REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

FRENCH
GRADE 8

KICD

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

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

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

PROF. GEORGE A. O. MAGOHA, EGH
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 8 is the second level of the Junior Secondary School (JSS) in the new education structure.

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

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

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

JULIUS O. JWAN, PhD, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

TABLE OF CONTENTS

LESSON 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 Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	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.

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

By 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, 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: Formal interactions** (1 Lesson)	By the end of the sub strand, the learners should be able to: a) identify words and expressions in simple formal interactions, b) use appropriate formal expressions in social interactions, c) displays interest in using official language in formal interactions.	The learner is guided to: • watch and listen to short audiovisual clips on the use of formal language interactions. • simulate simple dialogues in formal interactions. • distinguish situations in which the formal register is used, • recite poems with vocabulary and expressions used in formal situations. • listen to brief speeches of sampled official occasions from online sources • practise use of appropriate tone in formal interactions. • distinguish between sounds /ɑ̃/ and /ɛ̃/ • (*Sans, dans, internet, magasin*) • debate on the use of formal language in the school community.	When do we use formal language?
Core Competencies to be developed:				

Core Competencies to be developed:

- Communication and colaboration: the learner develops skills of listening critically by showing awareness of how a speaker uses tone and formal register to effectively communicate.
- Digital Literacy: the learner develops interacting with digital technology skills while accessing prescribed audio-visual

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material.

Values:

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

Pertinent and Contemporary Issues(PCIs):

- Citizenship: the learner recognises the value of using appropriate register in promoting social cohesion.

Link to other subjects:

- English as learners uses proper language to communicate informal situations.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to identify formal words and expressions	The learner identifies formal words and expressions in simple interactions, fully understand and explain their use in context	The learner identifies formal words and expressions in simple interactions	The learner identifies formal words and expressions in simple interactions with some prompts	The learner identifies formal words and expressions in simple interactions with excessive prompting.
The ability to uses in formal expressions in social interactions	The learner uses with precision in formal sentence structures to maintain communication with the partner	The learner convincingly uses in formal sentence structures to maintain communication with the partner	The learner uses in formal sentence structures to maintain communication with the partner. There is a little hesitation.	The learner uses in formal sentence structures to maintain communication with the partner. The learner shows a lot of hesitation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.2 Listening comprehension: Extended family** (4 lessons)	By the end of the sub strand, the learners should be able to: a) state the members of their extended family, b) describe members of the extended family by physical attributes and occupations, c) acknowledge the diversity of families.	The learner is guided to; • watch a video of someone introducing members of the extended family. • recite poems on members of the extended family. • listen to texts containing /j/ and /l/ (fille *vs ville, famille vs mille*) and distinguish the sounds • practice describing members of the extended family by physical attribute and occupation, in pairs. • record himself/herself describing members of their extended family • find out from community members ways of maintaining ties with extended family members.	1. Why is the extended family important? 2. How do you maintain ties with the extended family members?

Core Competencies to be developed:
- Communication and collaboration: the learner develops effective communication skills as they speak clearly and effectively using appropriate expressions and vocabulary on extended family.
- Self-efficacy: the learner develops interpersonal communication skills through activities such as role-playing a home setting…
- Digital literacy: the learner develops interacting with technology skills as they record themselves using digital devices [phones, tablets, laptops…]

Pertinent and Contemporary Issues (PCIs):

- Self-awareness: through talking about the members of their extended family.
- Social cohesion: the learner enhances bonds as they simulate a home setting where different extended family members introduce themselves by profession

Values:

- Responsibility: through identifying the various areas in their house and their purpose.
- Love: exhibited by members of the Immediate and extended family.

Link to other subjects:

- English, Kiswahili, German, Arabic, Mandarin, Social studies, Indigenous languages have content on family relations

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to state members of their extended family	The learner states the members of their extended family.	The learner appropriately states the members of their extended family	The learner states the members of their extended family with minimal support	The learner states some of the members of their extended family but has errors in pronunciation
The ability to describe members of the extended family	The learner describes members of the extended family by physical attributes and occupations, with fluency	The learner describes members of the extended family by physical attributes and occupations,	The learner describes members of the extended family by physical attributes and occupations, with hesitation and makes a few errors	The learner uses a lot of effort to describe members of the extended family by physical attributes and occupations,

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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 House** **(2 lessons)**	By the end of the sub strand, the learner should be able to: a) select appropriate vocabulary on items of the house, b) describe their house in an organized and coherent manner, c) articulate sounds in words correctly, d) exhibit appreciation for their own house.	The learner is guided to: • play word games on vocabulary of different areas of a house and related items; *"Le salon, la cuisine, la salle de bains, canapé, l'évier"* • watch audiovisual materials on common items in a house to build vocabulary • play the **quick-fire** game to identify items in a house • play "Mind Squeeze" games on common items in a house to develop critical thinking • present, to other learners, their own created house in groups • create and recite own rhymes and short poems to enhance articulation sounds [p] and [b] in words • share with others how their house is organized. • develop a project on home improvement •	Why do we need to organise our houses?
Core Competencies to be developed; Communication and collaboration: the learner develops teamwork skills as they contribute to group decision making Creativity & Imagination : the learner develops Exploration skills as they create and recite own rhymes and short poems				

Values:
- Patriotism: as the learner shows loyalty, love and pride in their house
- Responsibility: as the learner cares for their personal property in their house

Pertinent Contemporary Issiues (PCIs):
- Self-Management: self-awareness as they learn to appreciate shelter and comfort provided by their house.

Link to other subjects:
- Home Science: the subject has content on different areas and items in the house.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to select vocabulary and expressions	The learner can select vocabulary and expressions when describing their house with great ease.	The learner can select appropriate vocabulary and expressions when describing their house.	The learner can select vocabulary and expressions to describe their house; the selection is sometimes inappropriate and coherence is affected	The learner can select vocabulary and expressions to describe their house with a lot of difficulty; the selection is most of the time inappropriate and coherence is greatly affected
Ability to describe their house coherently	The learner can describe a house in a faultless organized manner. The flow of ideas is smooth and coherence is achieved with great ease.	The learner describes a house in an organized manner. Ideas are well linked and coherence is achieved with relative ease.	The learner describes a house though coherence is a bit affected with the shaky organization of ideas.	The learner can describe a house but with limited ideas that are not well organized. Coherence is greatly affected.
Ability to	The learner correctly	The learner correctly	The learner manipulates the	The learner manipulates the

| articulate sounds in words correctly | manipulates the sounds [p] and [b] in all words learnt. Is able to pronounce new words with the sound [eau] with great ease. | manipulates the sounds [p] and [b] in all words learnt with relative ease. Errors are minimal and insignificant. | sounds [p] and [b] in most of the words learnt. Makes a few errors that at times blur the meaning of the words. | sounds [p] and [b] in very few of the words learnt with a lot of difficulty. Errors are too many and greatly affect the meaning of words. |

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)	By the end of the sub strand, the learners should be able to: a) outline what constitutes responsible use of media, b) use media devices to record audio documents, c) demonstrate keenness in practicing responsible use of media.	The learner is guided to: • mention different ways of using media devices responsibly • listen attentively to prompts from media devices. • articulate words to distinguish between sounds [ʃ]*affi**che**, tou**che** and [ʒ] journal, voya**ge**, **j**ouer* • point out the key words of instructions from the audio texts. • create and record audio texts by use of different media devices • exchange ideas by interacting with media devices • listen to instructions perform individual tasks on creation of passwords • apply steps of volume and brightness adjustment on a media device by demonstrating to one another • perform a debate in school on relevant instructions on safe use of media.	1. Why should we be responsible users of media and technology? 2. How can we ensure responsible use of media?

