



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

**JUNIOR SCHOOL CURRICULUM DESIGN**

**MANDARIN**

**GRADE 9**

First published 2024

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training, and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, 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 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 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment 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 Competency Based Curriculum (CBC) in 2019. Grade 9 is the final grade in Junior School in the reformed education structure.

The reviewed Grade 9 curriculum furthers implementation of the CBC from Grade 8 in Junior School. Grade 9 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing every Learner's potential**.

Therefore, the Grade 9 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 9 and prepare them for a smooth transition to Senior School. 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 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, which responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 9 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary-State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 9 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 9 and the preparation of learners for transition to Senior School.



**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*
<b>Total</b>		<b>40 +1*</b>

## **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	<b>Oral expression</b> Active listening, articulation, vocabulary development and language use, simple descriptions, pronunciation (Chinese tones), organisation of ideas, word recognition, speaking fluency, intonation	18
	<b>Active listening</b> Comprehension, summarising	3
	<b>Interactive speaking</b> Active listening, turn-taking, vocabulary development, and language use	6
2.0 Reading	<b>Reading for comprehension</b> Vocabulary development, active reading	2
	<b>Reading for information</b> Articulation (correct tones), summarising	2
	<b>Reading for understanding</b> Active reading, paraphrasing, reading strategies (predicting and summarising), comprehension	6
	<b>Reading for fluency</b> Word recognition, reading fluency (intonation, articulation, pace) inferencing, comprehension	8

3.0 Writing	<b>Guided writing</b> Orthography (rules and conventions of writing), mechanics of writing (spelling, word order, punctuation), handwriting (legibility and clarity), vocabulary development and language use, paragraph writing (coherence and organisation), inferencing, sentence structures, simple descriptive texts	9
Exhibitions and Showcase		6
<b>Total Number Of Lessons</b>		<b>60</b>

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

## STRAND 1.0: LISTENING AND SPEAKING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.1 Oral Expression</b> (3 lessons) <ul style="list-style-type: none"> <li>• <i>Articulation</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>recite keywords and phrases from audio texts,</li> <li>articulate sounds, words, and phrases correctly in different contexts,</li> <li>exhibit interest in articulating words clearly during oral communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen to an audio recording about Chinese formal greetings (e.g. 您好、早上好、下午好、您贵姓、您怎么称呼?) and repeat ,</li> <li>repeat saying tongue twisters related to the greetings and introductions collaboratively,</li> <li>sing along to songs about countries and nationalities while focussing on pronouncing each word correctly,</li> <li>take turns introducing themselves and others by name, age, origin, place of residence, nationality, and language spoken (e.g. 您贵姓? 叫什么名字?, 你怎么称呼? 你家有几口人? 你家在哪儿? 你是哪国人? 你朋友是哪国人? ),</li> <li>practise using “.....哪国人?”to introduce one’s nationality with peers,</li> </ul>	How is oral expression important in enhancing communication skills?

			<ul style="list-style-type: none"> <li>record themselves reading passages, and listen to the recording to identify areas for improvement.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Self-Efficacy: effective communication skills are developed as the learner identifies their challenges in articulation and adjusts accordingly.</li> <li>Communication and Collaboration: the learner speaks effectively and logically when they take turns to introduce self and others.</li> </ul>				
<p><b>Values:</b>  Unity: the learner collaborates with others to recite tongue twisters related to greetings and introductions.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Citizenship: the learner develops a sense of belonging as they interact with texts on places of origin and nationalities.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner can relate the skills of proper articulation of words for effective oral expression in English and Kiswahili.</p>				

**THEME 2:FAMILY**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.2 Interactive Speaking</b> (3 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Active listening</i></li> <li>• <i>Turn-taking</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) utilise the words learnt appropriately in conversations,</li> <li>b) make use of probing to get more information while speaking,</li> <li>c) appreciate the importance of attentive listening in communication.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• look at an illustration of a family tree and say sentences using the names of members of the nuclear and extended family after a listening prompt (e.g. 叔叔、表哥、姑姑、堂妹 etc.),</li> <li>• repeat singing ‘<i>the family song</i>’ on members of nuclear and extended family members collaboratively,</li> <li>• take turns to orally introduce their nuclear and extended family members on their names, ages, and professions (e.g. 我家有三口人。我爸爸妈妈都是老师。爸爸今年40岁，妈妈35岁。),</li> <li>• work with peers to ask and respond to questions about family members on their names, age, profession and places of work in turns (e.g. A:你有爸爸妈妈? 做什么工作? B:我爸爸是医生，妈妈是工程师，你的爸爸妈妈呢? A:他</li> </ul>	<p>What strategies can you use to capture key information while speaking interactively?</p>

			<p>们都是老师，在内罗毕大学工作.....)，</p> <ul style="list-style-type: none"> <li>• listen to audio recordings about the workplaces of the different family members, take notes, and formulate questions for their peers to answer,</li> <li>• team up with peers to play “Simon says” game where peers listen carefully to instructions and respond accordingly,</li> <li>• provide feedback to their peers on their listening skills and suggest areas of improvement.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: the learner reflects on their own work as they provide feedback to their peers on their listening skills and suggests constructive feedback on areas of improvement.</li> <li>• Communication and Collaboration: the learner listens keenly to recordings and formulates questions on family members for their peers to answer.</li> </ul>				
<p><b>Values:</b> Respect: the learner understands and appreciates others when they interact with texts on diverse family setups.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Social Cohesion: the learner’s sense of togetherness is enhanced as they work together to introduce their family members in turns.</p>				
<p><b>Link to Other Learning Areas:</b> The learner links their learning to English and Kiswahili on the importance of attentive listening to get vital information in communication.</p>				

