



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

**JUNIOR SCHOOL CURRICULUM DESIGN**

**FRENCH**

**GRADE 7**

First published 2022

Revised 2024

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## **FOREWORD**

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

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

The reviewed Grade 7 curriculum designs build on competencies attained by learners at the end Grade 6. Further, they provide opportunities for learners to continue exploring and nurturing their 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 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 and assessment rubrics.

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

**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
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## **PREFACE**

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

The reviewed Grade 7 curriculum furthers implementation of the CBC from Grade 6 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior 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. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for smooth transition to 8. 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 and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017, that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

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

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, 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 and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 7 and preparation of learners for transition to Grade 8.

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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

### **1. Foster nationalism and patriotism and promote national unity.**

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

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

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

#### **a) Social Needs**

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

#### **b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

#### **c) Technological and Industrial Needs**

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

### **3. Promote individual development and self-fulfilment**

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

**4. Promote sound moral and religious values.**

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

**5. Promote social equity and responsibility.**

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

**6. 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 in order to build a stable and modern society.

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

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

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

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



## LESSON ALLOCATION

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

## **LEARNING OUTCOMES FOR JUNIOR SCHOOL**

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practice 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**

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

## **GENERAL LEARNING OUTCOMES**

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

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

## SUMMARY OF STRANDS AND SUB STRANDS

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

**Note:** The suggested number of lessons per Sub Strand may be less or more depending on the context.

## STRAND 1.0: LISTENING AND SPEAKING

### Theme 1: Greetings and Introductions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.1 Interactive Speaking</b> <i>Informal and Other Forms of Greetings</i>	By the end of the sub strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement, b) use vocabulary and expressions appropriately to probe and engage in oral interactions, c) use non-verbal communication cues to enhance communication, d) exhibit confidence to contribute actively in conversations.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to audio material on informal greetings and respond to prompts,</li> <li>● listen to and sing songs with vocabulary on informal greetings and introductions,</li> <li>● participate in simple skits on greetings and introductions while speaking clearly and effectively using appropriate language expressions and gestures.</li> <li>● source and watch video clips with dialogues on introductions with a view to appreciate diversity</li> <li>● <i>(Comment tu t'appelles ? Quel âge as-tu ? Tu habites où ? Et ton ami/amie ?),</i></li> </ul>	How can you communicate without talking?

			<ul style="list-style-type: none"> <li>• participate in “Repeat-after-me” exercise to acquire vocabulary (<i>salut, coucou, ça marche, ça roule, ça gaze ! quoi de neuf ?</i>),</li> <li>• play mimicry games such as charades and mirroring jointly to acquire non-verbal communication skills,</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> This is developed as the learner speaks clearly and effectively using appropriate language expression and gestures while presenting skits.</li> <li>• <b>Creativity and Imagination:</b> as the learners undertake communication using non-verbal cues.</li> </ul>				
<p><b>Values:</b> Respect: as the learners appreciate the diversity in names, age and where they live.</p>				
<p><b>Pertinent and Contemporary Issues</b> Citizenship: Social cohesion is enhanced as learners engage in mimicry activities in groups</p>				
<p><b>Link to other Learning Areas:</b> The concept of informal greetings and introduction is linked to the greetings concept in social linguistics in Kiswahili.</p>				

## Theme 2: Family

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.2 Oral Expression</b> <i>Nuclear Family</i>	By the end of the sub strand, the learner should be able to: a) use varied vocabulary when speaking b) employ fluency in verbal c) express enthusiasm in oral communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• outline vocabulary on members of a nuclear family</li> <li>• listen to audiovisual texts of people presenting their families (name, age and professions)</li> <li>• present role plays on members of family asking and presenting on name, age and professions with emphasis on speaking clearly and effectively using appropriate language, expressions and gestures</li> <li>• carry out short exposés of different family models with emphasis on appreciating diversity and uniqueness</li> </ul>	Why is family important?
<b>Core Competencies to be Developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learners speak clearly and effectively using appropriate language, expressions and gestures in role plays</li> <li>• Digital Literacy: as learners manipulate digital devices as they listen to audiovisual texts on members families names, age and professions.</li> </ul>				

**Values:**

Respect: as learners recognize the uniqueness of each family and accommodate the differences while presenting the exposes on different family models

**Pertinent and Contemporary Issues**

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

**Link to other Learning Areas:**

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



### Theme 3: My Surrounding

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.3 Interactive Listening</b> <i>The market</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify key points from audio stimuli</li> <li>ask and give information in oral interactions</li> <li>value the importance of paying attention to details while listening</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>identify different types of shops in the market from images (<i>boucherie, épicerie, boutique,..</i>)</li> <li>Ask for the locations of different shops in the market (<i>où est? où se trouve?...</i>)</li> <li>listen to audio-visual materials and pick vocabulary and expressions on selling and buying at the market (expressions de quantité: <i>nombres, litre, kilo...</i>)</li> <li>ask for prices of items in different shops in the market using polite language in order to make informed choices (polite form: <i>Je voudrais...</i>) (<i>ça coûte combien/ ça fait combien, s'il vous plait...</i>)</li> <li>use the vocabulary, expressions and grammatical structures to describe items in a shop at the market.</li> </ul>	Why do people make a shopping list?