Core Competencies to be developed:
• Communication and collaboration: the learner develops active listening skills as they work together to create and share texts using digital devices according to given instructions.
• Digital literacy: the learner develops digital citizenship skills as they observe safety precautions and practices when using digital devices.
• Critical thinking and problem solving: the learner follows simple instructions to solve problem they encounter while operating digital devices and seek help when need be.
Core Values:
• Responsibility: the learner uses passwords and take necessary safety precautions while handling media devices to adjust volume and screen brightness
• Integrity : the learner manifests truthfulness when working with media devices by not checking passwords for other learners and accessing their information
Pertinent and Contemporary Issues (PCIs):
• Life skills: learner gets to adopt different ways of coping with challenges in changing technology.
Link to other learning areas:
• Life skills: the subject has content on problem solving skills by not exposing their passwords in digital devices
• Computer technology: the subject has content on responsible use of media.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline responsible use of media	The learner can outline different way of responsible use of media from audio prompts in summary, simple audio prompts and present an oral synthesis	The learner can outline orally different way of responsible use of media from audio prompts	The learner can outline several important steps towards responsible use of media from an audio prompt	The learner can outline some steps towards responsible use of media from an audio prompt.
Ability to use media devices to record audio documents	The learner can record his/ her audio prompts accurately and punctually	The learner can record all the audio prompts accurately	The learner can record several audio prompts at times late	The learner can record one or few prompts and slowly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Oral expression: School (5 lessons)	By the end of the sub strand, the learners should be able to: a) describe people in school, subjects and timetables fluently, b) design timetables for personal use, c) exhibit good time keeping habits.	The learner is guided to: • Participate in question, and answer sessions on subjects and the school timetable • relate people in school to subjects • source for charts showing the daily routine for high school learners, using media devices where possible • view a video or listen to learners discussing their school timetables, people and subjects • discuss timetables and subjects using appropriate expressions, in pairs. • participate in making a calendar of events for the school activities alongside the broader school community as part of community service learning.	Why is it important to observe time in our daily activities?
Core Competencies to be developed:				

Core Competencies to be developed:
- Communication and collaboration: the learner develops teamwork skills as they contribute to group decision making by working with others to discuss subjects and time tables
- Self-efficacy: the learner develops a sense of self-worth/accomplishment as they gain the ability to express themselves

correctly.

Values :

- Responsibility: knowing how to manage one's time
- Respect: not being late for school activities.

Pertinent and Contemporary Issues (PCIs):

- Learner support programs: the learner is assisted on how to improve time management by guidance and counseling department

Link to other subjects :

- Life skills education: the subject has content on time management

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe people in school, subjects and timetables	The learner can describe people in school, subjects and timetables and give all the details when questioned	The learner can describe people in school, subjects and timetables and gives most of the required information	The learner can describe people in school, subjects and timetables but gets some of the details when questioned	The learner can describe people in school, subjects and timetables but hardly getting details
Ability to design personal timetables	The learner can quickly and accurately pair times and different subjects	The learner can pair times and subjects but with few errors	The learner can pair most times and subjects but with quite a number of errors	The learner can pair times and subjects with considerable help but with many errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

1.0 Listening and Speaking	1.6 Oral expression: Shopping (5 lessons)	By the end of the sub strand, the learner should be able to: a) outline different ways of asking and giving prices, b) employ the learned forms of asking and giving prices while shopping, c) value the importance of knowing the price of goods before buying them.	The learner is guided to: • listen attentively to a dialogue on buying at the supermarket from varied audio stimuli. • role play being at the supermarket, record each other and critic their effectiveness on the choice of diction and articulation. • ask the price(s) of the items they have in class. • practice confirming prices in different shops before buying goods (getting good value for money).	Why do we ask for prices of items before buying?

Core Competencies to be developed:
• Communication and collaboration: the learner develops listening keenly and actively by responding appropriately to conversations on prices of commodities.

Values:
• Responsibility: the learner becomes more responsible in spending by checking prices and comparing them before to buying.

Pertinent and Contemporary Issues (PCI):
• Financial Literacy: the learner becomes aware of the importance of planning for shopping

Link to other subjects:
• Business studies: the subject has content on spending.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline ways of asking and giving prices	The learner can outline all ways of asking and giving prices from an audio stimuli with fluency.	The learner can outline different ways of asking and giving prices.	The learner can outline some ways of asking and giving prices with a bit of prompting.	The learner can outline some ways of asking and giving prices with a lot of prompting.
Ability to ask and give prices	The learner can fluently ask and give prices

The learner can readily tell the prices of goods to others in order to help them make informed buying choices. | The learner can ask and give prices with very few hesitations.

The learner can tell prices of goods to others in order to help them make informed shopping choices. | The learner can use some of the learned ways of asking and giving prices with some hesitation.

The learner can help others make informed shopping choices despite some challenges in telling the prices of goods. | The learner can use some of the learned ways of asking and giving prices in a limited manner and with a lot of hesitation.

The learner can help others make informed shopping choices with a lot of help and hesitation. |

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

1.0 Listening and Speaking	1.7 Listening comprehension: Leisure (6 lessons)	By the end of the sub strand, the learner should be able to: a) state examples of sporting activities in their surrounding, b) express their likes and dislikes regarding sports and sporting activities, c) discriminate sounds for clarity, d) value sports and sporting activities for healthy living.	The learner is guided to: • answer simple questions on sports and sporting activities from audiovisual materials viewed. • listen to audio clips on sports and sporting activities in class and identify selected vocabulary • watch video clips and slides about sports activities. • engage in short dialogues about sports and sporting activities, in pairs. • make brief presentations on likes and dislikes using pictures/flashcards. • practice saying vocabulary on sports with sounds [u] and [ɔ] • role play and record simple interviews on likes and dislikes on sports. • engage in activities that sensitize the community on the importance of sports for healthy living.	1. How do you spend your leisure time? 2. Why are there different types of sports and sporting activities?

Core competencies to be developed:
- Communication and collaboration: the learner develops skills on speaking clearly and effectively using appropriate language expression and gestures as they engage in dialogues on likes and dislikes.
- Self-efficacy: the learner develops a sense of self-worth as they express their likes and dislikes.
- Digital literacy: the learner develops interacting with digital technology skills as they research on sporting activities and

Page | 15

source for images using digital devices.

Values:

* Social justice: ability to accept results in sports.

Pertinent and Contemporary Issues (PCIs):

* Healthy living: as the learner chooses sporting activities that will improve their health.

Link to other subjects:

* Physical health education: as the learner chooses, talk about, and practice sports as leisure.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to state sporting activities	The learner can state all the required sporting activities from audio materials presented.	The learner can state most of the required sporting activities from audio materials presented.	The learner can state some of the required sporting activities from audio materials presented.	The learner can state some of the required sporting activities from audio materials presented with considerable and frequent prompting.
Ability to express likes and dislikes on sports and sporting activities	The learner can use all the required vocabulary on sports to express likes and dislikes	The learner can state most of the required vocabulary on sports to express likes and dislikes	The learner can state some of the required vocabulary on sports to express likes and dislikes.	The learner can state some of the required vocabulary on sports to express likes and dislikes with constant prompting.

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Key Inquiry

		Outcomes		Question(s)
1.0 Listening and Speaking	**1.8 Listening Comprehension : Health** (5 lessons)	By the end of the sub strand, the learner should be able to: a) state symptoms and simple remedies for common ailments, b) reproduce simple doctor-patient scenarios in a coherent and organized manner, c) pronounce sounds in words correctly, d) appreciate the good health that they enjoy.	The learner is guided to: • listen to audio materials and identify symptoms of common ailments • respond to comprehension questions from audio texts • role play doctor-patient scenarios • practice tongue-twisters to enhance pronunciation • watch audio-visual materials to build vocabulary on common ailments • recite poems in pairs and in groups to practice the pronunciation of words with sound [jɛ́] • use digital devices to research and listen to dialogues on varied medical professions • name common health insurance schemes • tell when other people are unwell by observing the symptoms.	1. How can we tell when someone is unwell? 2. How do we maintain good health?
Core Competencies to be developed:				

- Communication and collaboration: the learner develops active listening skills as they use open question while listening to each other say their state of health.
- Critical thinking and Problem-solving: the **learner** develops reflection skills as they listen and respond appropriately to inquiries on their health**.**
- Self-efficacy: learner develops effective communication skills as they engage in dialogues on their state of health.

Values:
- Love: as the learner inquiries about the well-being of others.

