



MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

LEARNING AREA: FRENCH

GRADE 5

NOVEMBER 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT

ESSENCE STATEMENT

Kenya is part of the international community and therefore, learners are given the opportunity to learn foreign languages. Apart from the national, official and indigenous languages learned in lower primary, learners at upper primary have access to other languages. French is one of the foreign languages offered in Middle school. The essence of language is communication. An early start in learning French gives the learner ample time to lay a solid foundation in all the language skills: Listening and speaking, reading and writing. Learning of French at this level is underpinned by the principles of the social-cultural theory of learning, which emphasises learning through social interaction with more skilled individuals. Language is culture. Learning French exposes the learner to social, economic and political developments in the francophone world. The learner is therefore able to appreciate cultural diversity, one of the prerequisites for global citizenship. The language skills acquired at this level form a basis for further language development and, specialisation in the subsequent levels of learning.

General Learning Outcomes

By the end of Upper Primary, the learner should be able to:

1. Listen attentively and use the information gathered to communicate effectively
2. Use spoken language to initiate and sustain simple oral interactions
3. Apply basic reading skills to demonstrate comprehension
4. Create short texts on familiar topics using varied media
5. Appreciate cultural diversity for national cohesion and international consciousness.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	1.0 Discovering French 1.1 Greetings and taking leave (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> greet and respond to greetings in formal and informal contexts. use appropriate expressions of taking leave appreciate the importance of greetings in interpersonal relationships. 	The learners: <ul style="list-style-type: none"> watch audio-visual clips or listen to audio clips on greetings and pick out informal greetings. (use of <i>Tu</i>) watch audio and audio-visual clips or listen to audio clips on greetings and pick out formal greetings. (use of <i>Vous</i>) practice greeting each other in French in a variety of contexts (learner-learner, learner-teacher, learner-parent etc.) in pairs. (<i>Comment vas-tu? Comment allez-vous? Comment ça va?</i>) Practise various ways of taking leave (<i>à demain, à bientôt</i>) read aloud simple and short dialogues containing greetings analyse pictures and fill speech bubbles in print or on a digital device with appropriate expressions of greetings and taking leave Sing songs on greetings 	<ol style="list-style-type: none"> Why do we use different forms of greetings? How do you bid someone farewell in French?
Core Competencies to be developed: Communication and Collaboration: learners participate in paired and group activities Citizenship: demonstrating cultural peculiarities in greetings and taking leave Digital literacy: filling in information in digital devices Creativity and imagination: learners sing songs on greetings as they mimic peculiarities in different communities Self- efficacy: learners use greetings to initiate interactions with new people				
PCIs: understanding self and others.			Values: Love and respect for self and others; as learners practise greeting according to the set social norms.	
Link to other learning areas: Social studies, Foreign languages indigenous languages, English, Kiswahili, music			Suggested Community Service Learning activities: Engage peers in singing French songs during different community events	

