Language Structures 	<p>Learner</p> <ul style="list-style-type: none"> - consistently speaks with the correct pronunciation and intonation - consistently speaks with the appropriate tempo - consistently uses appropriate vocabulary and language structures to describe people, food and drinks with ease 	<p>Learner</p> <ul style="list-style-type: none"> - speaks with the correct pronunciation and intonation most of the time - speaks with the appropriate tempo most of the time - uses appropriate vocabulary and language structures to describe people, food and drinks most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - speaks with the correct pronunciation and intonation some of the time - speaks with the appropriate tempo some of the time - uses appropriate vocabulary and language structures to describe people, food and drinks some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty articulating words and sounds correctly - speaks slowly and hesitantly - has difficulty using appropriate vocabulary and language structures to describe people, food and drinks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING AND SPEAKING	1.5. School (3 Lessons)	By the end of the sub strand the learner should be able to: a) describe school activities using appropriate vocabulary and language structures, b) demonstrate responsible behaviour in taking care of the school.	Learners - listen to an audio and match school activities to pictures, - record each other talking about their favourite school activities and present to peers, - create and present short poems, raps and songs about their school, - discuss ways of taking care of their school.	What can you do to make your school better?
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners record each other talking about their favourite school activities and present to peers. • Creativity and imagination: Learners create and present short poems and songs. 			
	PCIs: Learners demonstrate environmental awareness in keeping their school clean and planting flowers and trees.		Values: Learners demonstrate patriotism through the love for one's school and responsibility by taking care of their own school.	
	Link to other learning areas: All learning areas in languages on how school activities are referred to and Science and Technology on how to take care of plants.		Suggested Community Service Learning: Learners work with peers and members of their community to plant and take care of flowers and trees within the school and in the community.	

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Level of understanding - Articulation - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently understands and uses appropriate vocabulary and language structures to talk about school activities with ease - consistently speaks with the correct pronunciation and intonation - consistently speaks with the appropriate tempo 	<p>Learner</p> <ul style="list-style-type: none"> - understands and uses appropriate vocabulary and language structures to talk about school activities most of the time - speaks with the correct pronunciation and intonation most of the time - speaks with the appropriate tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - understands and uses appropriate vocabulary and language structures to talk about school activities some of the time - speaks with the correct pronunciation and intonation some of the time - speaks with the appropriate tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty understanding and using appropriate vocabulary and language structures to talk about school activities - has difficulty articulating words and sounds correctly - speaks slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
1.0 LISTENING AND SPEAKING	1.6. Leisure Time Activities (4 Lessons)	By the end of the sub strand the learner should be able to: a) discuss leisure time activities using appropriate vocabulary and language structures, b) distinguish between positive and negative leisure time activities for character development, c) demonstrate appreciation of the role of leisure time activities in developing talent.	Learners - listen to background sounds of activities and identify the activity, - pantomime hobbies and their peers guess what they are, - talk about their likes and dislikes in leisure time activities in pairs/groups, - research on extra leisure time activities using various sources (dictionaries/online sources/resource persons) and present to peers, - discuss the importance of engaging in appropriate leisure time activities.	How do you spend your free time?	
	Core-Competency to be developed: Communication and Collaboration: Learners discuss their likes and dislikes as well as the importance of engaging in appropriate activities. Learning to learn: This is developed when learners research on extra leisure time activities using various (re)sources.				
	PCIs: Learners are made aware of the importance of appropriate leisure time activities in relation to healthy lifestyles.		Values: Learners demonstrate responsibility by utilising one's leisure time appropriately.		
	Link to other learning areas: All learning areas in languages on talking about leisure time activities as well as Physical and Health Education to emphasize the advantages of being active.		Suggested Community Service Learning: Learners organize sports activities with members of their community and sensitize them on the importance of being physically and mentally active.		

