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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN
MANDARIN

GRADE 7

First published 2022

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FOREWORD

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

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

The reviewed Grade 7 curriculum designs build on competencies attained by learners at the end of Grade 6. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

The curriculum designs present the National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and the assessment rubric. It is my hope that all government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.



HON. EZEKIEL Ombaki MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

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

The reviewed Grade 7 curriculum furthers implementation of the CBC from Grade 6 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests, and abilities before selection of pathways and tracks at the Senior School education level. This is very critical in the realisation of the Vision and Mission of the ongoing curriculum reforms as enshrined in the Sessional Paper No. I of 2019: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing Every Learner’s potential**.

Therefore, the Grade 7 curriculum designs are intended to enhance the learners’ development of the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for a smooth transition to Grade 8. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



DR. BELIO KIPSANG’, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (SNE adapt) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking, and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017. The curriculum responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

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

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process.

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



PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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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 to make a positive contribution to the life of the nation.

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

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

a) Social Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment.

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

- 4. Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills, and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant, and integrated citizens.
- 5. Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system that 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 instil 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 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 for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION

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

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

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

ESSENCE STATEMENT

Kenya is part of the international community and therefore learners should have the opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include Mandarin, Arabic, French and German. The learner is expected to acquire the four language skills of listening, speaking, reading, and writing at a basic level as part of the non-formal curriculum. This gives the learner the opportunity to acquire language skills in an experiential, innovative and flexible way. Language learning at this level is guided by social-constructivist and environmental theories. Learning these languages will promote international awareness and appreciation of one's own and other cultures. The learner will move on to the Senior School level having acquired basic proficiency equivalent to A1/YCT 2.

GENERAL LEARNING OUTCOMES

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

- a) apply literacy, numeracy skills, and logical thinking appropriately in self-expression,
- b) communicate effectively in diverse contexts,
- c) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- d) practise hygiene, appropriate sanitation, and nutrition to promote health,
- e) explore, manipulate, manage, and conserve the environment effectively for learning and sustainable development,
- f) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- g) demonstrate social skills, spiritual, and moral values for peaceful co-existence,
- h) demonstrate an appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
- i) manage pertinent and contemporary issues in society effectively.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Listening and Speaking	Oral expression Pronunciation, intonation, active listening, articulation, vocabulary development and language use	12
	Phonological awareness Articulation, intonation, vocabulary development	6
	Listening for information Active listening, comprehension	6
	Interactive speaking Intonation, vocabulary and language use	2
2.0 Reading	Reading aloud Word recognition, pronunciation, vocabulary development, fluency and pace, intonation and expression	6
	Reading for understanding Inferencing, comprehension, active listening	4
	Guided reading Word recognition, comprehension, vocabulary development	4
	Reading for fluency Reading strategies, reading fluency	2

3.0 Writing	Guided writing Orthography, handwriting (legibility and neatness), grammar, simple descriptions, mechanics of writing (spelling, word order, punctuation), vocabulary development and language use, paragraph writing	9
Exhibitions and Showcase		6
Total Number Of Lessons		60

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

STRAND 1.0: LISTENING AND SPEAKING

THEME 1: GREETINGS AND INTRODUCTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Oral Expression (3 lessons) <ul style="list-style-type: none"> • <i>Pronunciation</i> • <i>Intonation</i> 	By the end of the Sub Strand, the learner should be able to: a) recall key information from audio sources and texts, b) apply correct tones, pronunciation, and intonation in various contexts, c) acknowledge the importance of clear articulation of words in conveying meaning.	The learner is guided to: <ul style="list-style-type: none"> • watch an audio-visual clip on informal Chinese greetings and numbers (1-100) and repeat saying them with the correct tones (吃了吗? 你今天怎么样? 你最近怎么样? 最近好吗? 大家好), • work jointly to arrange the words and phrases in the right sequence from the audio clip, • answer questions from the oral text, • introduce oneself (informal greetings, name, age, and place of residence) with appropriate pronunciation and intonation (e.g. 大家好, 我叫....., 我今年.....岁, 我住在.....), • take turns introducing their friends (name, age, and place of residence), • listen to an authentic text with various accents/speech patterns and repeat what they hear, 	Why are correct pronunciation and intonation important in oral communication?

			<ul style="list-style-type: none"> • discuss the importance of understanding and respecting cultural differences in informal greetings with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: the learner works collaboratively with others to arrange words in the right sequence. • Communication and Collaboration: the learner speaks clearly and effectively using appropriate language, expression, and gestures as they introduce themselves and their friends to their peers. 				
<p>Values: Respect: the learner is patient and waits for their turn to make simple introductions about their friends.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Cultural Awareness: this is developed when the learner uses informal greetings appropriately fostering sensitivity and appreciation for diverse customs and traditions.</p>				
<p>Link to Other Learning Areas: The learner relates the skills of using correct tone and pronunciation to convey appropriate meaning while communicating in English and Kiswahili.</p>				

THEME 2: FAMILY- NUCLEAR FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.2 Oral Expression</p> <p>(3 lessons)</p> <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Vocabulary and language use</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify familiar words and phrases in simple conversations,</p> <p>b) use varied and appropriate vocabulary in oral communication,</p> <p>c) exhibit interest in using vocabulary effectively during interactions.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • mime or gesture different professions as their peers guess the correct title and say them aloud (老师、医生、司机、警察、护士、农民), • listen to simple descriptions of the various professions and assign the appropriate title for each description, • team up with peers to sing the song on titles and professions of nuclear family members (爸爸、妈妈、哥哥、弟弟、姐姐、妹妹、外公、外婆、奶奶、爷爷), • work jointly to introduce members of their nuclear family (name, age, and profession), • take turns to answer questions related to the name, age, and profession of their nuclear family 	<p>How does varied vocabulary help in effective communication?</p>

			<p>(e.g. 你们家有几口人? 爷爷做什么工作?),</p> <ul style="list-style-type: none"> ● make short presentations of their preferred professions to their peers, ● explore how parents can guide their future career paths and aspirations. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: the learner demonstrates tolerance and understanding of different viewpoints as they acknowledge and respect the diverse professional aspirations of their peers. ● Communication and Collaboration: the learner speaks effectively and logically when they make short presentations of their nuclear family members. 				
<p>Values: Unity: the learner displays team spirit as they take turns answering questions related to their nuclear family members.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Career guidance: the learner acknowledges the role their parents play in empowering and supporting them to pursue their career aspirations.</p>				
<p>Link to Other Learning Areas: The learner relates the concept of making choices and professional aspirations to Social Studies.</p>				

