



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 7

FRENCH



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

2021

First Published in 2021

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ISBN:

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate *‘to develop curriculum and curriculum support materials’* has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on ‘Reforming Education and Training in Kenya for Sustainable Development’. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country’s future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education, Grades 4 and 5. The roll out for Grade 6 and Junior Secondary (Grade 7-9) will subsequently follow.

It is my hope that the curriculum designs for Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

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PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). The implementation progressed to Upper Primary (Grade 4, 5 and 6) based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level.

The Grade 7 curriculum designs for the respective learning areas will enable the development of twenty first century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’.

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ACKNOWLEDGEMENT

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

The Kenya Institute of Curriculum Development has developed the Grade 7 curriculum designs taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubrics linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development of the designs. I also appreciate the contribution of the Semi-Autonomous Government



Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical and Pre-Vocational Education	5
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	2
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Sports and Physical Education	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) 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.

ii) 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 in the wake of rapid modernization. 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 recognizes 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.



iii) 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.

iv) 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.

v) Promote social equality 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.

vi) 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.

vii) 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.



viii. 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.

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LEARNING OUTCOMES FOR MIDDLE SCHOOL

By the end of Middle 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

Learning foreign languages is a prerequisite for global citizenship; the national goals of education advocate promoting international consciousness and fostering positive attitudes towards other nations. Proficiency in foreign languages empowers one and provides limitless opportunities to enjoy the privileges, rights, and benefits of global citizenship and contribute positively to its very existence. At Upper Primary, learners were equipped with the necessary listening, speaking, reading, and writing skills. French at Junior Secondary builds on the linguistic competencies acquired in upper primary. The proposed learning experiences provide the opportunity to experiment with and explore the language in contextualized communication situations. The content is delivered using interactive and participatory methods of learning aimed at unlocking the learners' multiple intelligences. The expected results are heightened awareness, understanding, and appreciation of the French language. The learner will exit Junior Secondary as an intermediate user of the language. Importantly, this will form a crucial foundation for those advancing in French to Senior Secondary.



SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary School, the learner should be able to:

1. listen actively to varied audio stimuli on issues relating to day-to-day life
2. use spoken language to interact with others on various topics
3. read simple texts on everyday contexts with comprehension
4. create simple written texts on various topics using varied media
5. utilize digital literacy skills responsibly in learning and communication
6. address pertinent and contemporary issues using relevant knowledge, skills and attitudes acquired
7. transform their learning experiences into service learning in the community
8. align their learning experiences to the development of the core competencies
9. appreciate cultural diversity for national cohesion and international consciousness.



STRAND 1.0: LISTENING AND SPEAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Listening comprehension: Social interaction (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify informal expressions in simple social interactions use appropriate expressions in informal social interactions pronounce sounds in words correctly value using appropriate expressions in informal social interactions 	The learner is guided to: <ul style="list-style-type: none"> watch short audio-visual clips on the use of informal language in interactions (ellipsis on <i>Tu</i>, e.g. <i>T'es fatigué, T'as mal?</i>) listen to songs with informal expressions recite rhymes with vocabulary on informal phrases in groups record own interactions, share and comment in groups simulate simple dialogues on informal interactions in pairs (subject + verb + interrogatives e.g <i>Tu fais quoi, Tu vas où?</i>) create songs using informal expressions pronounce words correctly with the semi vowel /y/ listen to and repeat words containing the semi-vowel /y/ 	<ol style="list-style-type: none"> How do you show respect when addressing different people? What guides your choice of words when speaking to different people?



Core-Competencies to be developed:

- Communication and Collaboration: learner develops active listening and adaptive speaking skills in activities that involve asking and responding to open questions and appropriate tone.
- Citizenship: learner develops national and cultural diversity skills in activities that involve appropriate use of the *tu* form, understanding of differences, and diversity in cultures and languages of the world.

Values:

- Respect: learner addresses different categories of people using the appropriate register.

Pertinent and Contemporary Issues:

- Citizenship: social cohesion as learners address people they are familiar with using the informal register.

Link to other subjects:

- English: this subject has content on the use of informal and formal language.
- Life skills education: this subject has content on interpersonal relationships.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify informal words and expressions	The learner identifies informal words and expressions in simple oral interactions with ease.	The learner identifies informal words and expressions in oral social interactions with peers	Learner partially identifies and uses appropriate informal words and expressions in social interactions	The learner identifies informal words and expressions but needs a lot of prodding yet still misuses them.
Ability to use informal expressions in social interactions	The learner uses a wide variety of appropriate words and expressions in the	The learner uses the correct expressions to address the target audience in formal and	The learner uses some words and expressions in informal interactions.	The learner uses words and expressions in informal interactions but makes numerous



	informal context of oral communication.	informal contexts of communication.	Shows un-sustained attention to the person speaking	errors that affect communication. The attention span of the learner is erratic and un-sustained.
	The learner not only pays keen attention to the person who is speaking but also contributes and motivates the speaker by providing additional expressions	The learner uses appropriate words and expressions to carry out social interactions. The learner also pays keen attention to the person who is speaking.	Sometimes unable to associate words and expressions to the appropriate contexts –may use those for formal situations in informal ones and vice versa.	The learner consistently mixes formal and informal words and expressions and cannot make definite choices for application.
Ability to pronounce sounds in words correctly	The learner pronounces the semi vowel sounds in words accurately and with excellent clarity	The learner pronounces the semi vowel sounds in words accurately and clearly.	The learner pronounces the semi vowel sounds in words fairly accurately and occasional lack of clarity	The learner pronounces the semi vowel sounds in words with inaccuracies that occasionally impedes meaning



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Listening Comprehension: Immediate Family (4 Lessons)	By the end of the sub strand, the learner should be able to: a) describe members of the immediate family by physical attributes and occupation b) articulate sounds correctly to enhance the clarity of speech c) appreciate the role of the family in one's life.	The learner is guided to: <ul style="list-style-type: none"> • watch short video clips describing the physical characteristics of persons • identify physical attributes of members of the family from pictures or video clips. • relate the members of an immediate family to their physical attributes • listen to simple dialogues describing members of an immediate family • formulate and answer questions on family • practice pronouncing words with sounds with accent <i>aigu</i> /é / and accent grave /è/ • read rhymes and tongue twisters containing sounds /é /& /è/ • record short descriptions about members of an immediate family. 	Who makes up your immediate family?
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: learner develops critical listening and practical speaking skills as they listen to audios and talk about the physical attributes of their families. 				
<p>Values:</p> <ul style="list-style-type: none"> • Care and compassion: learner develops the value of care and compassion as they engage in interpersonal interactions 				



with family members with different attributes at home.

Pertinent and Contemporary Issues:

- Citizenship education: learner develops the spirit of social cohesion as they discuss the family unit.

Link to other subjects:

- Social Studies: This subject has content on family values.
- Religious Studies: This subject has content on moral and spiritual values in the family.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use vocabulary and expressions	The learner exhibits fluency using appropriate vocabulary and expressions when discussing family and friends.	The learner displays appropriate use of vocabulary and expressions when discussing family.	The learner makes a few errors in vocabulary and expressions when talking about family.	The learner's choice of vocabulary used to discuss family is largely inappropriate.
Ability to articulate sounds	The learner can pronounce the vocabulary and expressions excellently while speaking.	The learner pronunciation while speaking is quite apt.	The learner can adequately articulate words and expressions that make sense.	Learner mispronounces words. Occasionally the message is distorted.
Ability to describe people	The learner can detect and classify the descriptive words from the recorded text describing members of a family. The classification	The learner can detect and extract the descriptive words heard from the recorded text that describe members of a family. The	The learner can partially detect the descriptive words in the recorded text which describe family members. The guided	The learner attempts to identify the description from the recorded text that describes members of a family. The Learner



	is quite detailed	classification adheres to the basic instructions provided.	classification is reasonably well done	does limited classification with difficulty.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Oral Expression: Our room (4 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> choose appropriate vocabulary and expressions to talk about their room describe their room in an organized and coherent manner articulate sounds correctly to enhance speech, exhibit appreciation for their room 	The learner is guided to: <ul style="list-style-type: none"> play word games with vocabulary on different parts of a room like "<i>le mur, l'armoire, le lit.</i>" interact with audiovisual materials on standard items in a room play the quick-fire game to identify objects in a room engage in simple dialogues in groups using expressions of location and possession play "mind squeeze" games on standard items in a room to develop critical thinking practice pronouncing words with [o] sound correctly (<i>Rideau, tableau</i>) engage in rhyme games to practice sounds [o] with the help of media devices create and recites own rhymes 	<ol style="list-style-type: none"> How does your room look? What do you like about your room?