Assessment rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Greeting in context and taking leave	Is spontaneous and maintains correct use of <i>vous</i> or <i>tu</i> all through. Uses a wide variety and self-discovered expressions to greet different people and take leave.	Maintains correct use of <i>vous</i> or <i>tu</i> all through. Uses a wide variety of expressions	Uses appropriate expressions to greet people and take leave with few errors. Interchanges use of <i>tu</i> and <i>vous</i> in some instances	Uses expressions to greet people and take leave with difficulties Unable to distinguish when to use <i>tu</i> or <i>vous</i>
Pronunciation	Pronunciation, rhythm and intonation are clear and accurate in a wide variety of expressions used.	Pronunciation, rhythm and intonation are clear and accurate in all the expressions used.	Pronunciation, rhythm and intonation are clear and accurate in most of the expressions used.	Pronunciation, rhythm and intonation are clear and accurate in only a few of the expressions used.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING & SPEAKING READING WRITING	1.2 Sounds in French (7 lessons)	By the end of the sub strand, the learner should be able to: a) identify nasal vowel sounds and special characters in familiar French words b) pronounce words containing nasal vowel sounds and special characters correctly c) Create word patterns with nasal vowel sounds and special characters d) Demonstrate interest in sounding words.	Learners: <ul style="list-style-type: none"> • Listen to and repeat words with nasal vowel sounds and special characters (Exemple: rien, jambe, pain, matin, bonjour, combien, garçon etc.), - whole class activity • Listen to and recite rhymes with words containing nasal vowel sounds - in groups • Match sounds to words on flash cards in print on in digital devices - in pairs • Play games where they listen to and repeat the letter sounds using digital devices • Listen and pick out words with nasal sounds from a group of words containing both nasal and non-nasal sounds • Build list of familiar French words containing nasal vowel sounds correctly 	1. Why is it important to pronounce words correctly?
Core Competencies to be developed: Communication and Collaboration: learners work in pairs or groups as they play, recite and do word searches Creativity and imagination: learners compose and sing songs Digital literacy: learners record themselves and play the recorded sounds Learning to learn: learners apply phonic knowledge to sound new words				
PCIs: Overcoming barriers to effective communication			Values: respect for self and others as they appreciate their differences in pronunciation	
Links to other learning areas: English, Kiswahili, Indigenous Languages, Chinese, Arabic, Music			Suggested Community Service Learning activities: Perform songs, recite poems and rhymes in French during school or community functions	

Assessment rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Sound recognition	Recognizes nasal vowel sounds, the ç and letter combinations learnt even in new words and expressions	Recognizes all nasal vowel sounds, the sound ç and letter combinations learnt	Recognizes some nasal vowel sounds, letter combinations learnt and the sound ç	Recognizes nasal vowel sounds and letter combinations learnt with difficulty.
Pronunciation	Reproduces all nasal vowel sounds, sound ç and letter combinations correctly Applies knowledge of nasal vowel sounds to sound new words and correct self	Reproduces all nasal vowel sounds, sound ç and letter combinations correctly	Reproduces most nasal vowel sounds sound ç and letter combinations correctly	Reproduces a few nasal vowel sounds sound ç and letter combinations correctly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>LISTENING and SPEAKING READING</p> <p>WRITING</p>	<p>2.0 My family and friends</p> <p>(10 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) introduce family and friends appropriately</p> <p>b) read short and simple sentences about family and friends</p> <p>c) construct short and simple sentences about family and friends</p> <p>d) use numbers 1-50 to talk about age and size of the family</p> <p>e) appreciate the diversity among friends and family members</p>	<p>The learners:</p> <ul style="list-style-type: none"> • listen to recorded audio of someone introducing their family members or friends • repeat the dialogue they have listened to in pairs • introduce family members and friends in terms of: <ul style="list-style-type: none"> - Name (<i>s'appeler; je, tu, il/elle</i>) -Gender (<i>être+genre; je, tu, il, elle</i>) - Age (<i>avoir+age; je,tu,il/elle</i>) - Nationality (<i>être +nationalité</i>) -Languages they speak, in small groups - Home town/village (<i>habiter à+ ville/village</i>) • ask peers questions relating to members of their nuclear family (<i>mon, ton; ma, ta; mère, père, soeur, frère</i>) and respond when asked about theirs in groups • count numbers 1 to 50 in French • read short and simple texts about friends and family • construct and punctuate short sentences on family members and friends • fill in details about family members and friends in forms • record short dialogues on introduction of family members and friends(audio and visual) • sing songs on numbers for practice 	<p>1. What do you mention when introducing someone?</p>
<p>Core Competencies to be developed:</p> <p>Communication and Collaboration: working in groups as they sing and play games</p> <p>Creativity and Imagination: creating and recording short conversations on family</p> <p>Citizenship: appreciating class diversity</p> <p>Digital literacy: filling in personal information on online forms or worksheets</p>				
<p>PCIs: Coping with family members</p>			<p>Values: Love for others; respect for other people despite differences</p> <p>Unity through working together in groups and pairs</p>	