THEME 3: MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Oral Expression (3 lessons) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Articulation</i> 	By the end of the Sub Strand, the learner should be able to: a) identify familiar and unfamiliar words in a variety of contexts, b) express views and opinions using acquired vocabulary, c) appreciate the importance of using appropriate words for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • watch an audio-visual clip on common places where they buy things and say them out loud (e.g. 书店、衣服店、食品店、药店、鞋店、市场), • categorise items according to the places they can be bought with peers, • listen to a recording and make simple sentences using key expressions and vocabulary on the marketplace (老板、要多少?、多少钱?、零、买、卖), • role-play asking for prices of items in the marketplace collaboratively, • use picture or word prompts related to the marketplace (e.g. 水果、蔬菜、钱、药) to make short oral presentations in turns, • work jointly with peers to research and talk about common places where they buy things in their neighbourhood, • discuss the importance of budgeting while buying items from the marketplace. 	What strategies can you use to make effective oral presentations?

Core Competencies to be developed:

- Critical thinking and Problem solving: the learner researches on the common marketplaces found in their neighbourhood and talks about them.
- Communication and Collaboration: teamwork skills are displayed as the learner participates actively on the role-play related to the prices of items with peers.

Values:

Integrity: the learner gains awareness of utilising resources prudently when they make sound financial decisions through budgeting.

Pertinent and Contemporary Issues (PCIs):

Financial Literacy: the learner becomes aware of how to manage their finances and makes sound financial decisions when discussing the value of budgeting.

Link to Other Learning Areas:

Learning is linked to Pre-technical Studies on prudent management of financial resources.

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.4 Phonological Awareness</p> <p>(3 lessons)</p> <ul style="list-style-type: none"> • <i>Articulation</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) articulate words accurately in texts, b) express their ideas clearly in spoken language, c) appreciate the role of speaking clearly in enhancing communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • work jointly to pick random dates on a calendar and say them using the right sequence (年、月、日), • listen to an audio clip and repeat the names of the holidays and festivities (圣诞节、情人节、新年、劳动节、独立日、自治日 (zìzhìrì)), • work with peers to discuss why the given dates are celebrated, • take turns to practise counting numbers with peers, • take turns asking each other their dates of birth (e.g. 你的生日是几月几号?), • play ‘spin a wheel’ game and answer the questions with peers, • work collaboratively to research online or offline on customs observed during the highlighted dates and share their findings, 	<p>How do you enhance clarity when responding to questions?</p>

			<ul style="list-style-type: none"> reflect on their oral communication skills and identify strengths, weaknesses, and areas of improvement. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to Learn: the learner reflects on their oral communication skills and highlights areas to make adjustments. Digital Literacy: the competency is promoted as the learner connects and uses the internet to get information on customs observed in the given dates. 				
<p>Values:</p> <p>Patriotism: the learner becomes aware of their own culture as they make presentations on the different customs associated with festivals and holidays.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Citizenship Education: a sense of togetherness is cultivated in the learner as they acquire information about the different holidays and why they are observed.</p>				
<p>Link to Other Learning Areas:</p> <p>Learning is linked to Social Studies on the concept of celebrating national holidays to express patriotism.</p>				

THEME 5: FUN AND ENJOYMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.5 Phonological Awareness</p> <p>(3 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Articulation and intonation</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify keywords and phrases in varied listening texts, b) discuss various topics using appropriate phrases and expressions, c) display enthusiasm in using appropriate language for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and repeat saying words and phrases related to when they undertake leisure activities (周末、每天、每个星期、每个月、放假的时候), • team up with peers to recall vocabulary related to leisure time activities and draw a mind map, • use pictures /drawings to make oral presentations on activities they undertake during their leisure time, • take turns responding to questions on when they undertake their leisure activities (e.g. 你什么时候听音乐? 我周末听音乐 etc.), • brainstorm and list positive and negative leisure time activities with peers, • collaborate with peers to present a skit on the importance of engaging in positive leisure activities for recreation. 	<p>How can you speak clearly and effectively on various topics?</p>

Core Competencies to be developed:

Critical thinking and Problem solving: the learner applies evaluation and decision-making skills as they highlight positive and negative leisure time activities.

Values:

Integrity: this is enhanced as the learner exercises self-discipline in the choice of activities that they engage in during their leisure time.

Pertinent and Contemporary Issues (PCIs):

Personal Health: the learner gains awareness on the importance of taking care of one's health by engaging in positive leisure activities for recreation.

Link to Other Learning Areas:

The learner links their learning to Creative Arts and Sports on the concept of different leisure time activities.

THEME 6:FOODS AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.6 Listening for Information (3 lessons)</p> <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Comprehension</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) outline vocabulary related to the theme from a text,</p> <p>b) extract key information from a text,</p> <p>c) acknowledge the role of grasping key information in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a recording and match pictures of food shopping places to their appropriate names (肉店、面包店、蔬菜店、超市、饭店), • take turns saying the items listed in a shopping list (鸡肉、牛肉、羊肉、猪肉、面包、蛋糕、饼干、米饭、面条、大饼) , • watch a video clip on shopping for food and answer corresponding questions, • simulate different shopping situations incorporating acquired vocabulary and quantities (斤、公斤) with peers, • arrange the words given in the right sequence after listening to a recording of shopping experiences, 	<p>How can you obtain the key points in oral communication?</p>

			<ul style="list-style-type: none"> collaborate with peers to research and make presentations on the importance of using a shopping list in the marketplace. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: teamwork skills are developed as the learner makes presentations of their research findings on the importance of shopping lists. Learning to Learn: the learner works collaboratively with peers to simulate different shopping situations. 				
<p>Values: Peace: the learner displays calmness as they wait for their turn to list the items in a shopping list.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Financial Literacy: the learner becomes aware of how to utilise their financial resources prudently using a shopping list.</p>				
<p>Link to Other Learning Areas:</p> <ul style="list-style-type: none"> The learner relates the concepts of measurements and counting to Mathematics. The learner links their learning to Pre-technical Studies on the concept of budgeting through the use of shopping lists. 				