<b>THEME 3: MY SURROUNDING</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.3 Phonological Awareness</b> (3 lessons) <ul style="list-style-type: none"> <li>• <i>Attentive listening</i></li> <li>• <i>Vocabulary development</i></li> <li>• <i>Simple descriptions</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) distinguish sounds in spoken words and phrases,</li> <li>b) make simple descriptions with the appropriate words on the given theme,</li> <li>c) display enthusiasm in using appropriate language for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio on different farm and wild animals (e.g. 狗、猫、兔子、牛、羊、猪、骆驼、鸡、驴子、狮子、豹子、斑马、水牛、长颈鹿、大象、犀牛、河马) then repeat the vocabulary,</li> <li>• listen and repeat words depicting various animals' sizes and character (e.g. 小 small、大 big、高 tall、可怕 scary、友好 friendly、乐于助人 helpful、快 fast、可爱 adorable、凶猛 ferocious、顽皮 playful、温柔 gentle、忠诚 loyal、胖 fat),</li> <li>• take turns mentioning the various animals they know, then construct simple sentences describing their size and character,</li> <li>• collaboratively identify the different animal categories from the audio in terms of pets 宠物, farm animals 家畜 and wild animals 野生动物 and make short descriptions with the vocabulary (e.g. 宠物:猫、狗、兔子、家畜:牛、羊、鸡、猪、骆驼、驴子、野生</li> </ul>	How can you make clear descriptions in oral communication?

			<p>动物: 狮子、豹子、斑马、水牛、长颈鹿、大象、犀牛、河马),</p> <ul style="list-style-type: none"> <li>• listen to a short passage on the different categories of animals then answer the questions (e.g. 水牛大不大? 水牛很大),</li> <li>• research online/offline to compare and contrast the different views about animals in Kenya and China,</li> <li>• collaboratively give their thoughts on the importance of taking care of the different kinds of animals in their surroundings.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: the learner connects using technology to search for different views of animals in Kenya and China.</li> <li>• Citizenship: the learner develops an awareness of their social and civic responsibility as they discuss the importance of taking care of the different kinds of animals in their neighbourhood.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: the learner takes turns in activities and conversations when they construct sentences describing the size and characters of animals.</li> <li>• Love: the learner portrays a caring attitude towards animals as they collaboratively discuss the importance of taking care of animals in their surroundings.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Animal welfare education is promoted as the learner interacts with texts on the importance of taking care of different animals.</p>				
<p><b>Link to Other Learning Areas:</b> The learners link their learning to Agriculture and Nutrition on the concept of care of animals in their surroundings.</p>				

**THEME 4: TIME**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.4 Oral Expression</b> (3 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Pronunciation (Chinese tones)</i></li> <li>• <i>Organisation of ideas</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) pronounce different words with the correct Chinese tones,</li> <li>b) express ideas coherently and logically in varied speaking scenarios,</li> <li>c) value the importance of schedules in daily life.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to an audio on moments of the day and repeat the words (早上、上午、下午、晚上),</li> <li>• take turns looking at a clock face and telling each other the time indicated,</li> <li>• play a charades game on verbs related to activities they undertake at home (起床、睡觉、洗衣服、打扫、打水、做饭、吃早、午、晚饭、做作业、玩儿、洗澡),</li> <li>• listen to an audio recording on routine/schedules about time at home and answer the related questions,</li> <li>• talk about how they plan for activities during the week with peers,</li> </ul>	<p>Why is correct pronunciation important in communication?</p>

			<ul style="list-style-type: none"> <li>work jointly to create a schedule online or offline of what they intend to do over the weekend and present in class for feedback.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Digital Literacy: the learner interacts with digital technology to accomplish own tasks when they create schedules for their weekend plans.</li> <li>Self-efficacy: the learner develops self-awareness skills as they outline their plan of activities for the weekend.</li> </ul>				
<p><b>Values:</b> Integrity: self-discipline is developed when the learner plans how they will spend their time during the weekend.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Time management skills are enhanced as the learner creates a schedule of activities they will do during the weekend and present in class.</p>				
<p><b>Link to Other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>The learner relates the knowledge of time management to Social Studies.</li> <li>The learner can relate their learning to Mathematics on the concept of telling or reading time.</li> </ul>				

**THEME 5: FUN AND ENJOYMENT**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.5 Interactive Speaking</b> ( 3 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Vocabulary development</i></li> <li>• <i>Turn-taking</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) recall key vocabulary from the given text,</p> <p>b) apply appropriate turn-taking in a conversation,</p> <p>c) exhibit good communication skills in oral communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• work jointly to list vocabulary on fun activities and places where they undertake these activities orally,</li> <li>• listen to an audio clip on leisure /fun activities and match the images appropriately to their names (游、散步、跑步、骑自行车、徒步旅行、看动物、做饭、吃饭),</li> <li>• create a word pyramid using different words with peers, 看动物 去看动物 去公园看动物 我去公园看动物 我跟朋友去公园看动物 我星期一跟朋友去公园看动物</li> <li>• work with peers to ask and respond to questions on their intentions to undertake a fun activity at a specific</li> </ul>	<p>How do you take turns appropriately in conversations?</p>

