KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

UPPER PRIMARY SCHOOL

FRENCH PROGRAMME

GRADE 4

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NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, patriotism, and promote national unity**
   Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. **Promote social, economic, technological and industrial needs for national development**
   Education should prepare the learner to play an effective and productive role in the nation.

   a) **Social Needs**
      Education should instil social and adaptive skills in the learner for effective participation in community and national development.

   b) **Economic Needs**
      Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

   c) **Technological and Industrial Needs**
      Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. **Promote individual development and self-fulfilment**
   Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 **Promote sound moral and religious values**
   Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. **Promote social equity and responsibility**
    Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. **Promote respect for and development of Kenya's rich and varied cultures**
    Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. **Promote international consciousness and foster positive attitudes towards other   nations**
    Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. **Good health and environmental protection**
    Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LEVEL LEARNING OUTCOMES

By the end of the Primary Education, the learner should be able to:
a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
b) Demonstrate mastery of number concepts to solve problems in day to day life
c) Demonstrate social skills, moral and religious values for positive contribution to society
d) Develop one's interests and talents for personal fulfilment
e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
g) Acquire digital literacy skills for learning and enjoyment.
h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in a non-formal curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible programs. Foreign languages learning at this level is guided by social-constructivism and environmental theories Learning of these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1/YCT2

SUBJECT GENERAL LEARNING OUTCOMES

a) develop the ability to use the language for purposes of practical communication;
b) appreciate the culture of other people to promote national and international relationship for peaceful co-existence
c) contribute to the cognitive and affective development of the student provide enjoyment and intellectual stimulation;
d) promote positive attitudes and develop an appreciation of the value of language.

SUMMARY OF STRANDS AND SUBSTRANDS

Strands	Sub Strands
1.0. Listening and speaking	1.1 Oral expressions
	1.2 Active listening
	1.3 Interactive speaking
	1.4 Phonological awareness
	1.5 Imitative speaking
	1.6 Listening for gist
2.0. Reading	2.1 Guided reading
	2.2 Reading aloud
3.0. Writing	3.1 Guided writing

1.0 LISTENING AND SPEAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.1 Phonological awareness Greetings and introductions** (3 lessons)	By the end of the sub strand, the learner should be able to: a) recognize letter sounds in words from audio stimuli b) articulate words correctly in oral interactions. c) appreciate the importance of correct pronunciation in interactive communication	The learner is guided to: ● Listen to audio materials to identify greetings in French ● Listen to vocabulary with sound *[z] e.g bonjour, je, jour,* ● Recite the French alphabet ● Spell their name and their friend's using the French alphabet ● Greet friends in their own varied local languages ● Watch short video clips on greetings from digital devices ● Greet as many friends as possible in a mingle-mingle activity in French	Why do we greet one another?
Core Competencies to be developed: **Communication and Collaboration:** As the learner listens to peers and as they introduce and greet each other.				
Values: Respect: As learners appreciate the diversity in greetings from different local communities				

Pertinent and Contemporary Issues:
Citizenship: Social cohesion is enhanced as learners greet and appreciate one another's local languages.

Link to other Learning Areas: The learner is able to compare French greetings to English, Kiswahili and Indigenous Languages

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.2 Imitative speaking** **Family** (3 lessons)	By the end of the sub strand, the learner should be able to: a. imitate sounds and words as articulated from source b. use fluent speech patterns for effective real-life interactions c. display a positive attitude towards speaking activities	The learner is guided to: ● listen and repeat names of members of a nuclear family ● carry out speaking drills in groups ● introduce members of their family using family photos *(Qui est-ce ? C'est mon père.)* ● sing songs with vocabulary related to family members	Who is family?

Core Competencies to be developed:
Communication and Collaboration: As learners carry out drills in groups:

Values:
- **Love:** Learner demonstrates love through group activities and role plays
- **Respect:** learner shows respect for diversity as they share about their families

Pertinent and Contemporary Issues:
Citizenship: Social Cohesion by appreciating the different compositions of various families

Link to Other Learning Areas: Creative Arts as learners compose and sing songs on Family and Family members.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.3 Listening for gist** **My surrounding** (3 lessons)	By the end of the sub strand, the learner should be able to: a) recall general information from audio stimuli/texts b) use information from audio stimuli in interactive communication contexts c) develop a positive attitude towards listening as a skill for effective communication	The learner is guided to: ● listen to songs on my house and identify different rooms and items ● use digital devices to source for videos on presentation of a house ● listen to presentations on my house by fellow learners in paired activities ● play hide and seek games to locate objects as directed by audio stimuli ● listen to instructions and put items at their right places	Why should we keep things in the right places in the house?