			<ul style="list-style-type: none"> <li>• Simulate simple dialogues on buying and selling at the market as they compare prices</li> <li>• Create a shopping list to guide them when buying items at the market</li> </ul>	
<b>Core Competencies to be Developed:</b>				
Critical Thinking and Problem Solving: As the learners compare prices to make informed choices on what to buy.				
<b>Values:</b>				
Respect: As learners learn to ask for prices of items politely when shopping				
<b>Pertinent and Contemporary Issues</b>				
Financial Literacy: As the learners use a shopping list to buy at the market.				
<b>Link to other Learning Areas:</b>				
The concept of creating a shopping list is linked to financial literacy in Business Studies under Pre-technical Studies.				

#### Theme 4: Time

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.4 Active Listening</b> <i>Important Dates</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>recall details and information accurately from oral interactions</li> <li>interpret verbal cues from audio stimuli.</li> <li>demonstrate willingness to be receptive to new ideas in oral interactions</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>play number games to work on dates</li> <li>practice asking and saying the date:  <i>(Quelle est la date aujourd'hui? C'est lundi le 4 janvier, 2024)</i> </li> <li>participate in rhyming games to acquire vocabulary on important dates (date d'anniversaire, nouvel an, Noël, fêtes nationales)</li> <li>watch audio-visual clips with important dates</li> </ul>	Are some dates more important than others?
<b>Core Competencies to be developed:</b> Communication and collaboration: As learners listen keenly and actively as they participate in asking and saying the date				
<b>Values</b> Patriotism: As learners value the important dates of national holidays through participating in rhyming games				
<b>Pertinent and Contemporary Issues</b> Self-awareness: As learners share about their individual birthdays and important dates in their lives				
<b>Link to other Learning Areas:</b> Learning important dates can be linked to the concept of national holidays in Social Studies.				

### Theme 5: Fun and Enjoyment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.5 Listening for Information</b> <i>Leisure Time</i>	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) identify key points from audio stimuli</li> <li>b) use information from audio stimuli to respond to questions or prompts</li> <li>c) cultivate awareness on the importance of paying attention to details when listening for information</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>a) pick out aspects of time when leisure time activities take place from audiovisual texts  <i>(après les cours, récréation, week-ends, vacances)</i></li> <li>b) listen keenly and respond appropriately to questions on when they engage in leisure time activities</li> <li>c) play word puzzle games with vocabulary on leisure activities</li> <li>d) watch short video clips on leisure activities in Kenya and elsewhere</li> <li>e) come up with a list of leisure activities that promote healthy living</li> <li>f) discuss on leisure time activities that they engage in over the holidays</li> </ul>	Why should we create time for fun and enjoyment?

**Core Competencies to be developed:**

Communication and collaboration: This is developed as learners listen keenly and actively so as to respond appropriately to questions on leisure time activities

**Values:**

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

**Pertinent and Contemporary Issues**

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

**Link to other Learning Areas:**

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

## Theme 6: Foods and Drinks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.6 Interactive Speaking</b> <i>Shopping for Food</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>respond to questions and prompts to show comprehension and engagement</li> <li>use vocabulary and expressions appropriately to probe and engage in oral interactions</li> <li>exhibit confidence to contribute actively in conversations</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen to and repeat names of different shops of food  <i>(la boucherie, la boulangerie, l'épicerie, la crèmerie, le café, le restaurant) as they identify different professions related to food</i> (serveur, butcher, chef...)</li> <li>pick out vocabulary on quantities of foodstuff  <i>(un kilo de, un litre de, un verre de)</i></li> <li>search for different shops of foodstuff using digital devices</li> <li>request for food items using appropriate expressions  <i>(Je voudrais un paquet du lait, Je voudrais un kilo de la viande, Je voudrais deux pains)</i></li> <li>play games to practice vocabulary related to quantities of food and drinks</li> </ul>	Where do you buy your food?
<p><b>Core Competencies to be Developed:</b>  <b>Communication and Collaboration:</b> This is developed as learners speak clearly and effectively on food and drinks using appropriate expressions and gestures</p>				