Link to other learning areas: Social studies, Foreign languages, indigenous languages, English, Kiswahili, Mathematics, Music, Religious studies		Suggested Community Service Learning activities: Perform songs and recite poems, in French, during community functions		
Assessment Rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Giving personal details	Introduces others, giving all the personal details required using appropriate sentence structures and expressions Provides additional self-discovered information about others.	Introduces others by giving all the personal details required using appropriate structures and expressions Makes minor errors that do not affect coherence	Introduces others by giving some of the personal details required. uses sentence structures and expressions. With some errors	The learner can introduce others but requires prompting to provide personal details, makes errors that affect coherence
Fluency	Reads with ease in French maintaining correct pronunciation, rhythm and intonation	Reads in French making minor errors of pronunciation, rhythm and intonation that do not interfere with comprehension	Reads making many errors of pronunciation, rhythm and intonation that may that may interfere with comprehension	Reads making very many errors of pronunciation, rhythm and intonation that make it incomprehensible
Comprehension	Responds appropriately to all questions on family and friends and goes ahead to give additional details	Responds appropriately to questions on family and friends	Responds to questions on family and friends giving several inappropriate responses.	Responds inappropriately to questions on family and friends

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	3.0 Interacting with others 3.1 Etiquette (5 Lessons)	By the end of the sub strand, the learner should be able to: a) use polite language to show courtesy in everyday situations b) use appropriate non-verbal cues and tone for effective social interactions c) apply the skill of turn-taking in day to day conversations d) appreciate the importance of using polite language when interacting with others	The learners: <ul style="list-style-type: none"> • Engage in simple conversations (welcoming guests in school/at home) that involve the use of polite language (<i>de rien, ce n'est rien, je t'en prie, fais comme chez toi, faites comme chez vous etc.</i>) • practice turn-taking when talking to others • practice using appropriate non-verbal cues (gestures, facial expressions) when talking to others • Sing courtesy songs that demonstrate good manners • Match courtesy words to the corresponding images on flashcards • Read vocabulary on etiquette on flash cards and charts • Recite simple poems on showing gratitude • Rearrange jumbled up words to make meaningful courtesy expressions. • Watch video clips showing the practice of etiquette and courtesy. • Create word searches with vocabulary on etiquette, in groups or pairs 	<ol style="list-style-type: none"> 1. Which words do you use to express courtesy? 2. In what instances do you use polite words? 3. Why is it important to use polite words?
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: learners hold conversations in pairs and groups</p> <p>Self-efficacy: using polite language in day to day situations to build cordial relationships</p> <p>Creativity and Imagination: creating word searches using vocabulary on etiquette</p> <p>Citizenship: respect for one another in interactions</p> <p>Digital Literacy: watching video clips on etiquette</p> <p>Learning to learn: use of polite language in day to day life</p>				
<p>PCIs: Skills of knowing how to make interactions cordial; relating and working well with others</p> <p>Assertiveness: explore areas that require one to stay in control while showing respect for self and others</p>			<p>Values: Use of polite language to show respect</p> <p>Unity by working together to accomplish group tasks</p>	

Link to other learning areas: English, Kiswahili, Religious education, German, Arabic, Chinese		Suggested Community Service Learning activities: Practice using polite language in all situations at home and in the community. Encourage other learners to use polite language in their interactions.		
Assessment Rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Use of polite language	Learner Uses expressions of polite language and non-verbal cues to fit the communication situation all the time	Learner Uses appropriate expressions of polite language to fit the communication situation most of the times	Learner Uses appropriate expressions of polite language to fit the communication situation sometimes	Learner Uses polite language only when prompted