			<p>time using the verbs 请、打算、要,</p> <ul style="list-style-type: none"> <li>• take turns to talk about 3 fun activities they would do with their friends in the given places (你的家、朋友的家、公园、商场、动物园),</li> <li>• share fun activities that they intend to do in future using 什么时候?、去哪儿?、打算做什么?”,</li> <li>• talk about how peers influence one’s choice of fun/leisure time activities.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Creativity and Imagination: the learner undertakes tasks that help them come up with new ideas as they create a word pyramid using different words.</p>				
<p><b>Values:</b>  Respect: the learner appreciates the diverse opinions of their peers as they share what activities they plan to do for fun and enjoyment.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Peer pressure: this is promoted as the learner becomes aware of the importance of engaging in positive fun activities of their liking and avoiding negative influence by their peers.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner links their learning to Social Studies on the aspect of managing peer pressure by engaging in positive leisure activities for self-development.</p>				

<b>THEME 6: FOODS AND DRINKS</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.6 Oral Expression</b> (3 lessons) <ul style="list-style-type: none"> <li>• <i>Word recognition</i></li> <li>• <i>Articulation</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise the words used within a specific context,</li> <li>b) articulate words and phrases meaningfully in spoken contexts,</li> <li>c) appreciate the role of oral expression in communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a recording and repeat the vocabulary related to eating out (e.g. 餐馆、菜品、餐具、点菜、买单 etc.),</li> <li>• take turns saying the names of cutlery and utensils found in a restaurant from pictures (酒杯、杯子、盘、碗、刀、叉子、勺子、筷子),</li> <li>• play a flashcard game on measure words with the corresponding quantities of food or drinks in a restaurant (一顿、一份、一双、一杯、一瓶、一碗、一块、一盆) and say them out aloud,</li> <li>• work jointly to simulate ordering food from a restaurant using the keywords and phrases/polite words 点菜、菜单、我想要.....、请问、麻烦你、请给我.....、请慢用、加</li> </ul>	How does articulation of words influence communication?

			<p>一点.....、结账、我们要买单、多少钱?,</p> <ul style="list-style-type: none"> <li>• watch an audio-visual clip on restaurant conversations or dialogues and answer comprehension questions,</li> <li>• take turns undertaking a vocabulary challenge on ordering preferred healthy foods in a restaurant.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Self-efficacy: clarity of communication is developed as the learner expresses themselves clearly during the simulation on ordering food from a restaurant using keywords and phrases.</p>				
<p><b>Values:</b> Responsibility: the learner collaborates with peers to play a flashcard game on measure words.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Healthy eating: awareness on the importance of eating healthy food is developed when the learner takes turns ordering preferred healthy foods from a restaurant.</p>				
<p><b>Link to Other Learning Areas:</b> The learner links their learning to Agriculture and Nutrition on the concept of healthy eating habits for wellness.</p>				

**THEME 7: MY BODY**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.7 Oral Expression</b> (3 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Vocabulary development and language use</i></li> <li>• <i>Fluency</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) express ideas logically using acquired vocabulary,</li> <li>b) use varied and appropriate language structures to convey messages effectively,</li> <li>c) acknowledge the role of using appropriate language for communication.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• take turns outlining acquired vocabulary by giving definitions, examples, and contexts in which they should be used,</li> <li>• listen to a recording and highlight vocabulary about a visit to the doctor's (e.g. 身体部位、症状、医生、护士),</li> <li>• simulate dialogues with keywords and phrases related to the doctor's visit '(e.g. 头痛、发烧、咳嗽、胃痛、牙痛、背痛、关节痛、恶心) with peers,</li> <li>• watch an audio-visual dialogue on expressing one's state of health and answer the corresponding questions,</li> <li>• jointly create and share stories related to visiting the doctor,</li> </ul>	<p>What role does vocabulary play in enhancing oral communication?</p>

			<ul style="list-style-type: none"> <li>watch a video clip on a visit to the doctors in Kenya and China and share the similarities and differences.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Learning to Learn: the learner works collaboratively with peers to simulate a scenario at the doctor's.</li> <li>Communication and Collaboration: the learner speaks clearly and effectively by making several points in a logical order as they share their stories related to a doctor's visit.</li> </ul>				
<p><b>Values:</b>  Unity: the learner collaborates with others as they take turns to give definitions, examples, and contexts in which to use the acquired vocabulary.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Intercultural awareness is promoted when the learner interacts with information on similarities and differences while at the doctor's in Kenya and China.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner relates the skills used in describing how they feel to effective communication skills in English and Kiswahili.</p>				

**THEME 8: WEATHER AND ENVIRONMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.8 Oral Expression</b> (3 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Articulation and intonation</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) extract keywords and expressions from oral presentations,</li> <li>b) explain the main ideas in different communicative contexts,</li> <li>c) value the importance of articulating ideas logically.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to a recording and mark off the keywords they hear related to activities people undertake in relation to weather and environment (钓鱼、游泳、农业、水稻种植、滑雪、沙滩沙排、阳光浴、冰钓),</li> <li>• work with peers to create word clouds using the keywords and expressions from the recording,</li> <li>• use key points to paraphrase the information from varied texts in their own words,</li> <li>• listen to an audio clip and answer the corresponding questions,</li> <li>• work with peers to create short role-plays related to activities or plans about the given pictures on weather,</li> <li>• research online/ offline different climatic conditions and the activities associated with them then share their findings collaboratively.</li> </ul>	<p>How important is the logical articulation of ideas in communication?</p>

**Core Competencies to be developed:**

- Creativity and Imagination: the learner undertakes group activities that inspire creative thinking as they create word clouds using the keywords and expressions from memory.
- Digital Literacy: the learner develops skills in connecting using technology as they research online different climatic conditions and the activities associated with them.

**Values:**

Social Justice: the learner accords equal opportunities in sharing responsibilities as they take turns to create short role-plays.

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

Environmental education: the learner gains an understanding of the link between weather conditions and environmental activities as they interact with texts on the theme.