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Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Level of understanding - Articulation - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently understands and uses the appropriate vocabulary and language structures to talk about leisure time activities with ease - consistently speaks with the correct pronunciation and intonation - consistently speaks with the appropriate tempo 	<p>Learner</p> <ul style="list-style-type: none"> - understands and uses the appropriate vocabulary and language structures to talk about leisure time activities most of the time - speaks with the correct pronunciation and intonation most of the time - speaks with the appropriate tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - understands and uses appropriate vocabulary and language structures to talk about leisure time activities some of the time - speaks with the correct pronunciation and intonation some of the time - speaks with the appropriate tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty understanding and using appropriate vocabulary and language structures to talk about leisure time activities - has difficulty articulating words and sounds correctly - speaks slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
1.0 LISTENING AND SPEAKING	1.7. Foodstuff (5 Lessons)	By the end of the sub strand the learner should be able to: a) describe foodstuff using appropriate vocabulary, b) appreciate the importance of healthy eating habits.	Learners - categorize foodstuff (<i>Obst, Gemüse, Getränke, etc.</i>), - listen and repeat the names of foodstuff according to the gender (<i>der, die, das</i>), - listen and repeat the plural forms of foodstuff and place them according to categories of plurals (<i>-e, -s, es, - usw.</i>) in pairs/groups, - describe food using the indefinite article in nominative (<i>Das ist eine Mango/ein Brot/ein Apfel</i>), - talk about the foods eaten at different mealtimes (breakfast, lunch, supper), z. B. (<i>Ich esse eine Mango/ein Brot/einen Apfel</i>), - research (online) and find out foodstuff that are foreign to their culture, - discuss the need for healthy eating habits.	What is your favourite food and why?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners categorize various foodstuff in pairs/groups. • Learning to learn & Digital Literacy: Learners research online for foods that are foreign to their culture. 				
	PCIs: Learners develop awareness for healthy eating habits.		Values: Learners demonstrate responsibility by eating healthy		
	Link to other learning areas: All learning areas in languages relating to foodstuff and Home Science on healthy eating habits.		Suggested Community Service Learning: Learners sensitize peers and members of the community on healthy eating habits.		

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Level of understanding - Articulation - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently understands and uses appropriate vocabulary and language structures to talk about foodstuff with ease - consistently speaks with the correct pronunciation and intonation - consistently speaks with the appropriate tempo 	<p>Learner</p> <ul style="list-style-type: none"> - understands and uses appropriate vocabulary and language structures to talk about foodstuff most of the time - speaks with the correct pronunciation and intonation most of the time - speaks with the appropriate tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - understands and uses appropriate vocabulary and language structures to talk about foodstuff some of the time - speaks with the correct pronunciation and intonation some of the time - speaks with the appropriate tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty understanding and using appropriate vocabulary and language structures to talk about foodstuff - has difficulty articulating words and sounds correctly - speaks slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
2.0. READING	2.1. Greetings, introduction (4 Lessons)	By the end of the sub strand the learner should be able to: a) read simple texts at an appropriate speed, b) read aloud short texts with the correct pronunciation and intonation, c) develop reading skills for enjoyment.	Learners - read along to recorded texts on informal greetings based on dialects from German speaking countries, - match greetings to specific German-speaking countries (regions) and read aloud, - read conversations in pairs/groups on informal greeting and introduction.	1. What do you read? 2. Why is reading important?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners read conversations in pairs. • Self-efficacy: The ability to read accurately and fluently enhances self-esteem and confidence of the learner. 				
	PCIs: Learners develop skills of interacting with others according to social conventions.			Values: Learners demonstrate respect as set out in the social interaction norms.	
	Link to other learning areas: All learning areas in languages on greetings and introduction and Social Studies on where they come from and where they live.			Suggested Community Service Learning: Learners identify peers and members of their community who experience challenges in reading and read out aloud to them.	

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Level of understanding - Articulation - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently reads and understands texts on greetings and personal information with ease and answers questions appropriately with ease - consistently reads with the correct pronunciation and intonation - consistently reads with the appropriate tempo 	<p>Learner</p> <ul style="list-style-type: none"> - reads and understands texts on greetings and personal information and answers questions appropriately most of the time - reads with the correct pronunciation and intonation most of the time - reads with the appropriate tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - reads and understands texts on greetings and personal information and answers questions on the text appropriately some of the time - reads with the correct pronunciation and intonation some of the time - reads with the appropriate tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty reading and understanding texts on greetings and personal information and answering questions - has difficulty reading with the correct pronunciation and intonation - has difficulty reading with the correct tempo

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 READING	2.2. Numbers, months of the year (1 Lesson)	By the end of the sub strand, the learner should be able to: a) use acquired phonemes to read numbers correctly, b) use the months of the year to communicate effectively, c) develop reading skills for enjoyment.	Learners - read out aloud numbers up to one hundred (100), - read flash cards with numbers (in numerals and words), - read out any numbers to a partner who writes them down, - read and sequence jumbled up months of the year in pairs/ groups, - find the months of the year hidden in a puzzle and read out aloud.	Why is it important to read numbers correctly?
	Core-Competency to be developed: Communication and Collaboration: Learners read out any numbers to a partner who writes them down.			
	PCIs: Learners develop proficiency in counting for various daily purposes.		Values: Learners demonstrate honesty in giving information about themselves and others.	
	Link to other learning areas: All learning areas in languages in relation to numbers and Mathematics which provides skills in counting.		Suggested Community Service Learning: Learners to identify peers in the community experiencing difficulties in numeracy and facilitate them to count.	