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	3.2 Two task instructions (4 Lessons)	By the end of the sub strand, the learner should be able to: a) give and respond to two-tasks instructions used in everyday situations b) interpret oral and written instructions effectively c) appreciate the importance of giving and responding to instructions appropriately	The learners: <ul style="list-style-type: none"> play a game where they respond to instructions using non-verbal cues listen and respond to instructions using verbal cues listen and repeat simple instructions used in school Role - play giving and responding to two-task instructions at school (<i>Leve-toi! Ferme la porte! Prend ton cahier! Ouvre la fenetre! Fais attention! Regardez le tableau! Ecoutez et repetez!</i>) Create and sing songs on giving and taking instructions Matching pictures to corresponding instructions 	<ol style="list-style-type: none"> What are some of the instructions you are given at school? Who gives instructions? Why should we follow instructions?
Core Competencies to be developed: Communication and collaboration: through taking and giving instructions while working in groups and pairs Creativity and imagination: composing songs on giving instructions Digital literacy: creating with technology by recording audio-visual materials on giving and receiving instructions Self-Efficacy: development of confidence through giving and receiving instructions Critical thinking and problem solving: solving day to day problems by giving and taking instructions				
PCIs: <i>Assertiveness:</i> having the courage to speak out when the need arises		Values: Respect for others through responding to and obeying simple instructions Unity as they work well in pairs and group tasks		
Link to other learning areas: All learning areas	Suggested Community Service Learning activities: Practise giving and taking instructions with other learners and responding to instructions given			

Assessment rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation

Giving instructions	Learner gives coherent two-task instructions with ease and uses appropriate expressions	Learner gives two-task instructions with minimal errors	Learner Is able to give simple two-task instructions but with assistance in some instances.	Learner Gives simple two task instructions with a lot of assistance. Makes errors that may affect comprehension
Responding to instructions	Learner responds spontaneously and appropriately to simple two-task instructions. May seek or give feedback or approval after completing the task.	Learner Responds appropriately to simple two-task instructions.	Learner has a little difficulty in responding to simple two-task instructions. May respond to one of the two tasks appropriately	Learner Responds to two-task instructions but needs a lot of prompting.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	3.3 Expressing wishes (4 Lessons)	By the end of the sub strand, the learner should be able to: a) Say and respond to wishes of various occasions b) use appropriate expressions to write wishes for different events c) appreciate the role of important occasions in enhancing social interactions	The learners: <ul style="list-style-type: none"> • use pictures to identify different occasions (<i>Mashujaa day, Christmas, Easter, Eid-ul-fitr, Eid –Adha, Fathers’ Day, Mothers’ Day, New Year</i>) • simulate occasions using wishes for the respective occasions (Fetes nationales, <i>Joyeux Noël! Bonne fête de Pâques ! Bonne année! Bonne fête des mères/pères!</i>) • take turns to read simple dialogues with wishes for various occasions • read aloud simple dialogues and pick out wishes for different occasions • identify specific vocabulary on wishes after watching videos • use wishes for different occasions to complete short dialogues • make cards expressing wishes for different occasions 	1. Which special occasions do you know? 2. What do you do during special occasions? 3. What do you say to people during special occasions?

Core Competencies to be developed: Communication and Collaboration: practice expressing wishes in pairs and groups Self-efficacy: improve the ability to communicate what they want Citizenship: appreciating national holidays	
PCIs: Promoting prosocial behaviour	Values: Respect for others by taking leave Teamwork as learners take turns to accomplish tasks
Link to other learning areas: All learning areas	Suggested Community Service Learning activities: Encourage peers to use polite expressions while taking leave

Assessment rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Use of expressions	Learner is spontaneous, uses required appropriate expressions to express wishes and goes ahead to use additional new expressions	Learner uses required appropriate expressions to express wishes	Learner is a bit hesitant and some of the expressions used are inappropriate	Learner expresses wishes but uses many inappropriate expressions
Fluency	Reads with ease simple wishes in French maintaining correct pronunciation, rhythm and intonation	Reads simple wishes in French making minor errors of pronunciation, rhythm and intonation that do not interfere with comprehension	Reads simple wishes making some errors of pronunciation, rhythm and intonation that may interfere with comprehension	Reads simple wishes making many errors of pronunciation, rhythm and intonation that make it incomprehensible
Spelling and punctuation	Writes simple phrases with correct spelling and punctuation and goes ahead to use new self-learnt expressions	Writes phrases with minor spelling and punctuation errors that do not interfere with comprehension	Writes phrases with many errors of spelling and punctuation that may interfere with comprehension	Writes phrases with very many spelling and punctuation errors that hinder comprehension

