# SENIOR SCHOOL CURRICULUM DESIGN

## GRADE 10

# FRENCH

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**2024**

DRAFT

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**
*Nurturing Every Learner's Potential*

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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 in the wake of rapid modernization. Education should assist our youth to adapt to this change.

    b)  **Economic Needs**

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

    c)  **Technological and Industrial Needs**

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

3.  **Promote individual development and self-fulfillment**

    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 illness. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

**LEARNING OUTCOMES FOR SENIOR SCHOOL**

By the end of senior school, the learner should be able to:
1.  Communicate effectively and utilise information and communication technology across varied contexts;
2.  Apply mathematical, logical and critical thinking skills for problem solving;
3.  Apply basic research and scientific skills to manipulate the environment and solve problems;
4.  Exploit individual talents for leisure, self-fulfilment, career growth, further education and training;
5.  Uphold national, moral and religious values and apply them in day to day life;
6.  Apply and promote health care strategies in day to day life;
7.  Protect, preserve and improve the environment for sustainability;
8.  Demonstrate active local and global citizenship for harmonious co-existence;
9.  Demonstrate appreciation of diversity in people and cultures; and
10. Manage pertinent and contemporary issues responsibly.

# THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

**Senior School is the forth level of Basic Education in the Competency Based Curriculum (CBC)** that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre- career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be ***engaged, empowered and ethical citizens*** ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their choses Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that AT LEAST TWO learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for ONE learning area from the chosen Pathway and a maximum of TWO learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

## PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

| Compulsory Subjects | Science, Technology, Engineering & Mathematics (STEM) | Social Sciences | Arts & Sports Science |
|---|---|---|---|
| 1. English<br>2. Kiswahili/KSL<br>3. Community Service Learning<br>4. Physical Education<br><br>*NB: ICT skills will be offered to all students to facilitate learning and enjoyment* | 5. Mathematics/Advanced Mathematics<br>6. Biology<br>7. Chemistry<br>8. Physics<br>9. General Science<br>10. Agriculture<br>11. Computer Studies<br>12. Home Science<br>13. Drawing and Design<br>14. Aviation Technology<br>15. Building and Construction<br>16. Electrical Technology<br>17. Metal Technology<br>18. Power Mechanics<br>19. Wood Technology<br>20. Media Technology*<br>**21.** Marine and Fisheries Technology* | 22. Advanced English<br>23. Literature in English<br>24. Indigenous Language<br>25. Kiswahili Kipevu/Kenya Sign Language<br>26. Fasihi ya Kiswahili<br>27. Sign Language<br>28. Arabic<br>29. French<br>30. German<br>31. Mandarin Chinese<br>32. History and Citizenship<br>33. Geography<br>34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education<br>35. Business Studies | 36. Sports and Recreation<br>37. *Physical Education (C)*<br>38. Music and Dance<br>39. Theatre and Film<br>40. Fine Arts |

## LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

## ESSENCE STATEMENT

French is an international language with over 300 million users spread all over the globe. It is one of the official languages of the United Nations. Proficiency in French empowers the learners academically, socially, economically by providing them with increased opportunities for interaction, employment, and further studies. Thus, the learning of French facilitates the achievement of the national goals of education. In addition to the competencies acquired at Junior School, the learner at this level will continuously be exposed to the French language with a view to attaining an independent user level.

The proposed formal and informal learning experiences increase the learner's awareness, understanding, appreciation and use of the French language in social, cultural and academic contexts. Interactive and task-based activities are the pedagogical approaches which enable the learners to compare their own culture with others, acquire knowledge, develop skills and form requisite attitudes. Having successfully gone through the cycle, the learner should be adequately equipped with the necessary competencies to pursue further studies, fit in the world of work and enjoy the privileges, rights and benefits of a global citizen.

**GENERAL SUBJECT LEARNING OUTCOMES**

By the end of senior school, the learner should be able to:
1. Listen and respond appropriately to a variety of audio stimuli
2. Use spoken language to communicate effectively
3. Read to analyze texts on a variety of themes
4. Create various forms of written communication using varied media
5. Apply grammar effectively in all contexts of communication
6. Exhibit digital literacy skills responsibly in learning and communication
7. Apply acquired knowledge and skills to address pertinent and contemporary issues
8. Exhibit desired values and attitudes in all forms of communication
9. Appreciate cultural diversity for cohesive existence and global citizenship

**SUMMARY OF STRANDS AND SUB STRANDS**

| S/No | Strand | Sub Strand | Suggested Nuber of Lessons |
|------|--------|-----------|---------------------------|
| 1. | 1.1 Listening and Speaking | <ul><li>Informational listening</li><li>Responsive Listening</li><li>Comprehensive Listening</li><li>Intensive Listening</li><li>Discriminative Listening</li><li>Informative Speaking</li><li>Situational Speaking</li><li>Persuasive Speaking</li></ul> | 48 Lessons |
| 2. | 1.2 Reading | <ul><li>Extensive reading</li><li>Reading for comprehension</li><li>Reading for Vocabulary</li><li>Extensive Reading</li><li>Critical reading</li></ul> | 42 Lessons |
| 3. | 1.3 Writing | <ul><li>Descriptive writing</li><li>Expository Writing</li><li>Process Writing</li><li>Persuasive Writing</li></ul> | 48 Lessons |

| | | | |
|---|---|---|---|
| | | • Informative Writing | |
| 4. | 1.4 Grammar | • Infinitives Pronouns and Conjunctions | 42 |
| | | • Prepositions, Adjectives & Imperatives | |
| | | • Verbs, Negation & Comparison | |
| | | • Verbs: Infinitives and Imperatives, Pronominal / Reflexive verbs, Nouns Voice | |
| | | • Pronouns En + nom | |
| | | • Qualitative Adjectives, Vocabulary | |
| | | • Infinitive and Imperative Forms | |
| | | • Adjectives, Articles, Nouns & Pronouns1 | |
| | | • Adjectives, Articles, Interjections & Nouns | |
| **Total Number of Lessons** | | | **180** |