			<p>and short poems to enhance sound articulation</p> <ul style="list-style-type: none"> • share how they organize their room with other learners in the school community as they discuss the positioning of items for safety and security. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the learner develops skills to speak effectively and logically during interaction with others in dialogues. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: the learner shows loyalty, love, and pride in the room presented. • Responsibility: the learners care for their personal and communal property in their room. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Safety and security education: learners discuss the safe positioning of items in their rooms. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Home Science where content about personal hygiene, good grooming, and different items in a home can be found. 				
<p>Assessment Rubric</p>				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to choose vocabulary and expressions choice	The learner is spontaneous in choosing appropriate vocabulary and expressions when describing a room and	The learner always chooses appropriate vocabulary and expressions when describing a room; makes minimal errors in	The learner chooses appropriate vocabulary and expressions in describing a room. Errors made do not affect the intended	The learner chooses vocabulary and expressions to describe a room, but the choice is inappropriate most of the time. Consistently



	often adds self-learnt words.	the use of the speech and expressions	meaning.	makes errors that affect the intended meaning.
Ability to organize ideas coherently	The learner describes a room in a faultless organized manner. The flow of ideas is smooth, and coherence is achieved with great ease.	The learner describes a room in an organized manner. Ideas are well linked, and coherence is achieved with relative ease.	The learner describes a room with some good ideas that are reasonably well organized and linked. Coherence may be affected by the shaky organization of ideas.	The learner attempts to describe a room but with limited ideas that are not well organized. Coherence is greatly affected.
Ability to manipulate sounds	The learner correctly manipulates the sound [eau] in all words learnt; can pronounce new words with the sound [eau] with great ease.	The learner correctly manipulates the sound [eau] in all words learnt with relative ease. Errors are minimal.	The learner can manipulate the sound [eau] in most of the words learnt. They make a few errors that, at times, distort the meaning of the words.	The learner manipulates the sound [eau] in very few of the words learnt with many difficulties. Errors are consistent and affect the meaning of words thus distorting communication.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.4 Oral expression: Media (3 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify different media devices in their surrounding</p> <p>b) respond to oral instructions on how to operate media devices</p> <p>c) display enthusiasm in using media devices to learn</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch visual slides listens to how the names of devices are pronounced, and repeats the names of media devices • identify various types of media in their immediate environment (<i>Qu'est-ce que c'est? C'est.../Ce sont...</i>) • pronounce words on selective vocabulary about media, to articulate sound [ʃ] (<i>affiche, touches, tache, cache</i>) • play the quick-fire game to identify media devices • listen to instructions on how to operate media devices (<i>allumer, cliquer, eteindre, sauvegarder...</i>) • relate media devices to their names using flash cards. • create and records simple audio texts referring to different media devices in the surrounding • share and give feedback on audio 	<ol style="list-style-type: none"> 1. What media devices do you know? 2. How can we use media devices to enhance oral communication? 3. Why do we use different media devices for oral communication?



			<p>documents with other groups in the class</p> <ul style="list-style-type: none"> • practice active listening using media devices • explain the importance of using digital devices during different school functions. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: the learner uses digital technology to accomplish tasks effectively. • Critical thinking and problem solving: the learner reflects on finding solutions to problems encountered while operating digital devices. 				
<p>Values :</p> <ul style="list-style-type: none"> • Responsibility: the learner observes self-discipline as digital devices are used. • Honesty and trustworthiness: the learner manifests responsible use of the devices provided in class. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Child care and protection: parents support the learner as they build their digital literacy skills and ensure discipline through responsible media use. 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Life Skills Education: this subject has content on problem-solving skills • English: certain topics cover how to use media for effective communication • Computer Science: this subject has content on the effective use of media devices 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify media devices	The learner can identify media devices within and outside their immediate environment	The learner can identify all media devices presented within the immediate environment	The learner can identify most media devices within the immediate environment	The learner can identify media devices within the environment with assistance
Ability to respond to oral instructions	The learner understands, interprets, and responds to oral instructions on matters of media device operations	The learner responds promptly and accurately to oral instructions about media devices	The learner responds appropriately to most oral instructions about media devices	The learner responds to few verbal instructions about media devices
Ability to create using media devices	The learner quickly generates several audio recordings of varying complexity on use of media devices	The learner generates accurate and straightforward audio recordings on media devices in the surrounding	The learner generates some logical audio recordings on the use of media devices in their surrounding	The learner struggles to generate at least two accurate audio recordings about media devices in their surrounding



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Listening comprehension and oral expression: School (4 lessons)	By the end of the sub strand, the learner should be able to: a) locate different places in school b) relate places in school to various activities c) desire to carry out various school activities in the right places	The learner is guided to: <ul style="list-style-type: none"> • identify areas in school orally • watch audio visual materials on places in school • practice sounding words with sounds [r] and [l] • imitate and distinguishes the sounds [r] and [l] orally • converse about facilities and activities in school using simple expressions • simulate simple dialogues about locating facilities in school • practise using the question forms (<i>Où est...? Où est-ce que...</i>) 	<ol style="list-style-type: none"> 1. How do we locate places? 2. Why is it essential to hold activities in designated places?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops active listening and practical speaking skills in simple dialogues on activities and their respective places in the school. • Digital literacy: the learner interacts with digital technology and develops research skills. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: the learner develops the habit of peaceful and harmonious coexistence as facilities in the school are shared. • Unity: the learner values working in solidarity with others in the school community. 				
<p>Pertinent and Contemporary Issues:</p>				



- The learner develops and maintains good inter and intra-personal relationships through engagement in activities that require sharing facilities.

Links to other subjects:

- Geography: Interacting with visual stimuli.
- Life Skills Education: Appreciating the value of buildings and property.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to communicate clearly	The learner always listens keenly and speaks when relating places to different activities in school; articulates words correctly in discussing places and activities in school	The learner often listens keenly and speaks when relating places to different activities in school	The learner sometimes listens keenly and speaks when relating places to different activities in school	The learner hardly listens keenly and hardly speaks when relating places to different activities in school
Ability to locate places	The learner locates places in school and accurately associates activities that take place in the different sites within the school with ease	The learner accurately locates places in school with relative ease; may hesitate on activities but eventually makes the correct associations or ideas	The learner locates places in school with ease but makes some errors relating the places to activities	The learner locates a few places in school with difficulty; makes some relevant associations with activities.
Ability to articulate sounds	The learner articulates correctly and has audible and clear diction	The learner occasionally says sounds with errors in vocabulary/words/expressi	The learner says sounds, words, and phrases on places and	The learner articulates sounds while talking about places and



		ons on places and activities in the school	activities in the school with some errors	activities in school with continued guidance yet still makes consistent errors.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Listening comprehension and Oral expression: Shopping (5 lessons)	By the end of the sub strand, the learner should be able to: a) identify different items sold at the market b) make up basic dialogues on buying and selling c) appreciate the importance of wise buying and selling with integrity.	The learner is guided to: <ul style="list-style-type: none"> • listen to video or audio clips to identify different items sold in a typical Kenyan market • simulate simple dialogues about buying and selling in a market • play word games to enhance retention of vocabulary related to goods and transactions • listen to and repeat words containing sound [i] (<i>igname, image, piment...</i>) • prepare and present skits, poems, or songs on the importance of making good decisions and spending money. 	<ol style="list-style-type: none"> 1. Why are there different places where one can buy goods? 2. Why is honesty important when buying and selling?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops active listening and adaptive speaking skills through 				



<p>simulations of typical market scenes.</p> <ul style="list-style-type: none"> • Self-efficacy: the learner gains and displays practical communication skills through role-playing situations that involve deciding what to buy. 				
<p>Values:</p> <ul style="list-style-type: none"> • Honesty and trustworthiness: Learner develops openness in pricing, paying for goods, and giving correct change as they shop. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Financial literacy: the learners get enlightened about the value of money, which informs decisions on spending. 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Business studies: this subject has content on wise buying. 				
<p>Assessment Rubric</p>				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to choose appropriate vocabulary	The learner uses the appropriate vocabulary to identify common market items with a lot of ease.	The learner can use the vocabulary to identify common market items and say what they need with minimal errors	The learner uses some of the vocabulary but makes some errors that affect identifying common market items.	The learner uses limited vocabulary to identify common market items.
Ability to make dialogues on buying and selling	The learner talks about buying and selling with excellent fluency and even includes a clear introduction and conclusion.	The learner talks about buying and selling with fluency and can conclude a transaction effectively	The learner talks about buying and selling but makes errors that obscure coherence to a limited extent	The learner talks about buying and selling but struggles to express a need and sustain the conversation



Ability to communicate effectively	The learner confidently and efficiently adapts conversation effectively to the role assumed and the simulated situation	The learner progressively adapts the conversation to the role assumed and effectively simulates the situation	The learner progressively adapts conversation to the role assumed and the simulated situation	The learner is hesitant to adapt the conversation to the role assumed and displays unease in the simulated situation.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p align="center">1.0 Listening and Speaking</p>	<p>1.7 Listening Comprehension and Oral expression: Hobbies</p> <p align="center">(6 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify common hobbies from their immediate environment</p> <p>b) justify their choice of hobbies</p> <p>c) exhibit sensitivity to other people's preferences concerning hobbies</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to and identify different hobbies from audio material • engage in simple dialogues about their hobbies in pairs (aimer/preferer/ ne pas aimer) • play sound games using flashcards(sound [u]) • pronounce words correctly with sound [u] • use digital media to record self and peers talking about their hobbies. • simulate an interview with a correspondent on their hobbies • recite poems to create awareness in the community about the need to lead an active life by choosing hobbies that improve their quality of life 	<ol style="list-style-type: none"> 1. What is free time? 2. How do you spend your free time?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: the learner develops entrepreneurial skills during the exercise of hobbies. 				