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	3.4 Likes and dislikes (6 lessons)	By the end of the sub strand, the learner should be able to: a) express likes and dislikes on selected topics b) appreciate that everyone has different preferences	The learners: <ul style="list-style-type: none"> • listen to the sounds produced by different animals and identify the animals from pictures • listen to and repeat the names of the animals • use mind maps to identify the subjects they know • talk about the subjects learnt in school and wild animals they like or dislike using: <ul style="list-style-type: none"> - Aimer/adorer + objet • talk about the subjects learnt in school and wild animals they dislike using <ul style="list-style-type: none"> - ne...pas + objet • match names of common animals and subjects to corresponding pictures on flashcards • simulate simple conversations on likes and dislikes pertaining to subjects learnt in school and wild animals in pairs • read aloud simple sentences on likes and dislikes, in pairs or small groups • do word searches and puzzles on common animals and food • drawing and naming common animals • compose and sing songs about subjects and animals they like or dislike using familiar tunes 	<ol style="list-style-type: none"> 1. Which animals do you like? 2. What are your favourite subjects? 3. What makes you dislike something?
Core Competencies to be developed: Communication and collaboration: singing songs together Creativity and imagination: creating and singing songs Digital literacy: accessing audio visual materials from digital devices Citizenship: respecting peoples' diverse preferences Learning to learn: developing better relationships through appreciating others and their preferences				
PCIs: <i>Animal welfare education, hygiene and feeding animals</i>			Values: Respect; respect of one other's preferences on food and animals Unity through working together in groups and pairs	

Link to other learning areas: Religious education activities, Science and technology, Agriculture	Suggested Community Service Learning activities: Create awareness to the community on animal welfare and good eating habits
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Assessment rubric

Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Use of expressions	Uses required appropriate expressions while expressing likes, dislikes, and goes ahead to use new self-learnt structures.	Uses required appropriate expressions while talking about likes and dislikes.	May use inappropriate expressions while expressing likes and dislike.	Uses inappropriate expressions while expressing likes and dislikes.
Comprehension	Responds appropriately to all questions on likes and dislikes and goes ahead to give relevant details	Responds appropriately to questions on likes and dislikes.	Responds to questions on likes and dislikes giving several inappropriate responses.	Responds inappropriately to questions on likes and dislikes.
Fluency	Reads with ease simple phrases or sentences in French maintaining correct pronunciation, rhythm and intonation	Reads simple phrases and sentences in French making minor errors of pronunciation, rhythm and intonation that do not interfere with comprehension	Reads simple phrases and sentences making many errors of pronunciation, rhythm and intonation that may interfere with comprehension	Reads simple phrases and sentences making very many errors of pronunciation, rhythm and intonation that make it incomprehensible
Spelling and punctuation	Writes simple phrases or sentences with correct spelling and punctuation and goes ahead to use new self-learnt expressions	Writes phrases and sentences with minor spelling and punctuation errors that do not interfere with comprehension	Writes phrases and sentences with many errors of spelling and punctuation that may interfere with comprehension	Writes phrases and sentences with very many spelling and punctuation errors that hinder comprehension