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Reading for understanding and representation - Reading aloud - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately identify, read and answer questions on numbers with ease - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them - consistently reads fluently and at an appropriate speed 	<p>Learner</p> <ul style="list-style-type: none"> - accurately identify, read and answer questions on numbers most of the time - accurately reads aloud texts with expressive interpretation most of the time; detects errors and corrects them most of the time - reads fluently and at an appropriate speed most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - identify, read and answer questions on numbers some of the time - reads aloud texts with expressive interpretation some of the time; detects errors and corrects them some of the time - reads fluently and at an appropriate speed some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty identifying, reading or answering questions on numbers information contained in a text - has difficulty reading aloud texts with expressive interpretation; can neither detect errors nor correct them - has difficulty reading at an appropriate speed

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
2.0. READING	2.3. Phonological Awareness (1 Lesson)	By the end of the sub strand the learner should be able to: a) combine syllables correctly while reading, b) articulate sounds and words correctly while reading aloud, c) Appreciate the role correct articulation plays in communication.	Learners - read out aloud in turns words with typical German sound combinations (<i>eu, ei, au, ai, th...</i>), - listen and read along to recorded audio words with long and short sounds (<i>i, ie, etc.</i>), - search in the dictionary/online for words with long/short sounds, write them down and read them aloud, - identify individual areas of difficulty in pronunciation and practise in pairs.	Why is correct pronunciation of words and sounds important?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners take turns reading out loud with correct pronunciation and intonation. • Learning to learn: Learner search in the dictionary/online for words with long/short sounds write them down and read them aloud. • Self-efficacy: Learners identify individual areas of difficulty in pronunciation and practise in pairs. 				
	PCIs: Learners identify areas of difficulty in pronunciation and mitigate through practice.		Values: Learners demonstrate honesty while identifying areas of weakness.		
	Link to other learning areas: All learning areas in languages relating to the correct articulation of sounds.		Suggested Community Service Learning: Learners identify relatives and neighbours with articulation challenges and organise sessions to practise with them.		

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Reading Aloud - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently reads with the correct pronunciation and intonation - consistently reads aloud with the appropriate tempo 	<p>Learner</p> <ul style="list-style-type: none"> - reads with the correct pronunciation and intonation most of the time - reads aloud with the correct tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - reads with the correct pronunciation and intonation some of the time - reads aloud with the correct tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty reading sounds and words with correct pronunciation and intonation - reads aloud slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
2.0. READING	2.4. Describing people, food and drinks (2 Lessons)	By the end of the sub strand the learner should be able to: a) read short texts for comprehension, b) read texts with the correct pronunciation and intonation, c) develop reading skills for enjoyment.	Learners - read simple texts on descriptions of people, food and drinks and share with peers the main information, - read texts and underline unfamiliar words, - read texts and isolate sentences that describe people, food and drinks, - read descriptions of people, food and drinks with the correct pronunciation and intonation (z.B. <i>der Apfel ist grün</i>), - draw, colour/paint, people, food and drinks and describe them in pairs/groups.	How do you describe people, food and drinks?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners read simple texts on descriptions of people, food and drinks and share with peers the main information. • Creativity and imagination: Learners draw, paint and colour to explore. 				
	PCIs: Learners develop skills of knowing oneself and coexisting in the community.		Values: Learners demonstrate respect when describing others.		
	Link to other learning areas: All learning areas in languages on how adjectives are used.		Suggested Community Service Learning: Learners explain to peers in the immediate community the importance of respect and empathy when describing different types of people.		

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Reading for understanding - Reading aloud - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately responds to questions on the descriptions of people, food and drinks with ease - consistently and accurately reads aloud simple texts with expressive interpretation; easily detects errors and corrects them - consistently reads with the appropriate tempo 	<p>Learner</p> <ul style="list-style-type: none"> - accurately responds to questions on the descriptions of people, food and drinks most of the time - accurately reads aloud simple texts with expressive interpretation and detects errors and corrects them most of the time - reads with the appropriate tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - responds to questions on the descriptions of people, food and drinks some of the time - reads aloud simple texts with expressive interpretation and easily detects errors and corrects them some of the time - reads with the appropriate tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty responding to questions on the descriptions of people, food and drinks - has difficulty reading aloud simple texts with expressive interpretation and cannot easily detect errors - reads slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
2.0. READING	2.5. School (2 Lessons)	By the end of the sub strand the learner should be able to: a) read short texts on school for comprehension, b) read texts with the correct pronunciation and intonation, c) develop reading skills for enjoyment.	Learners - read words, simple sentences and short texts on favourite school activities and answer questions, - read aloud with correct pronunciation and intonation, - search for and read hidden school activities in a puzzle, - read short simple poems and sing songs about taking care of their school in pairs/groups, - search online for school activities learners in schools in Germany engage in.	What do you like/not like in your school?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners read short simple poems and sing songs about taking care of their school in pairs/groups. • Learning to learn/Digital Literacy: Learners search online for information about school activities in Germany. 				
	PCIs: Learners develop environmental awareness by keeping their school clean.		Values: Learners demonstrate patriotism by loving their school and responsibility by taking care of own school.		
	Link to other learning areas: All learning areas in languages relating to school activities as well as Science and Technology on how to take care of plants.		Suggested Community Service Learning: Learners work with peers and members of the immediate community to plant and take care of flowers within the school and in the community.		