THEME 7: MY BODY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.7 Oral Expression (3 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary and language use</i> • <i>Articulation (clarity)</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) choose suitable vocabulary for different speaking situations, b) make simple descriptions in interactions, c) enhance self-esteem through communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • sing ‘the body parts song’ while simultaneously pointing to the corresponding part of the body with peers, • repeat saying descriptive words and phrases related to physical attributes after a listening prompt (e.g. 高、矮、黑、胖、瘦、长、短、大、小、帅、好看 etc.), • take turns to describe their peers according to their physical attributes using “很” (e.g. 这是大卫。大卫很好看。他不矮，眼镜很大，头发很黑。), • describe their friend’s physical attributes using the negating verb“不” (e.g. 他不高 etc.), • discuss how the choice of words when making descriptions can be used to foster a positive self-image. 	<p>How does expressing ideas accurately enhance communication?</p>

Core Competencies to be developed:

Communication and Collaboration: this is developed as the learner describes physical attributes of their peers and friends using appropriate language, expression, and gestures.

Values:

Respect: the learner values human dignity when they use appropriate words to describe their peers' physical attributes.

Pertinent and Contemporary Issues (PCIs):

Self-esteem: the learner cultivates a positive and mindful approach when describing both their own and peers' physical attributes, fostering a positive self-image.

Link to Other Learning Areas:

The learner can link their learning to English and Kiswahili to the use of appropriate words, phrases, and expressions for effective oral communication.

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.8 Interactive Speaking (3 lessons) <ul style="list-style-type: none"> • <i>Intonation</i> • <i>Vocabulary and language use</i> 	By the end of the Sub Strand, the learner should be able to: a) use appropriate intonation and pace in oral communication, b) apply appropriate vocabulary for specific communicative functions, c) appreciate the role of interactive speaking for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to a poem on weather patterns and express the words and phrases with the correct intonation and pace (晴天、雨天、风天、阴天), • name pictures of the different seasons in turns (秋天、冬天、夏天、春天、旱季、雨季), • collaborate with peers to sing a song on the various seasons, • watch a video clip of the clothes worn in various seasons and answer the related questions (T恤、短裤、毛衣、外套、大衣、雨衣、帽子、手套、围巾、靴子、凉鞋、太阳镜、游泳衣), • research on seasons and weather patterns in Kenya and China and share the findings, • take turns to play vocabulary charades for their peers to guess the correct season based on the actions. 	<ol style="list-style-type: none"> 1. Why is vocabulary important? 2. How do you articulate your thoughts clearly when communicating?

Core Competencies to be developed:

Critical thinking and Problem solving: the learner enhances their research skills as they look for information on seasons and weather patterns in Kenya and China.

Values:

Patriotism: love for one's country is enhanced when the learner appreciates the different seasons experienced locally and globally.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness is promoted as the learner demonstrates knowledge of the various weather patterns and seasons in their environment.

Link to Other Learning Areas:

The learner can link their learning to Social Studies on related concepts of weather patterns and seasons.

THEME 9: GETTING AROUND

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.9 Listening for Information</p> <p>(3 lessons)</p> <ul style="list-style-type: none"> • <i>Active listening and participation</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify key vocabulary from a listening context,</p> <p>b) organise their ideas logically and coherently in conversations,</p> <p>c) acknowledge the significance of effective listening in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • list the names of common areas or facilities in their locality after the recording (e.g. 医院、教堂、清真寺、面包店、超市、邮局、饭店、肉店), • listen to descriptions and give the correct name of the area/facility (e.g. 买饭的地方叫....., 看病的地方叫.....), • listen to a recording and fill in the gaps with the correct location words (对面、后面、附近、前面、旁边), • listen to the given short text and answer the subsequent questions, • take turns using the given map to describe the locations of different areas and facilities in the neighbourhood, • work jointly to give the locations of hidden treasures in their classroom. 	<p>How can we avoid distractions in a listening context?</p>

Core Competencies to be developed:

Citizenship: the learner communicates and collaborates within diverse teams when they take turns describing locations in their neighbourhood using maps.

Values:

Unity is enhanced as the learner collaborates with others to find the hidden treasures in the classroom.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: a sense of belonging and interconnectedness to the community is fostered as the learner locates different facilities and areas in their neighbourhood.

Link to Other Learning Areas:

The learner can relate the skills used in map reading to give directions in Social Studies.

SUGGESTED ASSESSMENT RUBRIC FOR THE LISTENING AND SPEAKING STRAND

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to employ vocabulary and expressions in oral communication.	The learner employs the targeted vocabulary and expressions in oral communication; and uses a wide range of vocabulary and expressions synonymous to the targeted ones, giving justifications for their choice.	The learner employs a variety of the targeted vocabulary and expressions appropriately in oral communication.	The learner employs most of the targeted vocabulary and expressions in oral communication.	The learner employs some of the targeted vocabulary and expressions in oral communication.
Ability to pronounce and articulate words in oral expression.	The learner exhibits clear and precise pronunciation of words with distinct enunciation of the sounds; and articulates words fluently.	The learner exhibits clear and fluent pronunciation and articulation of words.	The learner exhibits clear pronunciation of words most times; and articulates some words fluently but others are unclear.	The learner exhibits clear pronunciation of words sometimes; and articulates some words fluently but most are unclear.
Ability to respond to questions and prompts to show comprehension and engagement in oral interactions.	The learner demonstrates an understanding of questions or prompts, and accurately interprets their meaning and intent. Responses address aspects of the question or prompts	The learner demonstrates an understanding of questions or prompts, and correctly interprets their meaning and	The learner demonstrates an understanding of questions or prompts with some inaccuracies in interpretation. Responses address only	The learner demonstrates an understanding of questions or prompts with significant inaccuracies in interpretation.

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
	comprehensively.	intent. Responses address aspects of the question or prompt adequately.	some aspects of the question or prompts; there are gaps in comprehension.	Responses fail to address key aspects of the question or prompt; indicating a lack of comprehension.
Ability to interpret and use non-verbal cues to enhance oral expressions.	The learner interprets and uses non-verbal cues in oral expressions whenever required, is sensitive to cultural diversity, and adapts non-verbal cues to suit diverse cultural contexts.	The learner interprets and uses non-verbal cues to complement oral expressions whenever required.	The learner interprets and uses some non-verbal cues to complement oral expressions whenever required. However, some non-verbal cues used do not rhyme with the intended communication.	The learner attempts to use non-verbal cues to complement oral expressions whenever required. Many of the non-verbal cues do not rhyme with the intended communication.