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	3.5 Dates and events (6 lessons)	By the end of the sub strand, the learner should be able to: a) ask and tell moments of the day in relation to activities b) relate specific dates to special occasions c) organize daily activities in a logical sequence d) appreciate the importance of respecting schedules	The learners: <ul style="list-style-type: none"> • make a one-month calendar and indicate special occasions or activities using locally available materials • use the school timetables or routine schedule to identify days, dates and moments of the day for specific activities in school • match dates to particular festive days (Fêtes nationales- <i>de l'Independence, de la République, du Travail, Paques, Noel, Fête des pères, fêtes des mères</i>) using flash cards. • say what they engage in at different times of the day and different dates (<i>Je prends le petit déjeuner à +, je prends le , je prends le petit déjeuner, je prends le diner, je vais à l'école, je vais au lit, je regarde la télé</i>) • link activities using <i>d'abord, puis</i> and <i>après</i> (<i>exemple ∴ D'abord, je prends le petit déjeuner, puis je vais à l'école</i>) • create a schedule of activities in relation to moments of the day, dates and day. 	1. What do you do at different moments of the day?
Core Competencies to be developed: Communication and collaboration: sharing information on what learners do at different moments of the day in groups Creativity and imagination: creating daily and weekly journals Self-efficacy: learning to manage time in day to day activities				
PCIs: <i>Timekeeping: doing tasks at the appointed time</i>			Values: Responsibility in timekeeping Respect for others by observing timetables on scheduled events	
Link to other learning areas: All learning areas			Suggested Community Service Learning activities: Learners share virtues of timekeeping with peers and other community members	

Assessment rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Identifying special occasions/ activities	Correctly picks out all required special occasions and activities with ease	Correctly picks out most required special occasions and activities	Is hesitant, but picks out a few required special occasions and activities	Picks out the required special occasions and activities with a lot of difficulty
Comprehension	Correctly relates and sequences activities or actions done at different moments of the day and self-corrects him/herself where necessary	correctly relates and sequences activities or actions done at different moments of the day	Relates and sequences activities done at different moments of the day making many errors that may interfere with comprehension	Relates and sequences activities done at different moments of the day making very many errors that hinder comprehension

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	3.6 Shops and restaurants (6 lessons)	By the end of the sub strand, the learner should be able to: a) Identify food items or dishes at the restaurant b) ask for what they want politely c) use expressions of quantities to ask for what they want d) appreciate the importance of courtesy when asking for something	The learners: <ul style="list-style-type: none"> • use a mind map to identify food items/dishes they know • match names of dishes (<i>thé/café, soupe, riz, légumes, jus</i>) and their corresponding images on flashcards • match images of measures of quantity and their corresponding expressions flashcards • watch video clips on ordering of food in a restaurant and pick out expressions used while ordering food (<i>exe: J'aimerais/Tu voudrais + objet</i>) • simulate and record short interactions in a restaurant setting • fill in blanks in a dialogue with learnt vocabulary • fill in worksheets with vocabulary on food items from audio texts • play word search games to find vocabulary on food items 	<ol style="list-style-type: none"> 1. How do you place an order for something in a restaurant? 2. What do you order in a restaurant?
Core Competencies to be developed: Communication and collaboration: taking turns to ask for what they want and responding to requests for items Creativity and imagination: acting/roleplaying short conversations in a restaurant Digital Literacy: using digital devices to access video clips on conversations at the restaurant Self-efficacy: decisively saying what one wants				
PCIs: Healthy living-eating the right foods and keeping food preparation areas clean			Values: Responsibility; ability to make proper dressing choices Respect: use of polite language in expressing what one wants	
Link to other learning areas: Religious education, home science, foreign languages, English, Kiswahili, Music, Art and craft			Suggested Community Service Learning activities: Encourage peers within the school community to use polite language when expressing what they want	

Assessment rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Identifying food items and dishes	Is spontaneous in identifying all food items and dishes presented by their correct names using the appropriate articles with no errors at all	Is able to identify most food items and dishes presented by their correct names with minimal hesitation and makes minor errors	Is able to identify a few food items and dishes presented by their correct names	Confuses names of most of the food items and dishes presented.
Use of polite language	Uses expressions and words of courtesy effectively whenever asking for something	Uses expressions and words of courtesy most of the time when asking for something	Occasionally uses expressions and words of courtesy when asking for something	Hardly uses expressions and words of courtesy when asking for something
Use of expressions of quantity	Is able to use appropriate expressions of quantity with ease Goes ahead to use the expressions on new food items and dishes	Is able to use appropriate expressions of quantity for most food items but may make minor errors	Is able to use appropriate expressions of quantity for a few of the food items and many makes many errors	Is unable to use appropriate expressions of quantity for most of food items

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>LISTENING and SPEAKING</p> <p>READING</p> <p>WRITING</p>	<p>3.7 Locating objects and places in our surrounding</p> <p>(6 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify different objects in the classroom</p> <p>b) locate objects in relation to others in the classroom</p> <p>c) use appropriate prepositions to locate places within the school environment</p> <p>d) appreciate the need for accuracy in locating objects and places for safety and order</p>	<p>The learners:</p> <ul style="list-style-type: none"> • use a mind map to identify objects in class that they know • play “<i>Fill your basket</i>” game using flashcards and baskets to identify new objects in the classroom, in groups • listen and repeat the names of objects in class from the basket • visualise and read aloud objects located in relation to other objects in a chart (<i>dans, sur, sous</i>) • use pictures to identify common places in school • match pictures of places in school to their names as they read them aloud (<i>l’entrée, bureau, toilettes, les salles de classe, la salle des profs, le terrain,</i>) • take a tour and label different places in school • learners tell the position of objects and places using pictures and charts • ask and respond to questions about the location of objects and places in school (<i>où est...?/ dans, sur, sous, derriere,</i> 	<ol style="list-style-type: none"> 1. What can you find in a classroom? 2. Where do you keep your items in class? 3. What are the different places in a school? 4. Why is it important to give the correct location of an object or place?

			<i>devant, entre</i>) about the location of objects in the immediate environment. <ul style="list-style-type: none"> • Sing songs telling position of objects in the classroom • listen to descriptions of location of objects and places and drawing corresponding pictures 	
Core Competencies to be developed: Communication and collaboration: asking and responding to questions on locating objects in pairs and groups Creativity and imagination: Labelling different places in school Critical thinking and problem solving: making decisions on the best and safe place to place different objects Digital literacy: accessing audio and visual clips from digital devices Learning to learn: learners take it upon themselves to put objects in appropriate places Self-efficacy: acquire the habit of putting objects in the right places to ensure safety and order				
PCIs: <i>Disaster risk reduction:</i> learners take it upon themselves to place objects in appropriate places for safety			Values: Responsibility by keeping objects in proper places	
Link to other learning areas: Social studies, indigenous languages, foreign languages, English, Kiswahili			Suggested Community Service Learning activities: Putting up signboards and labelling storage areas for items in the surrounding	

Assessment rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Stating the location of places	The learner accurately states the location of places in the school using appropriate prepositions with ease Goes ahead to locate the same place in relation to other features	The learner accurately states the location of all places in the school using appropriate prepositions	The learner accurately states the location of some places in the school using appropriate prepositions	The learner states the location of few places in the school and uses inappropriate prepositions sometimes
Fluency	The learner reads with ease simple phrases and sentences maintaining correct pronunciation, rhythm and intonation	The learner reads simple phrases and sentences making minor errors in pronunciation, rhythm and intonation that do not interfere with comprehension	The learner reads simple phrases and sentences making many errors in pronunciation, rhythm and intonation that may	The learner reads simple phrases and sentences making very many errors in pronunciation, rhythm and intonation

			interfere with comprehension	that make it incomprehension
Stating the location of places	The learner accurately states the location of places in the school using appropriate prepositions with ease Goes ahead to locate the same place in relation to other features	The learner accurately states the location of most places in the school using appropriate prepositions	The learner accurately states the location of some places in the school using appropriate prepositions	The learner is unable to state the location of most places in the school using appropriate prepositions

Strand	Sub – Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
LISTENING and SPEAKING READING WRITING	3.8 Health and fitness (4 lessons)	By the end of the Sub strand, the learner should be able to: a) express how they feel in relation to their state of health b) Appreciate the importance of being open when expressing how they feel	Learners: <ul style="list-style-type: none"> listen to and sing songs on parts of the body name parts of the body practice saying which part of the body hurts using mimes and expressions in pairs (<i>J'ai mal + parties du corps</i>) use pictures and emojis to express how one feels (<i>être + content, malade, fatigue</i>) role play a doctor and patient situation in a hospital 	<ol style="list-style-type: none"> How do you tell if someone is unwell? How do you respond when someone tells you they are not feeling well?
Core Competencies to be developed: Communication and collaboration: as learners express how they in pairs and groups Creativity and imagination: role-playing doctor/patient conversations Digital Literacy: access songs on health and fitness from digital devices Self-efficacy: through the consciousness of being able to take care of one's health/develop confidence to express how they feel				
PCIs: Human health literacy; taking care of one's body			Values: Responsibility: taking good care of personal health	
Link to other learning areas:			Suggested Community Service Learning activities:	

Physical and health education, home science, indigenous languages, foreign languages, English, Music, art and craft, Kiswahili	Participate in sports activities for good health within the community Participate in charity activities that promote health awareness in the community
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Assessment rubric				
Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Use of idiomatic expressions	Uses appropriate required expressions to express how they feel in relation to state of health.	Uses appropriate required expressions to express how they feel in relation to state of health. Makes minor errors that do not interfere with coherence	Struggles to use appropriate required expressions to express how they feel in relation to state of health. Makes some errors that may interfere with coherence	Uses inappropriate expressions to express how they feel in relation to state of health. Makes many errors that hinder coherence
Comprehension	Responds appropriately to all questions on health and fitness with a lot of ease Goes ahead to give relevant detail	Responds appropriately to most questions on health and fitness with relative ease	Gives several inappropriate responses to questions on health and fitness	Answers very few questions correctly on health and fitness

Sub strand	Suggested Resources	Suggested Assessment Methods	Suggested Non-formal Activities
1.1.Greetings and taking leave	<ul style="list-style-type: none"> - Pictures - Video clips(where available) 	<ul style="list-style-type: none"> - Answering simple questions. 	<ul style="list-style-type: none"> - Songs - Recitation of poems
1.2 Sounds	<ul style="list-style-type: none"> - Flash cards(words or games) -Video games (where available) - - Jumbled up grids - Word wheel - Word searches 	<ul style="list-style-type: none"> - Filling in missing letters. - Filling in missing words. - Sounding words or letters - Rearranging jumbled up letters or words. 	<ul style="list-style-type: none"> - Peer education; practice with peers - Participation in French club activities
2.0 My family and Friends	<ul style="list-style-type: none"> Charts - Video clips - Short stories - Real objects (<i>clothes, food, class objects</i>) 	<ul style="list-style-type: none"> - Word searches. - Completing word puzzles 	<ul style="list-style-type: none"> - Role plays and simulation

	- Name tags and labels		
3.1 Etiquette	Flash cards Charts - Video clips	- Reading aloud. - Word searches. - Word puzzles	- Role plays and simulation
3.2 Two-task instructions	Pictures	- Writing. - Mimicking through role-play.	- Role plays and simulation
3.3 Expressing wishes	Pictures Videos - Cards for special occasions	- use of expressions - Spelling and punctuation	- Peer education; practice with peers
3.4 Likes and dislikes	- Flash cards - drawing materials, - Video games - Word puzzles	- spelling and punctuation	- Peer education; practice with peers
3.5 Dates and events	Calender, timetables, pictures, Journals, Diaries	-Identifying special occasions,comprehension	
3.6 Shops and restaurants	Pictures/images	-Identifying food items and dishes - Use of polite language	- Role plays and simulation

	<p>Video clips</p> <p>Poems</p> <p>Songs</p> <p>Maps</p>	- Use of expressions of quantity	
3.7 Locating objects and places in our surrounding	<p>Pictures of objects</p> <p>Pictures of places</p> <p>Charts</p> <p>- Real objects (<i>clothes, food, class objects</i>)</p> <p>Poems</p>	<ul style="list-style-type: none"> - Physical identification of objects. - Colouring shapes and objects. 	- Games e.g. <i>hide and seek</i>
3.8 Health and fitness	Pictures. Charts	<ul style="list-style-type: none"> - Word searches. - Word puzzles - Use of idiomatic expressions 	- Games e.g. <i>Jacques a dit....</i>

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