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

**THEME 1.0 SOCIAL LIFE:  MY FRIEND**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| **1.0 Listening and Speaking** | **1.1 Listening for information**<br><br>( 6 lessons) | By the end of the sub strand, the learner should be able to:<br>a) Summarize information from audio texts to confirm understanding,<br>b) Break down information to comprehend main ideas from audio texts,<br>c) appreciate improvement on language proficiency through listening. | The learner is guided to<br>• Listen to an audio text and distinguish sounds /ʒ/ as in *jeune, jour,jupe* and /ʃ/  as in *chat*<br>• Use information from an audio text to identify physical attributes of a person ( *grand, petite, gros, belle...)*<br>• play flashcard games collaboratively to internalize acquired vocabulary ( *s'appeler, parler, avoir, habiter, être ...)*<br>• answer guided questions from an audio text on introduction of friends, their birthdays, likes and their dislikes,<br>• research and make notes from recorded passages on hobbies and | Why should you have good listening skills? |

| | | | interests of friends *(Mon amie aime....Elle déteste....)*, <br> • respond appropriately to aural questions from downloaded items on likes and dislikes of different characters, <br> • writes short texts showing physical attributes of different characters as portrayed from audio items . | |
|---|---|---|---|---|

**Core Competencies to be developed:**

Creativity and imagination: This is developed as the learner undertakes tasks on using information from aural texts that keep them working on a problem, adjusts and rethink their ideas until they find solutions.

**Values:**

Unity: This is enhanced as the learner displays team spirit as they collaborate with peers in card games to internalize acquired vocabulary.

**Pertinent and Contemporary Issues (PCIs):**

Diversity: This is nurtured when the learner appreciates others' diverse differences during learning and carries out activities harmoniously with them.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| 1.0 Reading | 1.2 Reading for vocabulary<br><br>*(6 lessons)* | By the end of the Sub Strand, the learner should be able to**:**<br>a) derive meaning of words from simple texts,<br>b) read simple texts to pick out vocabulary to show understanding,<br>c) show interest in reading simple texts. | The learner is guided to:<br>• select varied forms of greetings from simple texts, *[Bonjour! Bonsoir !]*<br>• read flashcards with words on greetings and taking leave and rearrange them to form simple sentences,<br>• pick out vocabulary from a written text and use to communicate effectively in a social setup,<br>• match the vocabulary of members of the family to the given images *[C'est mon père]*<br>• read captions with images to acquire vocabulary on friends, members of the nuclear and extended family,<br>• find the meaning of the vocabulary in reading texts, collaboratively. | 1. Why do we read?<br>2. How do you identify words? |
| **Core Competencies to be developed:** | | | | |
| Self-efficacy: This is brought out as the learner clearly reads and identifies vocabulary from texts. | | | | |

**Values :**

Unity: This is nurtured as the learner works together to find the meaning of the vocabulary in reading texts.

**Pertinent and Contemporary Issues (PCIs):**

Social awareness skills: The learner uses the vocabulary acquired to communicate effectively in a social situation.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| 1.0 Writing | 1.3 Informative writing<br><br>(6 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) list vocabulary from varied simple texts with the correct orthography,<br>b) construct simple texts using acquired vocabulary with the correct language patterns,<br>c) show enthusiasm in constructing sentences following the correct language structure. | The learner is guided to:<br>• underline vocabulary in texts about family and numbers.<br>• fill in missing letters to form words on numbers, family members and greetings,<br>• make letter flash cards and create words on family members in pairs,<br>• use selected words to create short simple sentences,<br>• rearrange jumbled-up words to create simple logical sentences,<br>• match vocabulary on the nuclear family to the correct images from texts,<br>• write simple texts to introduce members of one's family and friends, and displays it on the wall for others to read, | What do you consider while writing simple texts? |

| **Core Competencies to be developed:** |
|---|
| • Critical thinking and imagination: This is developed as learners create simple logical sentences. |

| **Values:** |
|---|
| Responsibility: Is nurtured as learners accomplish tasks of creating flashcards with related vocabulary. |

| **Pertinent and Contemporary Issues (PCIs):** |
|---|
| Self-esteem**:** The learner develops self-esteem as they write about their family members and friends and display their work on the walls. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------|-----------|---------------------------|-------------------------------|----------------------------------|
| **1.0 Writing** | **1.4 Grammar** (10 lessons) | By the end of the Sub Strand, the learner should be able to: <br> a) identify elements of grammar in simple texts, <br> b) construct simple sentences with correct language structures, <br> c) appreciate the importance of language structure in communication. | The learner is guided to: <br> • pick out personal pronouns and match them to the correct forms of verbs for oneself, family members and friends *[ je, il/elle…nous, s'appeler]* <br> • fill in the gaps with the appropriate possessive adjectives to introduce members of the family and friends, *[mon, ma, mes, ton, sa]* <br> • rearrange jumbled-up words to make simple texts, <br> • match personal pronouns to the correct form of the verbs, <br> • source and watch audio-visual materials with countries and their nationalities jointly, <br> • play conjugation games to practice reading different forms of | 1. How do you introduce yourself, family and friends? <br> 2. Why do you need to observe grammar in your communication? |

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| | | | | verbs with peers. *(S'appeler, habiter, être, parler, avoir),* | |
| | | | | • seek guidance on how to conjugate verbs. | |

**Core Competencies to be developed:**
Digital literacy: This is fostered as the learner manipulates digital devices to source for audio-visual materials.

**Values:**
Unity: This is enhanced as the learner appreciates collaboration in learning while playing conjugation games collaboratively.

**Pertinent and Contemporary Issues (PCIs):**
Self-awareness: This is brought out as the learners seek guidance in understanding language structures.

**THEME 2.0 : MY ENVIRONMENT: MY HOME**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| **2.1 Listening and Speaking** | **2.1.1 Listening for comprehension**<br><br>(6. lessons) | By the end of the sub strand, the learner should be able to:<br>a) identify the main theme from an audio text,<br>b) extract relevant information from oral interactions,<br>c) show enthusiasm while listening to various audio texts on different topics. | The learner is guided to:<br>• listen to audio sounds to differentiate sounds */u/* as in *ou, vous,nous* and */y /* as in *tu,du,vu*<br>• listen collaboratively to an audio text and give a summary of location of different items in the home,<br>• answer questions from an audio text on location of different items in the home*(Où est la table? Elle est devant la porte),*<br>• draw a layout of a home from information gotten from an audio text.<br>• take turns with peers in giving directions on how to reach their homes,*(D'abord, allez tout droit, puis, tournez à gauche.....La maison est en face de l'hôpital)* | How can you locate different items in the home? |

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| | | | • identify effects of elements of weather on the environment from information obtained from an audio text. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
Creativity and imagination: This is developed as learners synthesize information and use imagination to create images of various occurrences.