STRAND 2.0: READING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<p>2.1 Reading Aloud</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> <i>Pronunciation (tones)</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> pronounce words, phrases, and sentences with correct tones, read varied texts with accurate pronunciation, show interest in reading a variety of texts for proficiency. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> read vocabulary on informal greetings correctly and proficiently (吃了吗? 你今天怎么样? 你最近怎么样? 最近好吗? 大家好), chant a poem on numbers 1-100 with an appropriate tune collaboratively, organise a scavenger hunt on vocabulary related to greetings and introductions and read them out, take turns picking a card with clues about their peers and read them out as others guess who it describes (i.e. 叫什么名字?, 多大了?, 家人?, 住在哪儿?), read aloud short texts on the introduction of self and friend's (name, age, and place of residence) for peer feedback, work together to propose unbiased solutions to the reading challenges identified. 	<p>Why is mastery of pronunciation key to effective communication?</p>

Core Competencies to be developed:

Critical thinking and Problem solving: interpretation and inferencing skills are exhibited as the learner explores possible solutions to the identified reading problems with peers.

Values:

Responsibility: the learner offers leadership and guidance to others as they organise the vocabulary scavenger hunt.

Pertinent and Contemporary Issues (PCIs):

Peer mentorship is promoted as the learner gives truthful and unbiased feedback to others on their reading proficiency.

Link to Other Learning Areas:

The learner relates their learning to Mathematics on the concept of counting and numbers.

THEME 2: FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading for Understanding (2 lessons) <ul style="list-style-type: none"> • <i>Inferencing</i> • <i>Comprehension</i> 	By the end of the Sub Strand, the learner should be able to: a) infer the meaning of keywords and phrases from the text, b) summarise the main idea from texts, c) exhibit a positive attitude towards reading.	The learner is guided to: <ul style="list-style-type: none"> • complete the blanks with the appropriate words/phrases related to titles of nuclear family members and professions, • read a text on introductions of nuclear family members and their professions and find unfamiliar words, • use a dictionary/other resources to find the meaning of the unfamiliar words and create a word wall collaboratively, • read a dialogue and answer the corresponding questions, • take turns to read short texts related to nuclear family members and assign an appropriate title for each of them, • establish a reading corner to foster a reading culture in the classroom with peers. 	How can understanding be enhanced in reading texts?

Core Competencies to be developed:

- Learning to Learn: the learner is motivated to learn continuously when they establish a reading corner to promote a positive reading culture.
- Creativity and Imagination: the learner undertakes group activities that inspire creative thinking as they create a word wall from the unfamiliar words identified.

Values:

Unity: the learner displays team spirit as they take turns to assign appropriate titles to texts.

Pertinent and Contemporary Issues (PCIs):

Self-esteem is promoted as the learner develops confidence in their reading abilities.

Link to Other Learning Areas:

Learning is linked to Creative Arts and Sports on the concept of creatively expressing one's ideas.

THEME 3:MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.3 Reading for Understanding</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> ● <i>Active listening</i> ● <i>Comprehension</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) point out main information from texts, b) respond accurately to questions in different contexts, c) acknowledge the importance of price comparison before buying goods. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● highlight vocabulary related to common places where they buy things from reading texts, ● team up with peers to read the prices of items (元 / 块、先令) as labelled in the pictures/drawings/paintings, ● read a role-play on asking for the prices of different items and fill in the blanks using the appropriate key expressions and vocabulary (e.g. 老板、多少钱、买、卖) , ● read a short passage and answer questions related to the context, ● sequence words and phrases to form correct sentences, ● discuss with peers why it is important to compare prices before purchasing items at the market. 	<p>What does reading for understanding entail?</p>

Core Competencies to be developed:

- Critical thinking and Problem Solving: the learner demonstrates that they can follow simple instructions to complete tasks by sequencing words and phrases to form correct sentences.
- Communication and Collaboration: the learner exhibits teamwork skills as they participate actively in the discussion on why price comparison is essential when buying items at the market.

Values:

Respect: this is promoted as the learner appreciates the diverse opinions of their peers during the discussion.

Pertinent and Contemporary Issues (PCIs):

Financial Literacy: the learner demonstrates awareness of the need to read prices on products or goods before purchasing them.

Link to Other Learning Areas:

Learning is linked to Pre-technical Studies on the concept of comparing prices to prudently utilise one's financial resources.

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Reading Aloud (2 lessons) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Fluency and pace</i> 	By the end of the Sub Strand, the learner should be able to: a) derive the meaning of words when reading aloud, b) apply appropriate fluency and pace in reading tasks, c) appreciate the importance of pronouncing words clearly when reading aloud.	The learner is guided to: <ul style="list-style-type: none"> • read aloud a short text highlighting holidays and festivities (圣诞节、情人节、新年、劳动节、独立日、自治日 (zìzhì rì) as their peers mark any unfamiliar words, • work jointly to research the meanings of the words and share their findings, • read short poems related to important dates at the appropriate pace, • work with peers to read and count numbers aloud, • rearrange sentences related to birth dates and take turns reading them aloud in the correct sequence, • use flashcards to respond to the prompts on their dates of birth for critique by peers, • record themselves reading texts related to important dates and identify where they need help, • discuss how to safely use dictionaries or online resources to look up unfamiliar words or undertake tasks. 	Why is reading fluency important in effective communication?

Core Competencies to be developed:

- Digital Literacy: digital citizenship is promoted when the learner discusses how to be safe and responsible users of technology when undertaking various reading tasks.
- Learning to Learn: the learner reflects on their own work as they record their reading to identify where they need help.

Values:

Patriotism: the learner develops an awareness of their own culture when they explore different important days in texts.

Pertinent and Contemporary Issues (PCIs):

Safety and Security: this is enhanced as the learner becomes aware of how to observe safety precautions and practices when using digital technology during the discussion.

Link to Other Learning Areas:

The learner relates the concept of important national days to Social Studies.