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Reading for understanding - Reading aloud <li style="padding-left: 20px;">- Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately identifies and responds to questions on school activities with ease - consistently and accurately reads aloud short texts with expressive interpretation; detects errors and corrects them with ease - consistently reads with the appropriate tempo 	<p>Learner</p> <ul style="list-style-type: none"> - accurately identifies and responds to questions on school activities most of the time - accurately reads aloud texts with expressive interpretation and detects errors and corrects them most of the time - reads with the appropriate tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - identifies and responds to questions on school activities some of the time - reads aloud texts with expressive interpretation and detects errors and corrects them some of the time - reads with the appropriate tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty in identifying and responding to questions on school activities - has difficulty reading aloud - reads slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
2.0 READING	2.6. Leisure Time Activities (2 Lessons)	By the end of the sub strand the learner should be able to: a) read short texts using acquired vocabulary and language structures, b) read texts with the correct pronunciation and intonation, c) read texts for information and enjoyment.	Learners - read short texts on leisure time activities, - match pictures to corresponding words/sentences/texts and read aloud, - read about leisure time activities and express their likes and dislikes in pairs/groups (<i>Mein Lieblingssport ist.../ich spiele Basketball gern/nicht gern</i>), - mimic/role play various activities and peers identify them, - discuss the positive and negative leisure time activities.	How do you spend your free time?	
	Core-Competency to be developed: Communication and Collaboration: Learners read and express likes/dislikes and mimic/role play in groups various leisure time activities.				
	PCIs: Learners develop self-awareness when they talk about their likes and dislikes.		Values: Learners demonstrate responsibility by using leisure time appropriately		
	Link to other learning areas: All learning areas in languages relating to leisure time activities as well as Physical and Health Education on the advantages of engaging in activities that promote wellness.		Suggested Community Service Learning: Learners sensitize peers and close community members on the role of leisure time activities in physical and mental wellness.		

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Reading for understanding - Reading aloud - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately identifies appropriate vocabulary and language structures on leisure time activities with ease - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them - consistently reads with the appropriate tempo. 	<p>Learner</p> <ul style="list-style-type: none"> - accurately identifies appropriate vocabulary and language structures on leisure time activities most of the time - accurately reads aloud texts with expressive interpretation and detects errors and corrects them most of the time - reads with the appropriate tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - identifies appropriate vocabulary and language structures on leisure time activities some of the time - reads aloud texts with expressive interpretation and detects errors and corrects them some of the time - reads with the appropriate tempo some of the time. 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty identifying appropriate vocabulary and language structures on leisure time activities - has difficulty reading aloud texts with expressive interpretation and cannot detect errors - reads slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 READING	2.7. Foodstuff (3 Lessons)	By the end of the sub strand the learner should be able to: a) read short texts using acquired vocabulary and language structures, b) read texts with the correct pronunciation and intonation, c) demonstrate appreciation for healthy eating habits.	Learners - read simple and short texts on foodstuff and answer questions, - read (in groups/pairs) sample supermarket brochures/restaurant menus and identify various foodstuff, - read and classify various foodstuff according to category (<i>Obst/Gemüse/Getränke</i>), - read dialogues about what people eat at different mealtimes, - recite poems/sing songs praising food from various community, - read texts on healthy eating habits and discuss among themselves.	Why do you eat?
	Core-Competency to be developed:			
	<ul style="list-style-type: none"> • Communication and Collaboration: Learners read texts and discuss importance of healthy food. • Citizenship: Learners appreciate types of food from varied communities. 			
	PCIs: Learners appreciate the need for healthy eating habits.		Values: Learners demonstrate responsibility by eating healthy.	
Link to other learning areas: All learning areas in languages relating to foodstuff and Home Science on how to make menus for healthy eating habits.		Suggested Community Service Learning: Learners sensitize family members on healthy eating habit.		