**Values:**
Unity: This is nurtured as the learner cooperates with peers in listening to audio texts to get summary of recorded information.

**Pertinent and Contemporary Issues (PCIs):**
Safety and security: This is brought about as the learner gains knowledge on importance of security and safety measures to take as they go to various destinations.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------|-----------|----------------------------|-------------------------------|-----------------------------------|
| **2.1 Reading** | **2.2 Reading for comprehension** <br><br> (6 Lessons) | By the end of the Sub Strand, the learner should be able to: <br> a) use correct language expressions to respond to questions on the given texts, <br> b) interpret information from written texts using the appropriate language, <br> c) c) appreciate the importance of reading texts. | The learner is guided to: <br> • read home layouts and associate places and rooms in the homes with their locations, jointly, <br> • read and answer comprehension questions on the location of rooms and objects in a home, in pairs, <br> • fill in blanks spaces in texts with expressions on location of places, rooms and objects at home, <br> • observe and identify images with weather elements, with peers, <br> • read weather charts and associate the weather elements to particular places (Kakamega-la pluie…), | Where are items and objects in your home located? |

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|---|---|---|---|---|
| | | | • rearrange jumbled words to form expressions on weather,in pairs,<br>• read aloud texts on locations of places and elements of weather<br>• appreciate elements of weather- *j'aime le soleil…)* | |

**Core Competencies to be developed:**

Critical thinking and problem solving: This is developed as the learner engages in reflective thinking and critical observation to make connections between places and their locations.

**Values:**

Responsibility: This is nurtured as the learner displays hard work in reading texts and responding to questions.

**Pertinent and Contemporary Issues (PCIs):**

Self-awareness: This is brought about as the learner shows appreciation for weather elements in their environment.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| 2.0Writing | 2.3 Guided writing<br><br>(6 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) classify nouns and prepositions in a guided writing assignment,<br>b) construct statements in guided writing exercises,<br>c) appreciate the use of prepositions and nouns in writing tasks. | The learner is guided to:<br>• locate different items in a house using prepositions (dans , *entre ,devant  etc)*<br>• label in writing the items which are normally found in the kitchen and stick them on the classroom board.<br>• write sentences with vocabulary of items in a house and where they are normally placed,<br>• fill in the blanks on an improvised weather report using nouns related to weather ( *la pluie, le vent, le soleil etc)*<br>• reconstruct in writing jumbled up statements with nouns which are related to weather. | Why is the arrangement of items important in a house? |
| **Core Competencies to be developed:** | | | | |

**Core Competencies to be developed:**
Self-efficacy: The learner is guided to choose tasks which are eventually done when the grammatical  task  is completed.

**Values :**
Responsibility: The learners performing the writing task on how various items are placed in a home gives them some subtle orientation on responsibility.

**Pertinent and Contemporary Issues (PCIs):**
Self – awareness: The learners display this tenet when they are able to locate and situate items within their space or locality.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------|-----------|---------------------------|-------------------------------|----------------------------------|
| 2.0 | **2.4 Grammar** (10 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) identify prepositions and noun classes from the grammatical exercises,<br>b) apply the prepositions and nouns within grammatical context,<br>c) show an interest in two aspects of the grammatical structure. | The learner is guided to:<br>• present images, diagrams and physical objects to illustrate the prepositions *(la tasse est sur la table, Mon lit est dans la chambre, etc)*.<br>• do matching games where they pair prepositions with the correct nouns using an improvised house plan,<br>• fill in the blank exercises to place the appropriate prepositions,<br>• Present sentence scrambles which contain prepositions which should be reordered correctly,<br>• Complete the blanks with the correct preposition in a text. (dans, *sur, derrier, devant, dehors ...)*<br>• categorize nouns which deal with weather and display them on an | Why are prepositions important in the study of grammar? |

| | | | improvised weather chart of a country, region or county. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
Communication and collaboration: The learner is encouraged to use the nouns and prepositions in an organized order as these grammatical structures are studied in class.

**Values:**
Integrity: The learner takes responsibility for learning actions as they perform the grammatical exercises and make amends or corrections when directed by the teachers. (show how integrity is nurtured)

**Pertinent and Contemporary Issues (PCIs):**
Self-awareness: The learner develops a sense of self-assurance as the use prepositions appropriately in a grammatical task.

**THEME 3.0: TOURISM: MEANS OF TRANSPORT**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| **3.1 Listening and Speaking** | **3.1. Listening for comprehension**<br><br>(6. lessons) | By the end of the Sub Strand, the learner should be able to:<br>d) Respond to questions from an audio text to demonstrate understanding.<br>e) Interpret information from audio text for effective communication.<br>f) Show willingness to listen to a variety of audio texts | The learner is guided to:<br>• associate the means of transport from audio stimuli to pictures on flashcards,<br>• listen to audio materials with vocabulary on means of transport and answer comprehension questions ( *une voiture, un avion, un train, une moto, un vélo etc.)*<br>• listen to an audio recording on safety measures to be observed when traveling and share the information with peers,<br>• fill in travel documents with information given in an audio text<br>• use expressions from an audio text to describe how they travel (*Je voyage en train, je prends un bus,* | What means of transport do you use for travel? |

| | | | | |
|---|---|---|---|---|
| | | | *Je vais à pied, j'utilise une moto pour aller à l'école)*<br>• search online for audio visual materials on making reservations and explain the key points to their peers<br>• role play making a travel booking ( *Réserver une place; au guichet ou conversation téléphonique )*<br>• listen to audio texts to practise words with sounds /ɛ/ and /e/ | |

**Core Competencies to be developed:**

Learning to learn: The learner shares what they have learnt from listening to an audio text on safety measures while traveling.

**Values:**

Responsibility: This is brought out as the learner offers guidance to others by explaining key points to their peers on how to make reservations.