Core Competencies to be developed:
- Critical Thinking and Problem Solving:as the learner reflects on information given to locate and arrange objects
- Learning to learn: As learners listen to instructions on keeping things in the right places; they learn how to be neat and organised.

Values: Responsibility as learners keep items in their right places

Pertinent and Contemporary Issues:
Safety and Security: as learners keep items in their right places to create order and avoid accidents

Link to Other Learning Areas: Social Studies as learners are sensitized on keeping things in the right place to avoid accidents and conflict

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions)
1. Listening and speaking	**1.4 Phonological awareness** **Days of the week** (3 lessons)	By the end of the sub strand, the learner should be able to: a) recognize letter sounds in words from audio stimuli b) articulate words correctly in oral interactions. c) appreciate the importance of correct pronunciation in interactive communication	The learner is guided to: ● sing songs about days of the week ● listen and repeat words with the sound [d] and [R] ● recite poems on days of the week and related activities ● watch audio-visual clips with days of the week ● participate in rhyming games to acquire vocabulary ● play syllable-clapping game for articulation	Why is there no school on weekends?
Core Competencies to be developed: Communication and collaboration: As the learner participates in rhyming games and other activities/				
Values **Unity:** is nurtured as learners play games together				

Pertinent and Contemporary Issues
Self-cohesion : learners play games together and share on individual activities on particular days

Link to other Learning Areas: Creative Arts as the learner participates in singing and reciting poems

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.5 Listening for gist** **Fun and Enjoyment** (3 lessons)	By the end of the sub strand, the learner should be able to: a) recall general information from audio stimuli/texts b) use information from audio stimuli in interactive communication contexts c) develop a positive attitude towards listening as a skill for effective communication	The learner is guided to: ● listen to audio-visual materials (short dialogues) to identify fun activities ● carry out short dialogues in pairs ● listen to birthday songs and sing along ● create mimes and verbalize them in group activities	Why do people celebrate their birthdays?

Core Competencies to be developed:
Communication and collaboration: As the learner gives information on birthdays and perform dialogues and songs

Values:
Love: nurtured as learners sing birthday songs for one another

Pertinent and Contemporary Issues:
Self-esteem: This is enhanced as learners share information about their birthdays and activities they do.

Link to other Learning Areas: Religious Education as learners appreciate creation and the gift of life.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.6 Imitative speaking** **Foods and Drinks** (3 lessons)	By the end of the sub strand, the learner should be able to: a) imitate pronunciation of sounds and words as articulated from source b) use speech patterns fluently for effective real-life interactions c) display a positive attitude towards speaking activities	The learner is guided to: ● listen to and repeat names of food items and drinks ● listen to audio-visual material relating to food items to pick out vocabulary ● listen to and repeat sentences relating to food and drinks *(Qu'est-ce que c'est? C'est un/une + nom/ Ce sont des + nom)* ● group food items and drinks into healthy and unhealthy ● Play games to practice vocabulary related to food and drinks	1. What is good food? 2.'Which is the favourite food in your community?
Core Competencies to be developed: Communication and collaboration: as learners play games related to food and drinks				
Values: • Respect for diversity is nurtured as they share on the diversities in foods and drinks across different communities • Responsibility**:** learner develops a sense of responsibility by differentiating between healthy and unhealthy foods.				
Pertinent and Contemporary Issues: Health Promotion as learners are sensitized on healthy and unhealthy foods				

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Link to other Learning Areas: Agriculture and Nutrition as learners are taught on healthy and unhealthy foods**.**	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.7 Phonological awareness** **My body** (3 lessons)	By the end of the sub strand, the learner should be able to: a) recognize letter sounds in words from audio stimuli b) articulate words correctly in oral interactions. c) appreciate the importance of correct pronunciation in interactive communication	The learner is guided to: ● Listen to audio materials and pick out vocabulary on the different parts of the body ● Listen to and repeat sentences related to parts of the body *(J'ai + number + parts of the body e.g. J'ai deux mains)* ● Sing songs about parts of the body	What do you like about your body?