Pertinent and Contemporary Issues (PCIs):
- Life skills: self-awareness, health promotion: prevention and management of common ailments; identification of common insurance schemes

Link to other subjects:
- Health education: the subject has content of diseases.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to state symptoms and simple remedies for common ailments	The learner can give examples of symptoms of common ailments learnt in oral interactions with a lot of ease. Gives details on the symptoms. The learner can fluently	The learner can give examples of symptoms of most of the common ailments learnt in oral interactions. The learner can state remedies of common	The learner can give examples of some symptoms of the common ailments learnt in oral interactions with a little prompting. The learner can state	The learner can give some examples of symptoms of the common ailments learnt in oral interactions with considerable help. The learner can state

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	state remedies to common ailments in communication using a variety of vocabulary and expressions.	ailments in communication using adequate vocabulary and expressions.	remedies of common ailments in communication using appropriate but limited vocabulary and expresses	remedies of common ailments in communication using appropriate but limited expressions
Ability to reproduce simple doctor-patient scenarios	The learner reproduces simple doctor-patient scenarios with fluency. flow of ideas is seamless and coherence is achieved with great ease	The learner reproduces simple doctor-patient scenarios in an organized and coherent manner	The learner reproduces simple doctor-patient scenarios with hesitation in finding correct vocabulary	The learner reproduces simple doctor-patient scenarios with coherence greatly affected
Ability to articulate sounds in words	The learner articulates sound [jɛ́] in all words learnt with fluency even in new words.	The learner accurately articulates sound [jɛ́] in all words learnt with fluency, good audibility and without distortion.	The learner correctly articulates sound [jɛ́] most of the words learnt with a few minor distortions that do not affect meaning of the words.	The learner to articulates sound [jɛ́] in some words learnt with major distortions greatly affect meaning of the words.

STRAND 2.0: READING

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.1 Reading Aloud : Formal Interactions** (1 lesson)	By the end of the sub strand, the learners should be able to: a) articulate sounds in words correctly, b) read texts for building vocabulary on the official language, c) exhibit enthusiasm when reading texts on official language.	The learners are guided to; • practice articulating the nasal sound /ɑ̃/ and /ɛ̃/ in words and expressions. • read formal declaration in simple written texts in pairs • answer questions for comprehension. • practice echo reading exercises using language applications	How does reading improve your use of formal language?

Core Competencies to be developed:
• Communication and Collaboration: the learner develops skills of teamwork as they participate actively while doing echo and paired reading.
• Digital literacy: the learner develops interacting with digital technology skills as they use the language applications to they practise echo reading exercise.

Values :
• Respect: as the learner uses formal language to interact.

Links to other subjects :
• English: as they learn to speak, communicate informal situations.

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to articulate sounds in words correctly	Learner articulate sounds clearly and accurately with good control of word and sentence stress	Learner articulates sounds clearly, accurately and has sufficient control of word and sentence stress	The learner articulates sounds clearly and, accurately with limited control of word and sentence stress	The learner articulates sounds correctly with constant prompting and hardly maintains word and sentence stress
Ability to read texts for building vocabulary on the official language	Learner reads texts with formal words and expressions and can explain to peers how the words and expressions are used. No errors are made.	Learner reads texts with words and expressions on the official language. Minor errors are made.	Learner reads some of the texts with words and expressions on the official language. Many errors are made.	The learner rarely reads texts with words and expressions on the official language. Many errors that distort meaning are made.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.2 Reading Comprehensio: Family and friends** (3 lessons)	By the end of the sub strand, the learners should be able to: a) respond to questions to read texts, b) read short, simple texts on members of the extended family, c) value reading for comprehension.	The learners is guided to: • identify different members of the extended family from a family tree diagram sourced from the internet • read short texts on members of the extended family and their character traits. • categorize words according to the sound [l] & [j] • research, on extended family trees from documents and display their community heritage	What do you like about the different members of your extended family?

Core Competencies to be developed:
• Citizenship: the learner develops sociocultural sensitivity and awareness skills through research, on extended family trees from documents to enhance their sense of belonging to family and community.
• Digital literacy: the learner develops interacting with digital technology skills as they download images on extended family.

Pertinent and Contemporary Issues (PCIs):
• Decision making: by making the (right) choice on the pronunciation of words with different sounds.

Values:
• Responsibility: making independent choices on how to read the sounds.

Link to Othe sujets :
• English, Kiswahili, Arabic, Mandarin, German, Indigenous languages which also have content on family

Assessment Rubric				
Indicator:	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to identify vocabulary on extended family	The learner identifies all necessary vocabulary on extended family.	The learner identifies Adequate number of vocabulary on extended family	The learner identifies a minimal number of vocabulary on extended family.	The learner Randomly identifies vocabulary on extended family.
Ability to respond to questions to read texts	The learner reads and responds to maximum number of questions on the extended family	The learner reads and responds to satisfactory number of questions on the extended family	The learner reads and responds to minimal number of questions on the extended family	The learner reads and responds to unsatisfactory number of questions on the extended family.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
2.3 Reading	**2.3 Reading Comprehension: Our house** (2 lessons)	By the end of the sub strand, the learner should be able to: a) state the different areas and items in a house, b) read texts on different areas and items in a house for fluency, c) display a liking for reading simple descriptive texts.	The Learner is guided to: • read charts, pictures, photos, magazines with vocabulary on different rooms and items in a house • answer simple comprehension questions from texts read • read simple dialogues about different areas in a house • reads texts and charts on correct placement of objects in a house • engages in "read, listen and track" to practice pace and rhythm • matches vocabulary to pictures of different areas in a house using flashcards • reads descriptive texts prepared by other learners on different areas in a house • compares and contrasts words with sounds /p/ and /b/ on flash cards to enhance fluency • searches for and recites word rhymes from the internet	1. Why should we read words correctly? 2. Why should we read texts?

Core Competencies to be developed;

- Learning to learn: the learner develops self-discipline as they work collaboratively by sharing and reading each other's descriptive texts

Pertinent Contemporary Issues (PCIs):

- Safety and security education: as the learner shares how their house looks like for safety and security

Values:

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

Link to other subjects:

- Home Science: where content about home and different items in it can be found

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to state different areas and items in a house	The learner states all the areas and items in a house from different texts read and other new items not learnt.	The learner states adequate number of areas and items in a house from different texts read.	The learner states minimal number of areas and items in a house from different texts read.	The learner randomly states areas and items in a house from texts read.
Ability to read fluently	The learner reads simple texts with a native-speaker level of pronunciation, rhythm and intonation.	The learner reads simple texts making very minimal errors of pronunciation, rhythm and intonation that do not interfere with coherence.	The learner reads simple texts making a few minor errors of pronunciation, rhythm and intonation that may affect meaning.	The learner reads simple texts making gross errors of pronunciation, rhythm and intonation that greatly affect meaning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Reading	2.4 Reading Aloud : Media (3 lessons)	By the end of the sub strand, the learner should be able to: a) select the key words of instruction from the user manual, b) read the user manuals on media devices, c) respond to instructions on the user manuals, d) show appreciation of the importance of user manuals.	The learner is guided to: • select the keywords from the user manual. • verbalise the rules and regulations on media usage. • read aloud phrases which they formulate on media ethics, in turns • practice echo-reading for fluency • promote the use of user manuals in operating devices among community members.	1. Why is it essential to follow user manual guidelines? 2. How can we effectively read using media devices?

Core Competencies to be developed:
- Communication and collaboration: the learner develops teamwork as they participate actively in reading together and in turns.
- Digital Literacy: the learner develops interacting with digital technology skills as they interact with and manipulate the media devices to effectively access user manuals.

Values :
- Responsibility: the learner is responsible for the safety of data.
- Integrity: they learn to respect each other's privacy of information.

Pertinent and Contemporary Issues (PCIs)
- Parental Empowerment and Engagement: parents to be aware of their role in protecting children by controlling the sites they

access.
- Consumer awareness : as learners recognise the Importance of using user manuals to operate the media devices

Link to other subjects:
- Life skills: coping with challenges in technology
- Computer science: accessing online reading materials that are safe and fit for a learner's level

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to read fluently	The learner articulates instructions on the user manual with precision	The learner articulates convincingly the instructions on the user manual	The learner articulates instructions on the user manual with a little hesitation	The learner articulates instructions on the user manual with a lot of hesitation
Ability to respond to instructions on the user manual	The learner responds comprehensively and with enthusiasm to all the prompts from the user manual	The learner responds accurately to all prompts from the user manual	The learner responds partially to most of the prompts from the user manual	The learner responds inappropriately to prompts from the user manual with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.5 Reading Comprehension: School** (3 lessons)	By the end of the sub strand, the learner should be able to: a) read varied text on the subjects and timetables for comprehension, b) adapt generated material from internet on timetables, c) show enthusiasm in reading various texts and timetables.	The learner is guided to: • recite poems, tongue twisters with rimes containing the sounds [s] and [z] • discuss subjects they like or dislike • read time from real and simulated devices in groups • explain what time they do different activities in school, using visual stimuli. • match pictures of subject activities and timetables. • read texts on subjects and timetables from various media devices. • help the broader school community make a calendar of events for school activities.	1. What is the value of knowing how to read time? 2. Why should one understand his/her timetable?