**Pertinent and Contemporary Issues (PCIs):**

Self awareness: This is enhanced through effective communication when giving details during making a reservation.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| **3.0 Reading** | **3.2 Reading for comprehension**<br><br>(6 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) recognize key elements from simple texts and respond to questions,<br>b) use information from texts and answer questions,<br>c) exhibit enthusiasm for finding meanings of words from a variety of texts. | The learner is guided to:<br>• pick out vocabulary on means of transport and travel documents from simple texts and writeups, collaboratively, *[une voiture, un vélo, une véhicule, un billet, un passeport, etc.]*<br>• source for a variety of texts on internet and find more means of transport and expressions of travel, collectively,<br>• read texts on means of transport and safety and discuss the information needed, with peers, *[il faut attacher le ceinture, mettre la casquette, faire attention aux règles routière, etc.]*<br>• look up for meanings of words from simple texts, with a partner and match them to the correct ones. *[Je* | How do you move around? |

| | | | | |
|---|---|---|---|---|
| | | | *voyage à moto – je me déplace à moto]*<br>• underline expressions on means of transport, travel and making reservations, from simple dialogues and texts, jointly, *[Je vais à l'école à vélo, je voyage en bus, j'achète un billet, est-ce qu'il y a une siège… j'utilise un taxi pour]* | |

**Core Competencies to be developed:**
Self-efficacy: This is developed as learners clearly outline the procedures of making a reservation.

**Values:**
Responsibility: Learners shows awareness of the safety measures to be taken while using certain means of transport.

**Pertinent and Contemporary Issues (PCIs):**
Safety and security: This is nurtured as learners talks about means of transport, they often use outlining safety measures they take in order to avoid accidents.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------|-----------|---------------------------|-------------------------------|----------------------------------|
| **3.3 Writing** | **3.3:1 Guided writing**<br><br>(6. lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) list common words with orthography,<br>b) create simple sentences using language structures,<br>c) appreciate the role of guided writing in simple texts. | The learner is guided to:<br>• source from the internet and write the vocabulary on means of transport, [*le bus, le train la moto, le taxi, l'avion, le bateau, le cheval…*],<br>• rearrange letters to make words on vocabulary of means of transport, with peers,<br>• write down simple texts on safety measures in transport [*attacher, boucler la ceinture de sécurité, mettre le casque*],<br>• using guided pictures, write simple sentences of likes and dislikes on means of transport.<br>• Fill crosswords and word puzzles on means of transport, | Why do you choose means of transport? |
| **Core Competencies to be developed:**<br>Digital literacy: This is brought out as the learner confidently sources information from the internet. | | | | |

**Values:**

Unity: This is acquired when the learners work together harmoniously as they arrange letters to make words

**Pertinent and Contemporary Issues (PCIs): Safety and security**:

This is nurtured as the learner uses the internet responsibly to access the required vocabulary.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| **3.4 Grammar** | **3.4 Grammar** (10 lessons) | By the end of the Sub Strand, the learner should be able to: a) Identify the form of verb to use for a specific situation of communication. b) Select the language structure suitable for a given context of communication c) Appreciate the importance of grammar for effective communication | The learner is guided to: <br>• conjugate verbs for use in prescribed contexts of communication. *voyager, aller, arriver, utiliser, prendre, acheter, réserver,* <br>• source for and play safe online interactive games on the conjugation of verbs related to transport, <br>• choose the correct preposition to indicate the means of travel (*Je vais à pied, je vais en bus*), <br>• construct simple sentences related to means of transport (*je prends un bus, je voyage en avion, j'utilise une moto*), <br>• express obligation in observing safety measures when using means of transport*: il faut + infinitif, il doit + infinitif – il faut* | How do you create correct sentences? |

| | | | | *attacher la ceinture de sécurité, il faut mettre le casque…)* | |
| | | | | • fill in personal details in travel documents observing the correct punctuation | |

**Core Competencies to be developed:**
Critical thinking and problem solving: This is exhibited as learners use information provided to choose between the prepositions *à* and *en* in writing the means of travel one uses.

**Values:**
Respect: The learner appreciates diverse opinions of others during discussions

**Pertinent and Contemporary Issues (PCIs):**
Online safety: This is observed as learners use the internet responsibly as they source for and play safe online interactive games on conjugation of verbs.

**THEME 4.0 HEALTH: MY BODY**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| **4.1 Listening and Speaking** | **4.1:1 Oral expression** (6. lessons) | By the end of the Sub Strand, the learner should be able to: <br> a) exhibit comprehension and engagement in oral interactions, <br> b) use vocabulary and expressions to engage in oral presentations, <br> c) express enthusiasm in oral communication. | The learner is guided to: <br> • listen to short audiovisual clips on different foods and repeat, *(les légumes, les fruits,le poisson, la viande,* e.t.c), <br> • recite short simple poems to express likes and dislikes for certain foods, <br> • use role play to express likes and dislikes for certain foods and drinks, <br> • listen to audiovisual material to repeat the sounds, /**u**/ sous, vous /**y**/ sur, vous <br> • sing songs jointly on names of different foods and drinks, <br> • participate in simple dialogues using vocabulary and expressions on likes and dislikes for foods and drinks, (j'aime, j'aime beaucoup, je n'aime pas, je préfère, e.t.c). | When do you express preferences? |

| | | | | |
|---|---|---|---|---|
| | | | | |

**Core Competencies to be developed:**
Self-efficacy: This is developed as learners skillfully manipulate audio-visual materials to listen to vocabulary on various types of food and drinks

**Values:**
Respect: This is nurtured as learners demonstrate patience in turn taking as they participate in dialogues on vocabulary.