<ul style="list-style-type: none"> Digital literacy: the learner develops digital literacy skills while using digital devices to record talks about their hobbies. 				
Values: <ul style="list-style-type: none"> Respect through appreciating the diversity in the choice of hobbies amongst people around them. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> Self-management: the learner discovers how to cope with stress through good hobbies positively. 				
Links to other subjects: <ul style="list-style-type: none"> Physical Health Education as most of the hobbies are psychomotor. 				
Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify common hobbies	The learner quickly identifies a wide range of common hobbies learnt from print and digital devices	The learner identifies most of the common hobbies learnt from image and digital devices	The learner identifies some of the common hobbies learnt from print and digital devices	With a lot of prompting, the learner identifies just the primary pursuits learnt, from image and digital devices,
Ability to justify the choice of hobbies	The learner justifies choices of particular hobbies with ease and shows exceptional tolerance and understanding of others' choices and points of view.	The learner justifies the choice of particular hobbies and shows reasoned tolerance and understanding of others' choices and points of view.	The learner justifies the choice of particular hobbies and shows moderately reasoned tolerance and understanding of others' choices and points of view.	The learner makes attempts to justify the choice of hobbies; shows minimal tolerance and understanding of others' choices and points of view



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.8 Listening and Speaking	1.8 Listening Comprehension: Health	By the end of the sub strand, the learner should be able to: a) identify common ailments in their immediate environment b) express one's state of health in oral interactions c) appreciate aspects of good health enjoyed	The learner is guided to: <ul style="list-style-type: none"> • listen to audio materials to identify common ailments talked about • engage in simple dialogues to inquire about each other's state of health • practice tongue-twisters to enhance pronunciation • recite poems, in pairs and in groups, to practice the pronunciation of words with sound [jɛ] give examples • pronounce words with the sound [jɛ] correctly • use digital devices to research on common ailments • discuss common ailments in their immediate environment or within the school community 	<ol style="list-style-type: none"> 1. How do we maintain good health? 2. Why is it essential to be aware of other's state of health?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops active listening and practical speaking skills as they listen and respond appropriately to inquiries on health. • Digital Literacy: the learner uses digital devices to accomplish learning tasks while researching on ailments effectively. 				



Values:				
<ul style="list-style-type: none"> Care and compassion: the learners inquire about the wellbeing of others and take good care of themselves. 				
Pertinent and Contemporary Issues:				
<ul style="list-style-type: none"> Health promotion: Prevention and management of common ailments 				
Link to other subjects:				
<ul style="list-style-type: none"> Health Science: this subject has content on common ailments. Life Skills Education: this subject has content on self-awareness. 				
Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify common ailments	The learner can orally identify all common ailments learnt with a lot of ease and give details on the diseases.	The learner can orally identify all common ailments learnt with ease.	The learner can orally identify most of the common ailments learnt.	The learner can orally identify a few common ailments learnt.
Ability to express one's state of health	The learner sufficiently expresses a state of health in communication using a variety of vocabulary and expressions; supplies great detail in expressing a current state of health	The learner expresses a state of health using appropriate vocabulary and expressions.	The learner expresses a state of health in communication using an appropriate but limited vocabulary and expressions; makes some errors that may interfere with coherence	The learner expresses a state of health using minimal vocabulary and inappropriate expression but requires frequent prompting.
Ability to articulate sounds	The learner articulates sound [jɛ] correctly in all words learnt with	The learner articulates sound [jɛ] correctly in all words	The learner articulates sound [jɛ] correctly in most of the words learnt.	The learner articulates sound [jɛ] correctly in very few words learnt.



	ease and can say the sound correctly even in new words.	learnt with ease and has good audibility but with minor distortions that do not affect meaning.	There are a few distortions which sometimes affect the meaning of the words noted.	Consistent significant distortions significantly affect the meaning of the words noted.
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STRAND 2.0: READING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	1.1 Reading aloud: social interaction (1 Lesson)	By the end of the sub strand, the learner should be able to: a) identify words and expressions used in simple, informal interactions b) correctly articulate words and phrases in simple texts and dialogues c) show interest in learning new words and expressions	The learner is guided to: <ul style="list-style-type: none"> • read out aloud new words after the teacher • read in turns simple dialogues in informal register from comic strips, children's magazines, etc. • practice pronouncing words and expressions in rhythm • build vocabulary and lexical content to use in informal contexts of communication 	<ol style="list-style-type: none"> 1. Why do you need to read words using the correct pronunciation? 2. How do we identify informal language?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner acquires active listening and effective speaking while doing activities that involve reading for enunciation. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect as learners address familiar persons using the appropriate register. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Citizenship: Social cohesion as learner engages in activities involving collaborative reading and reading in turns. 				
<p>Link to other subjects: Indigenous languages, Kiswahili, and English have content on informal interactions.</p>				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify words and expressions in informal interactions	The learner quickly and accurately identifies words and phrases used in informal interactions and shows interest in discovering new words and expressions	The learner accurately identifies words and expressions used in informal interactions	The learner partly identifies words and expressions used in informal interactions	The learner identifies words and phrases used in informal interactions with difficulty
Ability to correctly articulate words	The learner reads with confidence correctly articulating words and expressions used in informal contexts of communication	The learner can read and correctly articulate words and expressions used in informal contexts of communication	The learner can read and correctly articulate words and expressions used in informal contexts of communication; however, the learner lacks consistency	The learner can read and correctly articulate some words and expressions used in informal contexts of communication with considerable assistance but still makes a lot of errors



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2 Reading for fluency: Immediate Family (3 Lessons)	By the end of the sub strand, the learner should be able to: a) give examples of fluent reading b) read simple texts about members of the immediate family with fluency c) exhibit enjoyment in reading for fluency	The learner is guided to: <ul style="list-style-type: none"> • derive the meaning of fluency in reading • identify indicators of fluent reading from audio recordings or by listening to peers reading • read short texts on attributes of members of the immediate family and their occupations to practice fluency • articulate the sound /é/ & /è/ in words and expressions • read rhymes and tongue twisters containing sounds /é /& /è/ • engage in pair reading 	<ol style="list-style-type: none"> 1. Why is it essential to read fluently? 2. How do you know someone is a fluent reader?
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops collaboration skills as they read in pairs. 				
<p>Values:</p> <ul style="list-style-type: none"> • Care and compassion for others as learners learn to accept differences in appearances and character among family members. 				
<p>Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> • Social cohesion: Learners develop an awareness of the importance of maintaining family unity as they read about family life. 				



Link to other subjects:

- English, Kiswahili, German, Arabic, Mandarin and Indigenous languages: these subjects have content on the immediate family.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to give examples of fluent reading	The learner quickly and confidently states whether a reader sounds natural, obeys the punctuation, stress, intonation rules, and maintains a constant pace while reading	The learner can determine whether a reader sounds natural, obeys the punctuation, stress, intonation rules, and maintains a constant pace while reading	The learner sometimes hesitates while deciding whether a reader sounds natural, obeys the punctuation, stress, intonation rules, and maintains a constant pace while reading	The learner can determine whether a reader sounds natural, obeys the punctuation, stress, intonation rules, and maintains a constant pace while reading with constant prompting
Ability to read fluently	The learner articulates words exceptionally well while reading with the correct intonation, rhythm and pace	The learner articulates words well while reading with the correct intonation, rhythm and pace	The learner can articulate most words correctly but does not always maintain the correct intonation, rhythm and pace.	The learner reads independent words laboriously, displaying little understanding of the text and consistently makes errors in intonation and pace that result in distortions
Ability to work in teams	The learner exhibits an exceptional level of understanding and willingness to seek	The learner shows understanding and willingness to seek information or assist	The learner shows limited understanding of the text but is willing to seek	The learner accepts to read alongside peers but shows limited understanding of the text; is unwilling to seek



	information or assist others as they read in pairs	others as they read in pairs.	information or be assisted as they read in pairs	information or help as they read in pairs
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 Reading Comprehension : Our room (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) derive meaning from reading simple texts on the description of a room b) read simple texts on the description of a room fluently c) display a liking for reading simple descriptive texts. 	The learner is guided to: <ul style="list-style-type: none"> • read simple dialogues about items in a room • view short video clips of items in a room and reads the embedded subtitles • engage in "read, listen and track" to practice pace and rhythm • match names of things in a room to corresponding pictures • practice "echo reading" of simple texts to develop fluency, expression, and decoding skills • read descriptive texts prepared by other learners • search for word rhymes from the Internet. • recite the word rhymes 	<ol style="list-style-type: none"> 1. Why should we read words correctly? 2. What can help you identify a place or objects in an area?
Core competencies to be developed:				



- Learning to learn: the learner develops working skills through sharing and reading each other's descriptive texts.
- Digital literacy: the learner develops the skill of using digital technology to search for information.

Values:

- Patriotism: the learner shows loyalty, love, and pride in their room.
- Responsibility: the learner cares for their personal property in the room.

Pertinent and Contemporary Issues:

- Safety and security education: the learner learns how to keep items in their rooms safely.