Core Competencies to be developed:
- Communication and collaboration: the learner develops skills on listening actively and keenly by using open questions as they discuss different subjects and timetables
- Digital Literacy: the learner develops interacting with digital technology skills as they use digital devices as they research from the internet and read various texts on subjects and timetables.

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Values :
- Peace: When activities run as expected through proper use of the time table
- Unity: the learner works with others when they adopt use of common timetable
- Responsibility : Making own timetables.

Pertinent and Contemporary Issues (PCIs):
- Life skills and values: constructing personal study timetables.

Link to other Subjects :
- Life skills Education – Time management
- Mathematics has content on time and schedules/timetables
- Geography has content on time

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to comprend questions	The learner answers correctly questions on time and subjects furnishing extra details.	The learner answers questions correctly on time and subjects.	The learner answers questions on time and subjects. The answers have few errors. .	The learner answers questions though the answers have many serious errors.

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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 (3 lessons)	By the end of the sub strand the learner should be able to: a) read dialogues on buying and selling with comprehension, b) apply the skill of asking for prices for prudent shopping, c) appreciate the acquired sentence structures by asking for costs from the read dialogues.	The learner is guided to: • read dialogues in pairs and critique each other's reading. • read the newly acquired vocabulary individually in front of the class. • read silently to improve on detailed reading for deep comprehension.	1. Why do supermarkets post prices on their goods? 2. What is the relevance of moving from one store to the other checking and comparing price? 3. What would happen if all prices at the supermarket were removed?

Core Competencies to be developed:
• Self-efficacy: learners develop a sense of self-worth as they gain the ability to plan efficiently through asking prices in different shops.

Values:
• Respect: the learner develops respect by constraining their wishes when the price of the commodities.

Pertinent and Contemporary Issues (PCIs):
• Financial Literacy: as the learner Plans for shopping.
• Consumer education: as the learner becomes aware of consumer issues such as quality of goods and services, overpricing, counterfeit and expiry dates.

Link to other subjects :
- English, Kiswahili and Life skills.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to read for comprehension.	The learner reads texts related to buying and selling and shows a high level of comprehension.	Learner reads texts related to buying and selling showing comprehension of the subject matter.	Learner reads texts related to buying but has a little challenge in understanding the subject matter.	Learner reads texts related to buying and selling but has a serious challenge in understanding the subject matter.
Ability to apply skills on prudent shopping	Learner satisfactorily applies skills on prudent shopping from read texts.	Learner satisfactorily applies skills on prudent shopping from read texts.	Learner somehow applies skills on prudent shopping from read texts.	Learner unconvincingly applies skills on prudent shopping from read texts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	2.7 Reading Comprehension: Leisure (5 lessons)	By the end of the sub-strand the learner should be able to: a) recall new words in reading to build on vocabulary, b) analyze details in a text during reading for comprehension, c) value reading a variety of texts on leisure and sports.	The Learners is guided to: • read pictures to pick out the vocabulary on sports. • read simple texts on sports in groups and answer questions related to them. • play word search bingo for building vocabulary. • recite poems on sports. • view images using digital devices to pick out possible sporting activities in groups.	1. Why do we read? 2. How do you get to know the rules of your favorite sport?

Core Competencies to be developed:
- Communication and collaboration: the learner develops skills of teamwork as they participate actively in reading simple texts on sports in groups
- Learning to learn: the learner develops learning independently skills as they use the knowledge of sports to practice a new one.
- Digital literacy: the learner develops interacting with digital technology skills of digital literacy as they research on sporting activities and source images.

Pertinent and Contemporary Issues (PCIs):
- Life skills: self-management, self-esteem, coping with stress as learners choose their sports and talk about them.

Values:

- Responsibility: as the learner looks for information on the importance of sporting activities.

Link to other learning areas:

- Physical health education: the learner engages in dialogues in sports.

Assessment Rubric

Indicator:	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to recall vocabulary on sports.	The leaner recalls all required vocabulary on sports with much ease.	The learner recalls most required vocabulary on sports with considerable ease.	The leaner recalls some of the required vocabulary on sports with some difficulties.	The learner recalls some of the required vocabulary on sports with considerable difficulties.
Ability to respond to question	The learner responds to questions on sports and gives additional details in the answers	The learner responds correctly to questions on sports	The learner responds to questions on sports but make a few grammatical mistakes	The learner responds to questions on sports but makes serious grammatical mistakes that affect meaning

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.8 Reading Aloud: Health (3 lessons)	By the end of the sub strand, the learner should be able to; a) identify vocabulary on symptoms of common diseases from short texts, b) demonstrate fluency in reading short texts, c) identify consumer issues around labelling products and equipment, d) show excitement in reading about health and ailments.	The learner is guided to; • read along with audio recordings, short texts on symptoms of ailments • identify symptoms of ailments from short texts • derive vocabulary from texts on medical professions • source and read texts or symptoms of ailments and varied medical professions from Internet • read aloud short dialogues on doctor-patient situations in pairs. • read labels on medical prescription. • intrapersonal awareness as learner discovers the possible symptoms to common ailments	1. How can you tell someone is not feeling well? 2. How do you develop reading comprehension skills?

Core competencies to be developed:
- Learning to learn: the learner develops Working Collaboratively skills as they share and read each other's descriptive texts
- Self-efficacy: the learner develops effective communication skills as they engage in dialogues on their state of health.

Values
- Love: as learners inquire about the well-being of others and take good care of self.

Pertinent and Contemporary Issues (PCIs):
- Life skills: self-awareness,

• Health promotion: Prevention and management of common ailments-				
Link to other subjects: Health education				

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary on symptoms of common diseases from short texts	The learner identifies maximum number of vocabulary on symptoms of common diseases from short texts.	The learner identifies satisfactory number of vocabulary on symptoms of common diseases from short texts.	The learner identifies minimal number of vocabulary on symptoms of common diseases from short.	The learner identifies unsatisfactory number of vocabulary on symptoms of common diseases from short texts.
Ability to read Fluently	The learner reads dialogues on doctor-patient situation with a lot of ease using correct diction, rhythm and intonation. Makes no errors at all.	The learner reads dialogues on doctor-patient situation making a few errors in diction, rhythm and intonation.	The leraner reads dialogues on doctor-patient situation. Makes some minor errors on diction, rhythm and intonation.	The leaner reads dialogues on doctor-patient situation making many serious errors on diction, rhythm and intonation.

STRAND 3.0 WRITING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.1 Guided Writing: Formal Interactions** (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify vocabulary used in formal interactions, b) use correct formal expressions in writing, c) show interest in writing simple texts using formal language.	The learner is guided to: • identify words that distinguish formal and informal interactions. • fill in missing words in simple formal dialogues. • reorganise jumbled words and expressions to make meaningful sentences. • practise writing simple formal dialogues • use appropriate digital platforms to create simple formal dialogues. • create awareness on the use of formal register through write ups and display on school notice board	1. Why is guided writing important? 2. How do you differentiate formal and informal interactions?

Core competencies to the developed:
- Critical thinking and Problem solving: the learner develops listening and communication skills through listening actively and following instructions given to complete the writing task.
- Digital Literacy: the learner develops creating with technology skills by using digital devices to create written interaction in formal situations.