**Link to Other Learning Areas:**

The learner links their learning to Agriculture and Nutrition on the concept of different activities undertaken during different weather conditions.

<b>THEME 9: GETTING AROUND</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.9 Active Listening</b> (3 lessons) <ul style="list-style-type: none"> <li>• <i>Comprehension</i></li> <li>• <i>Summarising</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>apply vocabulary from oral texts across diverse contexts,</li> <li>summarise the key ideas in varied texts,</li> <li>recognise the importance of active listening in communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>create a concept map on vocabulary related to location and directions (e.g. 地方/地点、附近、最近、近、很近、远、很远、在、方向、向, 朝, 往、前、后、左、右、拐/转),</li> <li>work jointly to explore how each of the words can be used in various situations and contexts,</li> <li>compose sentences using vocabulary related to cardinal points 北方、南方、东方、西方、东北方、西北方、东南方、西南方 for peer feedback,</li> <li>take turns asking and giving directions in turns using the keywords 请问....., 请告诉我....., 从.....到....., 怎么去, 去.....怎么走, .....离这儿有多远?, 在哪儿?,往前走,一直走 and</li> </ul>	How do you pick out vital information during oral communication?

			向右转/向左转/向右拐/向左拐/往 右转/往左转/往右拐/往左拐， <ul style="list-style-type: none"> <li>• listen to a recording and retell the main information to their peers using drawings,</li> <li>• discuss the importance of active listening when asking and giving directions,</li> <li>• explore the safety measures they should consider when asking for directions.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to Learn: reflection on one’s work is developed as the learner composes sentences on the theme for peer feedback.</li> <li>• Communication and Collaboration: the learner listens keenly and actively to retell the main information from a recording.</li> </ul>				
<b>Values:</b> Peace: calmness is displayed as the learner takes turns in asking and giving directions using the keywords.				
<b>Pertinent and Contemporary Issues (PCIs):</b> Personal safety is promoted as the learner explores safety measures to consider when asking for directions from others.				
<b>Link to Other Learning Areas:</b> The learner links their learning to Social Studies on the skill of using cardinal points to give directions.				

**SUGGESTED ASSESSMENT RUBRIC FOR THE LISTENING AND SPEAKING STRAND**

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to communicate ideas clearly.	The learner expresses their views, opinions, and feelings clearly. Uses gestures naturally and effectively in conversations.	The learner expresses their views, opinions, and feelings clearly. Uses gestures effectively in conversations.	The learner expresses their views, opinions, and feelings with partial clarity. Makes use of some gestures when speaking.	The learner expresses their views, opinions, and feelings with limited clarity. The learner makes use of a limited number of gestures in conversations.
Ability to use diverse vocabulary and phrases in oral interactions.	The learner uses a wide variety of vocabulary and phrases innovatively in oral interactions. Gives justification for their choice	The learner uses a variety of vocabulary and phrases effectively in oral interactions.	The learner uses a few vocabulary and phrases in oral interactions.	The learner uses a limited number of vocabulary and phrases in oral interactions.
Ability to comprehend information in different contexts.	The learner understands the information in conversations and provides feedback. Learner can probe for further details.	The learner understands the information in conversations and provides feedback.	The learner understands most of the information in conversations and provides feedback.	The learner understands some of the information in conversations and has difficulties providing feedback.

## STRAND 2.0: READING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.1 Reading for Information</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Articulation (correct tones)</i></li> <li>• <i>Summarising</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) articulate words with the correct tones in varied contexts,</li> <li>b) summarise key information from texts,</li> <li>c) exhibit interest in extracting key information from texts.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• read out formal greetings and their responses,</li> <li>• match countries (肯尼亚、乌干达、坦桑尼亚、中国、美国、英国、法国、德国、阿拉伯) with the languages spoken (英语、斯瓦希里语、德语、法语) and read them out,</li> <li>• read a text on the introduction of self and others (formal greeting, name, age, place of origin, residence, nationality, and language spoken) and answer the given questions,</li> <li>• take turns paraphrasing the texts on the introduction of self and others,</li> </ul>	How can we effectively summarise information from texts?

			<ul style="list-style-type: none"> <li>• read short paragraphs and assign them appropriate titles from the options given,</li> <li>• work with peers to play a scavenger hunt game by searching for specific information from texts.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: the learner undertakes group tasks and exchanges ideas that inspire creative thinking as they search for key information during the scavenger hunt game.</li> <li>• Communication and Collaboration: the learner recognises the value of others' ideas when they take turns paraphrasing the information in texts.</li> </ul>				
<p><b>Values:</b> Patriotism: love for own country is developed when the learner interacts with texts on languages spoken in different countries.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Cultural awareness is developed as the learner appreciates the various nationalities and languages spoken.</p>				
<p><b>Link to Other Learning Areas:</b> The learner is able to relate the concept of different countries and nationalities to their learning in Social Studies.</p>				

**THEME 2: FAMILY**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.2 Reading for Fluency</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Word recognition</i></li> <li>• <i>Fluency</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) decode the meaning of words in texts,</li> <li>b) read simple texts fluently in Chinese,</li> <li>c) acknowledge the role of reading fluently in enhancing comprehension.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen and repeat reading out words on names, ages, professions, and places of work of nuclear and extended family members (学校、医院、商场、派出所、农场、饭店、老师、医生、警察、护士、农民、商人、服务员),</li> <li>• read short texts and match images of different professions with their places of work and read them out to peers,</li> <li>• read along a text related to nuclear and extended family members with appropriate intonation and pronunciation,</li> <li>• team up with peers to perform a reader's theatre,</li> <li>• collaborate with peers to form reading groups for peer feedback and support,</li> <li>• search online /offline different professions and share with peers those they would love to pursue giving reasons for their choice.</li> </ul>	How can reading fluently enhance our understanding of a text?