**Values:**

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

**Pertinent and Contemporary Issues**

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

**Link to other Learning Areas:**

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

## Theme 7: My body

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.7 Oral Expression</b> <i>Physical Appearance</i>	By the end of the sub strand, the learner should be able to: a) structure oral communication in a clear and coherent manner b) use gestures and facial expressions to enhance oral communication c) express enthusiasm to engage in oral communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● select different attributes of physical appearances from audio texts (<i>grand, petit, gros, mince</i>)</li> <li>● Listen to and repeat sentences on physical appearance</li> <li>● Play the hot seat game where learners describe each other orally using their physical attributes</li> <li>● Constitute groups of diverse physical appearance and engage in miming activities</li> <li>● Engage in group work activities among diverse learners to bring diversity</li> </ul>	Why should we love our bodies as they are?
<p><b>Core Competencies to be Developed:</b>            Communication and Collaboration: The learners speak clearly and effectively using appropriate language as they describe each other orally using their physical attributes</p>				
<p><b>Values:</b>            Respect: as learners appreciate diversity in each other's uniqueness in physical appearances while engaging in miming activities</p>				
<p><b>Pertinent and Contemporary Issues:</b>            Social Cohesion: The learners of diverse physical attributes learn to work together through engaging in group work activities.</p>				



**Link to other Learning Areas:**

The learner is able to link the concept of physical appearance attributes to qualitative adjectives in English.

DRAFT

## Theme 8: Weather and Environment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.8 Active Listening</b> <i>Seasons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>recall key points in spoken communication</li> <li>interpret verbal cues from audio stimuli.</li> <li>demonstrate willingness to be receptive to new ideas in oral interactions</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen to audio clips about seasons in Kenya and the months they occur to pick out new vocabulary (<i>La saison sèche, la saison des pluies, il fait chaud, il pleut, il y a du vent</i>)</li> <li>compare seasons and weather patterns of Kenya and France from audio stimuli</li> <li>watch audio-visual clips with vocabulary on different types of clothing and categorize them into warm or light clothing (<i>pull, blouson, pantalon, robe, chemise</i>)</li> <li>play rhyming games in groups to enhance vocabulary mastery on weather patterns</li> <li>play games on vocabulary search on weather and clothing in groups using digital devices : Search</li> </ul>	How is the weather different in some months of the year?

			engine is set with “Safe Search ON”	
<b>Core Competencies to Developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and Collaboration: The learners listen critically to compare perspectives as they distinguish seasons and weather patterns of Kenya and France</li> <li>• Digital literacy: as learners use the internet effectively to search for the seasons and related weather patterns in France</li> </ul>				
<b>Values:</b>				
Unity: Learners work in groups as they play rhyming games to enhance vocabulary mastery on weather patterns				
<b>Pertinent and Contemporary Issues</b>				
Safety and Security: learners search from safe sites online as they play video games on weather and clothing.				
<b>Link to other Learning Areas:</b>				
The concept of vocabulary on weather patterns is related with the concept of weather and climate in Geography under Social Studies.				

## Theme 9: Getting Around

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.9 Interactive Speaking</b>  <i>In the Neighbourhood</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>respond to questions and prompts to show comprehension and engagement</li> <li>use vocabulary and expressions appropriately to probe and engage in oral interactions</li> <li>use non-verbal communication cues to enhance communication</li> <li>exhibit confidence to contribute actively in conversations</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>participate in “Repeat-after-me” exercise to acquire vocabulary on places and facilities in the neighbourhood (<i>la boutique, le marché, l’église, la boulangerie, la mosquée, le supermarché,</i>)</li> <li>sing songs on items and areas in the neighborhood</li> <li>source and watch video clips on locating items (<i>Où est ...? Où sont</i>)</li> <li>do simple skits collaboratively on location or position of buildings and facilities in the neighbourhood while respecting each other’s opinions (<i>à travers, en face de, à côté de, derrière, près de</i>)</li> </ul>	Which landmark best describes your neighbourhood?

<p><b>Core Competencies to be Developed:</b>  Communication and Collaboration: as learners speak clearly and effectively using appropriate language, expressions and gestures while engaging in skits of locating places in the neighbourhood</p>
<p><b>Values:</b>  Unity: Learners work together in group activities as they sing songs on areas around their neighbourhood</p>
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Interpersonal Relationships: This is enhanced as learners mutually respect each other’s opinions as they do simple skits on locating different places</p>
<p><b>Link to other learning Areas:</b>  The concept of locating places and facilities is related to the concept of prepositions and adverbs of place in English.</p>

**Suggested Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to use vocabulary and expressions to in oral interactions	The learner uses all targeted vocabulary and expressions in oral interactions; employs a variety of vocabulary and expressions.	The learner uses all targeted vocabulary and expressions in oral interactions	The learner uses most of the targeted vocabulary and expressions in oral interactions	The learner uses very few of the targeted vocabulary and expressions in oral interactions
Ability to maintain correct spoken language structures (pronunciation,	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. The	The learner maintains correct pronunciation, intonation, rhythm and pacing most of	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression.	The learner maintains correct pronunciation, intonation, rhythm and pacing in few instances in oral expression.