Core Competencies to be developed:
Creativity and Imagination: as learners compose and sing songs on parts of the body.

Values:
Respect**:** learner shows respect for diversity as they appreciate the uniqueness in physical traits of fellow learners

Pertinent and Contemporary Issues:
Self-awareness : as learners identify parts of their body
Link to other Learning Areas: Integrated Science as the learners identify and name various body parts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.8 Phonological awareness** **Weather and Environment** (3 lessons)	By the end of the sub strand, the learner should be able to: a) recognize letter sounds in words from audio stimuli b) articulate words correctly in oral interactions. c) appreciate the importance of correct pronunciation in interactive communication	The learner is guided to: ● watch and listen to audio-visual materials on weather and identify weather features; *soleil, vent, nuage* ● listen to songs about weather features and pick out related vocabulary ● group weather features into friendly and harsh categories ● recite poems on weather features with specific sounds *ex. (nuage, orage, neige, déluge, gele)* ● source vocabulary on weather features from digital devices ● search and play games in groups using digital devices ● recite tongue-twisters	Which weather do you enjoy?
Core Competencies to be developed: • Communication and Collaboration: as learners play games in groups • Digital Literacy as learners search for games online using digital devices					

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| **Values:** |
| Unity is nurtured as learners work in groups |

| **Pertinent and Contemporary Issues:** |
| Disaster risk reduction: learners share and learn on the adverse effects of some weather features |

| **Link to other Learning Areas**: Social Studies as learners are taken through various weather features and their effects |

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.9 Imitative speaking** **Getting Around** (3 lessons)	By the end of the sub strand, the learner should be able to: a) imitate pronunciation of sounds and words as articulated from source b) use fluent speech patterns for effective real-life interactions c) display a positive attitude toward speaking activities	The learner is guided to: ● recite poems on areas in a home ● listen to and sing songs on objects found in a home ● source and watch video clips on house plans from digital devices to identify rooms and areas ● play games in groups to state the location or position of areas in a home ● listen and follow instructions on putting items in their right places ● participate in simple simulations on asking for and giving location ● ask for the location of some household items in paired activities	Where do you keep different household items?
Core competencies to be developed: **Communication and collaboration:** learners develop teamwork skills as they play games in groups to locate items in a house				
Values: Unity as learners share information and play games				

Pertinent and Contemporary Issues:
Safety and security: as learners place items in their right places to avoid accidents
Link to other Learning Areas: Social Studies as learners are taught on giving the position and location of items/places.

Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to recognize sounds from letter combinations	Learner recognizes all the targeted sounds from a given audio stimuli and in more complex context.	Learner recognizes all the targeted sounds from a given audio stimuli	Learner recognizes most of the targeted sounds from a given audio stimuli	Learner recognizes a few of the targeted sounds from a given audio stimuli.
Ability to articulate given words	The learner articulates all familiar words as well as more complex vocabulary	The learner articulates all familiar words	The learner articulates most familiar words	The learner articulates a few familiar words
Ability to communicate fluently in social interactions	The learner is fluent in communication with a fast pace and correct intonation.	The learner is fluent in communication maintaining good pace and intonation	The learner attempts to communicate but is hindered by wrong intonation	The learner attempts to communicate but is hindered by slow pace and wrong intonation.
Ability to demonstrate mastery of vocabulary and expressions in oral interactions	Learner demonstrates mastery of extensive vocabulary and expressions	Learner demonstrates mastery of all familiar vocabulary and expressions	Learner demonstrates mastery of most familiar vocabulary and expressions	Learner demonstrates mastery of a few words and expressions

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Ability to recall important information	The learner identifies the main ideas in an oral text citing appropriate illustrations	The learner identifies the main ideas in an oral text	The learner identifies most of the main ideas in an oral text	The learner identifies a few ideas in an oral text
Ability to use information from audio stimuli to engage in oral interaction	The learner uses all the information from audio stimuli appropriately and in great detail to engage in oral interactions	The learner uses all the information from audio stimuli appropriately to engage in oral interactions	The learner uses most of the information from audio stimuli appropriately to engage in oral interactions	The learner uses some of the information appropriately to engage in oral interactions