**Core Competencies to be developed:**

- Critical thinking and Problem solving: the learner follows simple instructions to complete tasks as they read along to a text for improved intonation and pronunciation.
- Digital Literacy: the learner connects using the internet to get information on their preferred professions.

**Values:**

Unity: the learner collaborates with others when they team up to perform the reader's theatre.

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

Career guidance: the learner becomes aware of the different career pathways as they look for information related to the different professions and share with their peers.

**Link to Other Learning Areas:**

The learner can relate the concept of the choice of future career prospects to Social Studies.

**THEME 3: MY SURROUNDINGS**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.3 Reading for Understanding</b> (2 lessons) <ul style="list-style-type: none"> <li>• <i>Active reading</i></li> <li>• <i>Paraphrasing</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline vocabulary related to the theme from texts,</li> <li>b) paraphrase the key points from a reading text,</li> <li>c) appreciate the role of active reading for comprehension.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• underline the names of pets, farm and wild animals from texts (e.g. 宠物:猫、狗、家畜:牛、羊、鸡、猪、野生动物:水牛、狮子、犀牛、大象、花豹),</li> <li>• read short stories on their favourite animals and point out the keywords,</li> <li>• work with peers to categorise different animals appropriately and read them out (宠物、家畜、野生的),</li> <li>• read short descriptions of animals and rephrase the information using different adjectives provided on size and character (大、小、胖、瘦、快、慢、调皮),</li> <li>• rearrange the jumbled-up words to form correct sentences,</li> </ul>	What strategies can you use to actively read texts?

			<ul style="list-style-type: none"> <li>• create talking walls in the classroom on the importance of taking care of animals in the community.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Citizenship: critical awareness of issues affecting the environment is developed as the learner creates talking walls in the classroom on the importance of taking care of animals in the community.</p>				
<p><b>Values:</b>  Peace: the learner displays tolerance as they work with peers to categorise different animals appropriately.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Animal Welfare: the learner develops awareness of their role in protecting and taking care of animals in their locality.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner can relate the skills used in artistic and innovative expression of ideas to Creative Arts and Sports.</p>				

**THEME 4: TIME**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>2.0 Reading</b></p>	<p><b>2.4 Reading for Comprehension</b> (2 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Vocabulary development</i></li> <li>• <i>Active reading</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) explain the meaning of key words and phrases in texts,</p> <p>b) respond appropriately to questions in reading texts,</p> <p>c) propose strategies to enhance their reading skills.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• create a word map on vocabulary related to activities they undertake every day at home (起床、洗衣服、打扫、打水、做饭、吃早、午、晚饭、做作业、玩儿、洗澡、睡觉),</li> <li>• circle words and phrases on daily routines from a crossword puzzle collaboratively,</li> <li>• use a dictionary to find the meaning of the words identified in turns,</li> <li>• work jointly to ask and answer questions on their plan of activities for the week, (e.g. 你每天洗衣服吗? 我 每个星期日洗衣服。),</li> <li>• match two sets of sentences appropriately and then ask and answer the questions with peers,</li> <li>• discuss challenges they experience while reading comprehension and share ways of addressing them with their peers.</li> </ul>	<p>How can you improve your reading comprehension skills?</p>

**Core Competencies to be developed:**

Communication and Collaboration: teamwork skills are exhibited when the learner works with peers to highlight words and phrases from a crossword puzzle.

**Values:**

Unity: the learner takes turns in activities and conversations as they ask and respond to questions on their weekly plan of activities.

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

Peer role modelling is developed as learner gives their peers constructive feedback on how to improve their reading comprehension skills.

**Link to Other Learning Areas:**

The learner can relate to Social Studies on the skill of time management.

**THEME 5: FUN AND ENJOYMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Reading</b></p>	<p><b>2.5 Reading for Understanding</b></p> <p>(2 lessons)</p> <ul style="list-style-type: none"> <li><i>Reading strategies (predicting and summarising)</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify various reading strategies for information,</p> <p>b) apply various reading strategies in reading texts for information,</p> <p>c) appreciate using appropriate strategies when reading for understanding.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>team up with peers to brainstorm various reading strategies,</li> <li>identify examples of fun activities from short paragraphs (e.g. 看电影、吃饭、散步、爬山、游泳、骑自行车、旅行、看动物),</li> <li>read sentences expressing intentions to do something at a given time using “打算”, “要”, “会” and “请 and identify the key ideas,</li> <li>apply the strategies given (predicting and summarising) to read texts on making plans and dates,</li> <li>keep reflective journals on their reading experiences i.e. strategies they used, challenges and insights gained,</li> </ul>	<p>How do you apply reading strategies effectively to understand key information in a text?</p>

			<ul style="list-style-type: none"> <li>• discuss with peers the significance of time management in making plans.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Learning to Learn: the learner reflects on own work when they keep reflective journals to analyse and identify strategies for improving their reading abilities.</p>				
<p><b>Values:</b>  Unity: the learner displays team spirit as they work together to brainstorm on various reading strategies.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Time management is nurtured as the learner discusses and expresses their views on the significance of time management in making plans.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner links their learning to English and Kiswahili on the skills of using various reading strategies for comprehension of texts.</p>				