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Reading for understanding - Reading aloud - Tempo 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately identifies and answers questions on foodstuff with ease - consistently and accurately reads aloud texts with expressive interpretation; easily detects errors and corrects them - consistently reads with the appropriate tempo 	<p>Learner</p> <ul style="list-style-type: none"> - accurately identifies and answers questions on foodstuff most of the time - accurately reads aloud texts with expressive interpretation and detects errors and corrects them most of the time - reads with the appropriate tempo most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - identifies and answers questions on foodstuff some of the time - reads aloud texts with expressive interpretation and detects errors and corrects them some of the time - reads with the appropriate tempo some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty in identifying and answering questions on foodstuff - has difficulty reading texts aloud and cannot detect errors - reads slowly and hesitantly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
3.0 WRITING	3.1. Greetings, Introduction (3 Lessons)	By the end of the sub strand the learner should be able to: a) write simple and short dialogues using familiar phrases and appropriate language structures, b) apply the correct German orthography rules to write simple texts, c) develop writing skills in German for enjoyment.	Learners - write informal greetings and simple dialogues based on dialects in Germany and German speaking countries (<i>Grüß Gott, gruezi, usw.</i>) using the correct punctuation marks, - write simple texts using basic information on family members (name, age ...) using the possessive forms (<i>mein/e, dein/e</i>) and conjugation of the verbs (<i>sein, kommen, ...</i>) and present in class, - write questions with and without interrogative pronouns (<i>Wie...? Wo...? Woher...? Wer...?</i>) and (<i>Ja/Nein Fragen</i>), - take pictures of family members using cameras/smart phones and write a short corresponding text on each of them, - type the text and upload pictures.	1. What is family? 2. Why is family important?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners share information on family members. • Digital Literacy: Learners type texts, take pictures and upload them. 				
	PCIs: Learners develop skills of interacting with others.			Values: Learners demonstrate respect as set out in the social interaction norms	
	Link to other learning areas: All learning areas in languages relating to greetings and introductions and Social Studies on talking about where they come from and where they live.			Suggested Community Service Learning: Learners identify peers and members of their community who have challenges in writing and assist them.	

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Correct spelling - Correct Language structures - Coherence 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately spells simple words - consistently and accurately constructs simple sentences on greetings and introductions using the correct language structures with ease - consistently and accurately presents ideas in a coherent manner 	<p>Learner</p> <ul style="list-style-type: none"> - spells simple words correctly most of the time - constructs simple sentences on greetings and introductions using the correct language structures most of the time - presents ideas in a coherent manner most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - spells simple words correctly some of the time - constructs simple sentences on greetings and introductions using the correct language structures some of the time - presents ideas in a coherent manner some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty spelling simple words - has difficulty constructing simple sentences on greetings and introductions using the correct language structures - has difficulty presenting ideas in a coherent manner

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
3.0 WRITING	3.2. Numbers, Months of the Year (2 Lesson)	By the end of the sub strand the learner should be able to: a) write numbers using acquired phonemes, b) express information appropriately using numbers, c) link the months of the year to the seasons.	Learners - write numerical numbers (21-100) in words as dictated by others, - write the age of family members in words, - sequence jumbled up months of the year in the correct order, - identify the months of the year/numbers in a puzzle and write them down, - categorise the months according to seasons, - write songs, simple poems on numbers/months of the year, - discuss the importance of keeping records.	Why is it important to write numbers correctly?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners write numbers down as dictated by others. • Creativity and Imagination: Learners write songs/simple poems on numbers and months of the year. 				
	PCIs: Learners develop skills of keeping records.			Values: Learners demonstrate responsibility in keeping personal items in school / at home and observing punctuality.	
	Link to other learning areas: All learning areas in languages relating to numbers and Mathematics which provides skills in counting.			Suggested Community Service Learning: Learners write down and keep safe the birthday dates of family and extended family members for future references.	