2.0 READING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	**2.1 Reading aloud** **Greetings and introductions** (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize words in context when reading b) read aloud simple words with accurate pronunciation c) develop confidence in their reading abilities through guided support	The learner is guided to: ● read aloud simple vocabulary on greetings cards *(Bonjour, salut)* ● play games to read their names and their friends' aloud ● use picture stimuli to read vocabulary aloud ● read names spelt out using the French alphabet	1. Why do we read? 2. What do you read?
Core competencies to be developed: Communication and collaboration: as learners play games to read their names aloud				
Values **Respect:** is nurtured as they learn the diversity in names and greetings				
Pertinent and Contemporary Issues **Citizenship:** Social cohesion is enhanced in accommodating diversity				
Link to other Learning Areas: Social Studies as learners are exposed to different naming cultures and their identity				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.2 Reading aloud My Family (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize words in context when reading b) read aloud simple words with accurate pronunciation c) develop confidence in their reading abilities through guided support	The learner is guided to: ● to follow the reading aloud of words in order to know how to pronounce them; ● read aloud words in turns ● articulate correctly words related to family as they read aloud short phrases. ● identify some French accents and pronounce the accented words correctly; *(accent aigu / grave*	Why do some French words have accents?
Core competencies to be developed **Communication and collaboration:** As learners read aloud words in turns correcting each other				
Values **Love:** Demonstrate patience as others take turns to read texts				
Pertinent and Contemporary Issues **Self-esteem:** Learners exhibit self-esteem and self-drive as they learn to read in a new language				
Link to other Learning Areas: A All Learning Areas as Reading Aloud cuts across.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.3 Reading aloud **My surrounding** (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize words in context when reading b) read aloud simple words with accurate pronunciation c) develop confidence in their reading abilities through guided support	The learner is guided to: ● to follow the reading aloud of words in order know how to pronounce them; ● source for texts from digital devices and read aloud words in turns ● articulate correctly words related to home as they read aloud short phrases. ● read texts and answer questions on location of objects and areas *(dans, derrière, entre, sur, sous)*	Which places is reading aloud done?
Core competencies to be developed: • Communication and collaboration**:** As learners take turns in reading aloud and correcting each other • Digital Literacy as learners source for texts online for practice				
Values: Love**:** as the learners share digital devices				
Pertinent and Contemporary Issues **Self-esteem:** Learners exhibit self-esteem as they read aloud in turns				
Link to other Learning Areas: Social Studies as learners learn about the environment				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.4 Reading aloud Days of the week (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize words in context when reading b) read aloud simple words with accurate pronunciation c) develop confidence in their reading abilities through guided support	The learner is guided to: ● read aloud the days of the week ● read short texts on days of the week and simple activities to practice fluency ● recite poems	Which is the best day of the week?

Core competencies to be developed
Learning to learn: This is developed as learners learn how to read vocabulary on days of the week

Values
Respect: learner shows respect for diversity as they take turns to read texts on days of the week

Pertinent and Contemporary Issues
Self-esteem: learner develops confidence by being able to read texts related to the days of the week and activities.

Link to other Learning Areas: Social Studies as days of the week relate to time and date.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.5 Reading aloud **My birthday** (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize words in context when reading b) read aloud simple words with accurate pronunciation c) develop confidence in their reading abilities through guided support	The learner is guided to: ● Listen keenly and follow the reading aloud of texts as they pick out selected vocabulary; ● Read aloud in turns selected dates of birth (date and month); ● Read aloud the lyrics of birthday songs.	Why are birthdays important?