Values:
• Respect: the learner develops the habit of addressing different categories of people using the appropriate register.
Pertinent and Contemporary Issues (PCIs):
• Interpersonal relationships: the learner develops effective communication skills as they practice using the correct tone and language in formal interactions.
Link with other subjects:
• English and Kiswahili: the subjects have content on communication in formal situations.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to identify vocabulary used in formal interactions	The learner picks out all necessary words used in formal interactions	The learner picks out adequate number of words used in formal interactions	The learner picks out minimal amount of words used in formal interactions	The learner hardly picks out words used in formal interactions
The ability to use formal expressions in writing	The learner writes excellently organised formal texts using a wide vocabulary and accurate language.	The learner writes adequately organised formal texts using sufficient vocabulary accurate language.	The learner writes formal texts that lack organisation using limited vocabulary and partially accurate language.	The learner writes formal texts using very limited vocabulary and largely inaccurate language. There is no organisation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.2 Descriptive writing: Extended family** (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the composition of an extended family, b) describe traits of members of an extended family, c) show pleasure in writing short texts on the extended family.	The learner is guided to: • define who makes up the extended family • draw and label a family tree including the extended members of the family • write short guided texts about the traits of extended family members. • create word searches or puzzles about members of the extended family using digital devices	Why do we need to give clear descriptions of people?

Core competencies to be developed:
- Citizenship: the learner develops sociocultural sensitivity and awareness skills through activities that involve researching on and documenting a family tree.
- Digital literacy: the learner develops interacting with digital technology skills as they create puzzles or word searches about the extended family.

Values :
- Love: the learner exhibits love and care as they describe the members of the extended family.

Pertinent and contemporary Issues (PCIs):
- Interpersonal relationships: the learner discuss family ties.

Links to other subjects:
- Social Studies: the subject has content on family relations.

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
The ability to explain the composition of an extended family	The learner comprehensively explains who makes up the extended family	The learner explains who makes up the extended family	The learner partially explains who makes up the extended family	The learner explains who makes up the extended family but the explanation is largely inaccurate.
The ability to describe traits of members of an extended family	The learner makes excellent word choices to describe the extended family. The descriptions flows smoothly.	The learner makes good word choices. The description has sufficient detail and a good flow.	The learner chooses words to describe the extended family but they are repetitive and the description has occasional confusing details.	The learner choice of words is too repetitive. The description maybe too long or too short and has insufficient explanation

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.3 Descriptive Writing: **Our House** (2 lessons)	By the end of the sub strand, the learner should be able to: a) describe the types of houses in their surrounding, b) create descriptive texts of different types of houses, c) show eagerness to write simple descriptive texts.	The learner is guided to : • identify different types of houses in their surrounding (size, construction material, shape etc.) • fill in crosswords with vocabulary about a house • label different rooms of a house on a picture or floor map • create charts and posters naming different items in a house • draw and share simple house plans and labels different areas and fixtures in the house. • write descriptive texts guided by given images • create simple texts describing their own house • watch video clips presenting different houses and make short notes • draw house designs and share with other learners to inform on home beautification	1. Why do we have different types of houses? 2. What makes a good description?

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Page | 40

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Core competencies to be developed:
- Learning to learn: the learner develops collaborative working skills as they create house plans in groups and share with other learners.
- Creativity and imagination: the learner develops observation skills as they describe different types of houses and design house plans.

Pertinent and contemporary Issues (PCIs):
Social awareness skills: Learner develops awareness of the diversity in types houses due to cultural and economic differences.

Values:
- Patriotism: the learner shows loyalty, love and pride in their houses.

Link to other subjects:
- Home Science: the subject has content on types of houses and house items.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to create descriptive texts of houses	The learner makes excellent word choices to describe the house. The descriptions flows smoothly.	Makes The learner makes good word choices. The description has sufficient detail and a good flow.	The learner chooses words to describe houses but they are repetitive and the description has occasional confusing details.	The learner choice of words is too repetitive. The description maybe too long or too short and has insufficient explanation

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.4 Creative writing: Media (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify rules for care and storage of media devices, b) create rules that govern the use of media devices in their learning environment, c) advocate for the importance of following rules in a digital environment.	The learner is guided to: • underline the keywords on the simplified user manual • construct a chart that has rules that govern the use of media. • paraphrase the user manual to suit the classroom and school • display the lists of rules on media use in their classroom • complete sentences to have meaningful rules?? • match prohibitory and informatory signs with the rules that they represent • create bilingual(English-French) manuals on rules for the use of media devices in their school.	1. How do we show creativity in writing? 2. Why should we have rules in a learning environment?

Core Competencies to be developed:
- Digital Literacy: the learner develops creating with technology skills by using digital devices to create lists of rules and simplified bilingual user manuals.
- Critical thinking and problem solving: the learner develops open-mindedness and creativity skills by creating rules to help guide and manage users of digital devices.
- Learning to learn: the learner develops skills of learning independently as they discover safety and security measures to

follow as they manipulate media devices.

Values:

- Responsibility: the learner develops responsibility as they follow the rules for safety, care and storage of the digital devices.

Pertinent and contemporary Issues (PCIs):

- Parental empowerment and engagement: parents help in digital skills building and instilling self-discipline in the learner as they cope with challenges of technology

Links to other subjects

- Life skills: the subject has content on coping with challenges of technology.
- Computer Science: the subject has content on creation of files, formatting and storage of materials.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to identify rules for care and storage of digital devices	The learner comprehensively identifies all rules for care of devices	The learner accurately identifies all rules for care and storage of devices	The learner partially identifies rules for care and storage of devices	The learner identifies rules for care and storage of devices with prompts.
The ability to create rules governing safe use of media	The learner designs a complete adopted manual by use of electronic media	The learner designs a most complete adopted manual by use of electronic media	The learner designs a somewhat complete adopted manual by use of electronic media	The learner designs an incomplete adopted manual by use of a medium of their choice

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) describe the people, subjects and timetables in school, b) create personal study timetables using varied media, c) value timetabling for effective time management.	The learner is guided to: • ask and answer questions on people in school, subjects and personal timetables • write compositions about people and subjects in school creatively • prepare personal study timetables and ideal school timetables • create personal study timetables using media devices or readily available resources in their surrounding	1. Why is time management important? 2. How do you ensure creativity in writing?

Core Competencies to be developed:
- Communication and collaboration: the learner develops teamwork skills as they participate actively in discussing how to make good personal study timetables.
- Self-efficacy: the learner develops self-awareness and planning skills as they create persona study timetables

Values :
- Peace: the learner builds awareness on the value of avoiding conflicts when activitare planned to ensure proper use of time
- Unity: the learner becomes more aware of the value of unity as they collaborate in making personal study time tables.

Pertinent and Pertinent and Contemporary Issues (PCIs):
- Learner progressively builds strong personal and interpersonal relationsghips

Link to other subjects:
- Life skills Education: the subject has content on time management

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
The ability to describe people in school, subjects and timetables	The learner writes easily and spontaneously short texts on time and subjects using appropriate word order	The learner uses correct word order in most sentences when composing texts on time and subjects	The learner writes short texts on time and subjects but making quite a number of minor errors and requires a little prompting	The learner writes short text on time and subjects after a lot of prodding but still makes many serious errors
The ability to create personal study timetables using varied media	The learner accurately creates personal study timetables using varied media	The learner create most accurate personal study timetables using varied media	The learner create sometimes accurate personal study timetables using varied media	The learner creates rarely accurate personal study timetables using varied media

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.6 Functional writing: Shopping (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify items from a supermarket in the school environment, b) construct a sample price list for shopping at a supermarket, c) display awareness of the challenges of impulse buying.	The learner is guided to: • write the items found in a supermarket • examine price lists from different supermarkets • come up with a price list of some of the items • complete a written dialogue on buying and selling by filling up blank spaces. • draw items found within the school and price it by writing the price beneath it • define impulse buying • explain how adhering to a shopping list helps reduce impulse buying	1. Why is it important for supermarkets to display the prices of their goods? 2. How do prices guide us when shopping?

Core Competencies to be developed:
• Communication and collaboration: the learner develops writing skills by creating their own dialogues in a fluent and organised manner.

Values:
• Responsibility: the learner becomes responsible shoppers by knowing the fact that the quality of goods depreciates with less price.

Pertinent and Pertinent and Contemporary Issues (PCIs):
Financial Literacy: Learner develops decision makings skills regarding budgeting and spending as they make the price list.