<b>Levels Indicators</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
intonation, rhythm and pacing) in oral expression	communication is clear and error free.	the time in oral expression.	Makes a few errors at times that interfere with communication to a limited extent.	Makes many errors most of the time that interfere with communication
Ability to respond to questions and prompts in oral interactions	The learner responds to all questions and goes further to give appropriate illustrations and examples.	The learner responds to all questions and prompts to show comprehension and engagement.	The learner responds to most of the questions and prompts to show comprehension and engagement	The learner responds to very few questions and prompts to show comprehension and engagement
Ability to employ gestures and facial expressions to enhance oral interactions	The learner employs appropriate gestures and facial expressions to complement oral expressions and shows sensitivity to diverse cultural contexts.	The learner employs appropriate gestures and facial expressions to complement oral expressions.	The learner employs most of the gestures and facial expressions to complement oral expressions.	The learner employs very few gestures and facial expressions to complement oral expressions.
Ability to display willingness to participate in oral interactions	The learner is always willing to participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions.	The learner is always willing to participate in meaningful oral interactions with people in their surroundings.	The learner is at times hesitant to participate in meaningful oral interactions with people in their surroundings.	The learner is mostly hesitant to participate in meaningful oral interactions with people in their surroundings.

## STRAND 2.0 READING

### Theme 1: Greetings and Introductions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading <b>Aloud</b> <i>Informal and Other Forms of Greetings</i>	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 simple varied texts.	The learner is guided to: <ul style="list-style-type: none"> <li>• pick out vocabulary in group on greetings and introductions from digital devices (<i>salut, coucou, ça marche, ça roule, ça gaze ! quoi de neuf ?</i>)</li> <li>• echo read texts on greetings and introductions in class with the teacher for pronunciation practice</li> <li>• read texts in pairs to acquire vocabulary ( <i>Bonjour, Bonsoir, Tu t'appelles comment? Tu as quel âge ?</i>)</li> <li>• respond to simple questions from reading texts on informal greetings</li> <li>• read and rearrange jumbled words to make meaningful sentences</li> <li>• use dramatic reading of simple texts in small groups for developing fluency (intonation and pace)</li> </ul>	Why do we read?

			<ul style="list-style-type: none"> <li>• play a skit on self and others' introduction on name ,age and where they live</li> </ul>	
<p><b>Core Competencies to be Developed:</b>  Communication and Collaboration: This is developed as the learner reads clearly and effectively using the appropriate articulation, pronunciation, intonation, rhythm and pacing texts on informal greetings.</p>				
<p><b>Values:</b>  Unity: The learner appreciates collaboration in learning while collaboratively reading texts on informal greetings.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Self-esteem: This is nurtured as the learner confidently introduces him/herself to others.</p>				
<p><b>Link to Other Learning Areas:</b>  The learners are able to relate skills on informal greetings and introduction to the same skills in English and Kiswahili.</p>				



## Theme 2: Family

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading <b>Aloud</b> <i>Nuclear family</i>	By the end of the sub strand, the learner should be able to: a) identify vocabulary and expressions in texts; b) read simple texts for comprehension c) read texts with confidence with support	The learner is guided to: <ul style="list-style-type: none"> <li>• read selected passages on families in order to comprehend the use of a wide vocabulary and phrases (<i>age, situation de famille, professions, lieu de travail</i>)</li> <li>• read passages to extract grammatical structures and key information</li> <li>• read aloud lyrics of songs about different family setups in French</li> <li>• answer comprehension questions on family</li> <li>• compare from visual stimuli different family models and relate to their own</li> </ul>	Which was your first storybook to read?
<p><b>Core Competencies to be Developed:</b> Critical Thinking and Problem Solving: The learner comes up with solutions as they infer the meaning of vocabulary from texts.</p>				
<p><b>Values:</b> Respect: The learners show appreciation for diversity as they sing songs about different family setups in French</p>				
<p><b>Pertinent and Contemporary Issues</b> Citizenship: This is enhanced as the learners take pride in belonging in a family as they relate their families to the different family models</p>				
<p><b>Link to other Learning Areas:</b> As the learners engage in role plays they are able to relate the skill of acting with drama in Creative Arts.</p>				