**Pertinent and Contemporary Issues (PCIs):**
Self-awareness:  Acquired when learners demonstrate appreciation of one another's preferences.

| THEME 4.0: HEALTH: FOOD AND DRINKS | | | | |
|---|---|---|---|---|
| **Strand** | **Sub Strand** | **Specific Learning Outcomes** | **Suggested Learning Experiences** | **Suggested Key Inquiry Question(s)** |
| **4.0 Reading** | **4.2 Reading for comprehension** ( 6 lessons) | By the end of the sub strand, the learner should be able to: a) associate words in reading passages with ideas they represent, b) draw on prior knowledge to recognize clues of information in a text, c) show enthusiasm of identifying ideas and making summaries of comprehension texts. | The learner is guided to: <ul><li>read passages with vocabulary on foods and drinks and retell the main ideas,</li><li>differenciate healthy foods and drinks from unhealthy ones in different texts, advertisements and captions,...healthy foods*(les légumes, les fruits...)*...unhealthy food...*(les frites, le chocolat...)*</li><li>make comparisons of the effects of consuming healthy and unhealthy food and drinks as they read texts with peers,</li></ul> | How can you use context clues to understand what you are reading? |

| | | | <ul><li>research collaboratively by reading texts on how to prepare healthy meals and drinks</li><li>summarize written texts with peers on favourable foods and drinks that should be consumed to stay healthy.*eg.( des oeufs, des lentilles...)*</li></ul> | |
|---|---|---|---|---|

**Core Competencies to be developed:**

Critical thinking and problem-solving: This is enhanced as the learner explores a complex challenge, takes time to understand it, carries out a research and explores different options to get a solution.

**Values:**

Responsibility: This is nurtured as the learner shows diligence when engaging in researching to find solutions on healthy eating.

**Pertinent and Contemporary Issues (PCIs):**

Healthy practices for prevention of lifestyle diseases: The learner is sensitized on the importance of healthy living practices by choosing to eat healthy food.

| THEME 4: HEALTH: FOOD AND DRINKS | | | | |
|---|---|---|---|---|
| **Strand** | **Sub Strand** | **Specific Learning Outcomes** | **Suggested Learning Experiences** | **Suggested Key Inquiry Question(s)** |
| **Writing** | **4.3 Guided writing**<br><br>(6 Lessons) | By the end of the Sub Strand, the learner should be able to:<br><br>a) identify expressions used to indicate foods and drinks,<br>b) create short simple texts translating their ideas into written,<br>c) appreciate the importance of the writing activity. | The learner is guided to:<br>• write sentences by matching expressions on foods and drinks to images/pictures,<br>• fill in blank spaces to complete a simple story on given foods and drinks,<br>• construct sentences on foods and drinks using given language structures,<br>• summarize information in written texts on foods and drinks, collaboratively,<br>• write simple sentences with *il faut/il ne faut pas +verbe+ +activity/food* to bring out the link between health and activities/foods,<br>• write short dialogues on the subject: "à table and à l'hôtel", jointly,<br>• write simple family meal plans. | What do you eat and drink? |
| **Core Competencies to be developed:**<br>Creativity and imagination: This is developed as the learner explores new ideas when writing family meal plans. | | | | |

**Values:**
Respect: This is developed as the learner displays positive regard to others as he/she constructs dialogues with others.

**Pertinent and Contemporary Issues (PCIs):**
Self-awareness: The learner accepts and appreciates him/herself and his/her peers as they carry out the assigned activities together.

| THEME 4.0 HEALTH | | | | |
|---|---|---|---|---|
| **Strand** | **Sub Strand** | **Specific Learning Outcomes** | **Suggested Learning Experiences** | **Suggested Key Inquiry Question(s)** |
| | **4.4 Grammar**<br><br>(10 lessons) | By the end of the Sub Strand, the learner should be able to:<br><br>a) select elements of grammar from simple texts,<br>b) write sentences with correct language structures,<br>c) appreciate the importance of grammar proper communication in interactions. | The learner is guided to:<br><br>• make a list of vocabulary on drinks, meals and legumes, from a variety of simple structured texts, in small groups, *[Le jus, le vin, le poulet, la viande…les épinards]*<br><br>• match names of food items to their corresponding images, in pairs,<br><br>• construct simple sentences expressing what they want while expressing politeness, *[je voudrais une tasse de thé, j'aimerais un verre de lait]*<br><br>• practice using the correct adjectives of quantity in short sentences, as they match them to the images *[un* | 1. |

| | | | | |
|---|---|---|---|---|
| | | | *litre d'huile, un pincé du sel, une poignée de…]*<br><br>• use correct forms of verbs to fill in the bank spaces in short sentences and texts, *[boire, manger, goûter, prendre, déjeuner, avoir, aimer, preferer,etc.]* | |

**Core Competencies to be developed:** Critical and problem solving: this is enhanced as learners search and explore different options as they seek solution to the matching expressions of quantity to the right images.

**Values:**
Respect: this is developed as learners appreciate diverse opinions shared towards solution suggestions amongst themselves.

**Pertinent and Contemporary Issues (PCIs):**

Self-awareness: learners work together talking about healthy living lifestyles on meals they take.

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| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| **5.0 Listening and speaking** | **5.1 Interactive speaking**<br><br>(10 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) develop oral statements in interactive speaking,<br>b) construct dialogues in verbal communication,<br>c) appreciate feedback in verbal communication, | The learner is guided to:<br><ul><li>organize skits in pairs on the activities to be carried out in class and present orally in class,</li><li>prepare collaboratively, then present orally subjects being taught in class and link them to professions.</li><li>improvise in pairs a telephone game where inquiry is made asking about the date and activities for a school function.</li><li>source and study collaboratively audio-visual materials which contain event planning on the internet,</li><li>present orally what was witnessed from the audio-visual content on event, planning focusing on the date, time and the actual activities.</li></ul> | Why confidence vital in interactive speaking? |

| | | | • Practice pronouncing /f/ and /v/ sounds in context (for example *fille, mille, voiture, vrai* ) | |
|---|---|---|---|---|

**Core Competencies to be developed:**
Communication and collaboration: The learner speaks engagingly using the facts provided as activities which involve interactive speaking are done in a collaborative manner .

**Values:**
Respect: The learner pays full attention when other are speaking without interrupting them as they wait to take their turn to communicate in learning activities which involve pair work.

**Pertinent and Contemporary Issues (PCIs):**
Self – esteem: The learner develops confidence to carry out oral presentations collaboratively as the personal skills and talents are honed with the constant practice.