Link to other subjects :

- Business Studies : the subject has content on shopping

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify items from a supermarket in the school environment	The learner identifies all necessary items from a supermarket in the school environment	The learner identifies adequate number of items from a supermarket in the school environment	The learner identifies minimal number of items from a supermarket in the school environment	The learner identifies random items from a supermarket in the school environment,
The ability to construct a price list of items in supermarket	Learner can write a complete price list of all the items found in the classroom.	Learner can make a price list of most of the items though for some items, they have lexical challenges.	Learner has more lexica challenges and allocates higher prices of lesser goods. This shows that the pricing skills are weak.	Learner does not even have the format of making a price list. The vocabulary for the classroom items is so weak hence a bad pricelist.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Creative Writing : Leisure (4 lessons)	By the end of the sub strand, the learner should be able to: a) state their preference for a sport or sporting activity, b) create short texts on leisure activities, c) value writing creatively.	The learner is guided to: • construct sentences with correct word order about sports and sporting activities • research online or in the library on sports an sporting activities • write simple texts on preferred sports and sporting activities (likes and dislikes) using correct vocabulary • reorganise jumbled dialogues on sports and sporting activities for logic. • sensitize the community on the importance of living an active life by engaging in sports	1. How do you ensure a text is creatively written? 2. Why are leisure activities important?

Core Competencies to be developed:
- Communication and collaboration: the learner collaborates with peers to identify ways of promoting leisure activities in the community.
- Self-efficacy: the learner identifies personal skills and expresses their likes and dislikes on sports and sporting activities.
- Digital literacy: the learner develops digital literacy skills as they research and write on sporting activities.

Values:
- Responsibility: learner follows the rules and regulations of their sporting activity.

Pertinent and Contemporary Issues (PCIs):
- Healthy living and stress management: the learner explores the link between sports and healthy living.

Link to other subjects:

- Physical Health Education: the subject has content on sports and sporting activities.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain their preference for a sport or sporting activity	The learner comprehensively state their preference for a sport or sporting activity	The learner accurately state their preference for a sport or sporting activity.	The learner partially state their preference for a sport or sporting activity.	The learner state their preference for a sport or sporting activity with prompts.
Ability to create short texts on leisure activities	The learner creates short texts on leisure activities correctly using all the required vocabulary	The learner creates short texts on leisure activities correctly using most of the required vocabulary	The learner create short texts on leisure activities using a minimal number of the required vocabulary	The learner create short texts on leisure activities hardly using the required vocabulary

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.8 Creative Writing : Health (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify suitable diction and word order to write texts related to health, b) create texts with organized and coherent content on symptoms of ailments, c) exhibit eagerness in writing how they feel.	The learner is guided to: • discover different symptoms that can manifest for different ailments • write short sentences /texts about symptom of ailments. • rearrange jumbled words to form coherent texts on medical professions. • create words and phrases that describe symptoms of ailments from images. • write simple creative texts on how they are feeling • fill in blanks with appropriate vocabulary to complete dialogues	Why do we need to maintain good health?

Core Competencies to be developed:
• Communication and Collaboration: the learner develops skills of self-expression in written as they describe their health and wellbeing
• Critical thinking and problem solving: the learner acquires critical thinking and skills of solving problems as they get to choose different types of texts to write while expressing self

Values:
• Love: as the learner inquires about the well-being of others and take good care of self.

Pertinent and Contemporary Issues (PCIs):
• Health promotion: the learner discovers the ways to prevent and manage common ailments.

Link to other subjects:

- Health Science: the subject has content on symptoms, diseases and medical professions.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to express self about how they feel	Expresses self with ease about how they feel in a comprehensible written text	Expresses self on how they are faring on heath wise but with a few minor errors that do not interfere with meaning	Writes about how they feel with multiple minor errors that at times interfere with meaning	Writes about how they feel with limited texts that have many gross errors that greatly interfere with meaning
Ability to csonstruct organized creative texts on ailments	Consistently constructs simple and organized texts using appropriate vocabulary and expressions to write about health	Constructs simple and organized texts using appropriate vocabulary and expressions about health. The flow is smooth and ideas are well linked	Constructs simple texts using appropriate vocabulary and expressions about health. A few organization errors are made that interfere with flow and linking of ideas.	Constructs simple texts using a few vocabulary and expressions about health. Texts are not well organized and the flow of ideas is greatly affected

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STRAND 4.0: LANGUAGE STRUCTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.1 Formal register: Social interactions** (1 lesson)	By the end of the sub strand, the learner should be able to: a) pick out formal register structures in a text, b) use appropriate formal register structures in interactions, c) appreciate the use of correct sentence structures in formal interactions.	The learner is guided to: • listen to /watch short clips of dialogues with formal register • tease out formal register structures from material presented [audio or written] eg use of *vous* form,questions with inversion*(Sont-ils? Puis-je? Suis-je?)* • practice using language structure with polite form constructions *[s'il vous plait,Je vous (en) prie...]* • use digital media platforms to pass information in a formal set up. • sensitize peers/school community on importance of using the right register in formal contexts	1. How do you identify formal register? 2. Why is the formal register necessary in communication?

Core Competencies to be developed:
- Self-efficacy: as the learner acquires language structures that develop effective communication skills in formal contexts leading to healthy interpersonal relationships.

Values:
- Respect as the learner appropriately addresses adults/seniors.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: as the learner gets the tools to communicate with etiquette in formal communication situations.

Link to other subjects:
- English deals with use of varied registers for effective communication.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pick out formal register	The learner discerns all necesssary formal language structures from a variety of materials.	The learner discerns adequate number of formal language structures from a variety of materials.	The learner discerns minimal amount of formal language structures from a variety of materials.	The learner discerns random formal language structures from a variety of materials with constant help.
Ability to use appropriate language structures in formal interactions	The learner employs various formal language structures in communication.	The learner employs most formal language structures in communication.	The learner employs some formal language structures satisfactorily in communication.	The learner employs some formal language structures in communication with a lot of help.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.2 Determiners and modifiers: Extended family** (3 lessons)	By the end of the sub strand, the learners should be able to: a) identify the determiners and modifiers in texts, b) construct sentences using the determiners and modifiers, c) desire to apply the determiners and modifiers in descriptive texts.	The learner is guided to: • read texts and underline the determiners and modifiers • write grammatically correct sentences using the specified determiners and modifiers: subject pronouns (*pluriel+verbe+objet*, possessive adjectives: - *professions,-taille* (pluriel), adverbs of intensity (*un peu, très), Avoir l'air+adjectif* • distinguish between the singular and plural forms of adjectives • employ the feminine and plural forms of adjectives in sentences • create word-puzzles on the different family members using digital devices.	Why use grammatically correct sentences?

Core competencies to be developed:
- Communication and collaboration :the learner develops effective communication skills as they use modifiers and determiners in descriptions of extended family
- Self-efficacy: the learner develops intrapersonal communication skills as they carry out activities involving correct choice of determiners and modifiers.
- Digital literacy: the learner develops interacting with technology skills as they create word puzzles using phones, tablets, laptops(digital devices)

Values :
- Responsibility: exhibiting love to the extended family.
- Love: by passionately talking about interpersonal interactions with and among members of their extended family.

Pertinent and Contemporary Issues (PCIs):
- Creative and critical thinking: through showing appreciation on the different members of the extended family.
- Self-awareness: by writing short texts about their extended family

Link to other subjects:
English, German, Arabic, Kiswahili have content on the description of people

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the determiners and modifiers in texts,	The learner always identifies the determiners and modifiers in texts,	The learner usually identifies the determiners and modifiers in texts,	The learner sometimes identifies the determiners and modifiers in texts,	The learner rarely identifies the determiners and modifiers in texts,
Ability to construct sentences	The learner writes coherent texts on the extended family with the correct grammatical elements	The learner constructs sentences that are grammatical	The learner constructs sentences with few grammatical errors.	The learner constructs sentences containing very many grammatical errors.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.3 Adjectives and conjunctions: Our house** (2 lessons)	By the end of the sub strand, the learner should be able to: a) list adjectives and conjunction from texts, b) write texts using appropriate adjectives and conjuctions, c) exhibit eagerness to use appropriate adjectives and conjuctions.	Learner is guided to: • rearrange words in sentences to make correct word order example; noun and qualitative adjectives placement • edit simple sentences on cards pasted on walls around the classroom • play "complete my line" games using descriptive expression "*il y a + items in a house*" • engage in simple dialogues in groups using *"de"* of possession • use digital devices to do simple exercises on conjunctions *"sans et avec"* • use language applications online and offline to do some shared exercises on adjectives and conjunctions	How do you link two ideas in a sentence?