### Theme 3: My Surrounding

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.3 Reading for understanding</b> <i>The Market</i>	By the end of the sub strand, the learner should be able to: a) Summarize key details and facts from the text, b) read fluently using the right intonation and pace, c) read texts for understanding.	The learner is guided to: <ul style="list-style-type: none"> <li>• read out a dialogue between a buyer and seller observing the right intonation and pace</li> <li>• pick out expressions of politeness from texts (<i>s'il vous plait, excusez-moi, je voudrais... merci</i>)</li> <li>• read a variety of texts on shopping and point out names of items and their quantities</li> <li>• read different passages on shopping to compare prices of items</li> <li>• read simple texts on shopping and point out prices of items and the shops where they can be purchased</li> </ul>	What do you carry when going shopping?
<p><b>Core Competencies to developed:</b> Critical Thinking and Problem Solving: The learners learn to prioritize what to buy as they compare the prices of items from texts</p>				
<p><b>Values:</b> Respect: This is nurtured as learners learn to request for items politely when shopping</p>				
<p><b>Pertinent and Contemporary issues</b> Financial Literacy: As learners are sensitized compare prices of items to make informed choices.</p>				
<p><b>Link to other Learning Areas:</b> The concept of creating a shopping list is linked to financial literacy in Business Studies under Pre-technical Studies.</p>				

#### Theme 4: Time

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.4 Reading Aloud</b> <i>Important Dates</i>	By the end of the sub strand, the learner should be able to: a) decode familiar sounds in words to read simple short texts, b) read texts with correct intonation, pace and fluency, c) read varied texts with enthusiasm.	The learner is guided to: <ul style="list-style-type: none"> <li>● read short texts in turns on important dates with fluency</li> <li>● articulate important dates on calendar (date d’anniversaire, nouvel an, Noël, fêtes nationales)</li> <li>● recite simple poems on numbers</li> <li>● use the internet appropriately to source for and read vocabulary on important dates</li> </ul>	Why should we remember dates of events?
<p><b>Core Competencies to be Developed</b>            Communication and Collaboration: This is developed as learners contribute actively by reading short texts in turns on important dates</p>				
<p><b>Values</b>            Responsibility: As learners search vocabulary on important dates from the internet without going to other sites</p>				
<p><b>Pertinent and Contemporary Issues</b>            Self-esteem: This is enhanced as learners gain fluency through reading texts on important dates repeatedly.</p>				
<p><b>Link to other Learning Areas:</b>            Learning important dates can be linked to the concept of national holidays in Social Studies.</p>				

## Theme 5: Fun and Enjoyment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.5 Reading for Understanding <i>Leisure Time</i>	By the end of the sub strand, the learner should be able to: a) identify key details and facts from written texts, b) apply information from the text and answer questions, c) show an increasing ability to understand words and phrases in context.	The learner is guided to: <ul style="list-style-type: none"> <li>• pick out leisure activities from texts</li> <li>• match pictures of leisure activities with texts (<i>scrabble, monopoly, vidéo</i>)</li> <li>• point out expressions of time from texts ( le soir, le weekend, les vacances)</li> <li>• respond to questions from texts on when they undertake leisure activities</li> <li>• read a variety of written texts about leisure activities (<i>musique, dance, cinéma...</i>)</li> </ul>	Why do we play different games in school?
<p><b>Core Competencies:</b> Critical Thinking and Problem Solving: as learners answer comprehension questions.</p>				
<p><b>Values:</b> Love: As learners realize and appreciate that individuals have different gifts, talents and interests.</p>				
<p><b>Pertinent and Contemporary Issues</b> Health Promotion: Learners are encouraged to engage in appropriate leisure activities to avoid drugs and substance abuse.</p>				
<p><b>Link to other Learning Areas:</b> The learner is able to relate the leisure activities with the skills of drawing, painting, dancing and singing in Creative Arts.</p>				

## Theme 6: Foods and Drinks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.6 Reading Aloud</b>  <i>Shopping for Food</i>	By the end of the sub strand, the learner should be able to: a) identify vocabulary and expressions from texts, b) read texts with correct intonation, pace and fluency, c) read varied texts with enthusiasm	The learner is guided to: <ul style="list-style-type: none"> <li>● read short texts on quantities of foods and drinks</li> <li>● take turns in reading short texts relating to different shops of food to pick out vocabulary</li> <li>● match names of shops to different food items</li> <li>● play word search games on vocabulary related to food quantities and shops</li> <li>● Source for information on quantities of food and different shops from the internet</li> </ul>	Why do we quantify food and drinks?
<b>Core Competencies to be Developed</b>				
Learning to learn: This is developed as learners learn how to read vocabulary on quantities of food and drinks				
<b>Values</b>				
Responsibility: learner develop a sense of responsibility by being able to shop for food.				
<b>Pertinent and Contemporary Issues</b>				
Life skills: as the learner acquires knowledge on how foods and drinks are quantified				
<b>Link to other Learning Areas:</b>				
<ul style="list-style-type: none"> <li>● The concept of quantity of food is linked to the concept measurement (weight) in Mathematics.</li> <li>● The concept of shopping for food is linked to the concept of budgeting in Business Studies under Pre-Technical Studies</li> </ul>				

## Theme 7: My Body

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.7 Reading Aloud</b> <i>Physical Appearance</i>	By the end of the sub strand, the learner should be able to: a) decode familiar sounds in words to read simple short texts, b) read texts with correct intonation, pace and fluency, c) read varied texts with enthusiasm	The learner is guided to: <ul style="list-style-type: none"> <li>● echo read short texts on physical appearance in small groups or with the teacher</li> <li>● source for and read short texts about the physical appearance from the internet</li> <li>● play word search games on vocabulary related to physical appearance</li> <li>● use picture stimuli to read about physical appearances</li> </ul>	How are we different in physical appearances?
<p><b>Core Competencies to be Developed</b>            Digital literacy: This is developed as the learner sources for texts on parts of their body from the internet.</p>				
<p><b>Values</b>            Responsibility: learner uses the internet responsibly in sourcing for information</p>				
<p><b>Pertinent and Contemporary Issues</b>            Online safety: as learners use the internet to source for information on physical appearances from safe sites.</p>				
<p><b>Link to other Learning Areas:</b>            Pre-Technical studies as learners apply technology in sourcing for information.</p>				

## Theme 8: Weather and Environment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.8 Reading Aloud <i>Seasons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>decode familiar sounds in words to read simple short texts,</li> <li>read texts with correct intonation, pace and fluency,</li> <li>read varied texts with enthusiasm</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>echo read texts about seasons, related weather and clothing in small groups for vocabulary</li> <li>use the internet to search for texts on clothing items for reading; search engine is set on “safe search”</li> <li>engage in interactive read-aloud activities where reading is paused for “question and answer breaks”</li> <li>respond to simple questions from read texts about seasons and related weather patterns in groups</li> <li>read texts and categorize clothing items according to the weather appropriateness</li> <li>use picture stimuli to read and identify seasons according to types of clothing provided</li> </ul>	What precautions should you take in cold weather?
<p><b>Core Competences to be Developed</b>                      Critical Thinking and Problem Solving: this is developed as learners interpret picture stimuli to relate clothing to seasons</p>				

**Values**

Unity: As learners work in groups to source for reading materials from digital devices

**Pertinent and Contemporary Issues**

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

**Link to other Learning Areas:**

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



## Theme 9: Getting Around

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.9 Guided Reading <i>In the Neighbourhood</i>	By the end of the sub strand, the learner should be able to: a) decode familiar sounds in words to read simple short texts, b) read texts with correct intonation, pace and fluency, c) read varied texts with enthusiasm	The learner is guided to: <ul style="list-style-type: none"> <li>• echo read texts in small groups to practice intonation and pace in reading</li> <li>• engage in interactive read-aloud activity where reading is paused for question and answer breaks</li> <li>• source for texts on different areas and facilities in the neighbourhood from digital devices in small groups and read for vocabulary (<i>la boutique, le marché, l'église, la boulangerie, la mosquée, supermarché,</i>)</li> <li>• read texts and answer questions on location of buildings and facilities in the neighbourhood</li> <li>• matching picture stimuli to given vocabulary about locating areas (<i>à travers, en face de, à côté de, derrière, près de</i>)</li> </ul>	How do you locate different places in school?
<p><b>Core Competences to be Developed</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: learners develop research skills as they source for texts on different areas in neighbourhood</li> </ul>				

**Values**

Unity: As learners work in groups to echo read texts

**Pertinent and Contemporary Issues**

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

**Link to other Learning Areas:**

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

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### Suggested Assessment Rubric

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

## STRAND 3.0: WRITING

### Theme 1: Greetings and Introductions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Guided Writing <i>Informal and Other Forms of Greetings</i>	By the end of the sub strand, the learner should be able to: a) write common words with the correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• fill crosswords and word puzzles using cues from other texts on greetings and introductions</li> <li>• fill gaps in simple dialogues using simple vocabulary on greetings and introductions (<i>salut, coucou, ça marche, ça roule, ça gaze ! quoi de neuf ?</i>)</li> <li>• make sentences from jumbled words to write about greetings and introductions in group activities</li> <li>• write down dictated simple vocabulary on greetings and introductions</li> <li>• use visual prompts like pictures and illustrations to write simple texts</li> </ul>	Why do you greet visitors who come to class?
<b>Core Competencies to be Developed</b> Communication and Collaboration: This is developed as learners work together in group activities				
<b>Values</b> Love: This is enhanced as learners write short greetings to one another.				