**THEME 5.0: SCHOOL AND WORLD OF WORK; SCHOOL ROUTINE**

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------|-----------|---------------------------|-------------------------------|----------------------------------|
| **5.2 Reading** | **5.2 Reading for vocabulary**<br><br>*(6. lessons)* | By the end of the Sub Strand, the learner should be able to**:**<br>d) Identify related vocabulary from a written text.<br>e) Use vocabulary acquired from read text to respond to questions and prompts.<br>f) Display enthusiasm in reading texts to acquire vocabulary. | The learner is guided to:<br>• pick out vocabulary from a written text. (*les objets de classe - un crayon, une chaise, un cahier, une gomme…*),<br>• match vocabulary to picture flashcards jointly,<br>• read texts on *les jours de la semaine,* and use the vocabulary to ask and respond to questions (*quel jour sommes-nous?)* with peers,<br>• pick out expressions of telling time from varied written texts to ask and tell time; *quelle heure est-il? Il est…*<br>• select school activities highlighted in varied written | Why do we learn vocabulary from written texts? |

| | | | | materials and tell when they take place, |
| | | | | • choose vocabulary of school subjects in written texts and match to images on flash cards, |
| | | | | • search online for school timetables and share the information with peers, |
| | | | | • source for written texts on school routine and find related vocabulary jointly. |

**Core Competencies to be developed:**

Communication and collaboration – This is developed as the learner participates actively in group activities to source for written materials and identify vocabulary from them.

**Values:**

Unity – this is nurtured as the learner works harmoniously with other group members to accomplish assigned tasks

**Pertinent and Contemporary Issues (PCIs):**

Self-esteem – This is exhibited as the learner confidently volunteers to share information sourced online on school timetables

| THEME 5.0 SCHOOL ROUTINE | | | | |
|---|---|---|---|---|
| **Strand** | **Sub Strand** | **Specific Learning Outcomes** | **Suggested Learning Experiences** | **Suggested Key Inquiry Question(s)** |
| | **5.3 Guided writing**<br><br>(6 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) write short texts with correct orthography,<br>b) create simple texts with correct language patterns,<br>c) value the importance of writing using the correct language patterns. | The learner is guided to:<br>• make a list of objects in the classroom, jointly, *[les affaires scolaires – le pupitre, le tableau interactif, la fenêtre, la porte, les cahiers, etc.]*<br>• indicate time on different school activities, *[La natation est à 5h00 du soir…]*<br>• make a personal timetable indicating subjects and the time they are taught,<br>• complete a short description of different school activities including moments of the day, days of the week and time *[Lundi le matin, je nettoie la salle de classe, à huit heures, je commence mes cours…]* | How do you carry outage your duties? |

| | | | <ul><li>write simple school routines on days of the week and subject, in small groups, *[le lundi, j'ai l'histoire et la bilogie]*</li><li>fill in the blank spaces with the correct form of the articles *[les articles définis et indéfinis: le, la,l',les, un, une,des]*</li></ul> | |
|---|---|---|---|---|

**Core Competencies to be developed:**
Critical thinking and problem solving: brought out as learners makes their personal routines in order to improve on time management.

**Values:**
Unity: this is developed as learners work together making schedules.

**Pertinent and Contemporary Issues (PCIs):**

| THEME 5.0 SCHOOL AND WORLD OF WORK: School routine | | | | |
|---|---|---|---|---|
| SUGGESTED VOCABULARY : | | | | |
| **Strand** | **Sub Strand** | **Specific Learning Outcomes** | **Suggested Learning Experiences** | **Suggested Key Inquiry Question(s)** |
| **5.4 Grammar** | **5.4.1 Language structures**<br><br>(12 lessons) | By the end of the Sub Strand, the learner should be able to:<br>d) identify elements of grammar in simple texts,<br>e) construct simple sentences with right language structures,<br>f) value the importance of language structure in communication. | The learner is guided to:<br>• use days of the week and months of the year to ask and say the date in sentences. [ Quel jour sommes-nous? Nous sommes… ]<br>• fill in the blank spaces with the appropriate indefinite and definite article in identification of the objects in the classroom.<br>• rearrange jumbled up words to make simple texts on the school activities,<br>• write simple texts about the school activities in the week,<br>• express preference of the learning area by constructing | • Why is it essential to tell the date? |

| | | | simple sentences [*j'aime le français, je préfère les mathématiques…*]. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
Creativity and imagination: This developed when the learner writes simple texts about the school activities in the week.

**Values:**
Responsibility: This is enhanced as the learners take care of the items found in their classroom.

**Pertinent and Contemporary Issues (PCIs):**
Self-awareness: This is brought out as the learners ask and tell date.

| THEME 6.0 WORLD OF BUSINESS: SHOPPING | | | | |
|---|---|---|---|---|
| SUGGESTED VOCABULARY : | | | | |
| **Strand** | **Sub Strand** | **Specific Learning Outcomes** | **Suggested Learning Experiences** | **Suggested Key Inquiry Question(s)** |
| **6.1 Listening and speaking** | **6.1.1 Interactive speaking**<br><br>(10 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) respond to questions and prompts for effective interaction.<br>b) use vocabulary and expressions in oral interactions<br>c) grow interest in participating actively in simple oral interactions | The learner is guided to:<br>• listen to audio stimuli and speak on different types of shops [ *magasin, kiosque, supermarché, marchés*,]<br>• listen to and sing songs with vocabulary on items sold at the market<br>• participate in role play as a shopkeeper and a customer in a shop to enhance oral skills,<br>• recite simple poems to describe goods sold in the market on colour, sizes and price,<br>• Listen to and repeat words from audio stimuli on quantities and | Why do you choose a shopping place? |

| | | | measure of different items from the market, • Articulate words properly in oral interactions.[ /**s**/ son, serviette /**v**/  vous, veste | |
|---|---|---|---|---|

**Core Competencies to be developed:**
Communication and collaboration: This is brought out when the learner participates in role play as a shopkeeper and a customer.

**Values:**
Responsibility: This is nurtured as the learners recite simple poems.

**Pertinent and Contemporary Issues (PCIs):**
Consumer awareness: This is brought as learners role play buying and selling of goods.

| THEME6.0 WORLD OF WORK: SHOPPING | | | | |
|---|---|---|---|---|
| SUGGESTED VOCABULARY : | | | | |
| **Strand** | **Sub Strand** | **Specific Learning Outcomes** | **Suggested Learning Experiences** | **Suggested Key Inquiry Question(s)** |
| **6.2 Reading** | **6.2:1 Reading for vocabulary**<br><br>(6 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) identify vocabulary from read texts<br>b) use information from read simple texts<br>c) exhibit confidence in reading through a variety of simple texts | The learner is guided to:<br>• read simple texts to select vocabulary on shopping (une boucherie,une pharmacie, une boutique, couleurs e.t.c),<br>• record themselves while reading simple texts with vocabulary on shopping as peers assess them,<br>• participate in card games to select words and expressions on shopping by reading,(,beaucoup de,peu de,combien de, faire les achats, ça fait coûte combien? e.t.c),<br>• Pick out expressions on shopping from simple written texts to construct sentences | Why is it important to learn reading? |

| | | | • Source and read sentences containing words on shopping from digital devices on shopping, in small groups | |
|---|---|---|---|---|

**Core Competencies to be developed:**

Self- efficacy: This is developed as learners confidently assess one another while reading simple texts.

**Values:**

Responsibility**:** This is brought out as learners responsibly manipulate electronic devices to record their reading of simple texts.

**Pertinent and Contemporary Issues (PCIs):**

Safety and security: Developed when learners responsibly source for sentences on the internet.

| THEME 6.0 : WORLD OF BUSINESS: SHOPPING | | | | |
|---|---|---|---|---|
| **Strand** | **Sub Strand** | **Specific Learning Outcomes** | **Suggested Learning Experiences** | **Suggested Key Inquiry Question(s)** |
| **6.0 Reading** | **6.3 Guided writing** (6 lessons) | By the end of the sub strand, the learner should be able to: a) identify different information and relate it to different contexts, b) change visual representation of ideas to text, c) show enthusiasm in entrepreunership and wise spending. | The learner is guided to: <br> • Write down lists of different items found in different shops..*(des vêtements, des chaussures, des meubles...)* <br> • write collaboratively short texts on activities done at shopping centres using vocabulary of buying and selling..*( acheter, vendre, coûter...,* <br> • Write dialogues between sellers and a buyers in shops; include prices, modes of payment, quantities,weights and measurements of goods... *(Je voudrais un kilo de sucre, une bouteille de vin…)* <br> • create a story from an image on a visit to a shopping centre | Why is it important to have writing skills? |

| | | | |
|---|---|---|---|
| | | describing shops...*(En ville il y des magasins, des supermarchés…)*<br><br>• compare in writing  shopping experiences in different parts of the world..*( En Europe on fait des achats en ligne.)* | |

**Core Competencies to be developed:**

Creativity and imagination: This is enhanced when the learner comes up with new and innovative ways of doing tasks as they create texts from images.

**Values:**

Integrity: This is nurtured as the learner displays honesty when giving the right measurement, quantities and prices of goods in a shopping experience.

**Pertinent and Contemporary Issues (PCIs):**

Financial literacy: The learner is sensitized on entrepreneurship and wise spending of money.

| THEME 6: WORLD OF BUSINESS: SHOPPING | | | | |
|---|---|---|---|---|
| **Strand** | **Sub Strand** | **Specific Learning Outcomes** | **Suggested Learning Experiences** | **Suggested Key Inquiry Question(s)** |
| | **6.4 Grammar**<br><br>(12 Lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) construct sentences with correct language structures,<br>b) describe items using correct language patterns<br>c) appreciate the role of grammatical elements in effective communication. | The learner is guided to:<br>• make kind requests by use of the polite form of the verb "vouloir" in pairs,<br>• associate expressions of quantity with given nouns (un kilo de viande…),<br>• fill in the open spaces with the correct adjectives describing goods and cloths (couleur, taille, nombres ordinaux…)<br>• construct sentences using given expressions of shopping (*faire les achats/les courses/les provisions…*),<br>• construct mini dialogues using demonstrative adjectives (ce, | What description can you give to the items that you buy from shops and markets in terms of size, colour, weight..? |

| | | | cette…), interrogative adjectives, relative pronouns (quel, quelle…lequel, laquelle…) and demonstrative pronouns (celui, celle-ci…), <br>• practice conjugation of verbs matching personal pronouns to the correct form of the verbs with peers *(j'achète…, j'essaie…, il coûte…),* <br>• practice role plays on the topics: "sur le marché" and "dans un magasin" to practice the language structures used when buying and selling, <br>• appreciate him/herself as he/she carries out learning tasks. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
Learning to learn: This is developed as the learner collaboratively practices role playing on buying and selling.

**Values:**
Love**:** This is nurtured as the learner uses kind language in soliciting for services in buying and selling scenarios.

**Pertinent and Contemporary Issues (PCIs):** Self-esteem: This is brought about as the learner accepts and appreciates him/herself as he/she carries out learning tasks.

**SUGGESTED ASSESSMENT RUBRIC**

**Listening comprehension**

| Levels / Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to use vocabulary and expressions in oral interactions | The learner uses varied vocabulary and expressions in oral interactions | The learner uses the targeted vocabulary and expressions in oral interactions | The learner some of the targeted vocabulary and expressions in oral interactions | The learner uses minimum targeted vocabulary and expressions in oral interactions |
| Ability to speak the language with correct pronunciation, intonation, rhythm and articulation in oral expression | The learner uses correct pronunciation, intonation, rhythm and articulation at all times in oral expression. | The learner uses appropriate pronunciation, intonation, rhythm and articulation in oral expression. | The learner uses fairly good pronunciation, intonation, rhythm and articulation in oral expression. | The learner uses fair pronunciation, intonation, rhythm and articulation in oral expression. |
| Ability to respond to questions and prompts in oral interactions | The learner responds to all questions and prompts to show comprehension and engagement | The learner responds to some questions and prompts to show comprehension and engagement | The learner responds to few questions and prompts to show comprehension and engagement | The learner responds to very few questions and prompts to show comprehension and engagement. |

| Levels / Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to extract and interpret information from oral interactions | The learner appropriately extracts and interprets information from oral interactions. | The learner satisfactorily extracts and interprets information from oral interactions | The learner extracts and interprets information from oral interactions to some extent. | The learner extracts and interprets information from oral interactions with some difficulties. |
| Ability to display willingness to participate in oral interactions | The learner is always willing to participate in meaningful oral interactions | The learner is willing to participate in meaningful oral interactions | The learner is at times hesitant to participate in meaningful oral interactions | The learner is mostly hesitant to participate in meaningful oral interactions |