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Correct spelling - Correct language structures 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately writes down numbers/months of the year using the correct spelling. - consistently and accurately constructs short simple sentences using the correct language structures with ease 	<p>Learner</p> <ul style="list-style-type: none"> - writes down numbers/months of the year using the correct spelling most of the time. - constructs short simple sentences using the correct language structures most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - writes down numbers/months of the year using the correct spelling some of the time. - constructs short simple sentences using the correct language structures some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty writing down numbers/months of the year using the correct spelling. - has difficulty constructing simple sentences using the correct language structures.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
3.0 WRITING	3.3 Phonological Awareness (1 Lesson)	By the end of the sub strand, the learner should be able to: a) write words correctly using the typical German syllables, b) recognize the similarities and differences between the German language and other languages.	Learners - correctly write words with sound combinations (<i>eu, ei, au, ai</i>) after listening to them, - create and write songs and simple poems (<i>Elfchen</i>) on words with typical German syllables, - write sounds/short sentences from varied sources (recorded audio, dictation, etc.) in pairs/groups, - fill in missing letters in letters/words, in texts.	Why is it important to write correctly?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners take turns dictating and writing words with typical German sounds in pairs/groups. • Creativity and imagination: Learners create own songs/rap and short simple poems based on typical German sounds. • Self- efficacy: This is achieved when learners confidently write words and sentences with the correct spelling. 				
	PCIs: Learners develop the ability to communicate in writing.		Values: Learners demonstrate honesty in identifying challenging areas in writing.		
	Link to other learning areas: All learning areas in languages on how words are written.		Suggested Community Service Learning: Learners identify members of the community who experience challenges in writing and teach them how to write.		

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Correct spelling - Correct Language Structures 	Learner <ul style="list-style-type: none"> - consistently and accurately writes words with typical German syllables - consistently and accurately constructs short simple sentences using appropriate phrases and language structures with ease 	Learner <ul style="list-style-type: none"> - spells words with typical German syllables correctly most of the time - constructs short simple sentences using appropriate phrases and language structures most of the time 	Learner <ul style="list-style-type: none"> - spells words with typical German syllables correctly some of the time - constructs short simple sentences using appropriate phrases and language structures some of the time 	Learner <ul style="list-style-type: none"> - has difficulty spelling words with typical sounds - has difficulty constructing simple sentences using appropriate phrases and language structures

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
3.0 WRITING	3.4 Describing drinks, food and people (3 Lessons)	By the end of the sub strand the learner should be able to: a) describe people and objects appropriately in writing using the acquired vocabulary and language structures, b) distinguish between healthy and unhealthy foods for healthy living, c) develop writing skills in German for enjoyment.	Learners - write descriptions of people, food and drinks using adjectives, - write descriptions of people, food and drinks in the accusative case (<i>den, die, das</i>) (<i>Ich finde die Banane süß</i>), - draw/paint/colour people/ food/ drinks whose description they have read/ heard about and share in pairs/groups, - create and write down a simple menu in pairs/groups, - upload drawn/painted/coloured pictures of people /food/drinks, - discuss the healthy versus unhealthy foods.	Why do you describe people and objects?	
	Core-Competency to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: learners work in pairs and write descriptions on people and objects. • Creativity and imagination: Learners draw/paint/colour people, food and drinks. • Digital Literacy: Learners upload drawn/painted/coloured pictures of people, food and drinks. 				
	PCIs: Learners develop awareness on the importance of healthy eating.			Values: Learners demonstrate respect in describing people positively.	
	Link to other learning areas: All learning areas in languages on how adjectives are used, PHE and Home Science in relation to healthy eating and Creative Arts with regards to drawing, painting and colouring.			Suggested Community Service Learning: Learners sensitise family member and the community on the benefits of describing people positively to enhance good relations.	

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Expression of ideas - Correct language structures - Coherence in paragraphs. 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately expresses ideas on people/food/ drinks in a clear and concise manner - consistently and accurately constructs simple sentences using the appropriate phrases and language structures with ease - consistently and accurately presents ideas in a coherent manner 	<p>Learner</p> <ul style="list-style-type: none"> - expresses ideas on people/food/ drinks in a clear and concise manner most of the time - constructs simple sentences using the appropriate phrases and language structures most of the time - presents ideas in a coherent manner most of the time. 	<p>Learner</p> <ul style="list-style-type: none"> - expresses ideas on people/food/ drinks in a clear and concise manner some of the time - constructs simple sentences using the appropriate phrases and language structures some of the time - presents ideas in a coherent manner some of the time. 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty expressing ideas on people/food/ drinks in a clear and concise manner - has difficulty constructing simple sentences using the appropriate phrases and language structures - has difficulty presenting ideas in a coherent manner.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
3.0 WRITING	3.5 School (2 Lessons)	By the end of the sub strand the learner should be able to: a) write clearly and concisely using acquired vocabulary and language structures about school activities, b) demonstrate appreciation of the importance of taking care of the school environment.	Learners - write words, simple sentences and short texts on school/classroom activities and share in groups/pairs, - search for school activities hidden in a puzzle and write them down, - compose short poems (<i>Elfchen</i>) and songs in pairs/groups about school activities, - write short texts on favourite school activities, - discuss the importance of keeping the school clean and of planting flowers and trees.	1. How do you take care of your school? 2. Why do you participate in school activities?	
	Core-Competency to be developed: • Communication and Collaboration: Learners write simple texts on school activities and share in pairs/groups. • Creativity and Imagination: Learners compose songs and write simple poems.				
	PCIs: Learners demonstrate environmental awareness by keeping their school clean and green.		Values: Learners demonstrate patriotism and love for one's school as well as responsibility in taking care of their own school by keeping it clean and green.		
	Link to other learning areas: All learning areas in languages in relation to school activities and Agriculture on how to take care of plants.		Suggested Community Service Learning: Learners work with members of their community to plant and take care of flowers and trees within the school and in the community.		