**Pertinent and Contemporary Issues**

Life skills: As learners label items for safety and ease of retrieval

**Link to other Learning Areas:**

The concept of informal greetings and introduction is linked to the greetings concept in social linguistics in Kiswahili

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## Theme 2: Family

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Guided Writing <i>Nuclear Family</i>	By the end of the sub strand, the learner should be able to: a) use language to convey short written interactive messages b) construct relatively long simple texts c) appreciate the role of writing in interactive communication contexts	The learner is guided to: <ul style="list-style-type: none"> <li>• fill out forms seeking information on names, nationality, date and place of birth, marital status, residence etc.</li> <li>• write short emails to friends and classmates about family members and what they do (work) and what they like;</li> <li>• write chats or information on social media platforms using their parents' or teachers' phones.</li> </ul>	What documents require information about your family?
<p><b>Core Competencies to Developed:</b> Digital Literacy: as the learners construct coherent texts through use of digital devices</p>				
<p><b>Values:</b> Love: as learners write short emails to each other.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills: as learners learn how to fill forms.</p>				
<p><b>Link to other Learning Areas:</b> As the learners engage in role plays they are able to relate the skill of acting with drama in Creative Arts.</p>				

### Theme 3: My Surrounding

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Guided Writing <i>The Market</i>	By the end of the sub strand, the learner should be able to: a) decode the meaning of words from texts, b) construct simple, coherent sentences and short paragraphs c) appreciate the role of writing in varied contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• write correct texts on amounts and pricing from texts given in different contexts;</li> <li>• write shopping lists;</li> <li>• correctly match specific items in terms of names, quantities and where in the market they are sold;</li> <li>• fill in appropriate words/expressions when shopping at the market to make complete texts and grammatically correct texts</li> </ul>	Why should we write shopping lists?
<p><b>Core Competencies to be Developed:</b> Critical Thinking and Problem Solving: As the learners learn to prioritize what to buy and where</p>				
<p><b>Values:</b> Respect: as learners accommodate differences in priorities in preparation of shopping lists</p>				
<p><b>Pertinent and Contemporary Issues</b> Financial Literacy: As the learners prepare shopping lists</p>				
<p><b>Link to other Learning Areas:</b> The concept of creating a shopping list is linked to financial literacy in Business Studies under Pre-technical Studies.</p>				

#### Theme 4: Time

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.4 Guided Writing  <i>Important Dates</i>	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: ● write texts on important dates ● fill in gaps in short texts relating to important dates ● make a calendar of events in groups ● match picture stimuli of important days and dates ● fill word puzzles with vocabulary on important dates	Which dates are important to you?
<b>Core Competencies to be Developed:</b> Critical Thinking and Problem Solving: This is developed as learners fill puzzles and use picture stimuli to carry out tasks.				
<b>Values</b> Unity: as learners fill puzzles and work in small groups				
<b>Pertinent and Contemporary Issues</b> Self-awareness: as the learner writes about important dates unique to him/her.				
<b>Link to other Learning Areas:</b> Learning important dates can be linked to the concept of national holidays in Social Studies.				



## Theme 5: Fun and Enjoyment

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.5 Guided Writing</b> <i>Leisure Time</i>	By the end of the sub strand, the learner should be able to: a) apply basic spelling and punctuation rules in simple written communication; b) write texts on leisure, games and sporting activities; c) display increased interest to express ideas and information in a coherent and organized manner through writing.	The learner is guided to: <ul style="list-style-type: none"> <li>accurately write dictated passages based on familiar topics (sports and leisure) with correct punctuation and orthography;</li> <li>write short compositions on leisure activities that they engage in with peers;</li> <li>correctly use vocabulary and grammatical structures learned in written texts that express interests, likes and dislikes, / preferences...<i>verbes en ER</i> use the negation <i>ne + verbe + pas</i> and adjectives (<i>possessif, démonstratif, qualificatif</i>)</li> </ul>	Why do we have Breaks in school?
<b>Core Competencies:</b> Creativity and Imagination: As learners write short compositions on their leisure activities				
<b>Values:</b> Social Justice: The learners realize that they have different gifts, talents and interests with equal opportunities				
<b>Pertinent and Contemporary Issues</b> Health Promotion: Learners are encouraged to engage in appropriate leisure activities to avoid drugs and substance abuse.				
<b>Link to other Learning Areas:</b> <ul style="list-style-type: none"> <li>The learner is able to relate the leisure activities with the skills of drawing, painting, dancing and singing in Creative Arts.</li> </ul>				