**Reading**

| Levels / Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to derive meaning of vocabulary and expressions from simple texts | The learner derives meaning of words from all targeted vocabulary and expressions from simple texts at all times. | The learner derives meaning of words from all targeted vocabulary and expressions from simple texts most of the time. | The learner derives meaning of words from most of the targeted vocabulary and expressions from simple texts. | The learner derives meaning of words from very few of the targeted vocabulary and expressions from simple texts. |
| Ability to respond correctly to questions on selected written texts. | The learner responds correctly to all questions and goes further to give appropriate illustrations and examples. | The learner responds correctly to all questions and shows comprehension and engagement. | The learner responds to most of the questions to show comprehension and engagement | The learner responds to very few questions to show comprehension and engagement |
| Ability to display willingness to participate in reading different type of texts. | The learner is always willing to participate in reading different types of texts. Encourages others to engage in reading. | The learner is always willing to participate in reading different types of texts. | The learner at times participates in reading different types of texts. | The learner is mostly hesitant to participate in reading different types of texts. |

**Writing**

| Levels<br><br>Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to use correct punctuation and orthography to produce written texts | The learner uses correct punctuation and orthography all the time to produce written texts | The learner uses correct punctuation and orthography to produce written texts | The learner uses correct punctuation and orthography most of the time to produce written texts | The learner uses correct punctuation and orthography very few times to produce written texts |
| Ability to maintain correct language structures (structure of words and sentences) | The learner maintains accurate use of language structures all through; structure of words and sentences are correct all the time. | The learner maintains correct use of language structures; (structure of words and sentences) . | The learner maintains use of language structures making few errors; (structure of words and sentences) . | The learner maintains use of language structures making many errors; (structure of words and sentences) |
| Ability to use correct vocabulary and expressions to write texts | The learner appropriately uses a wide variety of vocabulary and expressions to write texts | The learner uses a variety of vocabulary and expressions to write texts | The learner uses vocabulary and expressions to write texts | The learner uses limited vocabulary and expressions to write texts |

| Ability to write coherent sentences and texts | The learner consistently writes coherent sentences and texts in a wide variety of contexts. | The learner consistently writes coherent sentences and texts | The learner often writes coherent sentences and texts | The learner scarcely writes coherent sentences and texts |
|---|---|---|---|---|
| Ability to exhibit interest to produce written texts | The learner always exhibits interest to produce varied written texts. Encourages others to engage in oral interactions. | The learner exhibits interest to produce written texts. | The learner hesitates to exhibit interest to produce written texts. | The learner mostly hesitates to exhibit interest to produce written texts. |

**Grammar**

| Levels / Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to use grammar and syntax. Correct use of verb tenses, conjugations. Accurate sentence structure and word order. Proper use of the French articles | The learner uses grammar and syntax well adhering to the correct use of verb tenses, conjugations, Ensures accurate sentence structure and proper use of French articles | The learner uses grammar and syntax with minimal challenges adhering to fairly correct use of verb tenses, conjugations, displays fairly accurate sentence structure and proper use of French articles | The learner uses grammar and syntax in a fairly good way however has challenges with the correct use of verb tenses conjugations, accurate sentence and word order and does not use the French articles accurately | The learner has extremely minimal mastery of grammar and syntax. Does not use the verb tenses correctly. Confuses the sentence structure and word order. Literally confuses the French articles . |
| Ability to use a large of vocabulary and idiomatic expressions and spelling accuracy, . | The learner display competence at using a large range of vocabulary and idiomatic expressions and spelling accuracy. | The learner is able to manage with relative ease the large range of vocabulary and idiomatic expressions and | The learner is able to manage the large range of vocabulary and idiomatic expressions with quite a number of errors which will | The learner is unable to manipulate the large range of vocabulary and idiomatic expressions. The spelling accuracy has many errors. |

| Levels / Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| | | spelling. Minimal errors can be detected. | also be present in the spelling accuracy | |
| Ability to use Coherence and Cohesion in grammatical structures. Logical flow and organization of ideas. | The learner displays coherence and cohesion in grammatical structures and logical flow and organization of ideas with relative ease. | The learner displays coherence and cohesion in grammatical and logical flow and organization of ideas some challenges . | The learner displays coherence and cohesion in grammatical and logical flow of ideas with quite a number of errors. | The learner displays coherence and cohesion in grammatical and logical flow of ideas with too many errors. |
| Ability to use content and creativity well based on a given topic applying relevant grammatical structures. | The learner uses content and creativity well based on a given topic applying relevant grammatical structures extremely well. | The learner uses content and creativity based on a given topic applying relevant grammatical structures with extremely minimal errors. | The learner uses content and creativity based on a given topic applying relevant grammatical structures with quite a number of errors. | The leaner uses content and creativity based on a given topic applying grammatical structures with excessive errors. |

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

| Suggested Assessment Methods | Suggested Learning Resources | Suggested Non-formal Activities |
|---|---|---|
| <ul><li>Oral descriptions</li><li>Image matching and sorting</li><li>Physical identification of objects</li><li>Filling in missing letters. –</li><li>Filling in missing words. –</li><li>Sounding words. –</li><li>Rearranging jumbled up words or phrases. - Spelling; oral and written. - Writing. - Mimicking through role-play. –</li><li>Reading aloud.</li><li>Answering simple questions. –</li><li>Word searches.</li><li>Word puzzles.</li></ul> | <ul><li>Charts</li><li>Video clips</li><li>Video games</li><li>up grids</li><li>Word puzzles</li><li>Flashcards (words or games)</li><li>Maps - Short stories</li><li>Real objects (home objects)</li><li>Audio recordings - Pictures</li><li>Poems - Songs</li><li>Chalkboard</li><li>Word wheel</li><li>Name tags and labels</li><li>Word searches</li><li>Journals - Computer</li><li>House floor plans</li></ul> | <ul><li>Songs</li><li>Recitation of poems</li><li>Role plays and simulation</li><li>Games e.g., hide and seek and board games</li><li>Peer education; practice with peers</li><li>Participation in French club activities</li></ul> |

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