**THEME 6: FOODS AND DRINKS**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>2.0 Reading</b></p>	<p><b>2.6 Reading for Fluency</b></p> <p>(2 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Word recognition</i></li> <li>• <i>Fluency (intonation)</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify keywords and phrases in reading texts,</p> <p>b) read short texts in a given context with correct intonation,</p> <p>c) acknowledge the role of reading fluently in enhancing communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• solve a simple crossword puzzle on food items found in a restaurant,</li> <li>• read out the corresponding Chinese vocabulary of the food items,</li> <li>• read sentences and underline commonly used quantifiers in the restaurant (e.g. 份、碗、杯、瓶、双、个),</li> <li>• rearrange jumble up words related to cutlery used in a restaurant and read out the correct word for peer feedback (e.g. 菜单、酒杯、杯子、盘子、碗、刀、叉子、勺子、筷子、服务员、老板),</li> <li>• practise using commonly used action words when ordering food in a restaurant (e.g. 点菜、打包/带走、买单),</li> <li>• practise using commonly used polite expressions when ordering food in a</li> </ul>	<p>How can we read short texts in a given context fluently?</p>

			<p>restaurant (e.g. 我想要、请来……、请问、有没有……、请问，有……吗?、……可以……吗、请给我……、谢谢),</p> <ul style="list-style-type: none"> <li>• read the short text on restaurant etiquette and answer the questions,</li> <li>• use the structure “我想要 + number + quantifier+ dish” to role-play making orders in a restaurant with peers,</li> <li>• discuss how to politely ask for food recommendations in a restaurant.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication and Collaboration: teamwork skills are developed as the learner participates actively in the role-play on ordering food from a restaurant with peers.</p>				
<p><b>Values:</b>  Love: the learner portrays a caring attitude to their peers when they give honest and constructive feedback on their reading skills.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Effective Communication: this is developed as the learner becomes aware of the essence of using appropriate and polite language in communication.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner links their learning to Agriculture and Nutrition on the concept of the different foods and drinks.</p>				

**THEME 7: MY BODY**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>2.0 Reading</b></p>	<p><b>2.7 Reading for Understanding</b></p> <p>(2 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Active reading</i></li> <li>• <i>Comprehension</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) recall keywords and phrases related to the theme from texts,</p> <p>b) respond to questions from a text for comprehension,</p> <p>c) exhibit increased confidence in their reading abilities.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read out flashcards of common body ailments and match them to the corresponding pictures (e.g. 头疼、恶心、发烧、感冒 etc.),</li> <li>• fill in the missing gaps with the correct words,</li> <li>• read sentences related to ailments and share the meaning with peers (e.g. 我感觉不舒服, 想去看病; 你身体怎么样? 我想吃药 etc.),</li> <li>• read a passage about expressing one's state of health and respond to the questions,</li> <li>• team up with peers to read short texts about a visit to the doctor and assign them their appropriate questions,</li> <li>• simulate a visit to the doctor and check the symptoms they are experiencing on the symptoms checklist collaboratively (e.g. 发烧</li> </ul>	<p>How does silent reading enhance understanding of texts?</p>

			✓、头疼 ✗、肚子疼✓、恶心 ✓、呕吐 ✓etc.).	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: teamwork skills are developed as the learner works collaboratively in simulating a visit to the doctor's with peers.</li> <li>• Critical thinking and Problem solving: evaluation and decision-making skills are exhibited as the learner fills in the blanks with the appropriate words.</li> </ul>				
<p><b>Values:</b> Responsibility: the learner engages in assigned roles and duties as they read sentences related to ailments and share their meaning with peers.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Health Education: this is enhanced as the learner gains awareness of common body ailments and how to express one's state of health.</p>				
<p><b>Link to Other Learning Areas:</b> The learner can link their learning to Integrated Science on the concept of body parts and their functions.</p>				

**THEME 8: WEATHER AND ENVIRONMENT**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>2.0 Reading</b></p>	<p><b>2.8 Reading Fluency</b> (2 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Inferencing</i></li> <li>• <i>Articulation</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) infer the meaning of given vocabulary in various contexts,</li> <li>b) articulate sentences clearly when reading,</li> <li>c) acknowledge the importance of paying attention to punctuation marks when reading.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• identify vocabulary related to activities that are undertaken during different weather conditions and seasons (游泳、钓鱼、买东西、爬山、散步、骑自行车、播种、收获、看到动物、做饭) and give their meaning,</li> <li>• work with peers to create a word wall with the acquired vocabulary,</li> <li>• repeat reading sentences on the various activities undertaken during different weather conditions and seasons (下雨天、晴天、旱季、雨季),</li> <li>• rearrange jumbled-up sentences and read them out loud in turns,</li> <li>• play a reading marathon with peers to read the given short passages with correct intonation, wording and expression and give each other feedback,</li> <li>• read aloud a text paying attention to the punctuation marks for critique by peers.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you infer the meaning of words from the context?</li> <li>2. How can we articulate sentences clearly when reading?</li> </ol>

**Core Competencies to be developed:**

Learning to Learn: the learner exercises self-discipline as they work collaboratively with peers in rearranging jumbled-up sentences.

**Values:**

Social Justice: the learner accords equal opportunities in sharing responsibilities as they create a word wall of the acquired vocabulary with peers.

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

Peer education is promoted as the learner interacts with others and offers their feedback and support on information about effectively reading texts aloud.

**Link to Other Learning Areas:**

The learner can relate their learning to Agriculture and Nutrition on the concept of various activities undertaken in the different seasons.

**THEME 9: GETTING AROUND**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Reading</b></p>	<p><b>2.9 Reading for Fluency</b> (2 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Fluency (pace)</i></li> <li>• <i>Comprehension</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) read vocabulary related to direction and location at an appropriate pace,</li> <li>b) read texts fluently for comprehension,</li> <li>c) exhibit interest in reading texts with appropriate pace and expression to convey meaning.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read out vocabulary on locations and directions to each other with the correct pace (e.g. 地方/地点、附近、最近、近, 很近、远、很远、在、方向、向, 朝、往、前、后、左、右、拐/转),</li> <li>• work jointly to describe the direction and location of things/places using cardinal points 北方、南方、东方、西方、东北方、西北方、东南方、西南方 with the correct pace,</li> <li>• read short texts on direction and location and answer the corresponding questions,</li> <li>• take turns to role-play asking and giving directions in their locality using phrases 从.....到.....、怎么去、去.....怎么走、.....离这儿有多远?、在哪儿?、在哪里?,</li> </ul>	<p>How does reading fluently effectively improve communication skills?</p>

			<ul style="list-style-type: none"> <li>• play follow the leader game by reading instructions for peers to get to specific directions using the vocabulary acquired,</li> <li>• discuss and share how directional vocabulary is used in their day-to-day life.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Creativity and Imagination: the learner makes connections between different ideas as they deliberate how directional vocabulary is used in their day-to-day life.</p>				
<p><b>Values:</b>  Peace: the learner displays calmness by patiently waiting for their turn to read instructions for their peers to give directions to specific places.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Healthy interpersonal relationships are enhanced as the learner harmoniously takes turns to role-play asking and giving directions in the locality.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner can relate the skills used in reading with appropriate pace and expression to reading fluency in English and Kiswahili.</p>				

**SUGGESTED ASSESSMENT RUBRIC FOR THE READING STRAND**

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to read with fluency.	The learner reads with exceptional fluency, demonstrating accurate pronunciation, consistent intonation, and smooth phrasing. Tones are consistently correct, and pauses are used effectively for emphasis and comprehension.	The learner reads with proficient fluency, maintaining a steady pace and rhythm. Pronunciation is accurate. Intonation is generally appropriate, aiding in conveying meaning effectively. Phrasing is generally smooth accompanied by effective use of pauses.	The learner reads most words with fluency; and shows some inconsistencies in pronunciation, intonation, and phrasing. Errors in pronunciation and intonation occasionally hinder comprehension. Phrasing is characterised by pauses that are occasionally misplaced.	The learner shows a lack of fluency in reading with frequent errors in pronunciation, intonation, and phrasing. Pronunciation errors significantly impede comprehension, and intonation lacks variation. Phrasing is disjointed, with poorly timed pauses that disrupt comprehension.

<p>Ability to retain information in different reading contexts.</p>	<p>The learner comprehends the information being read including the main ideas and details. Learner can locate keywords or phrases without difficulty.</p>	<p>The learner comprehends the information being read. The comprehension of the main ideas and details is consistent.</p>	<p>The learner comprehends most of the information being read; comprehension of the main ideas and details is slightly inconsistent.</p>	<p>The learner comprehends some information being read; comprehension of the main ideas and details is largely inconsistent.</p>
<p>Ability to read and understand simple texts.</p>	<p>The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.</p>	<p>The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.</p>	<p>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.</p>	<p>The learner interprets a 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.</p>

## STRAND 3.0: WRITING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.1 Guided Writing</b> (1 lesson) <ul style="list-style-type: none"> <li><i>Handwriting (legibility and clarity)</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>list words and phrases related to the theme from texts,</li> <li>write simple sentences in various contexts using clear and legible handwriting,</li> <li>value the role of legible handwriting in communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen to an audio recording of formal Chinese greetings and write them down (您好、早上好、下午好、晚上好、老师好、幸会),</li> <li>match pictures with descriptions on the introduction of self and others (name, age, origin, place of residence, nationality, and language spoken),</li> <li>work jointly to write sentences using 来自..... (e.g. 我来自肯尼亚的西部),</li> <li>introduce themselves and their friends in writing, giving their name, age, origin, place of residence, nationality, and language spoken ( e.g. 您好/早上好/下午好/晚上好/老师好, 我朋友叫....., 来自肯尼亚的西部, 她住在....., 她今年.....岁, 她会讲英语。很高兴认识您/幸会!),</li> <li>make a scrap book of one's best friend and share with peers for feedback,</li> </ul>	How can we enhance handwriting in Chinese?

			<ul style="list-style-type: none"> <li>jointly discuss and outline the role of formal, polite greetings in improving communication.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication and Collaboration: the learner writes fluently and in an organised manner short essays introducing self and their friends.</li> <li>Creativity and Imagination: the learner undertakes tasks that allow the use of imagination when they create scrapbooks of their best friends.</li> </ul>				
<p><b>Values:</b> Respect: the learner shows positive regard for others by using formal and polite language to greet and introduce themselves.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Effective Communication: the learner employs the use of clear and legible handwriting to introduce themselves and others with confidence.</p>				
<p><b>Link to Other Learning Areas:</b> The learner can relate the skills used in the artistic expression of ideas to Creative Arts and Sports.</p>				

**THEME 2: FAMILY**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>3.0 Writing</b></p>	<p><b>3.2 Guided Writing</b> (1 lesson)</p> <ul style="list-style-type: none"> <li>• <i>Orthography (rules and conventions of writing)</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) outline the rules of writing Chinese characters,</li> <li>b) apply rules for writing Chinese characters in simple texts,</li> <li>c) appreciate the role of using rules of writing for consistency and readability of texts.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• search online or offline for the rules of writing Chinese characters and list them down,</li> <li>• watch an audio-visual clip modelling the rules of writing characters and practise writing the given words,</li> <li>• work together to categorise titles of nuclear and extended family into paternal and maternal members,</li> <li>• match pictures of various professions to their places of work (e.g. 老师 to 学校 etc.),</li> <li>• fill a crossword puzzle with the names of different professions collaboratively,</li> <li>• describe their nuclear and extended family members in writing ( names, age, profession and places of work),</li> </ul>	<p>Why is it important to follow the rules of writing Chinese characters?</p>