Core Competencies to be developed;
- Digital Literacy: the learner develops Interacting with technology skills as they manipulate different digital devices in researching and creation of texts
- Critical Thinking and problem solving: the learner develops evaluation and decision-making skills as they select suitable language structures to apply in descriptive texts

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

Pertinent and Contemporary Issues (PCIs):
- Safety and security education: as the learner shares how their room looks like for safety and security

Link to other subjects:
- Home Science: the learner interacts with vocabulary of different areas and items in the house which is found in Home Science

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify adjectives and conjunctions in texts	The learner identifies all language structures learnt in phrases with great ease. Is able to give more examples in each language structure	The learner identifies all the language structures learnt in phrases with relative ease.	The learner identifies most of the language structures learnt in phrases. Faces a few challenges in identifying some structures in phrases.	The learner identifies very few language structures learnt in phrases. Needs a lot of prompting to discern language structures
Ability to use appropriate adjectives and conjunctions in writing descriptive texts	The learner uses language structures fluently and coherently in all phrases in speaking and writing. Employs new structures without any difficulty.	The learner uses language structures with relative ease in all phrases in speaking and writing.	The learner uses language structures correctly in most of their phrases in speaking and writing. Some structures are incorrectly used and affect coherence	The learner uses language structures correctly and with ease in some of their phrases in speaking and writing. Wrongly used structures greatly affecting coherence.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.4 Types of sentences: Media** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify deferent types of sentences in texts b) use interrogative phrases on how to conduct self in a digital environment, c) formulate instructions and orders on the user manuals to permit of prohibit actions, d) demonstrate appreciation of having rules to regulate conduct.	The learner is guided to: • identify sentences and their uses; interrogative, declarative and imperative • interpret questions with their requirements • propose different ways of asking questions by use of *Qu'est-ce qu'il faut/ ne faut pas faire?* • give strict orders by use of the expressions followed by verbs in the infinitive *;il faut/ il ne faut pas+* infinitive • read aloud their formulated phrases on rules and instructions with the correct order of language structures • apply the imperative form of verbs in giving orders both in the affirmative and the negative form; *cliquez sur la souris! Tapez le texte! Ne déconnectez pas!* • fill in blanks with the correct word	1. What do we consider when classifying different sentences? 2. Which rules govern the use of digital media? 3. Why is it important to use appropriate language structures?

			to make complete and correct sentences. • promote the use of user manuals in operating digital devices among community members by formulating and sticking the instructions in the various rooms, offices, halls and notice boards in the schools compound	

Core Competencies to be developed:
- Communication and collaboration: learner develops active communication skills as they ask each other questions as well as give instructions as well as adopting the user manuals for guidance.
- Digital Literacy: the learner develops digital Literacy skills as they interact and manipulate the devices to access literature and electronic data on relevant areas of interest.

Values:
- Responsibility: the learner develops accountability as they own the programs and rules that govern their conduct in a digital environment
- Integrity :the learner remains honest as they follow instructions given and work with the laid down standards

Pertinent and Contemporary Issues (PCIs)
- Parental Empowerment and Engagement: parents to be aware of their role in protecting children by overseeing the sites they access.

Links to other subjects:
- Life skills: ethical conduct when working as team and obeying rules
- Computer science: the learner uses digital devices to learn by use of different applications

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaching Expectation**	**Below Expectation**
Ability to identify deferent types of sentences	The learner readily identifies all necessary *interrogative, declarative and imperative* sentences	The learner identifies adequate number of *interrogative,* declarative and *imperative* sentences	The learner identifies minimal number of *interrogative, declarative and imperative* sentences	The learner identifies random interrogative, *declarative and imperative* sentences with assistance.
Ability to use interrogative phrases on how to conduct self in a digital environment	The learner uses appropriate and well-structured questions to inquire about expected conduct in a digital environment spontaneously	The learner uses appropriate and well-structured questions always to inquire about expected conduct in a digital environment	The learner uses questions to inquire about expected conduct in a digital environment with some inappropriate structures	The learner uses questions to inquire about expected conduct in a digital environment with inappropriate structures and distorted meaning
Ability to formulate instructions and orders on the user manuals to permit of prohibit actions	The learner exhibits excellent command and creative use of language structures to formulate strict orders.	Learner correctly structures sentences to formulate orders.	Learner structures sentences to formulate orders with a few errors.	Learner structures sentences to formulate orders with help but the sentences contain serious errors that affect comprehension.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Language structures	**4.5 Interrogative forms: School** (3 lessons)	By the end of the sub strand, the learner should be able to: a) select expressions of time from the internet, b) apply the interrogative forms in expressing time c) show zeal in expressing time	The learners is guided to: • apply the interrogative forms: qu'est-ce que vous avez? quelle heure est-il? in expressing time • role-play/simulate using the expressions of time e.g le quart,demie • develop the 12-hour clock to tell time in pairs/groups • design model 12-hour clocks/charts and mount them on walls in class • label roads and places in the school and community	1. Why should we express time correctly? 2. How do you develop time consciousness?
Core Competencies to be developed: • Digital literacy: the learner develops self-awareness as they connect to and use the internet and other social media sites and applications to source for expressions on time.				
Values: • Peace: activities run smoothly through proper use of time				
Pertinent and Contemporary Issues (PCIs) • Inter/intrapersonal relations: the ability to work together in groups				
Link to other subjects: • Life skills: self-awareness and time management and study skills				

- Mathematics has content on time and schedules/timetables
- Geography has content on time.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use expressions of time	The learner uses the expressions of time with ease and accuracy All the expressions are clear and precise	The learner uses the expressions of time with utmost ease There are a few slips	The learner applies the expressions fairly well A number of errors are evident	The learner uses expressions of time after a lot of probing The expressions contain many errors and are often misplaced altogether
Ability to construct sentence structure	The learner constructs sentence with much ease with clear sentence structures No grammatical errors whatsoever	The learner constructs sentences with ease, there are however minor errors that do not affect clarity of communication	The learner constructs sentence that contain a number of grammatical errors	The learner manages to construct some sentences after a lot of prompting The sentences are jumbled and contain many errors

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)

4.0 Language Structures	**4.6 Interrogative forms: Shopping**
	
	(3 lessons)
		By the end of the sub strand, learners should be able to
		a) Identify interrogative for asking prices and expression of quantity,
		b) formulate question and answers on quantity, prices and location,
		c) exhibit eagerness to use the appropriate language structures in formulating and responding to questions.
			The learner is guided to:
			• formulate questions on quantity and location,
			• correctly respond to questions on quantity and location
			• use interogatives: *Ça coûte combien? To formulate question on price of commodities*
			• read and create simple dialogues with:
			  - Interrogatives: *Ça coûte combien?*
			  - *Qu'est-ce que vous voudriez?*
			  - Lexicon on C*urrency and change(la monnaie)*
			• match expressions of quantity with commodities using flash cards
			eg un paquet de farine,Un kilo de sucre...
				Why is it necessary to have products in specific quantities?

			• use language apps to do exercises on major world currencies • use simple floor plans to work on vocabulary on products/locating places	

Core Competencies to be developed:
- Digital literacy: the learner develops ability to manipulate digital devices as they research on major currencies and their symbols.
- Citizenship: the learner develops awareness of the existence of other world currencies and how they relate to the local currency.

Values:
- Responsibility: as the learner internalizes the importance of getting the right quantities of products while shopping

Pertinent and Contemporary Issues (PCIs):
- Financial literacy: as the learner acquires requisite language structures to interrogate and negotiate on prices and quantities.

Link to other subjects :
- Business Studies, sEnglish, Kiswahili, Life Skills and Business Studies have segments dealing with shopping at the supermarket.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
ability to identify interrogative for asking prices and expression of quantity	The learner Identifies all necessary interrogatives for asking prices and expression of quantity	The learner Identifies adequate number of interrogatives for asking prices and expression of quantity	The learner Identifies minimal amount of interrogatives for asking prices and expressions of quantity	The learner Identifies random interrogative for asking prices and expressions of quantity
Ability to formulate question and answers on quantity, prices and location.	Learner comprehensively formulates question and answers on quantity, prices and location.	Learner accurately formulates question and answers on quantity, prices and location.	Learner partially formulates question and answers on quantity, prices and location.	Learner formulate question and answers on quantity, prices and location with prompts.

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.7 Prepositions and articles: Leisure** (3 lessons)	By the end of the sub-stand the learner should be able to: a) identify different lexicons related to sports, b) employ correct expressions to express like or dislike for different sports, c) demonstrate desire to construct simple sentences with correct expressions about sports.	The learner is guided to; • use digital devices to identify lexicons on sports in groups • express likes and dislikes on sports : *ça m'intéresse/ ça ne m'intéresse pas.* • recite poems to talk about sports • play gap filling game conjugating verbs in present tense: jouer au/aux + sport. • create awareness in the community on the importance of leading an active life by engaging in hobbies through rhymes and poems.	Why is it important to use the correct prepositions and articles?

Core Competencies to be developed:
- Communication and collaboration: the learner develops the skill of collaboration as they identify language structures in groups.
- Critical thinking and problem solving: the learner develops inquiry skills by critically thinking about and isolating correct language structure.
- Digital literacy: the learner develops their digital literal skills as they interact with different digital devices to express themselves using correct language structures.

Values:

- Social justice :as the learner shows respect and accommodate each other's choices on sports.

Pertinent and Contemporary Issues (PCIs):

- Life Skills: self –management as the learner chooses sports that fit them.

Link to other subjects :

- Physical health Education has content on sports

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different lexicons related to sports	The learner identifies all necessary lexicons related to sports	The learner identifies adequate number of lexicons related to sports	The learner identifies minimal amount of different lexicons related to sports	The learner randomly identifies lexicons related to sports
Ability to employ language structures in expressing likes and dislikes	The learner employs highly sufficient language structures to express likes and dislike	The learner employs sufficient language structures to express likes and dislikes	The learner employs somewhat sufficient language structures to express likes and dislikes.	The learner attempts to employ limited language structures to express likes and dislikes but needs a lot of prompting.

Strand	Substrand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.8 Prepositions and nouns: Health** (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify expressions used with ailments and medical professions, b) use different language structure to express what ails them, c) appreciate the importance of correct language structures in clarity of communication.	The learners is guided to; • state to which medical practitioner one is going using "Allez chez + noun" in dialogues • fill gaps with the correct form of verb conjugation in texts • ask each other questions by use of; *Vous avez mal où ?* • say one is unwell using "Etre + sentiment" e.g *malade, enrhumé* • match images on disease symptoms with correct expressions on media • solve puzzles with vocabulary on ailments • rearrange words on a sentence to bring about coherence on language structures	1. What steps should we follow to ensure effective communication in a language? 2. How do you express how you feel?

Core Competencies to be developed:
• Learning to learn: the learner develops auto learning skills as they edit and correct each other's work pasted on walls.

Values:
• Love: as the learner inquires about the well-being of others and take good care of self.

Pertinent and Contemporary Issues (PCIs):				
Life skills: self-awareness, Health promotion: Prevention and management of common ailments-				
Link to other subjects:				
Health science that also deals with ailments and their symptoms				

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify expressions used with ailments and medical professions	The learner constantly identifies expressions used with ailments and medical professions	The learner often identifies expressions used with ailments and medical professions	The learner occasionally Identifies expressions used with ailments and medical professions	The learner hardly identifies expressions used with ailments and medical professions
Ability to use different language structure to express what ails them	The learner uses different language structure to express what ails them, making no error at all.	The learner uses different language structure to express what ails them. Errors of syntax are minimal and do not interfere with coherence where they occur.	The learner uses different language structure to express what ails them. Errors of syntax are present and at times do interfere with coherence where they occur.	The learner uses different language structure to express what ails them. Errors of syntax are very many and greatly interfere with coherence.

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COMMUNITY SERVICE LEARNING (CSL)

Introduction

CSL in Grade 8 builds on the experiences in Grade 7. Learners will be expected to carry out only one CSL project with Grade 8 focusing on making preparations to undertake the CSL project. The preparations will entail the following steps: identifying a community problem through research, planning and coming up with solutions to solve the identified problem. The preparations will be carried out in groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other subjects.

CSL Skills to be covered:
i)   **Leadership**: Learners develop leadership skills as they undertake various roles during preparation.
ii)   **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovation ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
iii) **Research:** Learners will be expected to identify a problem or pertinent issue in the community and indicate how the problem will be solved. They will also acquire skills on how to report their findings.
iv)   **Communication:** Learners indicate reporting mechanisms to be used during the actual project e.g., how they intend to communicate with members of the community, either online or offline.
v)   **Citizenship:** As learners engage in the CSL activities for this Grade, they will be vested with the rights, privileges and duties of a citizen, hence giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.
vi)   **Life Skills Education:** Learners will be equipped with life skills including decision making, assertiveness, effective communication, problem solving and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.

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vii) **Community Development:** Learners will be empowered with skills necessary to effect relevant change including building stronger and more resilient communities.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
• Environmental degradation • Life style diseases • Communicable and non-communicable diseases • Poverty • Violence in community • Food security issues • Conflicts in the community **Note:** The suggested PCIs are only examples. Teachers should allow	By the end of the CSL project, the learner should be able to: a) identify a problem in the community through research b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) appreciate the need to belong to a community.	The learner is guided to: • brainstorm on pertinent and contemporary issues in their community that need attention in groups • choose a PCI that needs immediate attention and explain why in groups • carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups • discuss possible solutions to the identified issue in groups • propose the most appropriate solution to the problem in groups • discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule, etc) • develop instruments for data collection	1. How does one determine community needs? 2. Why is it necessary to make adequate preparations before embarking on a project?

| learners to identify PCIs as per their context and reality. | | identify resources needed for the CSL project (human, technical, financial) discuss when the project will begin and end prepare a programme/timetable of the entire project execution Assign roles to be carried by all group members reflect on how the project preparation enhanced learning. | |

Key Component of CSL developed

a) Identification of a problem in the community through research
b) planning to solve the identified problem
c) designing solutions to the identified problem

Core competencies to be developed

- Communication and collaboration: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project.
- Self efficacy: Learners develop the skills of self awareness and leadership as they undertake the CSL project
- Creativity and Imagination: Learners will come up with creative ways of solving the identified community problem
- Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem.
- Digital Literacy: Learners can use technology when as they research on a community problem that they can address.
- Learning to Learn: Learners gain new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project.
- Citizenship: This is enhanced as learners choose a PCI that needs immediate attention in the community.

Pertinent and contemporary Issues

- Social cohesion as learners discuss possible solutions to the identified issue.
- Critical thinking as learners discuss possible solutions to the identified issue.

Values

- Integrity as learners carry out research using digital devices and print media as they identify a community problem to address.
- Respect as learners brainstorm on pertinent and contemporary issues in their community that need attention

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community through research	Critically identifies a problem in the community through research	Identifies a problem in the community through research	Identifies a problem in the community, employs some aspects of research	Requires prompting and support to identify a problem in the community
Ability to plan to solve the identified problem	Systematically and comprehensively plans to solve the identified problem	Comprehensively plans to solve the identified problem	Plans to solve the identified problem, leaves out some details	Plans to solve the identified problem but leaves out many detailsa
Ability to design solutions to the identified problem	Elaborately designs solutions to the identified problem	Designs solutions to the identified problem	Partly designs solutions to the identified problem	Partly designs solutions to the identified problem with some support

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

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
3.0 Home	3.2 **Our House**	- Oral descriptions - Image matching and sorting - Physical identification of objects. - Filling in missing letters. - Filling in missing words. - Sounding words. - Rearranging jumbled up words or phrases. - Spelling; oral and written. - Writing. - Mimicking through role-play. - Reading aloud. - Answering simple questions. - Word searches. - Word puzzles.	- Charts - Video clips - Video games - Jumbled up grids - Word puzzles - Flashcards *(words or games)* - Maps - Short stories - Real objects *(home objects)* - Audio recordings - Pictures - Poems - Songs	- Songs - Recitation of poems - Role plays and simulation - Games e.g. *hide and seek and board games* - Peer education; practice with peers - Participation in French club activities

			- Chalkboard	
			- Word wheel	
			- Name tags and labels	
			- Word searches	
			- Journals	
			- Computer	
			- House floor plans	