Core competences to be developed:
Creativity and Imagination: as learners compose and sing birthday songs

Values:
Love as the learners take turns in reading aloud

Pertinent and Contemporary Issues
Self-esteem: learner develops confidence by being able to read aloud texts

Link to other Learning Areas: Religious Education as learners appreciate creation and their existence

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	**2.6 Reading aloud** **Foods and Drinks** (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize words in context when reading b) read aloud simple words with accurate pronunciation c) develop confidence in their reading abilities through guided support	The learner is guided to: ● read aloud names of food items and drinks ● take turns in reading short texts relating to food items to pick out vocabulary ● match names of food and drinks to images ● play word search games on vocabulary related to food and drinks	Which foods have you never eaten?
Core competencies to be developed Learning to learn: As learners learn of new foods and drinks from different communities.				
Values **Respect:** learner shows respect for diversity as they learn of different foods and drinks				
Pertinent and Contemporary Issues **Self-esteem:** learner develops confidence by being able to read texts related to food and drinks.				
Link to other Learning Areas: Agriculture and Nutrition as learners read on different foods and drinks				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.7 Guided reading My body (2 lessons)	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts b) read simple texts fluently using the right intonation and pace c) show enthusiasm in reading through exposure to simple varied texts	The learner is guided to: ● read short texts on parts of the body for information ● source for and read short texts about the human body from the internet	What is unique about your body?

Core competencies to be developed
Digital literacy: This is developed as the learner sources for texts on parts of their body from the internet.

Values
Responsibility: learner uses the internet responsibly in sourcing for information

Pertinent and Contemporary Issues
Online safety: as learners use the internet to source for information

Link to other Learning Areas: Integrated Science as learners read on body parts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	**2.8 Guided reading** **Weather and environment** (2 lessons)	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts b) read simple texts fluently using the right intonation and pace c) show enthusiasm in reading through exposure to simple varied texts	The learner is guided to: ● source for texts on weather features from digital devices in groups ● repeat read texts in groups ● read texts in pairs to acquire vocabulary ● respond to simple questions from reading texts ● read texts and categorize weather features into friendly and harsh ● se picture stimuli to read weather features	How do you predict the weather?

Core competencies to be developed
Critical thinking and problem solving: as learners interpret picture stimuli to read weather features

Values
Unity: as learners work together in groups to source for reading materials from digital devices

Pertinent and Contemporary Issues
Disaster risk reduction: learners share on predicting the weather and the adverse effects of some weather features

Link to other Learning Areas: Social Studies as learners study various weather features

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.9 Guided reading Getting around (2 lessons)	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts b) read simple texts fluently using the right intonation and pace c) show enthusiasm in reading through exposure to simple varied texts	The learner is guided to: ● source for texts on different areas in a home from digital devices in groups ○ *(la chambre, le salon, la cuisine…)* ● share on read texts in groups ● read texts in pairs to acquire vocabulary on different items in a home *(le canapé, la télé, le frigo, le lit, la porte…)* ● respond to simple questions from reading texts ● read texts and answer questions on location of objects and areas ○ *(dans, derrière, entre, sur, sous)* ● matching picture stimuli to given vocabulary	How do you identify different areas in a home?

Core competencies to be developed
Critical thinking and problem solving: learners develop research skills as they source for texts on different areas in a home

Values
Unity: as learners work in groups sharing ideas from read texts

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Pertinent and Contemporary Issues: Lifeskills as learners acquire knowledge on different areas of a home
Link to other Learning Areas: Social Studies in learning about areas in a home.

Assessment Rubrics

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to recognize basic sounds in simple written vocabulary	The learner recognizes all targeted basic sounds in simple vocabulary on greetings and introductions and makes successful attempts at more complex ones	The learner recognizes all targeted basic sounds in simple vocabulary on greetings and introductions	The learner recognizes most targeted basic sounds in simple vocabulary on greetings and introductions	The learner recognizes a few targeted basic sounds in simple vocabulary on greetings and introductions
Ability to read aloud simple words with accurate pronunciation	The learner reads words in texts about greetings and introductions with accurate pronunciation and reading is always fluid and meaningful even in attempts at new words	The learner reads words in texts about greetings and introductions with accurate pronunciation and reading is always fluid and meaningful	The learner reads words in texts about greetings and introductions with a few errors of pronunciation and reading is most of the time fluid and meaningful	The learner reads words in texts about greetings and introductions with many errors of pronunciation and reading is rarely fluid and meaningful
Ability to use knowledge of sounds to read familiar words with accurate pronunciation	The learner uses knowledge of sounds to read all familiar and more complex words with accurate pronunciation	The learner uses knowledge of sounds to read all familiar words with accurate pronunciation	The learner uses knowledge of sounds to read some familiar words with accurate pronunciation	The learner uses knowledge of sounds to read a few familiar words with accurate pronunciation

Ability to infer meaning of words from simple texts	The learner infers the meaning of all new words in a text correctly and responds to all questions related to the text.	The learner infers the meaning of all new words in a text correctly.	The learner infers the meaning of most of the new words in a text correctly.	The learner infers the meaning of a few new words in a text text correctly.