THEME 5: FUN AND ENJOYMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<p>2.5 Guided Reading</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> • <i>Comprehension</i> • <i>Word recognition</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recall factual information related to the text, b) respond to questions from a text for comprehension, c) appreciate the value of reading for lifelong learning. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • identify activities undertaken during leisure time from reading texts (唱歌、听音乐、看电影、看电视、看书、画画、旅游、打球、玩电脑游戏), • fill the missing gaps with the appropriate words and phrases depicting time and frequency (周末、每天、每周、每个星期、每个月、放假的时候), • read the passage related to when leisure time activities are undertaken and answer the questions, • organise a reader's theatre to read texts about leisure time activities, • team up with peers to discuss the importance of undertaking positive fun and enjoyment activities. 	<p>How does reading foster a positive attitude toward language learning?</p>

Core Competencies to be developed:

- Citizenship: the learner engages in critical and constructive dialogue with peers to explore the value of engaging in positive leisure time activities.
- Learning to Learn: the learner is motivated to learn continuously when they organise a reader's theatre to improve their reading proficiency.

Values:

Peace: the learner displays tolerance to the diverse viewpoints and perspectives of their peers on leisure time activities.

Pertinent and Contemporary Issues (PCIs):

Peer pressure awareness is promoted as the learner explores positive ways of using their leisure time.

Link to Other Learning Areas:

The learner relates their learning to Social Studies on the concept of management of one's leisure time.

THEME 6: FOODS AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<p>2.6 Reading Aloud</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> • <i>Word recognition</i> • <i>Intonation and tone</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify keywords related to the theme from texts,</p> <p>b) read simple texts with proper intonation and tone,</p> <p>c) appreciate reading texts for vocabulary enrichment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read short texts and match pictures of food items to their names (鸡肉、牛肉、羊肉、猪肉、面包、蛋糕、饼干、米饭、面条、大饼), • read sentences and fill in the blanks with the appropriate shopping places for different items (肉店、面包店、蔬菜店、超市、饭店), • read short descriptions and categorise the food items with the corresponding places they can be bought with peers, • take turns reading simple dialogues on quantities of items (斤、公斤) for critique on intonation and tone by peers, • pick a card and read the text related to it with the appropriate tone and intonation, • work jointly to explore and discuss the different career prospects in the food and drinks industry. 	<p>How do presentations help in improving communication skills?</p>

Core Competencies to be developed:

Communication and Collaboration: the learner exhibits teamwork skills as they categorise the food items correctly with their peers.

Values:

Responsibility: the learner engages in assigned roles and duties as they take turns reading texts related to food items.

Pertinent and Contemporary Issues (PCIs):

Career guidance: this is promoted as the learner gains awareness of the different career prospects they can explore in the food industry during the discussions.

Link to other Learning Areas:

The learner relates the concept of shopping for different items to their learning in Pre-technical Studies.

THEME 7: MY BODY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.7 Reading Aloud</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> <i>Articulation and expression</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) express words with accurate pronunciation while reading aloud,</p> <p>a) read simple texts with the appropriate articulation and expression,</p> <p>b) display an interest in reading aloud effectively for communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> identify and say aloud words and phrases depicting physical attributes from sentences (e.g. 高、矮、黑、胖、瘦、长、短、大、小) while paying attention to the tones, read a passage on descriptions of physical attributes and answer the questions (e.g. 男生长得怎么样? 男生很/不高, 老师矮不矮? 老师很矮。), read simple sentences describing one's physical attributes using 很 and 不 (e.g. Nuru 很高, Nuru 的头发很长, Nuru 不高, Nuru 的头发不长), take turns reading aloud interrogative sentences on physical attributes, read aloud the physical attributes of one of their peers as others make a drawing based on the description collaboratively, reflect on personal reading-aloud skills and identify areas for improvement. 	<p>How do you effectively convey expression when reading aloud?</p>

Core Competencies to be developed:

Self-efficacy: the learner defines their skills as they reflect and identify areas of improvement in their reading skills.

Values:

Unity: the learner waits for their turn to read interrogative sentences on physical attributes aloud.

Pertinent and Contemporary Issues (PCIs):

Self-management and Awareness: this is enhanced as the learner interacts with texts and identifies what they find difficult to do in their reading.

Link to Other Learning Areas:

The learner can relate their learning to English and Kiswahili on the skills of proper articulation and expression in enhancing reading proficiency.

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.8 Reading for Fluency</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> • <i>Reading strategies</i> • <i>Fluency</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) cite keywords and phrases using appropriate reading strategies, b) read simple texts on given topics fluently, c) appreciate reading silently to enhance fluency. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • describe seasons and weather patterns depicted in the pictures using keywords and phrases (e.g. 冷 <i>lěng</i>、凉 <i>liáng</i>、暖 <i>nuǎn</i>、热 <i>rè</i>、炎热 <i>yánrè</i>、雨季 <i>yǔjì</i>、旱季 <i>hàn jì</i>、冬天 <i>dōngtiān</i>、春天 <i>chūntiān</i>、秋天 <i>qiūtiān</i>、夏天 <i>xiàtiān</i>), • work with peers to circle words and phrases related to different types of clothing items used in various seasons from a word search, • scan through a weather report on a newspaper or digital device and highlight words and phrases related to weather and seasons, • take turns reading simple texts on weather and seasons for fluency, • describe the scenes depicted in the pictures given for review by peers on their fluency, 	<p>How can you enhance your understanding of texts when reading?</p>

			<ul style="list-style-type: none"> ● create reading groups in class and read texts on various themes of interest to develop their reading fluency. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: the learner establishes strong networking skills as they undertake group activities and exchange ideas on how to identify words from a word search. ● Learning to Learn: this is promoted as the learner builds on their own learning experiences through the peer review on fluency. 				
<p>Values:</p> <p>Social Justice: the learner accords equal opportunities in sharing responsibilities when they create reading groups to develop their reading fluency.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Cultural Awareness: the learner demonstrates an appreciation for the diversity of clothing choices across regions during the various seasons of the year.</p>				
<p>Link to Other Learning Areas:</p> <p>The learner links their learning to Social Studies on the concept of varied weather patterns and seasons in the environment.</p>				

THEME 9: GETTING AROUND				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.9 Reading for Understanding (2 lessons) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Reading comprehension</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify keywords and phrases from reading texts, b) read simple texts on given topics for comprehension, c) acknowledge the role of reading in building vocabulary. 	The learner is guided to: <ul style="list-style-type: none"> • highlight words on common areas or facilities found in their locality from a crossword puzzle (医院、教堂、清真寺、面包店、超市、邮局、饭店、肉店), • use pictures or drawings to read the location of different areas and facilities in their neighbourhood, • take turns reading the location of different areas and facilities in their locality using the location words 对面、后面、附近、前面 and 旁边, • read aloud a simple text and respond to related questions, • read short texts on areas or facilities in their neighbourhood and assign the correct picture to the appropriate text, • read the location of various areas and facilities while their peers draw what they hear, • form a reading buddy club to mentor and model reading among peers. 	<ol style="list-style-type: none"> 1. What strategies can you use to effectively comprehend a text? 2. Why is reading important?

Core Competencies to be developed:

Critical thinking and Problem solving: the learner develops active listening and communication skills when they listen to the instructions given by their peers and draw maps to various areas and facilities in their neighbourhood.

Values:

Responsibility: team spirit is developed as the learner cooperates with peers to form a reading club.

Pertinent and Contemporary Issues (PCIs):

Peer mentorship: the learner gets an opportunity to support and learn from peers as they interact in the reading club.

Link to Other Learning Areas:

The learner relates the skills used in giving directions to map reading in Social Studies.

SUGGESTED ASSESSMENT RUBRIC FOR THE READING STRAND

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to pronounce words accurately.	The learner maintains accurate pronunciation of words in simple texts on familiar and unfamiliar topics to convey the intended meaning.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning. Makes a few errors in pronouncing unfamiliar words.	The learner makes a few errors in the pronunciation of words in simple texts on familiar topics. Makes many errors when pronouncing unfamiliar words that may hamper the ability to convey the intended meaning.	The learner makes many errors in the pronunciation of words in simple texts on familiar topics and unfamiliar topics. Errors greatly hamper the ability to convey the intended meaning.
Ability to read with fluency.	The learner reads simple texts with a natural and smooth flow and at an appropriate pace. Pays attention to punctuation marks and applies appropriate pauses and intonation to express intention and emotions. Makes no errors even in texts on unfamiliar topics.	The learner reads simple texts with a natural and smooth flow and at an appropriate pace. Pays attention to punctuation marks and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts	The learner reads simple texts with a natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuation marks and applies appropriate pauses and intonation to express intention and emotions. Makes many errors in texts on unfamiliar topics and	The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuation marks, as pauses and intonation are misplaced. Makes many errors in texts on unfamiliar topics and is unable to auto-correct

		on unfamiliar topics and auto-corrects self in the few errors made.	can auto-correct self for some errors.	self.
Ability to read and understand simple texts.	The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.	The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.	The learner interprets most of the questions in context and gives correct answers to most of them. The vocabulary used in giving responses to questions is limited but sufficient.	The learner interprets few questions in context and gives correct answers to a few of them. The vocabulary used in giving responses to questions is very limited and insufficient.

STRAND 3.0: WRITING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Guided Writing (1 lesson) <ul style="list-style-type: none"> • <i>Handwriting (legibility and neatness)</i> • <i>Grammar</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> compose grammatically correct sentences in writing tasks, write legibly and neatly in Chinese, show enthusiasm in writing clearly for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording and list words and phrases related to informal greetings, • fill in the blanks with the appropriate words from a given text, • work with peers to decide whether the sentences given in a text are true or false, • compose simple texts on the introduction of oneself and friends correctly (name, age, place of residence), • collect printed words and phrases from various sources and arrange the letters/words to make unique pieces of art/poetry on the introduction of self and others, • share the creations with others for peer role modelling. 	What role does handwriting play in communication?

Core Competencies to be developed:

Communication and Collaboration: the learner writes clearly and correctly simple texts on the introduction of oneself and their friends.

Values:

Respect is nurtured as the learner appreciates the diverse artistic opinions presented by their peers through their creative pieces on informal greetings.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: this is exhibited as the learner shares the same values with their peers on greeting and introducing others appropriately.

Link to Other Learning Areas:

Learning is linked to Creative Arts and Sports in expressing oneself through various artistic forms.

THEME 2: FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Guided Writing (1 lesson) <ul style="list-style-type: none"> • <i>Simple descriptions</i> 	By the end of the Sub Strand, the learner should be able to: a) use acquired vocabulary to communicate effectively in writing, b) write simple descriptions logically and coherently, c) develop a love for writing Chinese characters.	The learner is guided to: <ul style="list-style-type: none"> • team up with peers to write the correct titles of nuclear family members in the given family tree (爸爸、妈妈、哥哥、弟弟、姐姐、妹妹、外公、外婆、奶奶、爷爷), • write simple sentences about the professions depicted in the pictures (老师、医生、司机、警察、护士、农民), • complete the sentence starters with the appropriate words, • compose short texts about their nuclear family members and their professions, • create a scrapbook of their nuclear family members and share with peers, • work jointly to join different strokes to form the correct characters related to professions and family members, • identify the similarities and differences in characters related to family members (e.g. 妈妈 vs 姐姐 vs 妈妈 vs 外婆 etc.). 	How can you improve your writing of characters?

Core Competencies to be developed:

Learning to Learn: the learner works collaboratively to join strokes to form correct Chinese characters.

Values:

Unity is promoted as the learner works in collaboration with their peers to identify the similarities and differences in characters related to family members.

Pertinent and Contemporary Issues (PCIs):

Career Awareness: the learner explores different career opportunities as they learn about the careers of family members.

Link to Other Learning Areas:

The learner links their learning to Social Studies where they interact with concepts related to the family and types of family.

THEME 3:MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.3 Guided Writing (1 lesson)</p> <ul style="list-style-type: none"> • <i>Mechanics of writing: spelling</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) distinguish vocabulary in written texts, b) write words and sentences with the correct spelling, c) value writing clearly for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch an audio-visual clip on shops/stores (e.g. 书店、衣服店、食品店、药店、鞋店、市场) then write down the mentioned names with the correct <i>pinyin</i>, • work with peers to match pictures of shops/stores to their appropriate names, • read a list of different currencies then rewrite them (e.g. 先令、元/块), • use the vocabulary on shops/stores to write simple sentences, • fill in the blanks with the appropriate words, • read the short dialogue related to a store visit then answer the questions (e.g. 这个店卖什么? 男生想买什么? 书多少钱? 笔是多少先令?), • role-play asking the price of different items in different shops/stores in turns then write the role-plays down, 	<p>How can you spell words correctly?</p>

			<ul style="list-style-type: none"> • discuss in pairs how to clearly make price inquiries in different shops/stores. 	
<p>Core Competencies to be developed: Communication and Collaboration: the learner contributes to group decision-making by participating actively in completing the sentences with the appropriate words.</p>				
<p>Values: Unity: the learner collaborates with others when they match pictures with their appropriate names.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Financial Literacy is nurtured as the learner becomes aware of how to make price inquiries in different shops/stores when interacting with the texts on the theme.</p>				
<p>Link to Other Learning Areas: The learner links their meaning to Pre-technical Studies on the concept of financial management and budgeting.</p>				

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.4 Guided Writing (1 lesson)</p> <ul style="list-style-type: none"> • <i>Mechanisms of language: punctuation</i> • <i>Simple greeting card</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) list important details legibly in Chinese, b) apply punctuation marks appropriately in writing, c) appreciate using punctuation effectively to enhance the clarity of written communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • write down the dates in the correct format in Chinese (年、月、日), • work with peers to list down names of important dates (birth, festivities and holidays) from a dictation (e.g. 圣诞节 <i>shèngdàn jié</i>、情人节 <i>qíngrén jié</i>、新年 <i>xīnnián</i>、劳动节 <i>láodòng jié</i>、独立日 <i>dúlì rì</i>、自治日 <i>zìzhì rì</i>, etc.), • work jointly to write and count numbers correctly, • watch a digital calendar and mark the dates of important days with peers, • team up to write down holiday greetings for corresponding important days (生日快乐! <i>Shēngrì kuàilè!</i> 劳动节愉快! <i>Láodòng Jié yúkuài!</i> 新年快乐! <i>Xīnnián kuàilè!</i> etc.), • research online or offline on important days in Kenya in China and share their findings, 	<p>Why is punctuation important?</p>

			<ul style="list-style-type: none"> design a simple greeting card for an important day and share it with peers for their review. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Citizenship: the learner exhibits pride in their national and cultural identity through awareness of important national days in the country. Digital Literacy: the learner connects to and uses the internet to search for the different important days in Kenya and China. 				
<p>Values:</p> <p>Unity: the learner appreciates the efforts of others as they give their feedback on the greeting cards.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Healthy relationships are fostered as the learner collaborates with peers to write down holiday greetings for the important days.</p>				
<p>Link to Other Learning Areas:</p> <p>The learner links their learning to Creative Arts and Sports on the concept of creative presentation of ideas.</p>				

THEME 5: FUN AND ENJOYMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.5 Guided Writing</p> <p>(1 lesson)</p> <ul style="list-style-type: none"> <i>Vocabulary and language use</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> write words and phrases related to the theme accurately, use acquired vocabulary appropriately in written texts, develop an interest in writing texts for communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> work collaboratively to brainstorm and write down activities undertaken during their leisure time (e.g. 休息 <i>xiūxi</i>、运动 <i>yùndòng</i>、玩游戏 <i>wán yóuxì</i>、逛街 <i>guàngjiē</i>、和朋友聊天 <i>hé péngyǒu liáotiān</i> etc.), copy time and frequency words from a written text (e.g. 周末 <i>zhōumò</i>、每天 <i>měitiān</i>、每周 <i>měi zhōu</i>、每个星期 <i>měi gè xīngqī</i>、每个月 <i>měi gè yuè</i>、放假的时候 <i>fàngjià de shíhòu</i> etc.), rearrange jumbled-up sentences in their correct order, fill in the blanks with the correct words, use picture prompts to write short texts depicted in the pictures, list down activities they intend to undertake during their leisure time and share them in the class noticeboard. 	<p>What is the importance of vocabulary in writing?</p>

Core Competencies to be developed:

- Communication and Collaboration: the learner writes texts from picture prompts fluently and in an organised manner.
- Critical thinking and Problem solving: the learner develops evaluation and decision-making skills as they rearrange sentences in the correct order.

Values:

Integrity: the learner exhibits the ability to be accountable in how they utilise time as a resource and how to observe self-discipline with leisure time activities.

Pertinent and Contemporary Issues (PCIs):

Substance and Alcohol Abuse: the learner develops awareness on the appropriate activities to be involved in during their leisure time to avoid engaging in harmful activities.

Link to Other Learning Areas:

The learner links their learning to Social Studies on the concept of positive leisure activities for self-actualisation.

THEME 6: FOODS AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.6 Guided Writing (1 lesson) <ul style="list-style-type: none"> • <i>Mechanisms of writing: punctuation</i> • <i>Paragraph writing</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) use the appropriate punctuation in sentences, b) write simple paragraphs related to the given themes, c) justify the importance of writing legibly for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • look at the given texts and collaboratively highlight the punctuation marks used, • collaborate writing a short text about the places where they shop for various items (肉店、面包店、蔬菜店、超市、饭店) and punctuate the text appropriately, • match names of different shopping places with the appropriate descriptions, • write short paragraphs using 斤 and 公斤 collaboratively, • write simple sentences mentioning the quantities of food items that they will be buying for an imaginary class party, • create a scrapbook of their favourite shopping places and describe the items they buy from them. 	Why is writing legibly and neatly important?

Core Competencies to be developed:

Communication and Collaboration: teamwork skills are developed when the learner collaboratively highlights the punctuation marks used in the texts.

Values:

Unity: the learner displays team spirit while forming sentences on the given measure words with peers.

Pertinent and Contemporary Issues (PCIs):

Social cohesion is enhanced as the learner works harmoniously and cooperatively with peers to write and punctuate texts appropriately.

Link to Other Learning Areas:

The learner links their learning to Mathematics on the concept of using numbers in giving accurate quantities of items.

THEME 7: MY BODY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.7 Guided Writing (1 lesson)</p> <ul style="list-style-type: none"> • <i>Orthographic rules</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify descriptive words in written texts, b) apply the correct rules when writing Chinese texts, c) appreciate the importance of using correct stroke order when writing Chinese texts. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to descriptions of different people and note down the descriptive words used (高、矮、黑、胖、瘦、长、短、大、小) collaboratively, • match images depicting people with different physical appearances to their correct adjectives that describe their appearances, • observe the correct rules to write a short description of their best friend (name, age, physical appearance) using 很 and 不 , • work jointly to fill in a cloze test with the correct adjective for physical appearance (高、矮、黑、胖、瘦、长、短、大、小、漂亮, 帅), • use a grid paper to trace simple adjectives that describe the physical appearance (大、小、高、长) using the correct stroke order. 	<p>What are the key considerations when composing short paragraphs in Chinese?</p>

Core Competencies to be developed:

Learning to Learn: the learner works collaboratively with others to fill in the cloze test correctly.

Values:

Respect: the learner holds a positive regard for self and others as they use the correct adjectives to describe their appearance in a respectful manner.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: this is acquired as the learner works with peers peacefully and mutually to list descriptive words from audio materials.

Link to Other Learning Areas:

The learner links their learning to Creative Arts and Sports on the use of calligraphy in writing.

THEME 8:WEATHER AND ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.8 Guided Writing</p> <p>(1 lesson)</p> <ul style="list-style-type: none"> • <i>Mechanisms of writing (word order)</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify key information in texts, b) construct sentences with appropriate word order in varied contexts, c) show enthusiasm in writing for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to an audio clip on the different seasons and outline the keywords related to weather patterns and seasons (秋天、冬天、夏天、春天、旱季、雨季) , ● indicate whether the statements given on clothing for the different seasons are true or false, ● fill in a crossword puzzle with names of different months of the year and seasons accurately, ● form sentences to describe the weather from a substitution table collaboratively, ● write about their preferred weather patterns and seasons while observing the correct word order, ● team up with peers to create a weather collage representing different weather patterns and the clothing associated with each using cut out images, ● share with peers for role modelling. 	<p>How can you write effectively?</p>

Core Competencies to be developed:

Creativity and Imagination: the learner exhibits networking skills and gains new perspectives of carrying out a task when they create the weather collage with peers.

Values:

Peace is nurtured as the learner displays respect for the diverse preferences by their peers on seasons and weather without any bias.

Pertinent and Contemporary Issues (PCIs):

Inter-cultural awareness is promoted as the learner writes about various seasons around the world.

Link to Other Learning Areas:

The learner links their learning to Creative Arts in the use of artistic forms to express their thoughts and knowledge.

THEME 9:GETTING AROUND

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.9 Guided Writing (1 lesson) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Paragraph writing</i> 	By the end of the Sub Strand, the learner should be able to: a) enumerate keywords and phrases in varied contexts, b) compose simple texts logically and coherently, c) enjoy writing clearly and neatly for pleasure.	The learner is guided to: <ul style="list-style-type: none"> • write names of various facilities and areas in the locality (e.g. 医院、教堂、清真寺、面包店、超市、邮局、饭店、肉店), • organise a walk around the school while labelling the different areas or facilities with the correct name, • write short texts describing positions and locations using 前面、后面、旁边、附近、对面, • work with peers to complete the dialogue with the appropriate words, • reorganise jumbled words and phrases to make meaningful sentences, • create comic strips that depict different facilities in their neighbourhood and use them to write a coherent short story, • keep a neighbourhood journal to document the facilities or areas they come across every day collaboratively, 	What strategies can we use to ensure written texts communicate clearly?

			<ul style="list-style-type: none"> collaboratively write a guide to describe the position and location of items in their classroom. 	
<p>Core Competencies to be developed: Citizenship: the learner communicates and collaborates within diverse teams when they organise a walk to label areas or facilities around the school with their peers.</p>				
<p>Values: Peace: the learner displays a sense of calmness when they work with peers to make the comic strips stories.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion is enhanced as the learner works harmoniously with peers to keep a neighbourhood journal for effective navigation in their neighbourhood.</p>				
<p>Link to Other Learning Areas: The learner links their learning of Creative Arts and Sports to the use of artistic forms to convey information.</p>				

SUGGESTED ASSESSMENT RUBRIC FOR THE WRITING STRAND

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to use vocabulary and sentence structures in writing.	The learner uses rich and varied vocabulary, employs precise and appropriate grammar and language structures; demonstrates mastery of grammar and mechanics.	The learner uses a variety of grammar structures and vocabulary in writing, demonstrating proficiency in grammar and mechanics.	The learner uses a sufficient range of vocabulary, but may lack precision or appropriateness; exhibits some errors in grammar and mechanics.	The learner uses limited and repetitive vocabulary that hinders the expression of intended ideas; demonstrates significant errors in grammar and mechanics.
Ability to write clear and readable texts.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through. The text is exceptionally clean with no errors.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through.	The learner writes readable texts paying attention to neatness in most parts of the text. Letters in most of the words are correctly spaced and sized within the lines. Some abnormal spacing of words within sentences is visible.	The learner writes texts that are not easily readable. Neatness is not maintained all through. Letters in most of the words are incorrectly spaced and sized within the lines. Frequent abnormal spacing of words within sentences is visible.

<p>Ability to organise texts in a logical and coherent manner.</p>	<p>Learner exhibits an exceptionally clear sense of unity and order throughout. There is a clear sense of beginning, middle, and ending, and makes smooth transitions between ideas.</p>	<p>Learner exhibits a logical sequence, a sense of unity and order, and a sense of beginning, middle, and ending and makes smooth transition between ideas.</p>	<p>Learner attempts to provide a logical sequence, there is some sense of beginning, middle and ending and some smooth transition between ideas.</p>	<p>Learner exhibits no sense of order and provides a series of separate sentences and disconnected ideas and it is difficult to follow.</p>
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APPENDIX I: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING PROJECT

Introduction

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

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.
Milestone 3	Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention, and set timelines for execution.
Milestone 4	Implementation The learners execute the project and keep evidence of work done.

Milestone 5	<p>Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback. Learners write a report detailing their project activities and learnings from feedback.</p>
Milestone 6	<p>Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

Assessment of CSL integrated Activity

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

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
1.0 Listening and Speaking 2.0 Reading 3.0 Writing	<ul style="list-style-type: none"> • Observation Checklists • Questions and answers • Project work • Portfolios • Oral presentations • Interviews • Conversations and dialogues • Anecdote notes • Simulations and role-plays • Learner profiles • Standardised tests • Filling crossword puzzles • Journals • Questionnaires • Self-assessment • Peer assessment 	<ul style="list-style-type: none"> • Realia or models • Charts • Flashcards • Posters • Resource persons • Pictures, drawings, and photographs • Podcasts • Audiobooks • Audio recordings • Language learning Apps • Chinese newspapers • Books • Games • Songs • Excerpts • Writing prompts • Course and supplementary books • Interactive multimedia resources 	<ul style="list-style-type: none"> • Language exchange programs • Cultural workshops and events • Cultural days • Chinese movies • Chinese songs and music • Drama • Skits • Storytelling • Spelling competitions • Debates • Inter-class competitions • Inter-school competitions • Pen pal programs • Book clubs

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
		<ul style="list-style-type: none"> • Word puzzles • Magazines • Newspapers • Radio • Digital devices • Dictionaries 	