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Expression of ideas - Language structures - Coherence 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately expresses ideas on school activities in a clear and concise manner - consistently and accurately constructs simple sentences using appropriate phrases and language structures with ease - consistently and accurately presents ideas in a coherent manner 	<p>Learner</p> <ul style="list-style-type: none"> - expresses ideas on school activities in a clear and concise manner most of the time - constructs simple sentences using appropriate phrases and language structures most of the time - presents ideas in a coherent manner most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - expresses ideas on school activities in a clear and concise manner some of the time - constructs simple sentences using appropriate phrases and language structures some of the time - presents ideas in a coherent manner some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty expressing ideas on school activities in a clear and concise manner - has difficulty constructing simple sentences using the appropriate phrases and language structures - has difficulty presenting ideas in a coherent manner

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	3.6 Leisure Time Activities (2 lessons)	By the end of the sub strand the learner should be able to: a) write simple texts on leisure time activities using acquired vocabulary and language structures, b) demonstrate appreciation of the role of leisure time activities in the development of talent.	Learners: - write simple texts on leisure time activities using provided stimuli (flash cards, pictures, video, etc.), - express in writing favourite leisure time activities, likes and dislikes using <i>gern, nicht gern</i> , - write in pairs questions on leisure time activities (<i>Was machst du gern/nicht gern in der Freizeit?</i>), - list appropriate and inappropriate leisure time activities in pairs/groups.	How do you spend your free time?
	Core-Competency to be developed: Communication and Collaboration: Learners list appropriate and inappropriate leisure time activities in groups/pairs.			
	PCIs: Learners develop awareness on the importance of leisure time activities.		Values: Learners demonstrate responsibility by utilising one's time appropriately.	
	Link to other learning areas: All learning areas in languages in relation to leisure time activities and Physical and Health Education on the advantages of sport related activities.		Suggested Community Service Learning: Learners organise sports activities with members of their community and sensitize them on the importance of appropriate leisure time activities.	

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Expression of ideas - Correct Language Structures - Coherence 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately expresses ideas on leisure time activities in a clear and concise manner - consistently and accurately constructs simple sentences using appropriate phrases and language structures with ease - consistently and accurately presents ideas in a coherent manner 	<p>Learner</p> <ul style="list-style-type: none"> - expresses ideas on leisure time activities in a clear and concise manner most of the time - constructs simple sentences using appropriate phrases and language structures most of the time - presents ideas in a coherent manner most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - expresses ideas on leisure time activities in a clear and concise manner some of the time - constructs simple sentences using appropriate phrases and language structures some of the time - presents ideas in a coherent manner some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty expressing ideas on leisure time activities in a clear and concise manner - has difficulty constructing simple sentences using appropriate phrases and language structures - has difficulty presenting ideas in a coherent manner

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	3.7 Foodstuff (2 Lessons)	By the end of the sub strand the learner should be able to: a) write simple texts on foodstuff using the acquired vocabulary and language structures, b) demonstrate appreciation of the role food plays in health.	Learners - list different types of foodstuff (<i>Obst/Gemüse/Getränke</i>) in German using the correct gender (<i>der, die, das</i>) and write their plural forms, - write short texts on foodstuff using the indefinite article in the nominative (<i>Das ist eine Mango/ein Brot/ein Apfel</i>) and accusative case (<i>Ich esse eine Mango/ein Brot/einen Apfel</i>), - write simple menus for different mealtimes in groups/pairs, - create collage of the various categories of foodstuff (<i>Obst/Gemüse/Getränke</i>) and write simple texts and share.	What categories of food do you eat?
<p>Core-Competency to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learners write simple menus for different mealtimes in groups/pairs. • Creativity and Imagination: Learners create collage of the various categories of foodstuff. 				
PCIs: Learners develop awareness on the differences between healthy and unhealthy eating.			Values: Learners demonstrate responsibility by practising healthy eating habits.	
Link to other learning areas: All learning areas in languages relating to foodstuff, Home Science with regard to nutritional values of food and Agriculture on the valuable foods to grow.			Suggested Community Service Learning: Learners share with members of their community on healthy eating habits.	