Link to other subjects:

- Home Science: this subject has content about home and where different items in the house can be found.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to comprehend simple texts	The learner can to correctly answer all comprehension questions from texts read; responses are spontaneous and detailed.	The learner can correctly answer all comprehension questions from texts read.	The learner can answer comprehension questions from texts read. A few answers given are incorrect.	The learner answers comprehension questions from texts read. Answers are sometimes wrong and supplied after persistent prompting.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.4 Reading aloud: Media (2 lessons)	By the end of the sub strand, the learner should be able to: a) read names of media devices b) read instructions and labels on media devices c) show enthusiasm in reading aloud	The learner is guided to: <ul style="list-style-type: none"> • identify media devices using a mind map • read aloud labels on media devices • discover names and parts of different media devices • read aloud simple presentations in class to enhance knowledge about media devices • source names, tags, and instructions from controlled sites in groups • develop posters on the importance of reading to sensitize the community. 	<ol style="list-style-type: none"> 1. How can media devices help us in improving our reading skills? 2. What kind of reading materials can you access from media devices?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops good teamwork skills by working in groups to source reading materials from different sites. • Digital literacy: the learner uses digital learning platforms to enhance learning. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: the learner cultivates responsibility through switching off media devices after use and storing them appropriately. • Honesty and trustworthiness: the learner abides by laid-down guidelines when accessing reading materials from the Internet. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Parental engagement: Parents support in building literacy skills and responsible use of digital devices. 				



- Digital citizenship as learners acquire knowledge on handling and manipulating digital devices. The learner develops patience through coping with the challenges of working with technology and also develops integrity by using media responsibly.

Links to other subjects:

- Computer Science: this subject has content on how to use digital devices effectively and safely.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to read names of media devices	The learner reads names of media devices written and audio-visual materials with ease	The learner reads names of media devices in written and audio-visual materials	The learner reads names of some media devices in written and audio-visual materials	The learner reads names of media devices in written and audio-visual materials but with considerable assistance from the teacher
Ability to articulate words and expressions correctly	The learner reads and correctly articulates a wide variety of vocabulary independently, spontaneously and with ease	The learner reads vocabulary with the correct pronunciation, intonation, and rhythm	The learner reads vocabulary, but the pronunciation, intonation, and rhythm is not always correct	The learner pronounces words correctly with some assistance but does not usually have the correct intonation and rhythm
Ability to read using various electronic media	The learner takes the initiative to discover and use appropriate learning applications to practice pronunciation	The learner can use learning applications to practice pronunciation	The learner occasionally uses learning applications to practice pronunciation	The learner hardly uses learning applications to practice pronunciation



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5 Reading Comprehension: School (2 lessons)	By the end of the sub strand, the learner should be able to: a) state the facilities and activities in school b) derive meaning from simple texts c) show pleasure in reading texts fluently	The learner is guided to: <ul style="list-style-type: none"> • match places in school to activities • read simple texts about places and activities in school • respond to questions about facilities and activities in school • practice pronouncing the [r] and [l] sounds in words sourced on and offline • use pictograms to indicate different activities and places 	<ol style="list-style-type: none"> 1. Which activities do you engage in while at school? 2. How easy is it to locate facilities in your school?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the learner develops leadership skills by mobilizing resources liaison with the community to make posters and signages. • Digital literacy: the learner uses digital technology skills to create posters and signs to locate places in the community. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: the learner works in solidarity with others in the school community to promote reading. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • The learner enhances interpersonal and intrapersonal relationships through collaborative reading. 				



Links to other subjects:

- Mathematics: this subject has content on bearings and the location of places.
- Geography: this subject has content on the location of places.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to state facilities and activities in school	The learner confidently enumerates places in school and the activities that take place in the cited places	The learner enumerates places in school and most activities that take place in the cited places	The learner enumerates most places in school and some activities that take place in the cited places	The learner enumerates key places in school but does not always match activities correctly to the cited places
Ability to infer information from texts	The learner responds to questions with accuracy and is excellent at inferring meaning from the vocabulary and images in a wide variety of texts	The learner responds to questions with accuracy and infers meaning from the vocabulary and images in a standard range of texts	The learner responds to some questions with accuracy and partially infers meaning from the vocabulary and images in texts	The learner responds to questions with little accuracy and has difficulty inferring meaning from the vocabulary and images in texts
Ability to lead community activities	The learner keenly observes the immediate community's needs for signage, makes a decision, and draws a plan to create	The learner observes the immediate community's needs for signage, makes a decision, and draws a plan to create signs and	The learner prompted to note the immediate community's needs for signage; may help draw a plan to create	The learner observes the immediate community's needs for signage but requires assistance to



	signs and place them in required places	place them in required places	signs and place them in required places	make a decision and draw a plan to create signs and place them in places needed
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COMMUNITY SERVICE-LEARNING (CSL) PROJECT

Strands Relating to CSL	Sub-strands	Project Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>Listening and Speaking</p> <p>Reading</p> <p>Writing</p>	<p>Oral expression</p> <p>Reading comprehension</p> <p>Functional and creative writing</p>	<p>By the end of this sub strand, the Learner should be able to:</p> <p>a) identify a societal need in terms of giving directions and locating places within the community for both Anglophone and Francophone speakers</p> <p>b) reflect on the level of community interest in the project</p> <p>c) document the proposed plans to meet the societal need and to create signage boards and labels</p> <p>d) apply the knowledge and language competencies acquired</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • discuss, in groups, how easy or difficult it is to locate places or offices in the school. • assess their school to establish the need to assist visitors and the community in locating places, offices, and buildings. • engage in preparations towards the setting up of the project: • identify areas to put up the signage boards; • draw a list of the necessary equipment and resources; • research and come up with a list of names (place nouns) of sites, offices, public utilities, buildings, etc. (e.g., use the correct lexical content and choose appropriate words 	<ol style="list-style-type: none"> 1. Why do we label items and places? 2. How can we help visitors and guests locate places and objects within the school? 3. How can we create interest in learning the French language in our community?



		<p>to create signage posters and labels to facilitate the location of important places within the community</p> <p>e) evaluate the project against the set objectives;</p> <p>f) appraise the project in terms of the mutual benefits attained</p>	<p>from the proposed semantic fields)</p> <ul style="list-style-type: none"> • take part in experiences that facilitate the actualization of the project: <ul style="list-style-type: none"> - crafting and designing the signages - printing the words on boards etc - post the signs in the identified locations in the community 	
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.6 Reading Comprehension: Shopping (2 Lessons)	By the end of sub strand, the learner should be able to: a) choose appropriate vocabulary on buying and selling, b) derive meaning from short texts on buying and selling c) show interest in reading correctly	The learner is guided to: <ul style="list-style-type: none"> • build vocabulary on buying and selling through the paired reading of simple dialogues • respond to questions from reading texts • read aloud their prepared shopping lists for comparison • search for and read comic strips from digital platforms • search for and read varied texts on shopping • provide reading materials to sensitize the community on wise buying and honest selling 	<ol style="list-style-type: none"> 1. Why is it essential to compare items before buying? 2. How can we identify the different stalls at the market?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops collaboration skills through reading and comparing peers' shopping lists • Digital literacy: the learner develops interactive skills by sourcing for and reading texts on buying and selling. 				
<p>Values:</p> <ul style="list-style-type: none"> • Honesty and trustworthiness: the learner discusses the value of honesty portrayed in the reading comprehension texts. 				
<p>Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> • Financial literacy attained through purchasing items. The learners familiarise themselves with shopping lists on goods bought at the market. 				



Links to other subjects:

- Business Studies has content on buying and selling.
- Mathematics: this subject has content on addition, subtraction, and other calculations

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to choose appropriate vocabulary	The learner always uses appropriate vocabulary when simulating buying and selling situations	The learner uses appropriate vocabulary when simulating buying and selling situations	Learner sometimes uses appropriate vocabulary when simulating buying and selling situations	The learner hardly uses appropriate vocabulary when simulating buying and selling situations
Ability to comprehend simple texts	The learner responds correctly to all questions on buying and selling from reading texts with a lot of ease.	The learner responds correctly to all the questions on buying and selling from reading texts	The learner responds correctly to some of the questions on buying and selling from reading texts.	The learner responds correctly to very few questions on buying and selling from reading texts
Ability to work in teams	The learner always listens keenly to others and speaks when contributing to the group discussion	The learner listens to others and speaks when contributing to the group discussion	The learner gets distracted sometimes and does not always speak when contributing to the group discussion	The learner is constantly distracted when listening to others and stutters when contributing to group discussions



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.7 Reading Comprehension: Hobbies (4 lessons)	By the end of the sub strand, the learner should be able to: a) acquire vocabulary on hobbies b) read simple texts on hobbies to deduce meaning c) display a liking for reading texts	The learner is guided to: <ul style="list-style-type: none"> • view pictures, flashcards, and slides to identify leisure activities • play quick find word puzzles to build vocabulary on hobbies • read simple dialogues on hobbies, and answer related questions in groups • access and read interviews on hobbies from magazines on the Internet • create awareness in the community on the importance of leading an active life by engaging in hobbies • share reading materials with peers 	<ol style="list-style-type: none"> 1. What is the importance of hobbies? 2. Where can we get information on hobbies? 3. What do you consider when choosing hobbies?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the learner develops practical communication skills as they communicate reasons for engaging in certain hobbies and not others. • Digital literacy: the learner develops digital literacy skills through interacting with digital devices when reading. 				



Pertinent and contemporary issues:				
<ul style="list-style-type: none"> Health Education: the learners read and comprehend the good habits for healthy living. 				
Values:				
Social justice: the learners share their choices and accommodate each other's preferences.				
Links to other subjects:				
<ul style="list-style-type: none"> Physical Health Education: the learner interacts with physically demanding hobbies. Performing Arts: the learner interacts with artistic hobbies. 				
Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to build vocabulary on hobbies	The learner reads a wide variety of materials on hobbies to build vocabulary	The learner reads recommended texts to build vocabulary on hobbies	The learner reads some of the recommended texts to build vocabulary on hobbies	The learner hardly reads recommended texts to build vocabulary on hobbies
Ability to comprehend simple texts	The learner promptly and accurately responds to all questions on hobbies.	The learner accurately responds to all questions on hobbies.	The learner accurately responds to most of the questions on hobbies	The learner attempts to respond accurately to questions on hobbies.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.8 Reading Comprehension : Health (3 lessons)	By the end of the sub strand, the learner should be able to: a) read short texts on common ailments b) demonstrate fluency in reading short texts on common ailments c) display eagerness to read about common ailments.	The learner is guided to: <ul style="list-style-type: none"> • read short texts on common ailments for information • identify common ailments from short texts • source for and read written texts on common ailments from the Internet • read comic strips and simple dialogues on common ailments for fluency • read adapted medical brochures and medicine packs for vocabulary acquisition • read aloud, to other learners, texts on common ailments for awareness 	<ol style="list-style-type: none"> 1. How can you tell you are not feeling well? 2. What health information are we likely to find in our environment?
Core competencies to be developed:				
<ul style="list-style-type: none"> • Critical Thinking and Problem solving: the learner develops researching skills from the Internet. 				
Values:				
<ul style="list-style-type: none"> • Care and compassion: the learners inquire about the wellbeing of others and take good care of themselves to prevent common ailments. 				
Pertinent and Contemporary Issues:				
<ul style="list-style-type: none"> • Health promotion: the learner finds out how to prevent and manage common ailments. 				



Link to other subjects:

- Health Science that has content on common ailments.
- Life Skills Education: this subject has content on self-awareness.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to read for comprehension	The learner can easily pick out specific information on common ailments from reading texts and correctly answer all questions in great detail.	The learner can pick out specific information on common ailments from reading texts to answer all questions eventually correctly.	The learner can partly pick out specific information on common ailments from reading texts with; can correctly answer questions from the read text.	The learner can pick out very little information on common ailments from reading text; cannot give correct answers to basic questions
Ability to read fluently	The learner reads simple texts accurately with excellent phrasing, expression and pace that enhances comprehension. Self-correction is automatic.	The learner reads simple texts accurately, maintaining the appropriate pace and expression that enhance comprehension. Self-correction is applied in some instances.	The learner reads simple texts accurately but has some challenges maintaining the appropriate pace and expression that enhance comprehension.	The learner reads simple texts with a lot of inaccuracies and has consistent challenges in maintaining appropriate pace and expression. Comprehension is greatly hampered.
Ability to research	The learner searches for and explores a wide	The learner searches for and explores the	The learner searches for and explores some	The learner searches for and explores other



	variety of sources of information on common ailments; proceeds to analyze the information	recommended sources of information on common ailments	sources of information on common ailments	sources of information on common ailments after consistent prompting
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STRAND 3.0: WRITING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 Guided writing: Social interaction (1 Lesson)	By the end of the sub strand, the learner should be able to: a) select words and expressions in the informal register b) use informal expressions to write simple dialogues c) create organized and coherent informal texts in writing d) show interest in writing short texts using informal words	The learner is guided to: <ul style="list-style-type: none"> • reorganize jumbled words and informal expressions to make meaningful texts • reorganize dialogues into a logical sequence • fill in crosswords • fill in blanks in simple, informal conversations • write mini-talks to simulate telephone conversations • engage in guided textual chats using media devices 	<ol style="list-style-type: none"> 1. Why is correct spelling necessary? 2. To whom do you write using informal language?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the learner gets the skill of writing correctly and accurately while engaging in activities that involve writing coherently and in an organized manner. • Digital literacy: the learner uses digital devices to carry out writing activities involving filling in crosswords, puzzles, and conversations. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: the learners address their peers using the informal register. 				
<p>Pertinent and Contemporary Issues:</p>				



- Social cohesion: the learners practice how to keep in touch with peers using an informal register

Link to other subjects:

- English has content on the use of informal and formal language.
- Performing Arts has content on dialogue formats on how scripts are written
- Life Skills Education has content on establishing relations and networks

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write short interactions and dialogues	The learner writes excellent interactive texts using accurate vocabulary and expressions that are appropriate for informal interaction	The learner writes good interactive texts using vocabulary and expressions that are appropriate for informal interaction	The learner writes short, interactive texts with irregularly sustained use of vocabulary and expressions appropriate for informal texts.	The learner attempts to write short, interactive texts. Vocabulary and language are mainly inappropriate for informal texts.
Ability to write using the informal register	The learner writes short texts using informal expressions and elision though the text lacks sustained coherence suitable for everyday interactions.	The learner writes short texts using informal expressions and elision; makes a few mistakes that do not affect coherence.	The learner writes short texts using informal expressions and elision though the text lacks coherence and vocabulary on informal interactions are misused and distort the meaning	The learner writes short texts using expressions and elision that often result in distorting meaning even after assistance



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.2 Guided writing: Immediate Family (3 Lessons)	By the end of the sub strand, the learner should be able to: a) write words using correct spelling b) create descriptive texts about members of the immediate family c) display enthusiasm in writing short descriptive texts	The learner is guided to: <ul style="list-style-type: none"> • practice spelling words through spelling games • identify members of the immediate family using mind maps • draw a family tree diagram of their immediate family • talk about the relationships in the family and family identity • practice writing guided short texts on the immediate family members 	<ol style="list-style-type: none"> 1. Why should we write sentences correctly? 2. What makes a good descriptive text?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner writes clearly and correctly with the help of spelling drills and guided texts. • Citizenship: the learner develops active community life skills through activities that involve discovering their relations, thereby creating a sense of belonging to a family unit. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Social cohesion: the learners accept and appreciate different attributes of the members of their families as they write about them 				
<p>Values:</p> <ul style="list-style-type: none"> • Care and compassion: the learners write about their relationships with members of their immediate family. 				



Link to other subjects:

- Social Studies, English, Kiswahili and Indigenous Languages have content on the immediate family.

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to construct correct sentences	The learner can use highly effective and appropriate phrases while writing texts.	The learner adequately uses vocabulary and expressions while writing about family and friends.	The learner makes quite some predictive (gender number) spelling errors while writing, which compromises clarity	The learner makes spelling errors while writing, thus distorting a large part of the intended communication.
Ability to describe people	The learner uses descriptive expressions learnt to describe the immediate family members effortlessly	The learner employs the descriptive expressions learnt adequately to describe the immediate family members clearly.	The learner makes some attempts to describe family members using descriptive expressions and vocabulary learnt though the writing contains quite some errors	The learner attempts to describe family members using descriptive expressions and vocabulary learnt, and the writing contains predictive mistakes.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.3 Descriptive Writing: Our room (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify appropriate word order and patterns when writing simple descriptive texts b) create organized and coherent texts when describing a room c) show eagerness to write simple descriptive texts	The learner is guided to: <ul style="list-style-type: none"> • fill in missing words in texts • label different items in a room on a picture • create posters naming additional things in a room • write simple sentences from a variety of vocabulary given • prepare checklists for items in a room • write descriptive texts guided by shared images • create simple texts describing their room 	<ol style="list-style-type: none"> 1. Why should we write clearly? 2. What do we need to be able to write clearly?
<p>Core competencies to be developed: Learning to learn: the learner develops self-reflection skills by appraising the organization and coherence in the created texts.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: the learner shows loyalty, love, and pride in the described room. • Responsibility: the learner cares for their personal property in the room. 				
<p>Pertinent and Contemporary Issues: Safety and security education: The learner describes a room and shares how to ensure the safety and security of the place.</p>				
<p>Link to other subjects: Home Science where content about home and different items in it can be found.</p>				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use correct word order	Learner writes descriptive texts using appropriate word order and successfully experiments with new word orders.	The learner writes descriptive texts using an appropriate word order.	The learner writes descriptive texts using appropriate word order most of the time.	The learner is aware of the word order but repeatedly uses the wrong order when writing descriptive texts
Ability to describe a room, place, or item.	The learner confidently uses the descriptive expressions learnt to describe a room, place, or item.	The learner employs the descriptive expressions learnt adequately to describe a room, place, or items.	The learner makes some attempt to describe a room, place, or items using descriptive expressions and vocabulary learnt through the writing contains quite some other grammatically related errors	The learner attempts to describe a room, place, or items using descriptive expressions and vocabulary taught, and the writing contains many repeated errors.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.4 Creative Writing: Media (2 lessons)	By the end of the sub strand, the learner should be able to: a) write names of media devices b) create simple texts using media devices c) derive pleasure in writing using media devices	The learner is guided to: <ul style="list-style-type: none"> • draw and label media devices • match media devices to their use • practice typing skills using MS Word/Office and French shortcut keys • fill in gaps in creative texts • play word games, e.g., anagrams, pangrams, palindromes in groups • construct a short write up on the safe use of media devices and posts the text on the class notice board 	<ol style="list-style-type: none"> 1. Which writing activities can you carry out using media devices? 2. How can you use media devices in writing?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: the learner makes the connection between the use of digital devices and the production of creative texts • Digital literacy: the learner enhances writing skills through using media devices to create readers. • Learning to learn: the learner is motivated to learn continuously by discovering shortcut keys while manipulating media devices. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learner develops a sense of responsibility through taking care of media devices. 				



Pertinent and Contemporary Issue:

- Child care and protection: the learner is guided by both teachers and parents on responsible media devices.

Links to other subjects:

- Life Skills Education has content on the importance of using social media platforms and coping with technology challenges.
- Computer Science: the subject has content on interacting safely with media devices.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to list different types of media devices	The learner generates a list of various electronic media devices as well and matches them with all their multiple illustrations	The learner generates a list of electronic media devices and matches most of them with their illustrations	The learner generates a list of electronic devices and matches them to some familiar illustrations	The learner generates a list of media devices but fails to match most illustrations to the names
Ability to create texts using a given electronic medium	The learner experiments using different electronic medium to create accurate texts and images which are well-edited using various visual effects	The learner creates accurate and well-edited texts on a provided electronic medium.	The learner creates one or two texts using electronic media provided; texts may have a few errors.	The learner creates texts with prompting; designs an unstructured text that invariably needs re-organization and editing.
Ability to interact through media devices	The learner composes clear and comprehensible texts to	The learner composes comprehensible texts to interact with teachers,	The learner composes editable texts to interact with teachers,	The learner composes introductory texts to interact with teachers,



	interact regularly with teachers, friends, and classmates through a digital platform.	peers through digital platforms as instructed	peers through a digital platform as instructed	peers through digital platforms.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.5 Creative Writing: School (3 lessons)	By the end of the sub strand, the learner should be able to: a) state the facilities and activities in school b) write short creative texts on places and activities in school c) produce clear and legible labels using media devices d) show enthusiasm in writing short creative texts.	The learner is guided to: <ul style="list-style-type: none"> • match facilities in school to related activities, in pairs/groups, using the <i>cocktail game</i> • discover vocabulary on places and activities by completing simple written exercises, e.g., pictograms of labelling places • search for adverts and creates posters naming different places in school using digital technology • label places in the school and the community 	<ol style="list-style-type: none"> 1. Why is it important to write clear labels? 2. How do written labels help to identify places? 3. What strategies do you need to write creatively?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: the learner makes connections through planning, organizing ideas, and choosing words to communicate effectively. • Digital literacy: the learner shares texts created using digital devices. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: the learners learn how to coexist peacefully and harmoniously. • Unity: the learners develop virtues that bind them together as united entities communities. 				



Pertinent and contemporary issues:

Inter and intrapersonal relationships: learners develop the ability to work together.

Links to other subjects:

- Mathematics has content on bearing and location of places
- Geography has content on the location of places

ASSESSMENT RUBRIC

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to state places and activities in school	The learner can quickly and accurately identify all the places and activities in school	The learner can identify all the places and activities in school	The learner can identify three quarters of the places and activities in school	. The learner can identify less than half of the places and activities in school.
Ability to write creatively	The learner creatively writes short texts on places and activities in school with an exceptional amount of creativity	The learner creatively writes short texts on places and activities in school	The learner writes short factual texts on places and activities in school with some amount of creativity.	The learner writes short texts on places and activities in school with very little or no creativity; errors hamper intended communication.
Ability to produce clear and legible labels	The learner creatively uses varied media devices to make clear and legible labels	The learner makes clear and legible labels using various media.	The learner makes clear and legible, and practical labels	The learner makes creative labels that are not always clear.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.6 Functional and Creative Writing: Shopping	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) select adequate vocabulary to write texts</p> <p>b) use media devices to create simple shopping lists</p> <p>c) appreciate the importance of planning before spending</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • make and fill word puzzles on goods sold at the market • fill in responses in dialogues appropriately. • write shopping lists on digital devices, • give feedback on peer's work in group activities • spell new words correctly in writing. • draft short skits on buying and selling • manipulate and customize promotional adverts of goods on sale • sensitize the school community on wise buying 	<ol style="list-style-type: none"> 1. Why do we need to plan before shopping? 2. How do you ensure you do not forget essential items when shopping?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the learner develops self-awareness and planning skills as s/he prepares shopping lists to make an informed decision on buying. • Digital literacy: the learner develops skills in creating shopping lists with digital technology. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: the learner show respect as they sensitize the community on wise buying. 				



Pertinent and Contemporary Issues:

- Financial Literacy: the learner develops budgeting skills through adjusting a shopping list to available income.

Links to other subjects:

- Business Studies, English and Kiswahili have content on shopping and price-lists

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to select adequate vocabulary in writing.	The learner composes shopping lists with a variety of vocabulary on market goods.	The learner writes shopping lists with adequate vocabulary on market goods.	The learner writes shopping lists with limited vocabulary learnt on market goods.	The learner writes shopping lists with minimal vocabulary on market goods.
Ability to create using media	The learner easily creates shopping lists with all items correctly put in their respective categories.	The learner creates shopping lists with most items correctly put in their respective categories.	The learner writes shopping lists with some items put in inappropriate categories.	The learner produces shopping lists with items categorized haphazardly.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Creative writing: Hobbies (4 lessons)	By the end of the sub-strand, the learner should be able to: a) use appropriate vocabulary to write creative texts b) create texts with organized and coherent content on hobbies c) show eagerness to write texts on hobbies	The learner is guided to: <ul style="list-style-type: none"> • match expressions to hobbies • write simple dialogues on hobbies • create charts and posters on hobbies • write the correct spelling of words with sound [u] • reorganize jumbled dialogues to establish the logic • take notes from a recorded source of words with sound [u] • record personal leisure in diaries and digital devices • write posters and place them in strategic places to sensitize the community on the importance of engaging in healthy or acceptable leisure activities 	<ol style="list-style-type: none"> 1. What do you enjoy writing about? 2. Why should we write about our hobbies?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops the skill of cooperation by influencing the team to reflect on the progress in creative writing and making suggestions on how to improve. • Creativity and imagination: the learner develops creative skills through producing texts with organized and coherent content on hobbies. 				



- Digital literacy: the learner develops writing skills through interacting with different media devices used to write about their hobbies

Values:

- Social justice: the learners shares freely about their preferences about leisure activities.

Pertinent and Contemporary Issues:

- Health education: the learner discover the role of hobbies in promoting healthy living and stress management.

Links to other subjects:

- Physical health Education has content on hobbies.
- Life Skills Education: Self management as learners choose suitable hobbies

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use vocabulary	The learner uses appropriate vocabulary beyond the class list to write texts on hobbies.	The learner uses adequate vocabulary to create texts on hobbies	The learner uses appropriate vocabulary to write texts on hobbies but lacks creativity.	The learner uses limited vocabulary to write texts on hobbies but requires constant prompting.
Ability to create texts	The learner creates very well-organized and coherent—texts where a wide range of vocabulary is excellently applied.	The learner creates organized and coherent texts Using appropriate vocabulary	The learner sometimes creates texts which lack proper organization and coherence.	The learner creates a few texts with much prompting, but the texts lack proper organization, and coherence is greatly affected.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Writing	3.8 Creative writing: Health (3 Lessons)	By the end of the sub strand, the learner should be able to: a) describe common ailments using appropriate vocabulary and expressions b) create simple texts on common ailments, c) exhibit ease in writing on how they feel when unwell	The learner is guided to: <ul style="list-style-type: none"> • describe how they are feeling using short texts • write short sentences /texts related to common ailments • rearrange jumbled words to form coherent texts on common ailments. • produce simple texts with organized and coherent content • create words and phrases that describe diseases from images sourced from digital media • collaborate and share with others how they take care of themselves 	<ol style="list-style-type: none"> 1. What should we do to maintain good health? 2. How do you ensure your texts are creatively written?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops self-expression skills through writing about one's health and wellbeing • Critical thinking and problem solving: the learner acquires critical thinking and problem-solving skills by choosing different types of texts to write on. 				
<p>Values:</p> <ul style="list-style-type: none"> • Care and compassion: the learner inquires about the wellbeing of others and takes good care of self. 				
<p>Pertinent and Contemporary Issues:</p>				



- Health promotion: Learners are enlightened on the prevention and management of common ailments.

Link to other subjects:

- Health Science has content on common ailments
- Life Skills Education has content on self-awareness

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe common ailments	The learner uses a variety of relevant words and expressions with ease to describe the common ailments	The learner uses appropriate words and expressions to describe the common ailments	The learner uses limited stock words and expressions to describe the common ailments	The learner uses words and expressions to describe basic common ailments with considerable assistance.
Ability to create texts	The learner creates texts on common ailments with a developed plot, characters, and expressions creatively and coherently. The learner uses extensive vocabulary on health and wellbeing and to express feeling.	The learner adapts texts on common ailments with a relevant plot, key characters, and expressions coherently. Vocabulary on health and wellbeing is adequately used.	The learner writes texts on common ailments but with lots of repetition. The plot is shaky characters and expressions are undeveloped. Creativity and coherence are evident.	The learner writes limited texts on common ailments, but with a lot of assistance. The plot, characters, and expressions are not well defined. Creativity may be evident, but coherence lacks.



STRAND: 4.0 LANGUAGE STRUCTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.1 Social Interactions: Informal register (1 Lesson)	By the end of the sub strand, the learner should be able to: a) discern informal register structures in a text b) use elision and informal register in interactions c) appreciate the use of informal register in social interactions	The learner is guided to: <ul style="list-style-type: none"> • identify informal register structures from the material presented [audio or written], e.g., use of tu, questions in familiar french [<i>Tu manges quoi?</i>] and elision • practice using elision in pairs [<i>t'es là? t'as pas de.../</i>] • match sentences and expressions in standard French to respective elided forms • transform sentences in standard French into elided form and vice versa 	How do you address peers and familiar people?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: the learner develops practical communication skills through activities that involve appropriate elision and <i>tu</i> forms of verbs. 				
Values: <ul style="list-style-type: none"> • Care and compassion for others as the learner appropriately addresses persons around them. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Social cohesion as the learner appreciates the dynamism of language structures and use in various communication situations. 				



Link to other subjects:

- English examines the use of varied registers for effective communication.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pick out informal register	The learner can discern an extensive range of informal language structures from various materials with consistent ease.	The learner can discern most informal language structures from a variety of materials with ease.	The learner can discern some informal language structures from a variety of materials, albeit with some difficulty.	The learner can discern very few informal language structures from various core reference material with many difficulties.
Ability to use elision and informal register	The learner correctly and spontaneously employs elision and informal register in communication.	The learner correctly and almost consistently employs elision and informal register in a relevant situation of communication.	The learner employs elision and informal register satisfactorily in communication; able to self-coherent in some following lapses.	The learner employs elision and informal register in communication incorrectly even with consistent guidance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.2 Possessive adjectives: Immediate Family (3 Lessons)	By the end of the sub strand, the learner should be able to: a) differentiate the singular and plural forms of possessive adjectives b) formulate sentences using the correct possessive adjectives c) value the proper use of grammar elements	The learner is guided to: <ul style="list-style-type: none"> • fill in blanks with the correct possessive adjectives • write grammatically correct phrases using appropriate adjectives • download exercises on possessive adjectives from the Internet for own practice 	<ol style="list-style-type: none"> 1. How do we use possessive adjectives in everyday communication? 2. Why is grammar essential in language learning?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Self-efficacy: the learner develops practical communication skills through discussing interpersonal relationships within the families and describing the family members. 				
Values:				
<ul style="list-style-type: none"> • Care and compassion: the learners talk about their relationships with members of their immediate family. 				
Pertinent and contemporary Issues:				
<ul style="list-style-type: none"> • Life skills: accepting and appreciating the different attributes of members of the family. 				
Link to other subjects:				
<ul style="list-style-type: none"> • Social Studies, English, Kiswahili and Indigenous Languages have content on the immediate and extended family. 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use possessive adjectives correctly	The learner uses singular and plural forms of possessive adjectives appropriately and creatively when writing short texts	The learner uses singular and plural forms of possessive adjectives correctly and appropriately when writing short texts	The learner correctly uses singular and plural forms of possessive adjectives sometimes	The learner uses singular and plural forms of possessive adjectives randomly when writing short texts



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.3 Adjectives and Prepositions: Our room (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify appropriate prepositions and adjectives to describe a room b) employ proper adjectives and prepositions of place in simple descriptive texts c) exhibit eagerness to use proper nouns and adjectives in sentence construction 	The learner is guided to: <ul style="list-style-type: none"> • rearrange jumbled up words to form correct sentences, for example; noun and adjective agreement • play "complete my line" games using items and possessive adjectives "<i>mon armoire.</i>" • match categories of words in sets of flash cards e.g. qualitative adjectives e.g “ <i>une grande fenêtre</i>” • use digital devices to complete simple exercises on qualitative adjectives (<i>grand, joli, petit, beau, nouveau, jaune, noir, blanc</i>) and prepositions of place (<i>sur, à côté de, sous, derrière, dans, devant</i>) • use language (on and offline) applications to do some shared exercises • correct sentences on cards pasted (on walls) around the classroom 	How can we structure a sentence well to achieve a good description?
Core competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: the learner interacts with technology by manipulating different digital devices in research and in creating texts. 				



- Critical thinking and problem solving: the learner develops evaluation and decision-making skills by using suitable language structures to apply in descriptive texts.

Values:

- Patriotism: Learner shows loyalty, love, and pride in own room.
- Responsibility: Learner cares for personal property in the described room.

Pertinent and Contemporary Issues:

- Safety and security education as learners share the aspects of the described space for safety and security.

Link to other subjects:

- Home Science has content about home and the different items that can be found in a home.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify qualitative adjectives and prepositions of place	The learner quickly identifies a wide variety of nouns, adjectives, prepositions of place, and appropriate placement in texts. They can expand the standard list with new adjectives and prepositions of place.	The learner identifies all nouns, adjectives, and prepositions of place and their correct placement in texts.	The learner identifies most nouns, adjectives, and prepositions of place in texts. The placement is sometimes wrong and distorts the intended meaning.	The learner identifies very few nouns, adjectives, and prepositions of place in texts. The placement is, most of the time, incorrect.
Ability to use nouns, qualitative adjectives, and	The learner constantly analyses, appropriately selects and uses the correct nouns, qualitative adjectives, and	The learner analyses, chooses, and uses the proper nouns, qualitative adjectives, and prepositions to	The learner partially analyses, chooses, and uses the correct nouns, qualitative adjectives, and prepositions to	The learner hardly analyses, selects or uses the correct nouns, qualitative adjectives, and prepositions to



prepositions in texts	prepositions to complete texts	complete texts	complete texts	complete texts
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.4 Nouns and Verbs: Media (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> use singular and plural forms of nouns to identify media devices use the verb with infinitive formulations in simple sentence construction demonstrate zeal in identifying media devices in the immediate environment 	The learner is guided to: <ul style="list-style-type: none"> fill in gaps in texts about media by application of <i>Pour</i>+infinitive verb forms (<i>pour ouvrir un fichier, pour allumer l'ordinateur</i>) practice using the interrogative : <i>Qu'est-ce que c'est?</i> use (<i>C'est /Ce sont +nom - C'est un ordinateur ; Ce sont les touches</i>) in the identification of devices appropriately constitute grammatically correct sentences using card games practice different ways of passing information using well-structured sentences with appropriate verbs in the present tense. E.g the use of <i>Tic-Tac-Toe</i> (regarder) <i>Je regarde mes messages électroniques,(taper)je tape...</i> participate in group presentations on varied grammar tasks 	<ol style="list-style-type: none"> How does the use of media devices help in learning a language? Why should we use correct grammar structures in communication?



Core Competencies to be developed:

- Communication and Collaboration: the learner develops fluent writing and organization skills as they express their opinions, and build upon ideas about media devices
- Digital literacy: the learner uses digital devices to enhance learning through responding appropriately to a series of instructions.
- Critical thinking and problem solving: the learner evaluates a situation and responds accordingly.

Values:

- Care and Compassion: while learners interact with others using media devices.
- Responsibility: the learner acquires information on issues of taking good care of media devices for the benefit of all.
- Honesty and trustworthiness: while handling different information on media devices with respect.

Pertinent and contemporary issues:

Child care and protection: Parental guidance and involvement on the safe use of media and devices

Link to other subjects:

- English has content on the correct use of language structures and indigenous language.
- Computer Science: the subject has content on learning the language of operating devices such as basic coding.
- Life Skills Education: addresses ethics of communication

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use singular and plural forms of nouns	The learner uses appropriate singular and plural forms of nouns and in identifying varied media devices	The learner uses appropriate singular and plural forms of nouns in identifying most media devices	The learner uses some appropriate singular and plural forms of nouns in identifying media devices	The learner uses the a few singular and plural forms of nouns correctly, makes errors in identifying some primary media devices



Ability to use the infinitive form of verbs	The learner exhibits excellent command of verb infinitives when identifying media devices	The learner exhibits good command of verb infinitives when identifying media devices	The learner exhibits varying command of verb infinitives when identifying media devices	The learner exhibits limited command of verb infinitives when identifying media devices
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.5 Prepositions: School (2 lessons)	By the end of the sub strand, the learner should be able to: a) select correct prepositions to locate places b) use sentence structures combining interrogative and prepositions of place in locating places c) embrace the proper use of grammar for effective communication	The learner is guided to: <ul style="list-style-type: none"> • practise using prepositions of place (au long de, au coin de, au bout de) to complete sentences • ask and respond to questions using qu'est-ce que c'est?, C'est/Ce sont • illustrate the interrogative qu'est-ce que c'est and its response c'est/ ce sont • construct sentences using the prepositions of place and the interrogative 	<ol style="list-style-type: none"> 1. How do you locate places? 2. What makes it easy for you to locate places?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops teamwork skills through asking and responding to questions. • Self-efficacy: the learner develops practical communication skills learning to give precise and accurate locations of items and places. • Digital literacy: the learner uses digital technology skills to locate places. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: the learner develops the habit of working with others to learn and practice using the grammar elements. 				



Pertinent and Contemporary Issues:

- Inter and Intrapersonal relationships: the learner develop the ability to work with peers in groups.

Link to other subjects:

- English, Geography and Kiswahili have content on the location of places.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use correct prepositions and interrogative forms	<ul style="list-style-type: none"> • The learner accurately asks/answers questions on place and activities using correct prepositions and interrogative forms. • Prepositions and interrogative are used to bring out the intended meaning. • The expressions are flawless 	<ul style="list-style-type: none"> • The learner asks and answers questions on places and activities correctly • Minimal grammatical errors made do not obscure intended meaning. 	<ul style="list-style-type: none"> • The learner makes a fair attempt at the correct use of prepositions of place and the interrogative form. • Some mistakes are evident in attempts to construct some complete sentences. • Through positive reinforcement, effective communication is achieved 	<ul style="list-style-type: none"> • The learner attempts to use prepositions (of place) and the interrogative form in a jumbled-up manner • Intended communication is often still not clear despite consistent guidance.
Ability to organize ideas or expressions	<ul style="list-style-type: none"> • The learner quickly and confidently constructs well-developed sentences when expressing self on places and activities. 	<ul style="list-style-type: none"> • The learner regularly places the prepositions and interrogative in the right place to bring out the 	<ul style="list-style-type: none"> • The learner makes an attempt at structuring and organizing the prepositions and interrogative to locate places • There are several errors 	<ul style="list-style-type: none"> • The learner attempts to organize ideas with consistent prompting. • There are many prepositional and



	<ul style="list-style-type: none"> • There is always an explicit agreement between the prepositions of place and interrogative. 	<p>exact meaning</p> <ul style="list-style-type: none"> • There is correct Sequencing of ideas is usually appropriate 	<p>in the placement of proper prepositions, but meaning can be derived through remediation.</p>	<p>interrogative errors.</p> <ul style="list-style-type: none"> • However, a sentence or two may be correct.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Language structures	4.6 Indefinite and Partitive Articles: Shopping (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify polite forms of expressing information b) use the partitive articles in context c) display eagerness to use correct grammar in sentence construction	The learner is guided to: <ul style="list-style-type: none"> • listen to short dialogues with the structures: (<i>Je voudrais+objet+ adjective + s'il vous plait</i>) • practice using <i>Je voudrais + objet</i> in paired activities • match names of common items at the market with their corresponding indefinite and partitive articles articles; [<i>un/une/des</i>]: [<i>du/de/de la/des</i>] • fill in texts with conjugated present tense forms of the required verbs, e.g., <i>acheter</i>. • create awareness in the school community on wise buying and its benefits 	<ol style="list-style-type: none"> 1. How do you inquire about goods you would like to buy at the market? 2. Why is it important to make correct sentences?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the learner develops self-reflection skills by adhering to correct language structures in sentence construction. • Communication and collaboration: the learner develops adaptive speaking skills while interacting with others in conversations. 				



Values: <ul style="list-style-type: none"> Honesty and trustworthiness.
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> Self-efficacy in expressing what to buy and where to make the purchase.
Links to other subjects: <ul style="list-style-type: none"> English and Home science deal with shopping lists and commodities sold at the marketplace.

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to express information politely	The learner always asks appropriate questions and gives information in a polite manner	The learner asks questions and gives information in a consistent and polite manner	The learner asks questions and gives (sometimes) information politely.	The learner asks questions and gives information with no thought for politeness.
Ability to use partitive articles in context	The learner very quickly analyses the communication situation and uses varied but appropriate partitive articles	The learner analyses the communication situation and uses appropriate partitive articles	The learner analyses the communication situation and uses appropriate partitive articles	The learner analyses the basic communication situation and uses some partitive articles



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.7 Present tense: Hobbies (2 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify verbs in the present tense form conjugate verbs in the present tense desire to use correct grammar in communication 	The learner is guided to: <ul style="list-style-type: none"> isolate verbs in the present tense in poems express likes and dislikes using <i>Jouer de + instruments de musique, Aimer/adorer/préférer + nom, Qu'est-ce que tu + aimer/préferer, Tu joues de + instruments de musique, parce que</i> fill in gaps with the correct verbs recite rhymes and poems to create awareness in the community on the importance of leading an active life by engaging in hobbies 	<ol style="list-style-type: none"> How do you spend your free time? How do you express yourself clearly on your likes and dislikes?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: the learner develops effective speaking and fluent writing skills through expressing self-using the present tense. Critical thinking and problem solving: the learner develops essential thinking skills by isolating verbs in the present tense in texts. 				



<ul style="list-style-type: none"> Digital literacy: the learner develops digital technology skills by interacting with different digital devices to practice the present tense. 				
Values: <ul style="list-style-type: none"> Social justice as learners show respect and accommodate each other's choices on hobbies. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> Healthy living and stress management. 				
Links to other subjects: <ul style="list-style-type: none"> Physical health Education has content on hobbies. Life Skills Education: Self-management as learners choose hobbies that are suitable for them. 				
Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify verbs in the present tense	The learner spontaneously identifies verbs in the present tense in texts and creates them in varied situations	The learner identifies and uses verbs in the present tense correctly in varied situations	The learner identifies and uses verbs in the present tense in some situations	The learner identifies and uses verbs in the present tense in a limited number of situations; this with considerable assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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4.3 Language Structures	4.8 The Interrogative: Health (2 Lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) identify appropriate interrogative pronouns to talk about health b) use the correct form of the verb to describe a state of health c) appreciate the proper use of interrogatives to express oneself 	The learner is guided to: <ul style="list-style-type: none"> • ask questions by use of; qu'est-ce que tu as?/ qu'est-ce qui ne va pas ?/ ça fait mal où ? in paired activities • describe feelings and what hurts by use of the expression verb avoir+ ailment; j'ai de la fièvre/grippe • match images on ailments with correct expressions • solve online puzzles with vocabulary on ailments in group activities • fill in gaps with the correct form of verbs in texts • rearrange words in a sentence to bring about coherence on language structures 	How do you communicate about your state of health?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: the learner develops teamwork skills by working with peers in groups. • Self-efficacy: the learner develops practical communication skills through describing the state of health. • Digital literacy: the learner uses digital devices to access and interact with audiovisual material and practice responding to questions. 				
Values:				



- Care and compassion: Learners inquire about the wellbeing of others and takes good care of themselves.

Pertinent and Contemporary Issues:

- Health promotion: Prevention and management of common ailments.

Link to other subjects:

- Health Science has content on common ailments.
- Life Skills Education has content on self-awareness.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to Identify interrogative pronouns	The learner quickly and constantly identifies interrogative pronouns in texts on health	The learner identifies interrogative pronouns in texts on health	The learner identifies most interrogative pronouns in texts on health	The learner identifies few interrogative pronouns in texts on health
Ability to use correct verbs to describe a state of health	The learner confidently uses the correct form of verbs, conjugated in the present tense.	The learner uses the correct form of verbs, conjugated in the present tense.	The learner progressively uses the correct form of verbs, conjugated in the present tense, makes a few errors in the description of state of health.	The learner can correctly conjugate verbs with lots of guidance but makes many errors in the application.



APPENDIX 1: TABLE SHOWING: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
Listening and speaking	<ul style="list-style-type: none"> • Listening to and identifying informal structures from audio material • Filling in missing letters/words on informal phrases • Filling in crossword puzzles. • Engaging in simple informal dialogues • Recording themselves engaging in informal social interactions • Reciting poems and rhymes on informal greetings and interactions • Role-playing on informal interactions among peers. 	<ul style="list-style-type: none"> • Charts • Video clips • Video games • Jumbled up grids • Word puzzles • Flashcards(<i>words or games</i>) • Comic strips • Short stories • Audio recordings • Pictures • Poems • Songs • Chalkboard • Word wheel • Word searches • Crossword puzzles • Journals • Media devices eg <i>phones, tablets, cameras...</i> • Dialogues 	<ul style="list-style-type: none"> • Songs • Recitation of poems • Games <i>e.g.skits and role plays</i> • Peer education; practice with peers • Participation in French club activities



Reading	<ul style="list-style-type: none"> • Reading aloud texts on informal interactions • Reading simple texts to demonstrate fluency in pairs. • Reading dialogues • Answering comprehension questions 	<ul style="list-style-type: none"> • Pictures • Poems • Songs • Short stories • Flashcards 	<ul style="list-style-type: none"> • Role-plays and simulation • Songs • Poems
Writing	<ul style="list-style-type: none"> • Writing simple dialogues. • Filling in missing letters/words on informal phrases • Filling in crossword puzzles. • Word searches and puzzles • Writing guided textual chats • Reorganizing simple dialogues • 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Interschool activities and presentations • Recitation of poems • Role-plays and simulation • Peer education • Participation in French club
Language structures	<ul style="list-style-type: none"> • Answering structured questions • Filling in missing words • Physical identification of objects 	<ul style="list-style-type: none"> • Real objects • Flash cards • Chalk board /whiteboard 	<ul style="list-style-type: none"> • French club activities • French days •



	<ul style="list-style-type: none">• Quizzes	<ul style="list-style-type: none">• Tags and labels• computer	
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