3.0 WRITING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	**3.1 Guided writing** **Greetings and introductions** (1 lesson)	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: ● rearrange letters to make words ● fill crosswords and word puzzles ● fill gaps in simple dialogues ● label items with names of friends as dictated in group activities ● write short greetings to one another ● write down dictated simple vocabulary in greetings	How many form of greetings can you write?
Core competencies to be developed **Critical thinking and problem solving**: this is developed as learners think critically when rearranging letters to make correct words				
Values **Love:** as learners write short greetings to one another				
Pertinent and Contemporary Issues **Life skills education:** as learners label items				
Link to other Learning Areas: English, Kiswahili and Indigenous Languages as they learn greetings in different languages.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	**3.2 Guided writing** **Family** (1 lesson)	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: ● to extract and write down information on members of a family from family trees ● create words from letters through scrabble and crosswords ● write short sentences describing the relationships between members of a family ○ *(Pierre est le père de …)*	What makes families different?

Core competencies to be developed
Communication and collaboration: as the learners play spelling games together

Values:
Unity: as learners play scrabble and other spelling games together

Pertinent and Contemporary Issues
Self-esteem: as learners practice writing in a new language.

Link to other Learning Areas: Religious Education as learners appreciate their families and identity.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	**3.3 Guided writing** **My surrounding - My Home** (1 lesson)	By the end of the sub strand, the learner should be able to: a) Write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: ● Write with accuracy, words and phrases as they watch and listen to audio-visual materials on household items. ● Match pictures and images with words describing different rooms in a house ● associate pictures and images with words where different objects are ● write phrases in groups on items found at home.	How many rooms should a house have?

Core competencies to be developed
Creativity and imagination: as learners match pictures and images with words

Values:
Unity: as the learners work in groups

Pertinent and Contemporary Issues
Self esteem is enhanced as learners write new words in French.

Link to other Learning Areas: Social Studies as learners discuss their surrounding

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	**3.4 Guided writing** **Time -** **Days of the Week** (1 lesson)	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: ● write down the days of the week ● write texts on days of the week and simple activities ● fill in gaps in short texts relating to days of the week	Which day of the week do you rest?

Core competencies to be developed:
Learning to learn: as learners write new vocabulary on days of the week

Values
Respect: learner shows respect for diversity as they take turns to write days of the week

Pertinent and Contemporary Issues
Self-esteem: learner develops confidence by being able to write texts related days of the week and activities.

Link to other Learning Areas: English and Kiswahili as they write the days of the week

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	**3.5 Guided writing** **Fun and Enjoyment -** **My birthday** (1 lesson)	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: ● Write short texts on days of the week and months; ● Copy birthday messages from birthday cards or from other sources ● Write short dialogues in pairs	Do you celebrate your birthday?

Core competencies to be developed
Communication and collaboration: as the learners write short dialogues in pairs

Values
Love: Through sharing of birthday messages.

Pertinent and Contemporary Issues:
Self esteem is enhanced as learners receive warm birthday messages from their peers.

Link to other Learning Areas: Creative Arts as learners write birthday messages

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	3.6 Guided Writing **Foods and Drinks** (1 lesson)	By the end of the sub strand, the learner should be able to: a) Write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: ● draw and label images of food items and drinks ● fill in gaps in short texts relating to food items to pick out vocabulary ● create charts on foods and drinks	Which foods should we avoid eating?

Core competences to be developed
Learning to learn: This is developed as learners write vocabulary on food and drinks

Values
Respect: learner show respect for one another as they take turns to write

Pertinent and Contemporary Issues
 Self-esteem: learner develops confidence by being able to write texts related to food and drinks.

Link to other Learning Areas:
Agriculture and Nutrition as learners write on foods and drinks.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	**3.7 Guided writing** **My body** (1 lesson)	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: ● write short texts on parts of the body ● draw and label parts of the body ● fill in gaps in short texts relating to parts of the body ● source charts on parts of the body from the internet	What do you like most about your body?
Core competences to be developed Digital literacy**:** This is developed as the learner sources for texts on parts of their body from the internet.					
Values Responsibility**:** learner uses the internet responsibly in sourcing for information					
Pertinent and Contemporary Issues Online safety**:** as learners use the internet to source for information					
Link to other Learning Areas: Pre-technical Studies as learners use technology to source for information.					

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	**3.8 Guided writing** **Weather and environment –** (1 lesson)	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: · ● rearrange letters to make words about weather features (le soleil, la pluie, le vent…) ● fill crosswords and word puzzles in group activity ● fill gaps in simple dialogues with vocabulary of weather ● fill blanks on picture stimuli with vocabulary on weather ● write down dictated simple vocabulary on weather	Which is your favourite weather?

Core competences to be developed
Critical thinking and problem solving: as learners think critically when filling crosswords

Values
Unity: as earners work in groups to fill crosswords and puzzles

Pertinent and Contemporary Issues
Disaster risk reduction: learners share on the adverse effects of some weather features

Link to other Learning Areas: Social Studies as learners are taken through the different weather features.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	3.9 **Guided writing** **Getting around** (1 lesson)	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: ● rearrange letters to make words on items in a house (La télé, la porte, la table, le tapis) ● fill crosswords and word puzzles in group activities ● fill gaps in simple dialogues with vocabulary of locating items and areas ● use picture stimuli to label items and areas in a house ● write down dictated simple vocabulary on items and areas in a house ● write simple instructions on where to place different items in the house	Which items should be labelled in the house?
Core competences to be developed **Critical thinking and problem solving**: this is developed as learners think critically when filling crosswords				

Values
Unity: learners work in groups to fill crosswords and puzzles
Pertinent and Contemporary Issues
Safety: learners take instructions on where to place different items in house
Link to other Learning Areas: Social Studies as learners acquire Lifeskills on labelling of household items

Assessment Rubrics

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write given words	The learner can write all the given words with correct orthography putting appropriate accents.	The learner can write all the given words with correct orthography	The learner can write most of the given words with correct orthography	The learner can write a few given words with correct orthography
Ability to create short simple sentences	The learner creates short simple sentences with the correct structure and makes successful attempts at more complex sentences.	The learner creates short simple sentences with the correct structure	The learner creates short simple sentences with a few challenges in the structure	The learner creates short simple sentences with many challenges in the structure

APPENDIX I

COMMUNITY SERVICE LEARNING AT UPPER PRIMARY (GRADE 4)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity
1)   Preparation ● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity ● Identify resources required for the activity (locally available materials) ● Stagger the activities across the term (Set dates and time for the activities) ● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community ● Identify and develop assessment tools

2) **Implementation CSL Activity**
- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback**.**
- Use an appropriate assessment tool to   assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:
- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted annually. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

APPENDIX II

Suggested Learning Resources, Suggested Assessment Methods and Non formal Activities that Support Learning

Suggested Assessment Methods	Suggested Non-Formal Activities	Suggested Learning Resources
- Physical identification of objects. - Filling in missing letters. - Filling in missing words. - Sounding words or letters. - Rearranging jumbled up letters or words. - Spelling; oral and written. - Writing. - Mimicking through role-play. - Reading aloud. - Answering simple questions. - Colouring shapes and objects. - Word searches. - Word puzzles.	- Songs - Recitation of poems - Role plays and simulation - Games e.g. *hide and seek* - Peer education; practice with peers - Participation in French club activities	- Charts - Video clips - Video games - Jumbled up grids - Word puzzles - Flashcards *(words or games)* - Maps - Short stories - Real objects *(clothes, food, class objects)* - Audio recordings - Pictures - Poems - Songs - Chalkboard - Word wheel - Name tags and labels - Word searches - Journals - Computer - Cards for special occasions

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