



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

FRENCH

GRADE 7

First published 2022

Revised 2024

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training, and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs), and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of the Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far-reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle and feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 7 curriculum designs build on competencies attained by learners at the end Grade 6. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

The curriculum designs present the National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub-strands. The designs also outline suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and the assessment rubric. It is my hope that all government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.



HON. EZEKIEL Ombaki MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

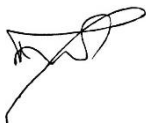
PREFACE

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Grade 7 is the first grade of Junior School in the reformed education structure.

The reviewed Grade 7 curriculum furthers implementation of the CBC from Grade 6 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests, and abilities before selection of pathways and tracks at the Senior School education level. This is very critical in the realisation of the Vision and Mission of the ongoing curriculum reforms as enshrined in the Sessional Paper No. I of 2019: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing Every Learner's potential**.

Therefore, the Grade 7 curriculum designs are intended to enhance the learners' development of the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub-strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for a smooth transition to Grade 8. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to facilitate the achievement of its stipulated mandate and implementation of the Government and Sector (Ministry of Education -MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 7 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support. Specifically, special thanks goes to the Cabinet Secretary-MoE and the Principal Secretary - State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process. We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 7 and the preparation of learners for transition to Grade 8.



PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment.

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

4. Promote sound moral and religious values.

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

5. Promote social equity and responsibility.

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

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

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

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

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

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health 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.

LESSON ALLOCATION

S/No	Learning Area	Number of Lessons Per Week (40 Minutes Per Week)
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1*
Total		40 +1*

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

1. apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. communicate effectively, verbally and non-verbally, in diverse contexts.
3. demonstrate social skills, and 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

As part of the international community, Kenyan learners will have the opportunity to learn foreign languages in addition to the national, official, and indigenous languages. These foreign languages include: Arabic, French, German, and Mandarin. The curriculum aims for learners to acquire basic proficiency in the four language skills: listening, speaking, reading, and writing. This will give the learner an opportunity to develop language competencies in an experiential, innovative, and flexible ways. Foreign language learning at this level is guided by social-constructivist and environmental theories. Learning these languages will promote international awareness and appreciation of one's own and others' cultures. By transitioning to Senior School, the learner will have achieved basic proficiency equivalent to A1/YCT2 level.

GENERAL LEARNING OUTCOMES

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

1. develop the ability to use the language for purposes of practical communication
2. appreciate the culture of other people to promote national and international relationship for peaceful co-existence
3. contribute to the cognitive and affective development of the student
4. provide enjoyment and intellectual stimulation
5. promote positive attitudes and develop an appreciation of the value of language.

SUMMARY OF STRANDS AND SUB-STRANDS

Strands	Sub-Strands	Suggested Number of Lessons
1.0. Listening and speaking	1.1 Interactive speaking 1.2 Oral expression 1.3 Interactive listening 1.3 Active listening 1.4 Listening for information	27 Lessons
2.0. Reading	2.1 Reading aloud 2.2 Reading for understanding 2.2 Guided reading	18 Lessons
3.0. Writing	3.1 Guided writing	9 Lessons
Total Number of Lessons		54 + 6 Lessons for Showcasing

Note: The suggested number of lessons per sub-strand may be less or more depending on the context.

STRAND 1.0: LISTENING AND SPEAKING
THEME 1: GREETINGS AND INTRODUCTIONS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Interactive Speaking • <i>Engagement</i> • <i>Non-verbal communication</i> • <i>Questioning</i>	By the end of the sub-strand, the learner should be able to: - respond to questions and prompts to show comprehension and engagement, - use vocabulary and expressions appropriately to probe and engage in oral interactions, - use non-verbal communication cues to enhance communication, - exhibit confidence to contribute actively in conversations.	The learner is guided to: • listen to audio material on informal greetings and respond to prompts, • listen to and sing songs with vocabulary on informal greetings and introductions, • participate in simple skits on greetings and introductions while speaking clearly and effectively using appropriate language expressions and gestures. • source and watch video clips with dialogues on introductions to appreciate diversity <i>(Comment tu t'appelles ? Quel âge as-tu ? Tu habites où ? Et ton ami/amie ?),</i>	How can you communicate without talking?

			• participate in the “Repeat-after-me” exercise to acquire vocabulary (<i>salut, coucou, ça marche, ça roule, ça gaze ! quoi de neuf ?</i>), • play mimicry games such as charades and mirroring jointly to acquire non-verbal communication skills.	
Core Competencies to be Developed: Communication and Collaboration: This is developed as the learner speaks clearly and effectively using appropriate language expression and gestures while presenting skits..				
Values: Respect: as the learners appreciate the diversity in names, age, and where they live.				
Pertinent and Contemporary Issues Citizenship: Social cohesion is enhanced as learners engage in mimicry activities in groups.				
Link to other Learning Areas: The concept of informal greetings and introduction is linked to the greetings concept in social linguistics in Kiswahili.				

THEME 2: FAMILY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Oral Expression <i>Clarity</i> <i>Intonation</i> <i>Pacing</i>	By the end of the sub-strand, the learner should be able to: a) use varied vocabulary when speaking b) employ fluency in verbal inte c) express enthusiasm in oral communication.	The learner is guided to: - outline vocabulary on members of a nuclear family - listen to audiovisual texts of people presenting their families (<i>les noms, l'âge et les professions</i>) - present role plays on members of the family asking and presenting on name, age, and professions with emphasis on speaking clearly and effectively using appropriate language, expressions, and gestures - carry out short exposés of different family models with emphasis on appreciating diversity and uniqueness.	How can you ensure proper intonation while speaking?
Core Competencies to be Developed: - Communication and Collaboration: learners speak clearly and effectively using appropriate language, expressions, and gestures in role-plays - Digital Literacy: as learners manipulate digital devices as they listen to audiovisual texts on family members' names, age, and professions.				

Values:

Respect: as learners recognise the uniqueness of each family and accommodate the differences while presenting the exposure to different family models.

Pertinent and Contemporary Issues

Self-esteem: learners acquire self-esteem as they talk about themselves and their families as learners present exposure to different family models.

Link to other Learning Areas:

As the learners engage in role plays they are able to relate the skill of acting with drama in Creative Arts.

THEME 3: MY SURROUNDING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Interactive Listening • <i>Active engagement</i> • <i>Turn taking</i> • <i>Non-verbal communication</i>	By the end of the sub-strand, the learner should be able to: a) identify key points from audio stimuli b) ask and give information in oral interactions c) value the importance of paying attention to details while listening	The learner is guided to: • identify different types of shops in the market from images (<i>boucherie, épicerie, boutique...</i>) • ask for the locations of different shops in the market (<i>où est? où se trouve?...</i>) • listen to audio-visual materials and pick vocabulary and expressions on selling and buying at the market (expressions de quantité: <i>nombres, litre, kilo...</i>) • ask for prices of items in different shops in the market using polite language to make informed choices (polite form: <i>Je voudrais...</i>) (<i>ça coûte combien/ ça fait combien, s'il vous plaît...</i>) • use the vocabulary, expressions, and grammatical structures to	When is it appropriate to respond to someone in an oral interaction?

			describe items in a shop at the market. • simulate simple dialogues on buying and selling at the market as they compare prices • create a shopping list to guide them when buying items at the market.	
Core Competencies to be Developed: Critical thinking and Problem-solving: as the learners compare prices to make informed choices on what to buy.				
Values: Respect: as learners learn to ask for prices of items politely when shopping.				
Pertinent and Contemporary Issues Financial Literacy: as the learners use a shopping list to buy at the market.				
Link to other Learning Areas: The concept of creating a shopping list is linked to financial literacy in Business Studies under Pre-technical Studies.				

THEME 4: TIME

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.4 Active Listening • <i>Attention</i> • <i>Engagement</i> • <i>Vocabulary</i>	By the end of the sub-strand, the learner should be able to: - recall details and information accurately from oral interactions - interpret verbal cues from audio stimuli. - demonstrate willingness to be receptive to new ideas in oral interactions.	The learner is guided to: • play number games to work on dates • practise asking and saying the date: <i>(Quelle est la date aujourd'hui? C'est lundi le 4 janvier, 2024)</i> • participate in rhyming games to acquire vocabulary on important dates (date d'anniversaire, nouvel an, Noël, fêtes nationales) • watch audio-visual clips with important dates.	What do you do to engage others actively in oral interactions?
Core Competencies to be developed: Communication and collaboration: as learners listen keenly and actively as they participate in asking and saying the date.				
Values Patriotism: as learners value the important dates of national holidays through participating in rhyming games.				
Pertinent and Contemporary Issues Self-awareness: as learners share about their birthdays and important dates in their lives.				
Link to other Learning Areas: Learning important dates can be linked to the concept of national holidays in Social Studies.				

THEME 5: FUN AND ENJOYMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Listening for Information <i>Attention</i> <i>Note taking</i> <i>Vocabulary</i>	By the end of the sub-strand, the learner should be able to: a) identify key points from audio stimuli b) use information from audio stimuli to respond to questions or prompts c) cultivate awareness of the importance of paying attention to details when listening for information.	The learner is guided to: a) pick out aspects of time when leisure time activities take place from audiovisual texts (<i>après les cours, récreation, week-ends, vacances</i>) b) listen keenly and respond appropriately to questions on when they engage in leisure time activities c) play word puzzle games with vocabulary in leisure activities d) watch short video clips on leisure activities in Kenya and elsewhere e) come up with a list of leisure activities that promote healthy living f) discuss leisure time activities that they engage in over the holidays.	How do you pick out important details as you listen?

Core Competencies to be developed:

Communication and Collaboration: is developed as learners listen keenly and actively to respond appropriately to questions on leisure time activities.

Values:

Unity: as learners discuss together the leisure time activities that they engage in over the holidays.

Pertinent and Contemporary Issues

Health Promotion: Learners engage in appropriate leisure activities for good physical and mental health as they come up with a list of leisure activities that promote healthy living.

Link to other Learning Areas:

The learner can relate the leisure activities with the skills of drawing, painting, dancing, and singing in Creative Arts.

THEME 6: FOODS AND DRINKS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Interactive Speaking • <i>Engagement</i> • <i>Turn taking</i> • <i>Clarity</i> • <i>Pacing</i>	By the end of the sub-strand, the learner should be able to: - respond to questions and prompts to show comprehension and engagement - use vocabulary and expressions appropriately to probe and engage in oral interactions - exhibit confidence to contribute actively in conversations	The learner is guided to: - listen to and repeat the names of different shops of food (la boucherie, la boulangerie, l'épicerie, la crèmerie, le café, le restaurant) - identify different professions related to food (serveur, butcher, chef...) - pick out vocabulary on quantities of foodstuff (<i>un kilo de, un litre de, un verre de</i>) - search for different shops of foodstuff using digital devices - request for food items using appropriate expressions (<i>Je voudrais un paquet du lait, Je voudrais un kilo de la viande, Je voudrais deux pains</i>) - play games to practise vocabulary related to quantities of food and drinks.	How do you ensure proper pace while speaking?

Core Competencies to be Developed:

Communication and Collaboration: is developed as learners speak clearly and effectively about food and drinks using appropriate expressions and gestures.

Values:

Responsibility: as learners search for different shops of foodstuffs using digital devices without going to other unnecessary sites.

Pertinent and Contemporary Issues

Career Guidance: Learners explore different career opportunities as they identify different professions related to food.

Link to other Learning Areas:

- The concept of quantity of food is linked to the concept of measurement (weight) in Mathematics.
- The concept of shopping for food is linked to the concept of budgeting in Business Studies under Pre-Technical Studies.

THEME 7: MY BODY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.7 Oral Expression <i>Clarity</i> <i>Intonation</i> <i>Tone</i>	By the end of the sub-strand, the learner should be able to: a) structure oral communication in a clear and coherent manner b) use gestures and facial expressions to enhance oral communication c) express enthusiasm to engage in oral communication.	The learner is guided to: ● select different attributes of physical appearances from audio texts (<i>grand, petit, gros, mince</i>) ● listen to and repeat sentences on physical appearance ● play the hot seat game where learners describe each other orally using their physical attributes ● constitute groups of diverse physical appearances and engage in mining activities ● engage in group work activities among diverse learners to bring diversity.	How do you ensure audibility when speaking?
Core Competencies to be Developed: Communication and Collaboration: the learners speak clearly and effectively using appropriate language as they describe each other orally using their physical attributes.				
Values: Respect: as learners appreciate diversity in each other's uniqueness in physical appearances while engaging in mining activities.				
Pertinent and Contemporary Issues: Social Cohesion: the learners of diverse physical attributes learn to work together through engaging in group work activities.				
Link to other Learning Areas: The learner can link the concept of physical appearance attributes to qualitative adjectives in English.				

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.8 Active Listening <i>Attention</i> <i>Engagement</i> <i>Vocabulary</i>	By the end of the sub-strand, the learner should be able to: a) recall key points in spoken communication b) interpret verbal cues from audio stimuli. c) demonstrate willingness to be receptive to new ideas in oral interactions.	The learner is guided to: - listen to audio clips about seasons in Kenya and the months they occur to pick out new vocabulary (<i>La saison sèche, la saison des pluies, il fait chaud, il pleut, il y a du vent</i>) - compare seasons and weather patterns of Kenya and France from audio stimuli - watch audio-visual clips with vocabulary on different types of clothing and categorise them into warm or light clothing (<i>pull, blouson, pantalon, robe, chemise</i>) - play rhyming games in groups to enhance vocabulary mastery of weather patterns - play games on vocabulary search on weather and clothing in groups using digital devices “Search engine is set with “Safe Search ON”.	How do you ensure you do not forget important information while listening?

Core Competencies to Developed:

- Communication and Collaboration: the learners listen critically to compare perspectives as they distinguish seasons and weather patterns of Kenya and France.
- Digital Literacy: as learners use the internet effectively to search for the seasons and related weather patterns in France.

Values:

Unity: learners work in groups as they play rhyming games to enhance vocabulary mastery of weather patterns.

Pertinent and Contemporary Issues

Safety and Security: learners search for safe sites online as they play video games on weather and clothing.

Link to other Learning Areas:

The concept of vocabulary on weather patterns is related to the concept of weather and climate in Geography under Social Studies.

THEME 9: GETTING AROUND

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.9 Interactive Speaking • <i>Non-verbal communication</i> • <i>Phonetic awareness</i> • <i>Turn taking</i>	By the end of the sub-strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement b) use vocabulary and expressions appropriately to probe and engage in oral interactions c) use non-verbal communication cues to enhance communication d) exhibit confidence to contribute actively in conversations	The learner is guided to: • participate in “Repeat-after-me” exercise to acquire vocabulary on places and facilities in the neighbourhood (<i>la boutique, le marché, l’église, la boulangerie, la mosquée, le supermarché,</i>) • sing songs on items and areas in the neighborhood • source and watch video clips on locating items (<i>Où est ...? Où sont</i>) • do simple skits collaboratively on the location or position of buildings and facilities in the neighbourhood while respecting each other’s opinions (<i>à travers, en face de, à côté de, derrière, près de</i>)	How do you ensure you engage in an oral interaction actively?

Core Competencies to be Developed:

Communication and Collaboration: as learners speak clearly and effectively using appropriate language, expressions, and gestures while engaging in skits of locating places in the neighbourhood.

Values:

Unity: learners work together in group activities as they sing songs on areas around their neighbourhood.

Pertinent and Contemporary Issues (PCIs):

Interpersonal Relationships: is enhanced as learners mutually respect each other's opinions as they do simple skits on locating different places.

Link to other learning Areas:

The concept of locating places and facilities is related to the concept of prepositions and adverbs of place in English.

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use vocabulary and expressions in oral interactions.	The learner uses all targeted vocabulary and expressions in oral interactions; and employs a variety of vocabulary and expressions.	The learner uses all targeted vocabulary and expressions in oral interactions.	The learner uses most of the targeted vocabulary and expressions in oral interactions.	The learner uses very few of the targeted vocabulary and expressions in oral interactions.
Ability to maintain correct spoken language structures (pronunciation, intonation, rhythm, and pacing) in oral expression.	The learner maintains correct pronunciation, intonation, rhythm, and pacing at all times in oral expression. The communication is clear and error free.	The learner maintains correct pronunciation, intonation, rhythm, and pacing most of the time in oral expression.	The learner maintains correct pronunciation, intonation, rhythm, and pacing most of the time in oral expression. Makes a few errors at times that interfere with communication to a limited extent.	The learner maintains correct pronunciation, intonation, rhythm, and pacing in a few instances in oral expression. Makes many errors most of the time that interfere with communication.
Ability to respond to questions and prompts in oral interactions.	The learner responds to all questions and goes further to give appropriate illustrations and examples.	The learner responds to all questions and prompts to show comprehension and engagement.	The learner responds to most of the questions and prompts to show comprehension and engagement.	The learner responds to very few questions and prompts to show comprehension and engagement.

Levels Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to employ gestures and facial expressions to enhance oral interactions.	The learner employs appropriate gestures and facial expressions to complement oral expressions and shows sensitivity to diverse cultural contexts.	The learner employs appropriate gestures and facial expressions to complement oral expressions.	The learner employs most of the gestures and facial expressions to complement oral expressions.	The learner employs very few gestures and facial expressions to complement oral expressions.
Ability to display a willingness to participate in oral interactions.	The learner is always willing to participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions.	The learner is always willing to participate in meaningful oral interactions with people in their surroundings.	The learner is at times hesitant to participate in meaningful oral interactions with people in their surroundings.	The learner is mostly hesitant to participate in meaningful oral interactions with people in their surroundings.

STRAND 2.0 READING**THEME 1: GREETINGS AND INTRODUCTIONS**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading Aloud • <i>Vocabulary</i> • <i>Intonation</i> • <i>Phonetic awareness</i>	By the end of the sub-strand, the learner should be able to: a) infer the meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading simple varied texts.	The learner is guided to: • pick out vocabulary in group on greetings and introductions from digital devices, (<i>salut, coucou, ça marche, ça roule, ça gaze ! quoi de neuf ?</i>) • echo read texts on greetings and introductions in class with the teacher for pronunciation practise, • read texts in pairs to acquire vocabulary (<i>Bonjour, Bonsoir, Tu t'appelles comment? Tu as quel âge ?</i>) • respond to simple questions from reading texts on informal greetings • read and rearrange jumbled words to make meaningful sentences,	Why do we read?

			• use dramatic reading of simple texts in small groups for developing fluency (intonation and pace) • play a skit on self and others' introduction on name, age, and where they live.	
Core Competencies to be Developed: Communication and Collaboration: is developed as the learner reads clearly and effectively using the appropriate articulation, pronunciation, intonation, rhythm, and pacing texts on informal greetings.				
Values: Unity: learner appreciates collaboration in learning while collaboratively reading texts on informal greetings.				
Pertinent and Contemporary Issues: Self-esteem: is nurtured as the learner confidently introduces him/herself to others.				
Link to Other Learning Areas: The learners can relate skills on informal greetings and introduction to the same skills in English and Kiswahili.				

THEME 2: FAMILY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading <i>Aloud</i> <i>Tone</i> <i>Clarity</i> <i>Voice</i> <i>projection</i>	By the end of the sub-strand, the learner should be able to: a) identify vocabulary and expressions in texts; b) read simple texts for comprehension c) read texts with confidence with support.	The learner is guided to: • read selected passages on families to comprehend the use of a wide vocabulary and phrases (<i>age, situation de famille, professions, lieu de travail</i>) • read passages to extract grammatical structures and key information, • read aloud lyrics of songs about different family setups in French, • answer comprehension questions on family, • compare visual stimuli to different family models and relate to their own.	How do you ensure your audience hears you when reading?
Core Competencies to be Developed: Critical thinking and Problem-solving: learner comes up with solutions as they infer the meaning of vocabulary from texts.				
Values: Respect: learners show appreciation for diversity as they sing songs about different family setups in French.				
Pertinent and Contemporary Issues Citizenship: is enhanced as the learners take pride in belonging to a family as they relate their families to the different family models.				
Link to other Learning Areas: As the learners engage in role plays they can relate the skill of acting with drama in Creative Arts.				

THEME 3: MY SURROUNDING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Reading for understanding <i>Phrasing</i> <i>Notetaking</i> <i>Vocabulary</i> <i>Word recognition</i>	By the end of the sub-strand, the learner should be able to: a) summarise key details and facts from the text, b) read fluently using the right intonation and pace, c) read texts for understanding.	The learner is guided to: • read out a dialogue between a buyer and seller observing the right intonation and pace, • pick out expressions of politeness from texts, (<i>s'il vous plait, excusez-moi, je voudrais... merci</i>) • read a variety of texts on shopping and point out the names of items and their quantities, • read different passages on shopping to compare the prices of items, • read simple texts on shopping and point out prices of items and the shops where they can be purchased.	How does the structure of a text affect your understanding?
Core Competencies to developed: Critical thinking and Problem-solving: learners learn to prioritise what to buy as they compare the prices of items from texts.				
Values: Respect: This is nurtured as learners learn to request for items politely when shopping.				
Pertinent and Contemporary issues Financial Literacy: as learners are sensitised to compare prices of items to make informed choices.				
Link to other Learning Areas: The concept of creating a shopping list is linked to financial literacy in Business Studies under Pre-technical Studies.				

THEME 4: TIME

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Reading Aloud • <i>Pronunciation</i> • <i>Narrative flow</i> • <i>Intonation</i> • <i>Rhythm</i>	By the end of the sub-strand, the learner should be able to: a) decode familiar sounds in words to read simple short texts, b) read texts with correct intonation, pace, and fluency, c) read varied texts with enthusiasm.	The learner is guided to: • read short texts in turns on important dates with fluency, • articulate important dates on the calendar, (<i>date d'anniversaire, nouvel an, Noël, fêtes nationales</i>) • recite simple poems on numbers, • use the internet appropriately to source for and read vocabulary on important dates.	How you ensure appropriate speed when reading?
Core Competencies to be Developed Communication and Collaboration: is developed as learners contribute actively by reading short texts in turns on important dates.				
Values Responsibility: as learners search vocabulary on important dates from the internet without going to other sites.				
Pertinent and Contemporary Issues Self-esteem: This is enhanced as learners gain fluency through reading texts on important dates repeatedly.				
Link to other Learning Areas: Learning important dates can be linked to the concept of national holidays in Social Studies.				

THEME 5: FUN AND ENJOYMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.5 Reading for Understanding <i>Vocabulary</i> <i>Chunking</i> <i>Word recognition</i>	By the end of the sub-strand, the learner should be able to: a) identify key details and facts from written texts, b) apply information from the text and answer questions, c) show an increasing ability to understand words and phrases in context.	The learner is guided to: • pick out leisure activities from texts • match pictures of leisure activities with texts, (<i>Scrabble, monopoly, vidéo</i>) • point out expressions of time from texts, (<i>le soir, le weekend, les vacances</i>) • respond to questions from texts on when they undertake leisure activities, • read a variety of written texts about leisure activities (<i>musique, dance, cinéma...</i>).	Why do you take notes after reading a text?
Core Competencies: Critical thinking and Problem-solving: as learners answer comprehension questions.				
Values: Love: as learners realise and appreciate that individuals have different gifts, talents, and interests.				
Pertinent and Contemporary Issues Health Promotion: learners are encouraged to engage in appropriate leisure activities to avoid drugs and substance abuse.				
Link to other Learning Areas: The learner can relate the leisure activities with the skills of drawing, painting, dancing, and singing in Creative Arts.				

THEME 6: FOODS AND DRINKS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.6 Reading Aloud <i>Rhythm</i> <i>Intonation</i> <i>Phonetic awareness</i>	By the end of the sub-strand, the learner should be able to: a) identify vocabulary and expressions from texts, b) read texts with correct intonation, pace, and fluency, c) read varied texts with enthusiasm.	The learner is guided to: • read short texts on quantities of foods and drinks, • take turns reading short texts relating to different shops of food to pick out vocabulary, • match names of shops to different food items, • play word search games on vocabulary related to food quantities and shops, • source for information on quantities of food and different shops from the internet.	How do you ensure flow when reading aloud?
Core Competencies to be Developed Learning to Learn: is developed as learners learn how to read vocabulary on quantities of food and drinks.				
Values Responsibility: learner develop a sense of responsibility by being able to shop for food.				
Pertinent and Contemporary Issues Life Skills: as the learner acquires knowledge on how foods and drinks are quantified.				
Link to other Learning Areas: • The concept of quantity of food is linked to the concept of measurement (weight) in Mathematics. • The concept of shopping for food is linked to the concept of budgeting in Business Studies under Pre-Technical Studies.				

THEME 7: MY BODY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.7 Reading Aloud <i>Phrasing</i> <i>Articulation</i> <i>Word recognition</i>	By the end of the sub-strand, the learner should be able to: a) decode familiar sounds in words to read simple short texts, b) read texts with correct intonation, pace, and fluency, c) read varied texts with enthusiasm.	The learner is guided to: ● echo read short texts on physical appearance in small groups or with the teacher, ● source for and read short texts about the physical appearance from the internet, ● play word search games on vocabulary related to physical appearance, ● use picture stimuli to read about physical appearances.	How do you ensure you read without tension?
Core Competencies to be Developed Digital Literacy: This is developed as the learner manipulates digital devices while sourcing texts on parts of their body from the internet.				
Values Responsibility: learner uses the internet responsibly in sourcing information.				
Pertinent and Contemporary Issues Online safety: as learners use the internet to source information on physical appearances from safe sites.				
Link to other Learning Areas: Pre-Technical studies as learners apply technology in sourcing information.				

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.8 Reading Aloud <i>Voice</i> <i>projection</i> <i>Rhythm</i> <i>Intonation</i> <i>Fluency</i>	By the end of the sub-strand, the learner should be able to: a) decode familiar sounds in words to read simple short texts, b) read texts with correct intonation, pace, and fluency, c) read varied texts with enthusiasm	The learner is guided to: • echo read texts about seasons, related weather, and clothing in small groups for vocabulary, • use the internet to search for texts on clothing items for reading; the search engine is set on “safe search”, • engage in interactive read-aloud activities where reading is paused for “question and answer breaks”, • respond to simple questions from read texts about seasons and related weather patterns in groups, • read texts and categorise clothing items according to the weather appropriateness, • use picture stimuli to read and identify seasons according to the types of clothing provided.	Why is pausing important when reading?

Core Competencies to be Developed

Critical thinking and Problem-solving: is developed as the learner explores problems while giving solutions when interpreting picture stimuli to relate clothing to seasons.

Values

Unity: as learners work in groups to source reading materials from digital devices.

Pertinent and Contemporary Issues

Online safety: as learners search the internet for materials from safe sites.

Link to other Learning Areas:

The concept of vocabulary on weather patterns is related to the concept of weather and climate in Geography under Social Studies.

THEME 9: GETTING AROUND

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.9 Guided Reading <i>Expression</i> <i>markings</i> <i>Narrative flow</i> <i>Pronunciation</i> <i>Articulation</i>	By the end of the sub-strand, the learner should be able to: a) decode familiar sounds in words to read simple short texts, b) read texts with correct intonation, pace, and fluency, c) read varied texts with enthusiasm.	The learner is guided to: • echo read texts in small groups to practise intonation and pace in reading, • engage in interactive read-aloud activity where reading is paused for question-and-answer breaks, • source for texts on different areas and facilities in the neighbourhood from digital devices in small groups and read for vocabulary (<i>la boutique, le marché, l'église, la boulangerie, la mosquée, supermarché,</i>) • read texts and answer questions on the location of buildings and facilities in the neighbourhood, • matching picture stimuli to given vocabulary about locating areas (<i>à travers, en face de, à côté de, derrière, près de</i>).	Why is it important to pay attention when listening?

Core Competencies to be Developed Critical thinking and Problem-solving: learners develop research skills as they source texts on different areas in neighbourhood.
Values Unity: As learners work in groups to echo-read texts.
Pertinent and Contemporary Issues Online Safety: as learners search the internet for materials from safe sites.
Link to other Learning Areas: The concept of locating places and facilities is related to the concept of prepositions and adverbs of place in English.

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pronounce words in contexts for accuracy in reading.	The learner pronounces words with a near-native accent in simple texts to convey the intended meaning.	The learner pronounces words in simple texts to convey the intended meaning.	The learner pronounces most words in simple texts to convey the intended meaning.	The learner pronounces a few words in simple texts to convey the intended meaning.
Ability to read with fluency (smoothness, pace, rhythm, and intonation).	The learner articulates words well while reading smoothly with correct intonation, rhythm, and pace even in texts on unfamiliar topics.	The learner articulates words well while reading smoothly with correct intonation, rhythm, and pace.	The learner frequently articulates words well while reading smoothly with correct intonation, rhythm, and pace.	The learner occasionally articulates words well while reading smoothly with correct intonation, rhythm, and pace.
Ability to analyse simple texts.	The learner interprets and responds to questions in context using extensive vocabulary in giving responses.	The learner interprets and responds to questions in context.	The learner interprets and responds to most of the questions in context.	The learner interprets and responds to a few questions in context.

STRAND 3.0: WRITING**THEME 1: GREETINGS AND INTRODUCTIONS**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Guided Writing <i>Handwriting</i> <i>Orthography</i> <i>Vocabulary</i>	By the end of the sub-strand, the learner should be able to: a) write common words with the correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication.	The learner is guided to: • fill crosswords and word puzzles using cues from other texts on greetings and introductions • fill gaps in simple dialogues using simple vocabulary on greetings and introductions (<i>salut, coucou, ça marche, ça roule, ça gaze ! quoi de neuf ?</i>) • make sentences from jumbled words to write about greetings and introductions in group activities • write down dictated simple vocabulary on greetings and introductions • use visual prompts like pictures and illustrations to write simple texts.	Why is it important to write readable words?

Core Competencies to be Developed Communication and Collaboration: is developed as learners work together in group activities to write sentences from jumbled words on greetings and introductions.
Values Love: is enhanced as the learner shows care for others while writing short greetings to one another.
Pertinent and Contemporary Issues Life skills: as the learner is sensitised on the importance orderliness while labelling items for safety and ease of retrieval.
Link to other Learning Areas: The concept of informal greetings and introduction is linked to the greetings concept in social linguistics in Kiswahili.

THEME 2: FAMILY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Guided Writing <i>Clarity</i> <i>Punctuation</i> <i>Grammar</i>	By the end of the sub-strand, the learner should be able to: a) use language to convey short written interactive messages b) construct relatively long simple texts c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: - fill out forms seeking information on names, nationality, date and place of birth, marital status, residence etc. - write short emails to friends and classmates about family members, what they do (work), and what they like; - write chats or information on social media platforms using their parents' or teachers' phones.	Why is correct punctuation important?
Core Competencies to Developed: Digital Literacy: as the learners construct coherent texts through the use of digital devices.				
Values: Love: as learners write short emails to each other.				
Pertinent and Contemporary Issues: Life Skills: as learners learn how to fill out forms.				
Link to other Learning Areas: As the learners engage in role plays, they can relate the skill of acting with drama in Creative Arts.				

THEME 3: MY SURROUNDING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Guided Writing <i>Orthography</i> <i>Vocabulary</i> <i>Letter formation</i>	By the end of the sub-strand, the learner should be able to: a) decode the meaning of words from texts, b) construct simple, coherent sentences and short paragraphs c) appreciate the role of writing in varied contexts.	The learner is guided to: • write correct texts on amounts and pricing from texts given in different contexts, • write shopping lists; • correctly match specific items in terms of names, quantities and where in the market they are sold, • fill in appropriate words/expressions when shopping at the market to make complete texts and grammatically correct texts.	Why do some letters have accents in French?
Core Competencies to be Developed: Critical thinking and Problem-solving: as the learners learn to prioritise what to buy and where.				
Values: Respect: as learners accommodate differences in priorities in the preparation of shopping lists.				
Pertinent and Contemporary Issues Financial Literacy: as the learners prepare shopping lists.				
Link to other Learning Areas: The concept of creating a shopping list is linked to financial literacy in Business Studies under Pre-technical Studies.				

THEME 4: TIME

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.4 Guided Writing <i>Clarity</i> <i>Fluidity</i> <i>Vocabulary</i>	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using the correct structures c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write texts on important dates, • fill in gaps in short texts relating to important dates, • make a calendar of events in groups, • match picture stimuli of important days and dates collaboratively, • fill word puzzles with vocabulary on important dates.	Why should a sentence be consistent?
Core Competencies to be Developed: Critical thinking and Problem-solving: is developed as the learner solves simple problems while filling puzzles with vocabulary on important dates.				
Values Unity: as the learner work collaboratively to carry out class activities when matching picture stimuli to important days and dates.				
Pertinent and Contemporary Issues Life skills: as the learner portrays self-awareness while writing about important dates unique to him/her.				
Link to other Learning Areas: Learning important dates can be linked to the concept of national holidays in Social Studies.				

THEME 5: FUN AND ENJOYMENT

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.5 Guided Writings <i>Sentence order</i> <i>Legibility</i> <i>Consistency</i>	By the end of the sub-strand, the learner should be able to: a) apply basic spelling and punctuation rules in simple written communication; b) write texts on leisure, games, and sporting activities; c) display increased interest expressing ideas and information in a coherent and organised manner through writing.	The learner is guided to: - accurately write dictated passages based on familiar topics (sports and leisure) with correct punctuation and orthography, - write short compositions on leisure activities that they engage in with peers, - correctly use vocabulary and grammatical structures learned in written texts that express interests, likes and dislikes, / preferences...<i>verbes en ER</i> use the negation <i>ne + verbe + pas</i> and adjectives (<i>possessif, démonstratif, qualificatif</i>).	How do you ensure that your writing is readable?
Core Competencies: Creativity and Imagination: as learners write short compositions on their leisure activities.				
Values: Social Justice: learners realise that they have different gifts, talents, and interests with equal opportunities.				
Pertinent and Contemporary Issues Health Promotion: learners are encouraged to engage in appropriate leisure activities to avoid drugs and substance abuse.				
Link to other Learning Areas: The learner can relate the leisure activities with the skills of drawing, painting, dancing, and singing in Creative Arts.				

THEME 6: FOODS AND DRINKS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.6 Guided Writing <i>Punctuation</i> <i>Grammar</i> <i>Handwriting</i>	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using the correct structures c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: - draw and label images of food quantities and different shops of food, - fill in gaps in short texts relating to food quantities to pick out vocabulary, - make a shopping list for food items, - write down simple dictated vocabulary on food quantities and different shops of food.	Why should one organize his/her writing?
Core Competencies to be Developed Learning to Learn: as learners learn how to write vocabulary on food quantities.				
Values Responsibility: is enhanced as learners prioritise basic needs while shopping.				
Pertinent and Contemporary Issues Self-esteem: learner develops confidence by being able to write shopping lists in French.				
Link to other Learning Areas: - The concept of quantity of food is linked to the concept of measurement (weight) in Mathematics. - The concept of shopping for food is linked to the concept of budgeting in Business Studies under Pre-Technical Studies.				

THEME 7: MY BODY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.7 Guided Writing <i>Clarity</i> <i>Vocabulary</i> <i>Fluidity</i>	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using the correct structures c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write short texts on physical appearance, • draw and label parts of the body, • fill in gaps in short texts relating to physical appearance, • source for and write down information on physical appearance from the internet, • use picture stimuli to match images on physical appearance to their descriptions.	Does one's flow of writing affect a person's understanding of a text?
Core Competencies to be Developed Digital Literacy: as the learner manipulates digital devices while sourcing information on physical appearance online.				
Values Responsibility: as the learner uses the internet responsibly in sourcing information.				
Pertinent and Contemporary Issues Online safety: as learners use the internet to source information from safe sites.				
Link to other Learning Areas: The skill of guided writing is similar to the same skill in English and Kiswahili.				

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.8 Guided Writing <i>Vocabulary</i> <i>Handwriting</i> <i>Creativity</i> <i>Clarity and conciseness</i>	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using the correct structures c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write down dictated simple vocabulary of seasons, (<i>le printemps, l'été, l'automne, l'hiver</i>) • rearrange letters to make words, • fill crosswords and word puzzles with vocabulary of clothing, (<i>un pull, blouson, pantalon, short, T-shirt, cardigan, une robe, chemise; des gants, chaussures, chaussettes, manteau,)</i> • fill gaps in simple dialogues using simple vocabulary of weather patterns, (<i>il fait beau ... /mauvais, il pleut, il y a du vent, il fait nuageux...</i>) • make sentences from jumbled words to practise word order, • use picture writing prompts to write about seasons and related weather patterns and clothing.	How should a good sentence look like?

Core Competencies to be Developed • Critical thinking and Problem-solving: as learners think critically when filling crosswords and word puzzles.
Values Unity: as learners work in groups to fill crosswords and puzzles.
Pertinent and Contemporary Issues Disaster Risk Reduction: as learners share on the adverse effects of some weather patterns.
Link to other Learning Areas: The concept of vocabulary on weather patterns is related to the concept of weather and climate in Geography under Social Studies.

THEME 9: GETTING AROUND

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.9 Guided Writing • <i>Handwriting</i> • <i>Orthography</i> • <i>Clarity</i>	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using the correct structures c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • rearrange letters to make words on vocabulary of places in the neighbourhood in small groups • fill crosswords and word puzzles with vocabulary on the neighbourhood • fill gaps in simple dialogues using simple vocabulary of locating (<i>à travers, en face de, à côté de, derrière, près de</i>) and areas in the neighbourhood (<i>la boutique, le marché, l'église, la boulangerie, la mosquée, supermarché,</i>) • make sentences from jumbled words to indicate the location of a place • write down dictated simple vocabulary in locating areas and facilities in the neighbourhood • use picture writing prompts to write simple texts.	How should a good handwriting look like?

Core Competencies to be Developed

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

Values

Unity: is enhanced as teamwork among learners is achieved while working jointly to fill crosswords and puzzles.

Pertinent and Contemporary Issues

Clubs and Societies: The learner appreciates working together to accomplish a collaborative project in the French club.

Link to other Learning Areas:

The concept of locating places and facilities is related to the concept of prepositions and adverbs of place in English.

SUGGESTED ASSESSMENT RUBRIC

Level Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write clear and readable texts: Space between words in a sentence Space between letters in a word.	The learner writes texts paying attention to neatness and proper spacing all through. Handwriting exhibits individual style and flair.	The learner writes texts paying attention to neatness and proper spacing all through.	The learner writes texts paying attention to neatness and spacing in most parts of the text.	The learner writes texts paying attention to neatness and spacing in very few parts of the text.
Ability to write texts using correct language structures and vocabulary.	The learner writes simple texts while maintaining spelling and grammatical accuracy all through. Sentence structures are correct all the time while using vocabulary appropriate to the context.	The learner writes simple texts while using correct sentence structures and vocabulary.	The learner mostly writes simple texts while using correct sentence structures and vocabulary.	The learner in a few instances writes simple texts while using correct sentence structures and vocabulary. texts but is unable to maintain spelling and grammatical accuracy all through. Sentence structures are incorrect most of the time. Uses very limited vocabulary appropriate to the context.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING PROJECT

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service, enabling learners to reflect on, experience, and learn from the community. The CSL activity is hosted as a strand within Social Studies. The Social Studies teacher will be responsible for coordinating teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to carry out the integrated CSL class activity. Learners will undertake one common integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a Solution Learners create an intervention to address the challenge identified.
Milestone 3	Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	Implementation The learners execute the project and keep evidence of work done.

Milestone 5	Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback
Milestone 6	Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen the learning of the academic concepts.

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and the end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on three components namely: skills from various learning areas applied in carrying out the activity, core competencies developed, and values nurtured.

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
Listening and speaking	• Listening to and identifying informal structures from audio material • Filling in missing letters/words on informal phrases • Filling in crossword puzzles. • Engaging in simple informal dialogues • Recording themselves engaging in informal social interactions • Reciting poems and rhymes in informal greetings and interactions • Role-playing on informal interactions among peers.	• Charts • Video clips • Video games • Jumbled up grids • Word puzzles • Flashcards (<i>words or games</i>) • Comic strips • Short stories • Audio recordings • Pictures • Poems • Songs • Chalkboard • Word wheel • Word searches • Crossword puzzles • Journals • Media devices eg <i>phones, tablets, cameras...</i> • Dialogues	• Songs • Recitation of poems • Games <i>e.g. skits and role plays</i> • Peer education; practise with peers • Participation in French club activities

Reading	• Reading aloud texts on informal interactions • Reading simple texts to demonstrate fluency in pairs. • Reading dialogues • Answering comprehension questions	• Pictures • Poems • Songs • Short stories • Flashcards	• Role-plays and simulation • Songs • Poems
Writing	• Writing simple dialogues. • Filling in missing letters/words on informal phrases • Filling in crossword puzzles. • Word searches and puzzles • Writing guided textual chats • Reorganizing simple dialogues	• Word puzzles • Flashcards (<i>words or games</i>) • Maps • Short stories • Real objects (<i>home objects</i>) • Audio recordings • Pictures • Poems • Songs • Chalkboard • Word wheel • Name tags and labels • Word searches • Journals • Computer	• Interschool activities and presentations • Recitation of poems • Role-plays and simulation • Peer education • Participation in French club