## Theme 6: Foods and Drinks

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.6 Guided Writing</b> <i>Shopping for Food</i>	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: <ul style="list-style-type: none"> <li>● draw and label images of food quantities and different shops of food</li> <li>● fill in gaps in short texts relating to food quantities to pick out vocabulary</li> <li>● make a shopping list for food items</li> <li>● write down simple dictated vocabulary on food quantities and different shops of food</li> </ul>	Why do we need a shopping list while going to shop?
<b>Core Competences to be Developed</b>				
Learning to Learn: as learners learn how to write vocabulary on food quantities				
<b>Values</b>				
Responsibility: This is enhanced as learners prioritize basic needs while shopping				
<b>Pertinent and Contemporary Issues</b>				
Self-esteem: The learner develops confidence by being able to write shopping lists in French.				
<b>Link to other Learning Areas:</b>				
<ul style="list-style-type: none"> <li>● The concept of quantity of food is linked to the concept measurement (weight) in Mathematics.</li> <li>● The concept of shopping for food is linked to the concept of budgeting in Business Studies under Pre-Technical Studies</li> </ul>				

## Theme 7: My Body

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.7 Guided Writing</b> <i>Physical Appearance</i>	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: <ul style="list-style-type: none"> <li>● write short texts on physical appearance</li> <li>● draw and label parts of the body</li> <li>● fill in gaps in short texts relating to physical appearance</li> <li>● source for and write down information on physical appearance from the internet</li> <li>● use picture stimuli to match images on physical appearance to their descriptions</li> </ul>	Does ones' physical appearance affect behavior?
<b>Core Competences to be Developed</b>				
Digital Literacy: as the learner searches for information online				
<b>Values</b>				
Responsibility: as the learner uses the internet responsibly in sourcing for information				
<b>Pertinent and Contemporary Issues</b>				
Online safety: as learners use the internet to source for information from safe sites.				
<b>Link to other Learning Areas:</b>				
Social Studies as learners appreciate their individual physical appearance				

## Theme 8: Weather and Environment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.8 Guided Writing <i>Seasons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>write common words with correct orthography</li> <li>create simple sentences using correct structures</li> <li>appreciate the role of writing in interactive communication contexts</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>write down dictated simple vocabulary of seasons (<i>le printemps, l'été, l'automne, l'hiver</i>)</li> <li>rearrange letters to make words</li> <li>fill crosswords and word puzzles with vocabulary of clothing (<i>un pull, blouson, pantalon, short, T-shirt, cardigan, une robe, chemise; des gants, chaussures, chaussettes, manteau, )</i>)</li> <li>fill gaps in simple dialogues using simple vocabulary of weather patterns (<i>il fait beau ... /mauvais, il pleut, il y a du vent, il fait nuageux...</i>)</li> <li>make sentences from jumbled words to practice word order</li> <li>use picture writing prompts to write about seasons and related weather patterns and clothing</li> </ul>	How do you distinguish between seasons?
<b>Core Competences to be Developed</b> <ul style="list-style-type: none"> <li>Critical Thinking and Problem Solving: as learners think critically when filling crosswords and word puzzles</li> </ul>				

**Values**

Unity: as learners work in groups to fill crosswords and puzzles

**Pertinent and Contemporary Issues**

Disaster Risk Reduction: as learners share on the adverse effects of some weather patterns

**Link to other Learning Areas:**

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

### Theme 9: Getting Around

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.9 Guided Writing <i>In the neighborhood</i>	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts	The learner is guided to: <ul style="list-style-type: none"> <li>• rearrange letters to make words on vocabulary of places in the neighbourhood in small groups</li> <li>• fill crosswords and word puzzles with vocabulary on the neighbourhood</li> <li>• fill gaps in simple dialogues using simple vocabulary of locating (<i>à travers, en face de, à côté de, derrière, près de</i>) and areas in the neighbourhood (<i>la boutique, le marché, l'église, la boulangerie, la mosquée, supermarché,</i>)</li> <li>• make sentences from jumbled words to indicate location of a place</li> <li>• write down dictated simple vocabulary in locating areas and facilities in the neighbourhood</li> <li>• use picture writing prompts to write simple texts</li> </ul>	How do you find your way to unknown places?
<b>Core Competences to be Developed</b> Critical Thinking and Problem Solving: as learners fill crosswords and word puzzles				
<b>Values</b> Unity: As learners work in groups to fill crosswords and puzzles				
<b>Pertinent and Contemporary Issues</b> Safety: As learners are instructed on where to place different items in class				

**Link to other Learning Areas:**

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

**Suggested Assessment Rubric**

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

## APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

### Introduction

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

<b>Milestone</b>	<b>Description</b>
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	<b>Designing a Solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	<b>Implementation</b> The learners execute the project and keep evidence of work done.
Milestone 5	<b>Showcasing /Exhibition and Report Writing</b> Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback



	Learners write a report detailing their project activities and learnings from feedback
Milestone 6	<p><b>Reflection</b></p> <p>Learners review all project work to learn from the challenges faced.</p> <p>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

**Assessment of CSL integrated Activity**

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurture.

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

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

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