



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

FRENCH GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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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 curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. 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.

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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 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JSS 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 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 7 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 7 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.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. 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), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the 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 Grade 7 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, 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) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 7 and preparation of learners for Grade 8.

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TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education	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. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that 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 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 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 required to support a growing economy. Kenya is building up a modern and independent economy that 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, especially in the developed world. We can only be part of this development if our education system focuses 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 personalities. 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 grow 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 that provides equal educational opportunities. 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 instill 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.
- 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 in this international community with all the obligations, 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 for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy, and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, 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

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 contextualised communication situations. The content is delivered using interactive and participatory methods of learning aimed at unlocking the learners' multiple intelligences. The expected results are heightened awareness, understanding, and appreciation of the French language. The learner will exit Junior Secondary as an intermediate user of the language. Importantly, this will form a crucial foundation for those advancing in French to Senior Secondary.

SUBJECT GENERAL LEARNING OUTCOMES

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

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



STRAND 1.0: LISTENING AND SPEAKING

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



Core-Competencies to be developed:

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

Values:

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

Pertinent and Contemporary Issues:

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

Link to other subjects:

- English: The subject has content on the use of informal and formal language.
- Life Skills Education: The subject has content on interpersonal relationships.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify informal words and expressions in simple social interactions.	The learner always identifies informal words and expressions.	The learner usually identifies informal words and expressions.	Learner identifies informal words and expressions some of the time.	The learner seldom identifies informal words and expressions.



Ability to use appropriate expressions in informal social interactions.	The learner uses a wide variety of appropriate words and expressions in the informal context of oral communication.	The learner usually uses appropriate words and expressions to address the target audience in formal and informal communication contexts.	The learner uses appropriate words and expressions some of the time.	The learner rarely uses appropriate words and expressions in informal social interactions.
Ability to pronounce sounds in words correctly.	The learner pronounces the semi-vowel sounds in words accurately, distinctively, and clearly.	The learner pronounces the semi-vowel sounds in words accurately and clearly.	The learner pronounces the semi-vowel sounds in words fairly accurately and occasionally lacks clarity.	The learner pronounces the semi-vowel sounds in words with inaccuracies and struggles to be clear.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Listening Comprehension: Immediate Family (4 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe members of the immediate family by physical attributes and occupation</p> <p>b) respond to comprehension questions on the immediate family</p> <p>c) appreciate the role of the family in one's life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch short video clips describing the physical characteristics of persons • identify physical attributes of members of the family from pictures or video clips. • relate the members of an immediate family to their physical attributes • listen to simple dialogues describing members of an immediate family • articulate sounds /é / and /è/ correctly • formulate and answer questions on family • practise pronouncing words with sounds with accent aigu /é / and accent grave /è/ • read rhymes and tongue twisters containing sounds /é /and /è/ • record short descriptions about members of an immediate family. 	<ol style="list-style-type: none"> 1. How do we listen for understanding? 2. Why is family important?



Core competencies to be developed: Communication and collaboration: learner develops critical listening and practical speaking skills as they listen to audio and talk about the physical attributes of their families.

Values:

Care and compassion: learner develops the value of care and compassion as they learn to appreciate different attributes of family members.

Pertinent and Contemporary Issues:

Citizenship education: learner develops the spirit of social cohesion as they discuss the role of the family unit in their lives.

Link to other subjects:

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



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe members of the immediate family by physical attributes and occupation.	The learner can detect and extract all the descriptive words heard from the recorded text, and systematically and comprehensively describe the family members by physical attributes and occupation.	The learner can detect and extract all the descriptive words heard from the recorded text and comprehensively describe the family members by physical attributes and occupation.	The learner can detect and extract most of the descriptive words heard from the recorded text and leaves out some details when describing the family members by physical attributes and occupation.	The learner can detect and extract some of the descriptive words heard from the recorded text and Leaves out many details when describing the family members by physical attributes and occupation.
Ability to respond to comprehension questions on the immediate family	The learner provides accurate and very clear responses to comprehension questions.	The learner provides accurate and clear responses to comprehension questions.	The learner responds to comprehension questions that are mostly accurate and clear.	The learner responds to comprehension questions that are mostly inaccurate and unclear.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Oral Expression: Our room (4 lessons)	By the end of the sub-strand, the learner should be able to: a) describe their room in an organised and coherent manner b) choose appropriate vocabulary and expressions to talk about their room c) articulate sounds in words correctly, d) exhibit appreciation for their room.	The learner is guided to: <ul style="list-style-type: none"> • identify standard items in a room from audiovisual materials (<i>l'amoire, le lit etc</i>) • play word games with vocabulary on different parts of a room "<i>le mur, le toit, la fenetre.</i>" • play the quick-fire game to identify objects in a room • engage in simple dialogues in groups using expressions of location and possession • play "mind squeeze" games on standard items in a room to develop critical thinking • practise pronouncing words with [o] sound correctly (<i>Rideau, tableau</i>) • engage in rhyme games to practise sounds [o] with the help of media devices 	<ol style="list-style-type: none"> 1. Why is it important to describe something? 2. How do you ensure coherence when describing your room?



			<ul style="list-style-type: none"> • create and recite own rhymes and short poems to enhance sound articulation • share how they organise their room with other learners in the school community as they discuss the positioning of items for safety and security. 	
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Core competencies to be developed:

Communication and collaboration: the learner develops skills to speak effectively and logically during interaction with others in dialogues.

Values:

- Patriotism: the learner shows loyalty, love, and pride as they talk about their room.
- Responsibility: the learners care for their personal and communal property in their room.

Pertinent and Contemporary Issues:

Safety and security education: learners discuss the safe positioning of items in their rooms.

Link to other subjects:

Home Science, where content about personal hygiene, good grooming, and different items in a home can be found.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe their room.	The learner describes a room in a faultless organised manner. The flow of ideas is smooth, and coherence is achieved with great ease.	The learner describes a room in an organised manner. Ideas are well linked, and coherence is achieved with relative ease.	The learner describes a room with some good ideas that are reasonably well organised and linked. Coherence may be affected by the shaky organisation of ideas.	The learner attempts to describe a room but with limited ideas that are not well organised. Coherence is greatly affected.
Ability to choose vocabulary and expressions to talk about their room.	The learner always chooses appropriate vocabulary and expressions when describing a room and often adds self-learnt words.	The learner chooses appropriate vocabulary and expressions when describing a room; makes minimal errors in the use of the vocabulary and expressions.	The learner mostly chooses appropriate vocabulary and expressions in describing a room. Errors made do not affect the intended meaning.	The learner chooses vocabulary and expressions to describe a room, but the choice is inappropriate most of the time. Consistently makes errors that affect the intended meaning.
Ability to articulate sounds in words.	The learner correctly pronounces the sound [eau] in all words learnt; can pronounce new words with the sound [eau].	The learner correctly pronounces the sound [eau] in all words learnt with relative ease. Errors are minimal.	The learner can pronounce the sound [eau] in most of the words learnt. They make a few errors that, at times, distort the meaning of the words.	The learner pronounces the sound [eau] in very few of the words learnt. Errors are consistent and affect the meaning of words, thus distorting communication.



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



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



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify media devices in their surrounding	The learner very quickly identifies all media devices within their immediate environment.	The learner quickly identifies all media devices presented within the immediate environment.	The learner slowly identifies most media devices within the immediate environment.	The learner very slowly identifies a few media devices within the environment.
Ability to respond to oral instructions on how to operate media devices.	The learner promptly and accurately interprets all oral instructions on how to operate media devices.	The learner accurately interprets all oral instructions on how to operate media devices.	The learner accurately interprets most oral instructions on how to operate media devices.	The learner accurately interprets few oral instructions on how to operate media devices.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Listening Comprehension and Oral Expression: School (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> respond appropriately to information from listening texts locate different places in school relate places in school to various activities desire to carry out various school activities in the right places 	The learner is guided to: <ul style="list-style-type: none"> identify areas in school orally watch audio-visual materials on places in school practise sounding words with sounds [r] and [l] imitate and distinguish the sounds [r] and [l] orally converse about facilities and activities in school using simple expressions simulate simple dialogues about locating facilities in school practise using the question forms (<i>Où est...? Où est-ce que...</i>). 	<ol style="list-style-type: none"> Why should we learn to listen and speak well? Why is it essential to hold activities in designated places?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: the learner develops active listening and practical speaking skills as they engage in simple dialogues on places in school and the activities carried out in these places. Digital literacy: the learner interacts with digital technology through watching and manipulating audio-visual material 				



Values:

- Peace: the learner develops the habit of peaceful and harmonious coexistence as facilities in the school are shared.
- Unity: the learner values working in solidarity with others in the school community.

Pertinent and Contemporary Issues:

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

Links to other subjects:

- Geography: The subject has content on interacting with visual stimuli.
- Life Skills Education: The subject raises awareness on appreciating the value of buildings and property.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to locate places in school.	The learner always listens keenly and speaks when relating places to different activities in school; articulates words correctly in discussing places and activities in school.	The learner often listens keenly and speaks when relating places to different activities in school.	The learner sometimes listens keenly and speaks when relating places to different activities in school.	The learner hardly listens keenly and hardly speaks when relating places to different activities in school.
Ability to relate places in school to activities.	The learner locates places in school and accurately associates activities that take place in the different sites within the school with ease.	The learner accurately locates places in school with relative ease; may hesitate on activities but eventually makes the correct associations or ideas.	The learner locates places in school with ease but makes some errors relating the places to activities.	The learner locates a few places in school with difficulty; makes some relevant associations with activities.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Listening comprehension and Oral expression: Shopping (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify different items sold at the market b) make up basic dialogues on buying and selling c) appreciate the importance of wise buying and selling with integrity.	The learner is guided to: <ul style="list-style-type: none"> • listen to video or audio clips to identify different items sold in a typical Kenyan market • simulate simple dialogues about buying and selling in a market • play word games to enhance retention of vocabulary related to goods and transactions • listen to and repeat words containing sound [i] (<i>igname, image, piment...</i>) • prepare and present skits, poems, or songs on the importance of making good decisions and spending money. 	<ol style="list-style-type: none"> 1. Why are there different places where one can buy goods? 2. Why is honesty important when buying and selling?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops active listening and adaptive speaking skills through simulations of typical market scenes. • Self-efficacy: the learner gains and displays practical communication skills through role-playing situations that involve deciding what to buy. 				
<p>Values: Honesty and trustworthiness: Learner develops openness in pricing, paying for goods, and giving correct change as they shop.</p>				



Pertinent and Contemporary Issues:

Financial literacy: the learners get enlightened about the value of money, which informs decisions on spending.

Links to other subjects:

Business studies: this subject has content on wise buying.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different items sold at the market.	The learner promptly identifies all common items sold at the market.	The learner identifies all common items sold at the market.	The learner identifies the most common items sold at the market.	The learner identifies some common items sold at the market.
Ability to make dialogues on buying and selling.	The learner talks about buying and selling fluently and even includes a clear introduction and conclusion.	The learner talks about buying and selling with fluency and can conclude a transaction effectively.	The learner talks about buying and selling but makes errors that obscure coherence to a limited extent.	The learner talks about buying and selling but struggles to express a need and sustain the conversation.
Ability to communicate effectively.	The learner confidently and efficiently adapts conversation effectively to the role assumed and the simulated situation.	The learner progressively adapts the conversation to the role assumed and effectively simulates the situation.	The learner progressively adapts conversation to the role assumed and the simulated situation.	The learner is hesitant to adapt the conversation to the role assumed and displays unease in the simulated situation.



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



- Digital literacy: the learner develops digital literacy skills while using digital devices to record conversations about their hobbies.

Values:

Respect through appreciating the diversity in the choice of hobbies amongst people around them.

Pertinent and Contemporary Issues:

Self-management: the learner discovers how to cope with stress through good hobbies.

Links to other subjects:

Physical Health Education as most hobbies are psychomotor in nature.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify common hobbies.	The learner very quickly identifies a wide range of common hobbies learnt from print and digital devices.	The learner quickly identifies all the common hobbies learnt from image and digital devices.	The learner slowly identifies most of the common hobbies learnt from print and digital devices.	The learner very slowly identifies some common hobbies learnt from print and digital devices.
Ability to justify the choice of hobbies.	The learner justifies choices of particular hobbies with ease and shows exceptional tolerance and understanding of others' choices and points of view.	The learner justifies the choice of particular hobbies and shows reasoned tolerance and understanding of others' choices and points of view.	The learner justifies the choice of particular hobbies and shows moderately reasoned tolerance and understanding of others' choices and points of view.	The learner attempts to justify the choice of hobbies; shows minimal tolerance and understanding of others' choices and points of view.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.8 Listening Comprehension: Health (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify common ailments in their immediate environment b) express one's state of health in oral interactions c) appreciate aspects of good health enjoyed	The learner is guided to: <ul style="list-style-type: none"> • listen to audio materials to identify common ailments talked about • engage in simple dialogues to inquire about each other's state of health • practise tongue twisters to enhance pronunciation • recite poems, in pairs and in groups • pronounce words containing sound [jɛ], and give examples • pronounce words with the sound [jɛ] correctly • use digital devices to research common ailments • discuss common ailments in their immediate environment or within the school community 	<ol style="list-style-type: none"> 1. How do we maintain good health? 2. Why is it essential to be aware of others' state of health?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops active listening and practical speaking skills as they listen and respond appropriately to inquiries on health. 				



- Digital literacy: the learner uses digital devices to accomplish learning tasks while researching ailments effectively.

Values:

Care and compassion: the learners inquire about the well-being of others and take good care of themselves.

Pertinent and Contemporary Issues:

Health promotion: Prevention and management of common ailments

Link to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify common ailments	The learner orally identifies all common ailments learnt easily and gives details on the diseases.	The learner orally identifies all common ailments learnt with ease.	The learner orally identifies most of the common ailments learnt.	The learner orally identifies a few common ailments learnt.
Ability to express one's state of health	The learner expresses a state of health using a variety of vocabulary and expressions. Ideas flow smoothly, revealing coherence.	The learner expresses a state of health using appropriate vocabulary and expressions. Ideas are linked and coherent.	The learner expresses a state of health using an appropriate but limited vocabulary and expressions; makes some errors that may interfere with coherence	The learner expresses a state of health using minimal vocabulary and inappropriate expression but requires frequent prompting.



STRAND 2.0: READING

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading Aloud: Social Interaction (1 Lesson)	By the end of the sub-strand, the learner should be able to: a) identify words and expressions used in simple, informal interactions b) articulate words and phrases in simple texts and dialogues c) show interest in learning new words and expressions	The learner is guided to: <ul style="list-style-type: none"> • read out aloud new words after the teacher • read simple dialogues in informal register from comic strips, children's magazines, etc., in turns. • practise pronouncing words and expressions in rhythm • build vocabulary and lexical content to use in informal contexts of communication 	<ol style="list-style-type: none"> 1. Why do you need to read words using the correct pronunciation? 2. How do we identify informal language?
<p>Core competencies to be developed: Communication and Collaboration: The learner acquires active listening and effective speaking while doing activities that involve reading for enunciation.</p>				
<p>Values: Respect as learners address familiar persons using the appropriate register.</p>				
<p>Pertinent and Contemporary Issues: Citizenship: Social cohesion as learner engages in activities involving collaborative reading and reading in turns.</p>				
<p>Link to other subjects: Indigenous languages, Kiswahili, and English have content on informal interactions.</p>				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify words and expressions in informal interactions.	The learner very quickly and accurately identifies words and phrases used in informal interactions and shows interest in discovering new words and expressions.	The learner quickly and accurately identifies words and expressions used in informal interactions.	The learner slowly identifies words and expressions used in informal interactions.	The learner very slowly identifies words and phrases used in informal interactions.
Ability to articulate words correctly.	The learner correctly articulates all words and expressions used in informal contexts of communication.	The learner correctly articulates words and expressions used in informal contexts of communication.	The learner correctly articulates most words and expressions used in informal contexts of communication.	The learner correctly articulates some words and expressions used in informal contexts of communication.



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



Values:

Care and compassion for others as learners learn to accept differences in appearances and character among family members.

Pertinent and contemporary issues:

Social cohesion: Learners develop an awareness of the importance of maintaining family unity as they read about family life.

Link to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to give examples of fluent reading.	The learner very quickly and confidently states whether a reader sounds natural, obeys the punctuation, stress and intonation rules, and maintains a constant pace while reading.	The learner quickly states whether a reader sounds natural, obeys the punctuation, stress and intonation rules, and maintains a constant pace while reading.	The learner slowly decides whether a reader sounds natural, obeys the punctuation, stress and intonation rules, and maintains a constant pace while reading.	The learner very slowly decides whether a reader sounds natural, obeys the punctuation, stress and intonation rules, and maintains a constant pace while reading with constant prompting.



Ability to read fluently.	The learner articulates words exceptionally well while reading with the correct intonation, rhythm, and pace.	The learner articulates words well while reading with the correct intonation, rhythm, and pace.	The learner can articulate most words well but does not always maintain the correct intonation, rhythm, and pace.	The learner reads independent words laboriously, displaying little understanding of the text, and consistently makes errors in intonation and pace that result in distortions.
Ability to work in teams.	The learner exhibits an exceptional level of understanding and willingness to seek information or assist others as they read in pairs.	The learner shows understanding and willingness to seek information or assist others as they read in pairs.	The learner shows limited understanding of the text but is willing to seek information or be assisted as they read in pairs.	The learner accepts to read alongside peers but shows very limited understanding of the text; is unwilling to seek information or help as they read in pairs.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 Reading Comprehension: Our Room (2 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) derive meaning from reading simple texts on the description of a room b) comprehend simple texts describing a room c) display a liking for reading simple descriptive texts. 	The learner is guided to: <ul style="list-style-type: none"> • read simple dialogues about items in a room • view short video clips of items in a room and reads the embedded subtitles • engage in "read, listen and track" to practise pace and rhythm • match names of things in a room to corresponding pictures • practise "echo reading" of simple texts to develop fluency, expression, and decoding skills • read descriptive texts prepared by other learners • search for word rhymes on the internet. • recite the word rhymes. 	Why should we read for comprehension?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the learner develops working skills through sharing and reading each other's descriptive texts. • Digital literacy: the learner develops the skill of using digital technology to search for information. 				



Values:

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

Pertinent and Contemporary Issues:

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

Link to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to comprehend simple texts.	The learner correctly answers all comprehension questions from texts read; responses are spontaneous and detailed.	The learner correctly answers comprehension questions from texts read.	The learner correctly answers most comprehension questions from texts read.	The learner correctly answers some comprehension questions from texts read.



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



Pertinent and Contemporary Issues :

- Parental engagement: Parents support in building literacy skills and responsible use of digital devices.
- Digital citizenship as learners acquire knowledge on handling and manipulating digital devices. The learner develops patience through coping with the challenges of working with technology and develops integrity by using media responsibly.

Links to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to state names of media devices.	The learner reads the names of media devices written and audio-visual materials with ease.	The learner reads the names of media devices in written and audio-visual materials.	The learner reads the names of some media devices in written and audio-visual materials.	The learner reads the names of media devices in written and audio-visual materials but with considerable assistance from the teacher.
Ability to read aloud instructions and labels on media devices.	The learner distinctively and clearly reads aloud instructions and labels.	The learner clearly reads aloud instructions and labels.	The learner reads aloud instructions and labels but most are not clear.	The learner reads instructions and labels aloud, but struggles to read clearly.
Ability to read using various electronic media.	The learner takes the initiative to discover and use appropriate learning applications to practise pronunciation.	The learner can use learning applications to practise pronunciation.	The learner occasionally uses learning applications to practise pronunciation.	The learner hardly uses learning applications to practise pronunciation.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5 Reading Comprehension: School (2 lessons)	By the end of the sub-strand, the learner should be able to: a) state the facilities and activities in school b) derive meaning from simple texts c) show pleasure in reading texts fluently	The learner is guided to: <ul style="list-style-type: none"> • match places in school to activities • read simple texts about places and activities in school • respond to questions about facilities and activities in school • practise pronouncing the [r] and [l] sounds in words sourced on and offline • use pictograms to indicate different activities and places 	<ol style="list-style-type: none"> 1. Why is it important to understand what you read? 2. How easy is it to locate facilities in your school?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the learner develops leadership skills by mobilising resources in liaison with the community to make posters and signages. • Digital literacy: the learner uses digital technology skills to create posters and signs to locate places in the community. 				
<p>Values: Unity: the learner works in solidarity with others in the school community to promote reading.</p>				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Mathematics: this subject has content on bearings and the location of places. • Geography: this subject has content on the location of places. 				



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



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.6 Reading Comprehension : Shopping (2 Lessons)	By the end of sub-strand, the learner should be able to: a) choose appropriate vocabulary on buying and selling, b) derive meaning from short texts on buying and selling c) show interest in reading for comprehension	The learner is guided to: <ul style="list-style-type: none"> • build vocabulary on buying and selling through the paired reading of simple dialogues • respond to questions from reading texts • prepare lists for shopping at the market • read aloud their prepared shopping lists for comparison • search for and read varied texts on shopping • provide reading materials to sensitise the community on wise buying and honest selling 	<ol style="list-style-type: none"> 1. Why is it essential to understand what happens at the market? 2. How do we read for understanding?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops collaboration skills through reading and comparing peers' shopping lists • Digital literacy: the learner develops interactive skills by sourcing for and reading texts on buying and selling. 				
<p>Values: Honesty and trustworthiness: the learner discusses the value of honesty portrayed in the reading comprehension texts.</p>				

Pertinent and contemporary issues:

Financial literacy is attained through purchasing items. The learners familiarise themselves with shopping lists on goods bought at the market.

Links to other subjects:

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

Assessment Rubric

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



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



Pertinent and contemporary issues:

Health Education: the learners read and comprehend the good habits for healthy living.

Values:

Social justice: the learners share their choice and accommodate each other's preferences.

Links to other subjects:

- Physical Health Education: Some of the games and sports are hobbies.
- Performing Arts: A number of activities in the subject are hobbies.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to build vocabulary on hobbies.	The learner builds highly sufficient vocabulary on hobbies by reading a wide variety of materials.	The learner builds sufficient vocabulary on hobbies by reading recommended texts.	The learner builds somewhat sufficient vocabulary by reading most of the recommended texts.	The learner builds limited vocabulary on hobbies as they hardly read the recommended texts.
Ability to comprehend simple texts.	The learner promptly and accurately responds to all questions on hobbies.	The learner accurately responds to all questions on hobbies.	The learner accurately responds to most of the questions on hobbies.	The learner attempts to respond accurately to some questions on hobbies.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.8 Reading Comprehension: Health (3 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the indicators of comprehension in reading b) infer meaning from short texts on common ailments c) value reading texts for comprehension.	The learner is guided to: <ul style="list-style-type: none"> • identify what shows one has understood a reading text. • read short texts on common ailments for information • identify common ailments from short texts • source for and read written texts on common ailments from the internet • read comic strips and simple dialogues on common ailments for fluency • read adapted medical brochures and medicine packs for vocabulary acquisition • read aloud to other learners, texts on common ailments for awareness. 	<ol style="list-style-type: none"> 1. How can you tell you have understood a text? 2. What health information are we likely to find in our environment?
<p>Core competencies to be developed: Critical thinking and problem solving: the learner develops research skills from the internet.</p>				
<p>Values: Care and compassion: the learners inquire about the well-being of others and take good care of themselves to prevent common ailments.</p>				

Pertinent and Contemporary Issues:

Health promotion: the learner learns how to prevent and manage common ailments.

Link to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the indicators of comprehension in reading.	The learner promptly describes all the indicators of comprehension in reading.	The learner describes all the indicators of comprehension in reading.	The learner describes most of the indicators of comprehension in reading.	The learner describes some of the indicators of comprehension in reading.
Ability to infer meaning from short texts on common ailments.	The learner promptly picks out specific information on common ailments from reading texts and correctly answers all questions.	The learner picks out specific information on common ailments from reading texts and answers questions correctly.	The learner picks out specific information on common ailments from reading texts and answers most questions correctly.	The learner picks out information on common ailments from reading texts, and answers some questions correctly.
Ability to research.	The learner searches for and explores a wide variety of sources of information on common ailments; proceeds to analyse the information.	The learner searches for and explores the recommended sources of information on common ailments.	The learner searches for and explores some sources of information on common ailments.	The learner searches for and explores other sources of information on common ailments after consistent prompting.



STRAND 3.0: WRITING

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 Guided writing: Social interaction (1 Lesson)	By the end of the sub-strand, the learner should be able to: a) select words and expressions in the informal register b) create organised and coherent texts using informal expressions c) show interest in writing short texts using informal expressions	The learner is guided to: <ul style="list-style-type: none">• reorganise jumbled words and informal expressions to make meaningful texts• reorganise dialogues into a logical sequence• fill in crosswords• fill in blanks in simple, informal conversations• write mini-talks to simulate telephone conversations• engage in guided textual chats using media devices	<ol style="list-style-type: none">1. Why is guided writing essential in developing writing skills?2. When do we use informal language?



Core Competencies to be developed:

- Communication and collaboration: the learner gets the skill of writing correctly and accurately while engaging in activities that involve writing coherently and in an organised manner.
- Digital literacy: the learner uses digital devices to carry out writing activities involving filling in crosswords, puzzles, and conversations.

Values:

Respect: the learners address their peers using the informal register.

Pertinent and Contemporary Issues:

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

Link to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to select words and expressions in the informal register.	Learner always selects correct words and expressions.	Learner usually selects correct words and expressions.	Learner occasionally selects correct words and expressions.	Learner seldom selects correct words and expressions.



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



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



Link to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe guided writing of texts.	The learner distinctively and clearly describes guided writing.	The learner clearly describes guided writing.	The learner describes guided writing with limited clarity.	The learner unclearly describes guided writing.
Ability to describe people.	The learner uses descriptive expressions learnt to describe the immediate family members effortlessly.	The learner employs the descriptive expressions learnt adequately to describe the immediate family members clearly.	The learner makes some attempts to describe family members using descriptive expressions and vocabulary learnt though the writing contains quite some errors.	The learner attempts to describe family members using descriptive expressions and vocabulary learnt, and the writing contains predictive mistakes.



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



Pertinent and Contemporary Issues:

Safety and security education: The learner describes a room and shares how to ensure the safety and security of the place.

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 use correct word order.	Learner writes descriptive texts using appropriate word order and successfully experiments with new word orders.	The learner writes descriptive texts using an appropriate word order.	The learner writes descriptive texts using appropriate word order most of the time.	The learner is aware of the word order but repeatedly uses the wrong order when writing descriptive texts.
Ability to create organised and coherent texts when describing a room.	The learner employs the descriptive expressions to write very well organised and coherent texts about a room.	The learner employs the descriptive expressions to write well-organised and coherent texts about a room.	The learner employs the descriptive expressions to write somewhat organised and coherent texts about a room.	The learner employs the descriptive expressions to write texts that lack organisation and coherence.



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



Links to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write names of media devices in the target language.	The learner generates a list of names of all electronic media devices and matches them with all their multiple illustrations.	The learner generates a list of names of electronic media devices and matches most of them with their illustrations.	The learner generates a list of names of most electronic devices and matches them to some familiar illustrations.	The learner generates a list of names of some media devices but fails to match most illustrations to the names.
Ability to create texts using a given electronic medium.	The learner experiments using different electronic media to create accurate texts and images which are well-edited and accurate	The learner creates accurate and well-edited texts on a provided electronic medium.	The learner creates texts on a provided electronic medium that are mostly accurate and well edited.	The learner creates texts on a provided electronic medium with some inaccuracies and are not well-edited.
Ability to interact through media devices.	The learner always composes clear and comprehensible texts to interact regularly with teachers, friends, and classmates through a digital platform.	The learner usually composes comprehensible texts to interact with teachers and peers through digital platforms as instructed.	The learner occasionally composes editable texts to interact with teachers and peers through a digital platform as instructed.	The learner seldom composes introductory texts to interact with teachers and peers through digital platforms.



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



Pertinent and contemporary issues:

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

Links to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to state places and activities in school.	The learner very quickly and accurately identifies all the places and activities in school.	The learner quickly identifies all the places and activities in school.	The learner slowly identifies the places and activities in school.	The learner very slowly identifies the places and activities in school.
Ability to write creatively.	The learner displays an exceptional amount of creativity to write short texts about places and activities in school.	The learner creatively writes short texts on places and activities in school.	The learner writes short texts on places and activities in school with limited creativity.	The learner writes short texts on places and activities in school with very little or no creativity.
Ability to produce clear and legible labels using varying media devices.	The learner creatively uses varied media devices to make clear and legible labels.	The learner makes clear and legible labels using various media.	The learner makes clear and legible labels using the provided media devices.	Using the provided media devices, the learner makes labels with little creativity and clarity.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.6 Functional and Creative Writing: Shopping (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) cite examples of creative and functional texts b) use media devices to create simple shopping lists c) appreciate the importance of planning before spending	The learner is guided to: <ul style="list-style-type: none"> • make and fill word puzzles on goods sold at the market • fill in responses in dialogues appropriately. • write shopping lists on digital devices, • give feedback on peer's work in group activities • spell new words correctly in writing. • draft short skits on buying and selling • manipulate and customise promotional adverts for goods on sale • sensitise the school community on wise buying. 	1. Why do we need creative and functional writing skills? 2. How do you ensure you do not forget essential items when shopping?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the learner develops self-awareness and planning skills as s/he prepares shopping lists to make an informed decision on buying. • Digital literacy: the learner develops skills in creating shopping lists with digital technology. 				



Values: Respect: the learner shows respect as they sensitise the community on wise buying.				
Pertinent and Contemporary Issues: Financial Literacy: the learner develops budgeting skills through adjusting a shopping list to available income.				
Links to other subjects: Business Studies, English, and Kiswahili have content on shopping and price lists.				
Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to cite examples of creative and functional texts.	The learner clearly and distinctively identifies and accurately classifies all functional and creative writing text.	The learner clearly identifies and accurately classifies functional and creative writing text.	The learner identifies and accurately classifies the most functional and creative writing text.	The learner identifies and accurately classifies some functional and creative writing text.
Ability to create using media.	The learner easily creates shopping lists with all items correctly put in their respective categories.	The learner creates shopping lists with most items correctly put in their respective categories.	The learner writes shopping lists with some items put in inappropriate categories.	The learner produces shopping lists with items categorised haphazardly.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Creative Writing: Hobbies (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) explain what creative writing entails b) create texts on hobbies c) show eagerness to write texts on hobbies 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the concept of creativity in writing • identify examples of creativity in writing • match expressions to hobbies • write simple dialogues on hobbies creatively • create charts and posters on hobbies • write the correct spelling of words with sound [u] • reorganise jumbled dialogues to establish the logic • take notes from a recorded source of words with sound [u] • record personal leisure in diaries and digital devices • write posters and place them in strategic places to sensitise the community on the importance of engaging in healthy or acceptable leisure activities 	<ol style="list-style-type: none"> 1. Why is creativity essential in writing? 2. Why do we need hobbies?



Core competencies to be developed:

- Communication and collaboration: the learner develops the skill of cooperation by influencing the team to reflect on the progress in creative writing and making suggestions on how to improve.
- Creativity and imagination: the learner develops creative skills through producing texts with organised and coherent content on hobbies.
- Digital literacy: the learner develops writing skills through interacting with different media devices used to write about their hobbies

Values:

Social justice: the learner shares freely about their preferences for leisure activities.

Pertinent and Contemporary Issues:

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

Links to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain what creative writing entails.	The learner always correctly explains what creative writing entails.	The learner usually explains what creative writing entails.	The learner occasionally explains correctly what creative writing entails.	The learner seldom explains correctly what creative writing entails.
Ability to create texts on hobbies.	The learner always creates very well-organised and coherent texts where a wide range of vocabulary is excellently applied.	The learner usually creates organised and coherent texts using appropriate vocabulary.	The learner occasionally creates texts that lack proper organisation and coherence.	The learner seldom creates texts that are organised, and coherence is greatly affected.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.8 Creative Writing: Health (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) explain how to develop creative writing skills b) create simple texts on common ailments, c) exhibit ease in writing about how they feel when unwell.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on how to develop creative writing skills • describe how they are feeling using short creative texts • write short sentences /texts related to common ailments • rearrange jumbled words to form coherent texts on common ailments. • produce simple texts with organised and coherent content • create words and phrases that describe diseases from images sourced from digital media • collaborate and share with others how they take care of themselves. 	<ol style="list-style-type: none"> 1. How do you ensure a text is creatively written? 2. Why is it important to maintain good health?



Core competencies to be developed:

- **Communication and collaboration:** the learner develops self-expression skills through writing about one's health and well-being.
- **Critical thinking and problem solving:** the learner acquires critical thinking and problem-solving skills by choosing different types of texts to write on.

Values:

Care and compassion: the learner inquires about the well-being of others and takes good care of self.

Pertinent and Contemporary Issues:

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

Link to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain how to develop creative writing skills.	The learner clearly and distinctively explains how to develop creative writing skills.	The learner clearly explains how to develop creative writing skills.	The learner explains how to develop creative writing skills with little clarity.	The learner explains how to develop creative writing skills with very little clarity and considerable assistance.



Ability to describe common ailments.	The learner uses a variety of relevant words and expressions with ease to describe the common ailments.	The learner uses adequate and appropriate expressions to describe the common ailments.	The learner uses a limited stock of words and expressions to describe the common ailments.	The learner uses a very limited stock of words and expressions to describe basic common ailments with considerable assistance.
Ability to create texts.	The learner creates texts on common ailments with a well-developed plot, characters, and expressions. The learner uses extensive vocabulary on health and well-being to express the state of health.	The learner creates texts on common ailments with a developed plot, characters, and expressions. Vocabulary on health and wellbeing is adequately used.	The learner creates texts on common ailments, but the plot is shaky, and characters and expressions are undeveloped.	The learner creates texts on common ailments but with a lot of assistance. The plot, characters, and expressions are not well defined.



STRAND 4.0: LANGUAGE STRUCTURES

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



Link to other subjects:

English examines the use of varied registers for effective communication.

Assessment Rubric

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



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

Pertinent and contemporary Issues:

Life skills: accepting and appreciating the different attributes of members of the family.

Link to other subjects:

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

Assessment Rubric

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



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.3 Adjectives and Prepositions (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify appropriate prepositions and adjectives to describe a room</p> <p>b) employ proper adjectives and prepositions of place in simple descriptive texts</p> <p>c) exhibit eagerness to use proper nouns and adjectives in sentence construction</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • rearrange jumbled up words to form correct sentences, for example; noun and adjective agreement • play "complete my line" games using items and possessive adjectives "<i>mon armoire</i>." • match categories of words in sets of flash cards e.g. qualitative adjectives e.g “ <i>une grande fenêtre</i>” • use digital devices to complete simple exercises on qualitative adjectives (<i>grand, joli, petit, beau, nouveau, jaune, noir, blanc</i>) and prepositions of place (<i>sur, à côté de, sous, derrière, dans, devant</i>) • use language (on and offline) applications to do some shared exercises 	<ol style="list-style-type: none"> 1. Why are adjectives important in description? 2. How do we use prepositions?



			<ul style="list-style-type: none"> • correct sentences on cards pasted (on walls) around the classroom. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: the learner interacts with technology by manipulating different digital devices in research and in creating texts. • Critical thinking and problem solving: the learner develops evaluation and decision-making skills by using suitable language structures to apply in descriptive texts. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: Learner shows loyalty, love, and pride in own room. • Responsibility: Learner cares for personal property in the described room. 				
<p>Pertinent and Contemporary Issues: Safety and security education as learners share the aspects of the described space for safety and security.</p>				
<p>Link to other subjects: Home Science has content about home and the different items that can be found in a home.</p>				



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



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.4 Nouns and Verbs (2 lessons)	By the end of the sub-strand, the learner should be able to: a) differentiate singular and plural forms of nouns and verbs b) use appropriate nouns and verbs to identify media devices c) demonstrate zeal in identifying media devices in the immediate environment	The learner is guided to: <ul style="list-style-type: none"> • fill in gaps in texts about media by application of <i>Pour</i>+infinitive verb forms (<i>pour ouvrir un fichier, pour allumer l'ordinateur</i>) • practise using the interrogative : <i>Qu'est-ce que c'est?</i> • use (<i>C'est /Ce sont +nom - C'est un ordinateur ; Ce sont les touches</i>) in the identification of devices appropriately • constitute grammatically correct sentences using card games • practise different ways of passing information using well-structured sentences with appropriate verbs in the present tense. E.g the use of <i>Tic-Tac-Toe</i> (regarder) <i>Je regarde mes messages électroniques, (taper) je tape</i> • participate in group presentations on varied grammar tasks. 	<ol style="list-style-type: none"> 1. How does the use of media devices help in learning a language? 2. Why should we use correct grammar structures in communication?



Core Competencies to be developed:

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

Values:

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

Pertinent and contemporary issues:

Child care and protection: parental guidance and involvement in the safe use of media and devices

Link to other subjects:

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



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to differentiate singular and plural forms of nouns and verbs.	The learner always differentiates singular and plural forms of nouns and verbs.	The learner usually differentiates singular and plural forms of nouns and verbs.	The learner occasionally differentiates singular and plural forms of nouns and verbs.	The learner hardly differentiates singular and plural forms of nouns and verbs.
Ability to use singular and plural forms of nouns.	The learner uses appropriate singular and plural forms of nouns and in identifying varied media devices.	The learner uses appropriate singular and plural forms of nouns in identifying most media devices.	The learner uses some appropriate singular and plural forms of nouns in identifying media devices.	The learner uses a few singular and plural forms of nouns correctly, makes errors in identifying some primary media devices.



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



Pertinent and Contemporary Issues:

Inter and intrapersonal relationships: the learner develops the ability to work with peers in groups.

Link to other subjects:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use correct prepositions and interrogative forms	The learner accurately asks/answers questions on place and activities using correct prepositions and interrogative forms. Prepositions and interrogatives are used to bring out the intended meaning. The expressions are flawless.	The learner asks and answers questions on places and activities correctly. Minimal grammatical errors made do not obscure the intended meaning.	The learner makes a fair attempt at correctly using prepositions of place and the interrogative form. Some mistakes are evident in attempts to construct some complete sentences. Through positive reinforcement, effective communication is achieved.	The learner attempts to use prepositions (of place) and the interrogative form in a jumbled-up manner. Intended communication is often still not clear despite consistent guidance.



<p>Ability to organise ideas or expressions</p>	<p>The learner quickly and confidently constructs well-developed sentences when expressing self on places and activities. There is always an explicit agreement between the prepositions of place and interrogative.</p>	<p>The learner regularly places the prepositions and interrogative in the right place to bring out the exact meaning. There is correct Sequencing of ideas is usually appropriate.</p>	<p>The learner makes an attempt at structuring and organising the prepositions and interrogative to locate places. There are several errors in the placement of proper prepositions, but meaning can be derived through remediation.</p>	<p>The learner attempts to organise ideas with consistent prompting. There are many prepositional and interrogative errors. However, a sentence or two may be correct.</p>
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.6 Indefinite and Partitive Articles (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify polite forms of expressing information b) use the partitive articles in context c) display eagerness to use correct grammar in sentence construction	The learner is guided to: <ul style="list-style-type: none"> • listen to short dialogues with the structures: (<i>Je voudrais+objet+ adjective + s'il vous plait</i>) • practise using <i>Je voudrais + objet</i> in paired activities • match names of common items at the market with their corresponding indefinite and partitive articles articles; [<i>un/une/des</i>]: [<i>du/de/de la/des</i>] • fill in texts with conjugated present tense forms of the required verbs, e.g., <i>acheter</i>. • create awareness in the school community on wise buying and its benefits 	Why is it important to make correct sentences?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the learner develops self-reflection skills by adhering to correct language structures in sentence construction. • Communication and collaboration: the learner develops adaptive speaking skills while conversing with others. 				
<p>Values: Peace: learner promotes the value of peace by using polite forms of expression when interacting with others.</p>				



Pertinent and Contemporary Issues:

Self-efficacy in expressing what to buy and where to make the purchase.

Links to other subjects:

English and Home science deal with shopping lists and commodities sold at the marketplace.

Assessment Rubric

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



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.7 Present tense (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify verbs in the present tense form b) conjugate verbs in the present tense c) desire to use correct grammar in communication	The learner is guided to: <ul style="list-style-type: none"> • isolate verbs in the present tense in poems • express likes and dislikes using <i>Jouer de + instruments de musique</i>, <i>Aimer/adorer/préférer + nom</i>, <i>Qu'est-ce que tu + aimer/préferer</i>, <i>Tu joues de + instruments de musique, parce que</i> • fill in gaps with the correct verbs • recite rhymes and poems to create awareness in the community on the importance of leading an active life by engaging in hobbies. 	<ol style="list-style-type: none"> 1. Why do we study tenses? 2. How do you spend your free time?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner develops effective speaking and fluent writing skills through expressing self-using the present tense. • Critical thinking and problem solving: the learner develops essential thinking skills by isolating verbs in the present tense in texts. • Digital literacy: the learner develops digital technology skills by interacting with different digital devices to practise the present tense. 				



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



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

Core competencies to be developed:

- Communication and collaboration: the learner develops teamwork skills by working with peers in groups.
- Self-efficacy: the learner develops practical communication skills by describing the state of health.
- Digital literacy: the learner uses digital devices to access and interact with audio-visual material and practise responding to questions.



Values: Care and compassion: Learners inquire about the well-being of others and takes good care of themselves.				
Pertinent and Contemporary Issues: Health promotion: Prevention and management of common ailments.				
Link to other subjects:				
<ul style="list-style-type: none"> • Health Science has content on common ailments. • Life Skills Education has content on self-awareness. 				
Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify interrogative pronouns.	The learner quickly and constantly identifies interrogative pronouns in texts on health.	The learner identifies interrogative pronouns in texts on health.	The learner identifies most interrogative pronouns in texts on health.	The learner identifies a few interrogative pronouns in texts on health.
Ability to use correct verbs to describe a state of health.	The learner confidently uses the correct form of verbs conjugated in the present tense.	The learner uses the correct form of verbs conjugated in the present tense.	The learner progressively uses the correct form of verbs conjugated in the present tense, and makes a few errors in describing the state of health.	The learner can correctly conjugate verbs with lots of guidance but makes many errors in the application.



GUIDELINES ON COMMUNITY SERVICE LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners to reflect, experience, and learn from the community. CSL is expected to benefit the learner, the school, and the local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one CSL class activity. The activity will allow learners to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on the steps of the CSL project to carry out an activity of their choice as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school-based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

CSL Skills to be covered:

- i) **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways, and tools to collect the data. They will also learn to analyse information and present their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes, etc.
- iii) **Citizenship:** Learners will explore opportunities for engagement as members of the school community and provide a service for the common good.
- iv) **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners consider how they can undertake the project, as well as sourcing and utilising resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.



Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>The learners will be guided to consider the various PCIs provided in the various subjects in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the school community through research, b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) implement solutions to the identified problem, e) share the findings with relevant actors, f) reflect on own learning and relevance of the project, g) appreciate the need to belong to a community 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on issues/pertinent and contemporary issues in their school that need attention ● choose a PCI that needs immediate attention and explain why ● discuss possible solutions to the identified issue ● propose the most appropriate solution to the problem ● discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation) ● develop tools for collecting the information/data ● identify resources they need for the activity ● collect the information/data using various means ● develop various reporting documents on their findings 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging



		<ul style="list-style-type: none">● use the developed tools to report on their findings● implement project● collect feedback from peers and the school community regarding the CSL activity● share the report on activity through various media to peers and the school community● discuss the strengths and weaknesses of the implemented project and lessons learnt● reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community.	
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Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to identify and analyse a pertinent issue in society to be addressed.	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.
The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities, and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them.	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue.



Ability to share findings with relevant actors.	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, but lacks the necessary details.
The ability to reflect on own learning and relevance of the activity.	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.



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

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



	<ul style="list-style-type: none"> • Reading simple texts to demonstrate fluency in pairs. • Reading dialogues • Answering comprehension questions 	<ul style="list-style-type: none"> • Songs • Short stories • Flashcards 	<ul style="list-style-type: none"> • Poems
Writing	<ul style="list-style-type: none"> • Writing simple dialogues. • Filling in missing letters/words on informal phrases • Filling in crossword puzzles. • Word searches and puzzles • Writing guided textual chats • Reorganising simple dialogues 	<ul style="list-style-type: none"> • Word puzzles • Flashcards (<i>words or games</i>) • Maps • Short stories • Real objects (<i>home objects</i>) • Audio recordings • Pictures • Poems • Songs • Chalkboard • Word wheel • Name tags and labels • Word searches • Journals • Computer 	<ul style="list-style-type: none"> • Interschool activities and presentations • Recitation of poems • Role-plays and simulation • Peer education • Participation in French club
Language structures	<ul style="list-style-type: none"> • Answering structured questions • Filling in missing words • Physical identification of objects • Quizzes 	<ul style="list-style-type: none"> • Real objects • Flashcards • Chalkboard /whiteboard • Tags and labels • computer 	<ul style="list-style-type: none"> • French club activities • French days