Suggested Formative Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> - Expression of ideas - Correct Language Structures - Coherence 	<p>Learner</p> <ul style="list-style-type: none"> - consistently and accurately expresses ideas on foodstuff in a clear and concise manner - consistently and accurately constructs simple sentences using appropriate phrases and language structures with ease - consistently and accurately presents ideas in a coherent manner 	<p>Learner</p> <ul style="list-style-type: none"> - expresses ideas on foodstuff in a clear and concise manner most of the time - constructs simple sentences using appropriate phrases and language structures most of the time - presents ideas in a coherent manner most of the time 	<p>Learner</p> <ul style="list-style-type: none"> - expresses ideas on foodstuff in a clear and concise manner some of the time - constructs simple sentences using appropriate phrases and language structures some of the time - presents ideas in a coherent manner some of the time 	<p>Learner</p> <ul style="list-style-type: none"> - has difficulty expressing ideas on foodstuff in a clear and concise manner - has difficulty constructing simple sentences using appropriate phrases and language structures - has difficulty presenting ideas in a coherent manner

ANNEX 1: List of Strands, Sub strands, suggested assessment methods, learning resources and non- formal activities

STRAND	SUB STRAND	SUGGESTED ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES	SUGGESTED NON-FORMAL ACTIVITIES
1.0 Listening and Speaking	1.1 Greetings and Introduction 1.2 Numbers and Months of the Year 1.3 Phonological Awareness 1.4 Describing People, Food and Drinks 1.5 School 1.6 Leisure Time Activities 1.7 Foodstuff	<ul style="list-style-type: none"> • Developing mindmapping/clusters • Observations • Discussions • Quizzes • Role play • Multiple choice • Questionnaires • Learning/Response Logs • Exit/Admit Slips • Total Physical Response Tests • Oral Evaluation Forms • Portfolios • Projects • Standardized Tests 	<ul style="list-style-type: none"> • Audio and video recordings • TV • Projectors • Smartboards • DVD players • Smartphones • Laptops • Radios • Course Books • Listening texts • Internet 	<ul style="list-style-type: none"> • German Cultural Festival • German Clubs • Kenya Music Festival • Tandem (face-to-face or electronic) and intercultural learning • School Open Days • Exchange Programs • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
2.0 Reading	1.1 Greetings and Introduction 1.2 Numbers and Months of the Year 1.3 Phonological Awareness 1.4 Describing People, Food and Drinks 1.5 School 1.6 Leisure Time Activities 1.7 Foodstuff	<ul style="list-style-type: none"> • Creating expectations • Reading aloud • Sequencing text fragments • Reading for fluency • Filling in crossword puzzles • Observations • Discussions • Quizzes • Multiple choice • Questionnaires • Learning/Response Logs • Exit/Admit Slips 	<ul style="list-style-type: none"> • Magazines • Course and work books • Easy readers • Cross word puzzles • Maps • Reading texts • Charts • Posters • Flash Cards • Drawings • Business Cards • Pictures • Menus 	<ul style="list-style-type: none"> • German Cultural Festival • German Clubs • Kenya Music Festival • Tandem (face-to-face or electronic) and intercultural learning • School Open Days • Exchange Programs • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests

		<ul style="list-style-type: none"> • Total Physical Response Tests • Portfolios • Journals 	<ul style="list-style-type: none"> • Brochures • Programmes of varied activities • Price Lists 	
Writing	<p>1.1 Greetings and Introduction</p> <p>1.2 Numbers and Months of the Year</p> <p>1.3 Phonological Awareness</p> <p>1.4 Describing People, Food and Drinks</p> <p>1.5 School</p> <p>1.6 Leisure Time Activities</p> <p>1.7 Foodstuff</p>	<ul style="list-style-type: none"> • Filling in grids/tables • Matching of sentences • Supplying names to pictures • Comparing pictures with given statements and noting differences • Formulating questions • Filling in missing information • Writing dialogues/simple texts/summaries • Filling in business cards • Writing short poems (Elfchen) • Programmes of varied activities • Writing price lists • Observations • Portfolios • Portfolios • Check lists 	<ul style="list-style-type: none"> • Flash cards • Writing materials • Drawing materials • Posters • Charts • Course books 	<ul style="list-style-type: none"> • German Cultural Festival • German Clubs • Kenya Music Festival • Tandem (face-to-face or electronic) and intercultural learning • School Open Days • Exchange Programs • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests