



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY LEVEL DESIGNS

**SUBJECT
FRENCH**

GRADE 6



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

JANUARY 2021

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

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

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PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential**.

Therefore, the Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we am very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. we assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

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

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

6. Promote respect for and development of Kenya's rich and varied cultures

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

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

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

8. Good health and environmental protection

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

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2
	Pastoral Programme and Instructions	1
	TOTAL	40

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

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

- 1) apply literacy, numeracy skills and logical thinking appropriately in self-expression,
- 2) communicate effectively in diverse contexts,
- 3) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- 4) practise hygiene, appropriate sanitation and nutrition to promote health,
- 5) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- 6) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- 7) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- 8) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
- 9) manage pertinent and contemporary issues in society effectively.

FRENCH

ESSENCE STATEMENT

Kenya is part of the international community. Therefore, learners shall be 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, speaking, reading and writing). The development of the four language skills will be enhanced through social interaction with more skilled individuals. Language is culture, and 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 actively 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	1.1 Finding out the well-being of others and taking leave (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) discover other ways of taking leave in French, b) use appropriate expressions to find out the well-being of others, c) use appropriate expressions to give information about well-being of others, orally, and in writing, d) read short sentences on the well-being of others, e) recognise the importance of finding out the well-being of others.	Learners are guided to: <ul style="list-style-type: none"> ● identify and practise other ways of taking leave (<i>A la prochaine! A plus tard! A tout à l'heure!</i>) ● watch simple, short audio-visual clips or listen to audio clips on simple interactions and pick out the expressions of finding out the well-being of others ● simulate interactions involving finding and giving information on others' well-being (<i>Ça va la famille? Ça va à la maison? Ça va ton père?</i>) ● read aloud simple and short dialogues containing learned expressions. (<i>taking leave, well-being</i>) ● analyse pictures and fill in blank spaces with appropriate expressions of finding out the well-being of 	1. What other expressions can we use to take leave? 2. Why is it important to find out the well-being of others?

			others and taking leave, in print, or on a digital device.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration - as learners take turns to find out the well-being of the other learner's friends and family. • Digital literacy - as learners fill in information on digital devices. 				
<p>Link to Pertinent and contemporary issues (PCIs): Self-esteem Appreciating self and others.</p>			<p>Link to Values</p> <ul style="list-style-type: none"> • Love as learners show care and compassion for the well-being of others. • Responsibility as learners handle digital devices in the correct way. 	
<p>Link to other learning areas: Social studies, Indigenous languages, English, Kiswahili.</p>			<p>Suggested Community Service Learning activities Learners compose rhymes, songs or poems and present during community functions.</p>	

Suggested Formative Assessment Rubric.				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Asking about the well-being of others	Learner is spontaneous and maintains the correct use of expressions all through. Uses a wide variety and self-discovered expressions to enquire about the well-being of others.	Maintains correct use of required expressions to enquire about the well-being of others and take leave.	Makes a few errors while using appropriate expressions to enquire about the well-being of others and take leave.	Makes many errors while using expressions to enquire about the well-being of others and take leave. Makes errors that greatly affect coherence.
2. Articulation	Always speaks using correct pronunciation and intonation.	Speaks using correct pronunciation and articulation most of the time.	Speaks with correct pronunciation and articulation sometimes.	Rarely speaks with correct pronunciation and articulation.
3. Taking leave	Consistently comprehends and	Comprehends and regularly uses the	Comprehends and uses the correct expressions	Partially comprehends and

	<p>uses the correct expressions of taking leave all through different conversations.</p> <p>Identifies and makes use of a wide range of self-discovered expressions of taking leave.</p>	<p>correct expressions of taking leave all through different conversations.</p> <p>Identifies and makes use of most expressions of taking leave.</p>	<p>of taking leave sometimes.</p> <p>Identifies and makes use of some expressions of taking leave.</p>	<p>uses the expressions of taking leave.</p> <p>Identifies and makes use of few expressions of taking leave.</p>
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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>1.2 Sounds in French</p> <p>(4 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) pronounce phrases with liaison and silent ‘h’ correctly for effective communication,</p> <p>b) make use of the knowledge of sounds to read familiar words and phrases</p> <p>c) demonstrate an interest in pronouncing words and phrases correctly</p> <p>d) construct word patterns containing liaisons and silent ‘h’</p> <p>e) desire to pronounce words correctly.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> ● listen actively and repeat words with liaison and ‘h’ muet (<i>exemple: Dix ans, nous avons, ils ont, hôpital, hôtel, hibou, homme, histoire etc.</i>) ● listen actively and recite rhymes containing phrases with liaison and words with silent letter ‘h’. ● practice pronouncing words and phrases with liaison and <i>h muet</i> using tongue twisters. ● read simple sentences containing liaison and <i>h muet</i> in pairs. ● create simple rhymes containing liaison and <i>h muet</i> in groups. ● create word patterns containing liaisons and <i>h muet</i>. ● play games where they listen to and repeat the letter sounds, using digital devices. 	<p>Why is it important to pronounce words correctly?</p>

			<ul style="list-style-type: none"> record and play composed rhymes. 	
<p>Core Competencies to be developed: Creativity and imagination - as learners compose rhymes. Digital literacy - as learners record and play composed rhymes using different digital devices. Learning to learn - as learners use their knowledge of French sounds to learn new words and expressions.</p>				
<p>Link to Pertinent and Contemporary Issues (PCIs): Life skills; overcoming barriers to effective communication.</p>		<p>Link to Values: Learners show respect for self and others as they appreciate the differences in pronouncing words.</p>		
<p>Link to other learning areas English, Kiswahili, Indigenous Languages.</p>		<p>Suggested Community Service Learning activities: Learners perform rhymes and songs, and recite poems and rhymes in French during school or community functions.</p>		

Suggested Formative Assessment Rubric.				
Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Articulation of learnt word-final consonants	Recognises with ease consonant finals that need to be attached to the following word starting with a vowel to make a liaison.	Recognises most of the learnt consonants that need to be attached to the following word starting with a vowel to make liaison.	Recognises some of the learnt consonants that need to be attached to the following word starting with a vowel to make liaison.	Recognises few consonants that need to be attached to the following word starting with a vowel to make liaison.
Words with <i>h muet</i>	Recognises with ease words with <i>h muet</i> .	Recognises most of the words with <i>h muet</i> .	Recognises some of the words with <i>h muet</i> .	Recognises few words with <i>h muet</i> .

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>2.1 My family, friends, and work</p> <p>(12 Lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe friends and members of the family using qualificative adjectives,</p> <p>b) state the professions and places of work of members of the family,</p> <p>c) read simple descriptive sentences on professions of family members,</p> <p>d) construct sentences describing professions, family and friends using correct punctuation,</p> <p>e) count numbers 51-100 in the correct sequence,</p> <p>f) recognise the value of the diversities for people and professions.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> ● listen to an audio recording of someone describing their family members or friends ● repeat the dialogue they have listened to, in pairs ● use adjectives (<i>grand, petit, amiable, etc.</i>) to describe members of the family and friends, in groups ● talk about family members and friends in terms of ● Professions (<i>Être + profession</i>) -Where they work (<i>travailler à + lieu.</i>) ● build vocabulary on professions, both traditional and emerging professions ● read short and simple descriptive texts about friends and family, individually or in pairs. 	<p>How do you describe someone?</p>

			<ul style="list-style-type: none"> • write short and simple descriptive texts about friends and family, individually. • ask peers questions relating to members, of their nuclear family and respond when asked about theirs, in pairs. • match pictures on professions and their corresponding names, in groups. • construct and punctuate short sentences on family members and friends (<i>full stops and commas</i>). • listen to resource persons reading numbers 51-100. • read and write numbers 51-100 in words and numerals. 	
<p>Core Competencies to be developed: Communication and collaboration - as learners work in pairs and groups to describe family members and friends. Citizenship - as learners appreciate diversity in the classroom. Digital literacy - as learners use digital devices to look for other professions.</p>				
<p>Link to Pertinent and contemporary issues (PCIs): Self-esteem and appreciation of self and others.</p>			<p>Link to Values Learners work together in groups and pairs.</p>	

<p>Link to other learning areas Social studies, Indigenous languages, English, Kiswahili, Mathematics, Music.</p>	<p>Suggested Community Service Learning activities Learners perform rhymes and songs, recite poems and rhymes in French during school or community functions.</p>
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Suggested Formative Assessment Rubric.				
Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Describing people	Consistently uses precise adjectives to describe the physical appearance of people. Provides self-discovered additional information about professions.	Uses precise adjectives to describe the physical appearance of people most of the time.	Uses precise adjectives to describe the physical appearance of people sometimes.	Describes the physical appearance using adjectives with constant assistance.
Counting	Easily counts and writes numbers 51-100 and consistently arranges them sequentially with no mistakes.	Counts and writes numbers 51-100 and arranges them sequentially with minimal mistakes.	Counts and writes numbers 51-100 and arranges them sequentially some times.	Counts but needs constant assistance to correctly sequence the numbers.

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>3.1 Expressing admiration</p> <p>(2 Lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) use appropriate words to express admiration in a variety of situations</p> <p>b) use appropriate non-verbal cues and tone to express admiration</p> <p>c) value the use of polite language when interacting with others.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • view pictures or watch video clips showing expressions of admiration • identify the expressions of admiration from pictures or video clips • match situations (<i>mimes, simulations, sketches</i>) to appropriate expressions of admiration • practice using appropriate non-verbal cues (<i>gestures, facial expressions</i>) when showing admiration • create simple drawings to express admiration • record simple conversations that involve the use of expressions of admiration 	<p>How do you express admiration?</p>

			<p><i>(super! C'est magnifique! C'est génial!)</i></p> <ul style="list-style-type: none"> • write and punctuate expressions of admiration (<i>exclamation marks</i>) • re-arrange jumbled up words to make meaningful conversations that contain expressions of admiration. 	
<p>Core Competencies to be developed:</p> <p>Communication and collaboration - as learners hold conversations in pairs and groups.</p> <p>Creativity and imagination - as learners create simple images and record conversations where people are expressing admiration.</p> <p>Citizenship - as learners display respect for one another to promote cohesion.</p>				
<p>Link to Pertinent and Contemporary Issues (PCIs):</p> <p>Skills of relating and working well with others.</p>			<p>Link to Values:</p> <p>Learners show respect as they speak to each other in turns.</p>	
<p>Link to other learning areas</p> <p>Social studies, Indigenous languages, English, Kiswahili.</p>			<p>Suggested Community Service Learning activities:</p> <p>Learners perform songs, recite poems and rhymes in French during school or community functions.</p>	

Suggested Formative Assessment Rubric.				
Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Expressing admiration	Consistently uses appropriate expressions and non-verbal cues in a wide variety of situations to express admiration.	Uses appropriate expressions and non-verbal cues to express admiration most of the time.	Uses appropriate expressions of admiration and non-verbal cues to express admiration sometimes.	Uses expressions and non-verbal cues inappropriately to express admiration.

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>3.2 Multi-task instructions.</p> <p>(4 Lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) give and respond to multitask instructions used in everyday situations</p> <p>b) interpret oral and written instructions effectively by performing the tasks given</p> <p>c) appreciate the importance of giving and responding to instructions appropriately.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> ● listen and repeat instructions given in different situations ● watch video clips showing people giving and taking multi-task instructions ● listen and respond to instructions using non-verbal cues ● role - play giving and responding to multi-task instructions (<i>Range la salle ! essuie les chaises et repose-toi un peu!</i>) ● re-arrange jumbled up words to create logical multi-task instructions (<i>use of exclamation mark</i>). 	<p>Why do you need to take instructions?</p>

<p>Core Competencies to be developed:</p> <p>Communication and collaboration - as learners take and give instructions while working in groups and pairs.</p> <p>Digital literacy - as learners use digital technology to record audio-visual material on giving and receiving instructions.</p> <p>Critical thinking and problem solving - as learners give and respond to multiple instructions.</p>	
<p>Link to Pertinent and contemporary issues (PCIs):</p> <p>Life skills- Taking and giving instructions.</p>	<p>Link to Values:</p> <p>Learners show respect for others through responding to and obeying simple instructions.</p> <p>Unity as learners work well while carrying out tasks in pairs and groups.</p>
<p>Link to other learning areas</p> <p>Indigenous Languages, English, and Kiswahili.</p>	<p>Suggested Community Service Learning activities:</p> <p>Learners take instructions during a school or community tree-planting day.</p>

Suggested Formative Assessment Rubric.				
Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Giving instructions	Gives comprehensible multi-task instructions using appropriate vocabulary, with ease. Discovers new instructions and applies them in various communication situations.	Gives comprehensible multi-task instructions using appropriate vocabulary most of the time.	Gives comprehensible multi-task instructions using appropriate vocabulary sometimes.	Gives comprehensible multi-task instructions but makes some errors that may affect comprehension.
2. Responding to instructions	Responds spontaneously and appropriately to multi-task instructions.	Responds appropriately to multi-task instructions most of the time.	Responds appropriately to multi-task instructions sometimes.	Responds to multi-task instructions but needs a lot of prompting.

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>3.3 Holiday wishes</p> <p>(4 Lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) use appropriate holiday wishes in verbal or written communication</p> <p>b) recognise the importance of expressing wishes in social interactions.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> ● identify wishes used for someone going on holiday/out ● listen to and watch simple and short audio-visual recordings of people going out and going on holiday and identify different holiday wishes used ● use digital devices to create cards for expressing holiday wishes ● individually or in groups, read aloud short sentences, cards, poems, on holiday wishes (<i>bon voyage! Bon séjour! bonne vacances!, bon route!</i>) ● talk about where they go for holidays. 	<ol style="list-style-type: none"> 1. What do you say to someone when they are going on holiday/out? 2. Why is it important to express wishes?

<p>Core Competencies to be developed: Communication and collaboration - as learners practice expressing holiday wishes in pairs and in groups. Creativity and imagination - as learners create cards for holiday wishes. Digital literacy - as learners use digital devices to create cards.</p>	
<p>Link to individually or in groups Social cohesion as learners prepare and send cards expressing wishes to friends.</p>	<p>Link to Values: Care and compassion as learners build cordial relationships by expressing wishes.</p>
<p>Link to other learning areas Indigenous languages, Kiswahili, English.</p>	<p>Suggested Community Service Learning activities: Learners create cards to send holiday wishes to friends and community members.</p>

Suggested Formative Assessment Rubric.				
Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Use of expressions	Spontaneously uses required appropriate expressions to express wishes and goes ahead to use	Uses required appropriate expressions to express wishes most of the time.	Uses required appropriate expressions to express wishes sometimes.	Uses required expressions but is hesitant, and some of the expressions used are inappropriate.

	additional new expressions.			
2. Fluency	Reads simple wishes in French with ease 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.
3. 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 some errors of spelling and punctuation that may interfere with comprehension.	Writes phrases with many spelling and punctuation errors that hinder comprehension.

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>3.4 Means of transport</p> <p>(7 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) state common means of transport for people and goods</p> <p>b) express likes and dislikes regarding various means of transport</p> <p>c) respect people's preferences regarding the means of transport.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • view images of means of transport on video clips or flashcards (<i>bus, train, voiture, bateau, chameau, moto, bicyclette</i>) • sing a song on means of transport • watch an audio-visual recording or listen to an audio of different means of transport • match pictures of different means of transport to their corresponding names • talk about the means of transport they like or dislike using expressions such as (<i>Aimer/adorer/préférer, avoir horreur de + objet, ne+ aimer + pas</i>) 	<p>1. What do you use to move from one place to another?</p> <p>2. How do you make others know you like something?</p>

			<ul style="list-style-type: none"> • Simulate simple conversations on likes and dislikes of various means of transport in pairs • Write short sentences on likes and dislikes of different means of transport. 	
<p>Core Competencies to be developed: Communication and collaboration - as learners share preferences on modes of transport. Digital literacy - as learners access and view modern and traditional means of transport from digital devices.</p>				
<p>Link to Pertinent and contemporary issues (PCIs): Education for sustainable development: Safety and security.</p>			<p>Link to Values: Learners show respect for one another's preferences on modes of transport.</p>	
<p>Link to other learning areas Social studies, Science and Technology, Agriculture.</p>			<p>Suggested Community Service Learning activities: Learners recite poems and rhymes on means of transport during a school or community function.</p>	

Suggested Formative Assessment Rubric.

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Use of expressions	Uses required appropriate expressions to express likes, dislikes, and goes ahead to use new self-learnt structures.	Uses required appropriate expressions to express likes and dislikes most of the time.	May use inappropriate expressions to express likes and dislikes sometimes.	Uses inappropriate expressions to express likes and dislikes.
2. Comprehension	Responds appropriately to all questions on likes and dislikes and goes ahead to give relevant details.	Responds appropriately to most questions on likes and dislikes.	Responds appropriately to some questions on likes and dislikes.	Responds to questions on likes and dislikes giving several inappropriate responses.
3. Spelling and punctuation	Writes simple short 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 some errors of spelling and punctuation.	Writes phrases and sentences with many spelling and punctuation errors that may interfere with comprehension.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking Reading Writing	3.5 Time and Hobbies (9 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different types of hobbies for career building, b) ask and tell the time in French, c) develop appropriate schedules for their hobbies, d) develop an interest in pursuing different hobbies.	Learners are guided to: Identify hobbies using a mind map. <ul style="list-style-type: none"> ● listen to audio texts on a variety of hobbies ● identify hobbies on video clips. ● practice asking and telling the time using the 12-hour clock system ● (<i>Quelle heure est-il? Il est.....heures</i>) ● ask and tell the time when they engage in different hobbies ● read simple texts on hobbies ● create a scrapbook of their hobbies (<i>dates and time</i>). 	1. What activities do you do in your free time? 2. Why is it important to programme activities?
<p>Core Competencies to be developed:</p> <p>Communication and collaboration - as learners work together while creating scrapbooks.</p> <p>Creativity and imagination - as learners create and design (colouring) scrapbooks.</p> <p>Self-efficacy - as learners develop the virtue of doing activities on time.</p>				

<p>Link to Pertinent and contemporary issues (PCIs): Timekeeping- Importance of doing tasks at the appointed time.</p>	<p>Link to Values: Responsibility - as learners carry out activities on time. Learners show respect for others by observing timetables on scheduled events.</p>
<p>Link to other learning areas Kiswahili and English have content on hobbies.</p>	<p>Suggested Community Service Learning activities: Learners prepare a programme of activities during a community cleaning day.</p>

Suggested Formative Assessment Rubric.				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying hobbies.	Easily identifies a wide variety of hobbies.	Identifies many hobbies.	Identifies some hobbies.	Identifies hobbies with assistance.
2. Asking and telling time.	Constantly asks and tells the time using the correct language structure.	Asks and tells the time using the correct language structure most of the time.	Asks and tells the time using the correct language structure some of the time.	Asks and tells the time using the correct language structure with considerable assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking Reading Writing	3.6 Shopping (6 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify special shops for buying different items.</p> <p>b) plan for shopping by making a shopping list.</p> <p>c) use appropriate expressions of quantity when buying items.</p> <p>d) appreciate the importance of giving precise quantities when shopping.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • identify different shops (<i>boulangerie, boucherie, boutique, patisserie, cremerie</i>) • discover items bought in different types of shops • role-play buying items from different shops using the expressions of quantities (<i>un kilo, un paquet de, un sac de, un litre</i>) • read short sentences and texts on shopping • build vocabulary on shopping items • make a shopping list of items to buy in different types of shops • simulate and record short buyer-seller interactions. 	<p>Why is it important to plan for shopping?</p>

<p>Core Competencies to be developed: Communication and collaboration - as learners take turns to ask for what they want and respond to requests for items. Creativity and imagination - as learners role play shopping for items. Digital literacy - as learners use digital devices to access information on shopping and shopping items.</p>	
<p>Link to Pertinent and contemporary issues (PCIs): Financial literacy- Earning ethically, budgeting and spending.</p>	<p>Link to Values: Responsibility as learners develop the ability to make proper choices when shopping. Honesty and truthfulness as learners become aware of the value of earning ethically and the importance of giving correct change.</p>
<p>Link to other learning areas Home Science has content on income generation.</p>	<p>Suggested Community Service Learning activities: Learners delete organise income-generating activities in school and sell produce to the community.</p>

Suggested Formative Assessment Rubric.				
Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying shops and items	Is spontaneous in identifying types of shops and the goods sold in each shop and, goes ahead to give additional related goods for the shops.	Identifies most of the types of shops and the goods sold in each but may make minor errors. Is able to correct self.	Identifies some of the types of shops and the goods sold in each. May make some errors but not always able to correct self.	Identifies the types of shops and the goods sold in each, with difficulty. Makes many errors and requires assistance to correct self.
2. Use of expressions of quantity	Uses appropriate expressions of quantity with ease and, goes ahead to use the expressions on new food items and dishes.	Uses appropriate expressions of quantity for most food items but may make minor errors.	Uses appropriate expressions of quantity for some of the food items and may make some errors.	Uses expressions of quantity inappropriately to talk about the 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 places.</p> <p>(6 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) use appropriate prepositions to ask for and locate places in the village or town</p> <p>b) recognise the importance of giving accurate locations of places.</p>	<p>Learners are guided to:</p> <p>Identify places in a village or town.</p> <ul style="list-style-type: none"> • listen and repeat names of places from digital devices (<i>la poste, le marché, le stade, l'infirmierie, la boutique, la boucherie, la boulangerie</i>) • use pictures or maps of towns to view and say the location of places in relation to others (<i>dans, sur, sous, entre, devant, derrière, à côté de, en face de</i>) • ask and respond to questions about the location of places in their immediate surrounding (<i>où est...?/ derriere, devant, entre, à côté de, en face de</i>) • practice locating places within the environment to build vocabulary 	<p>Why is it important to give accurate location of places?</p>

			<ul style="list-style-type: none"> • listen to descriptions of location of places and draw corresponding pictures • read short sentences • write correctly the names of different places within the environment on a chart • creating own imaginary town and show different places. 	
<p>Core Competencies to be developed: Communication and collaboration - as learners work in pairs and groups. Critical thinking and problem-solving - as learners locate places within the village or town. Creativity and imagination - as learners create pictures and maps of different places.</p>				
<p>Link to Pertinent and contemporary issues (PCIs): Education for sustainable development; environmental education: identifying safe locations.</p>			<p>Link to Values Patriotism and responsibility: Learners take good care of the environment.</p>	
<p>Link to other learning areas Social studies, Indigenous Languages, English, Kiswahili.</p>			<p>Suggested Community Service Learning activities Learners discuss the locations of the places in the community and propose suitable location for some of them.</p>	

Suggested Formative Assessment Rubric.

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Stating the location of places	<p>Accurately states the location of places using appropriate prepositions with ease.</p> <p>Goes ahead to locate the same place in relation to other places in the surrounding.</p>	Accurately states the location of most places using appropriate expressions.	Accurately states the location of some places using appropriate expressions.	States the location of places using inappropriate prepositions and expressions.
2. Fluency	Reads simple phrases and sentences with ease while maintaining correct pronunciation, rhythm, and intonation.	Reads simple phrases and sentences making minor errors in pronunciation, rhythm, and intonation that do not interfere with comprehension.	Reads simple phrases and sentences making some errors in pronunciation, rhythm, and intonation that may interfere with comprehension.	Reads simple phrases and sentences making many errors in pronunciation, rhythm, and intonation that make it incomprehension.

3. Spelling and punctuation	Writes simple phrases with correct spelling and punctuation. Goes ahead to use new self-learnt phrases.	Writes simple phrases with minor spelling and punctuation errors that can not interfere with comprehension.	Writes simple phrases with some spelling and punctuation errors that can interfere with comprehension.	Writes simple phrases with several spelling and punctuation errors that hinder comprehension.
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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>3.8 Health and fitness.</p> <p>(4 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) Identify healthy habits to promote personal hygiene,</p> <p>b) Ask how others feel using the appropriate expressions,</p> <p>c) Relate how they feel to weather conditions,</p> <p>d) Recognise the importance of maintaining good personal hygiene.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> ● Identify healthy and unhealthy practices (<i>brosse les dents, laver les mains/la figure, prendre un bain/ une douche, laver les vêtements essuie les chaussures</i>) ● Respond to questions about how they feel (<i>avoir mal + partie du corps</i>). ● Describe basic weather conditions (<i>Il fait chaud, Il fait froid, Il pleut</i>). ● associate weather conditions to how they feel (<i>avoir + soif, chaud, froid</i>). ● Use picture stimuli to demonstrate how one feels (<i>avoir mal, avoir faim, avoir chaud, avoir soif, avoir sommeil, avoir la grippe</i>). ● Read pictures showing different states of health. 	<ol style="list-style-type: none"> 1. How can you tell someone is well or unwell? 2. How do you find out from someone if they are well or unwell?

			<ul style="list-style-type: none"> • Write sentences describing their state of health. • Role-play use of courteous expressions towards a person who is unwell in pairs or groups (<i>prompts rétablissement!, guerri vite!</i>) . 	
<p>Core Competencies to be developed: Creativity and imagination: as learners role-play.</p>				
<p>Link to Pertinent and contemporary issues (PCIs): Health Education- Maintaining personal hygiene. Self-awareness, personal hygiene; Taking care of one’s body.</p>			<p>Link to Values: Responsibility as learners take good care of personal health by adopting healthy habits.</p>	
<p>Link to other learning areas Physical and health education, Home Science, indigenous languages, English Music, Kiswahili.</p>			<p>Suggested Community Service Learning activities: Learners participate in charity activities that promote health awareness in the community such as walks, marathons etc.</p>	

Suggested Formative Assessment Rubric.				
Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Use of expressions	Consistently uses appropriate expressions to express feelings about the state of health.	Uses appropriate expressions to express feeling in relation to the state of health most of the time. Makes minor errors that do not interfere with coherence.	Uses appropriate expressions to express feeling concerning the state of health most of the time. Makes some errors that may interfere with coherence.	Struggles to use appropriate required expressions to express how they feel in relation to the state of health. Makes many errors that hinder coherence.
2. Response to questions on one's health	Consistently responds appropriately to all questions on health and fitness with a lot of ease and goes ahead to give relevant detail.	Responds appropriately to most questions on health and fitness with ease.	Gives some appropriate responses to questions on health and fitness.	Answers few questions correctly on health and fitness with prompting.

3. Identifying healthy habits	Easily identifies a wide variety of healthy habits.	Identifies most of the healthy habits.	Identifies some of the healthy habits.	Identifies few of the healthy habits with assistance.
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Appendix

List of Learning Resources	List of Assessment Methods	List of Non-Formal Activities
<ul style="list-style-type: none"> ● Charts. ● Video clips. ● Video games. ● Jumbled up grids. ● Word puzzles. ● Flashcards (<i>words or games</i>). ● Maps. ● Short stories. ● Real objects (<i>clothes, food, class objects</i>). ● Audio recordings. ● Pictures. ● Poems. ● Songs. ● Chalkboard. ● Word wheel. ● Name tags and labels. ● Word searches. ● Journals. ● Computer. ● Cards for special occasions. 	<ul style="list-style-type: none"> ● Physical identification of objects. ● Filling in missing letters. ● Filling in missing words. ● Sounding words or letters. ● Re-arranging jumbled up letters or words. ● Spelling; oral and written. ● Writing. ● Mimicking through role-play. ● Reading aloud. ● Answering simple questions. ● Colouring shapes and objects. ● Word searches. ● Word puzzles. 	<ul style="list-style-type: none"> ● Songs. ● Recitation of poems. ● Role-plays and simulation. ● Games, e.g., <i>hide and seek</i>. ● Peer education; practice with peers. ● Participation in French club activities.