			<ul style="list-style-type: none"> <li>• create online presentations of the family descriptions and share their creative works with peers,</li> <li>• discuss how to address the challenges they faced while creating the presentations using digital devices.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the learner writes clearly and spells words correctly when they describe their nuclear and extended family members in simple texts.</li> <li>• Self-efficacy: the learner exhibits self-awareness skills as they identify and seek help to address the challenges they faced while creating using digital devices.</li> </ul>				
<p><b>Values:</b>  Responsibility: this is developed when the learner proactively suggests possible ways of addressing the challenges they face when using digital devices.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Cyber Security: the learner enhances their awareness of cyber security as they discuss the challenges they face using digital devices.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner relates the concept of using appropriate digital platforms to accomplish their tasks to Pre-technical Studies.</p>				

**THEME 3: MY SURROUNDINGS**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<p><b>3.3 Guided Writing</b> (1 lesson)</p> <ul style="list-style-type: none"> <li><i>Vocabulary development and language use</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>distinguish the meaning of keywords and phrases in texts,</li> <li>apply acquired vocabulary appropriately in written texts,</li> <li>exhibit interest in using acquired vocabulary accurately for effective communication.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>fill in the word puzzle with the appropriate names of pets, farms, and wild animals collaboratively,</li> <li>complete the sentences on pets, farm, and wild animals with the correct words and phrases collaboratively,</li> <li>match descriptions of animals to corresponding pictures with peers,</li> <li>use the pictures provided to write short descriptions of the animals in terms of their physical appearance, size, and characters (e.g. 我小狗的眼睛很大, 牙齿很白。),</li> <li>describe their favourite animal/pet and combine their writing with visual arts to create mixed media displays,</li> <li>present their artworks on a gallery wall for peer mentorship and feedback,</li> </ul>	<p>How can writing fluency be enhanced?</p>

			<ul style="list-style-type: none"> <li>brainstorm and present their findings on how animals are valuable in the community and how to co-exist with them.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Learning to Learn: the learner works collaboratively with peers to complete the given sentences with the correct words and phrases.</li> <li>Communication and Collaboration: teamwork skills are enhanced when the learner participates actively in the gallery walk to get the views of their peers on their presentations.</li> </ul>				
<p><b>Values:</b> Respect: the learner appreciates the diverse opinions of their peers when they brainstorm and share their perspectives on the value of animals in the community.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Human-wildlife conflict: the learner develops an awareness of the importance of the peaceful coexistence of humans and animals in society.</p>				
<p><b>Link to Other Learning Areas:</b> The learner can relate the skills used in expressing their creativity using visual art displays to Creative Arts and Sports.</p>				

**THEME 4: TIME**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>3.0 Writing</b></p>	<p><b>3.4 Guided Writing</b> (1 lesson)</p> <ul style="list-style-type: none"> <li><i>Mechanics of writing (spelling and punctuation)</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>spell vocabulary related to the theme correctly in writing,</li> <li>apply punctuation marks appropriately in written texts,</li> <li>appreciate the importance of using punctuation marks in writing.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>list vocabulary related to time of the day accurately from texts (凌晨、早上、上午、中午、下午、晚上、半夜),</li> <li>listen to a dictation and write down the verbs they hear related to daily routines/schedules (起床、刷牙、吃早饭、上班、上学、午饭、休息、上课、下课、下班、锻炼身体、吃完、洗澡、睡觉),</li> <li>create word searches or puzzles on daily routines/ schedules at home using digital devices and fill them out collaboratively,</li> <li>indicate whether the punctuation marks used in the given passages are correct or incorrect,</li> <li>write simple sentences on planning for activities during the week and punctuate them correctly (你今天早上八点做什么?, 你明天晚上做什么? 昨天下午两点去哪儿了?,</li> </ul>	<p>Why are punctuation marks important?</p>

			<ul style="list-style-type: none"> <li>• write their weekly routines/schedules and take turns sharing with their peers,</li> <li>• work with peers to create awareness of the importance of time management using various mediums.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Digital Literacy: the learner interacts with digital technology to accomplish own tasks as they create word searches or puzzles on daily routines and schedules.</p>				
<p><b>Values:</b>  Patriotism: the learner is conscious of his or her social and moral duties as they use various mediums to create awareness of the value of time management.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Healthy intra and inter-personal skills are developed as the learner socialises and interacts with peers to undertake the various group activities.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner can relate their learning to Mathematics on the concept of time schedules and routines.</p>				

**THEME 5: FUN AND ENJOYMENT**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>3.0 Writing</b></p>	<p><b>3.5 Guided Writing</b> (1 lesson)</p> <ul style="list-style-type: none"> <li>• <i>Paragraph writing (coherence and organisation)</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) construct simple sentences using the vocabulary on the theme,</li> <li>b) write clear, coherent, and organised texts in varied contexts,</li> <li>c) appreciate the role of writing as a communication tool.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• team up with peers to conduct a simple online search on their preferred fun activities and write them down,</li> <li>• write simple sentences using keywords and phrases that show intention/ making plans to do something for fun ( e.g.打算、和朋友玩、去操场踢足球、一起回家、玩游戏 etc.) ,</li> <li>• collaboratively examine pictures and write down the suitable activity that can be undertaken there (e.g. 我家 - 请朋友吃饭； 操场 - 踢足球； 游泳池 - 游泳 ),</li> <li>• take turns rearranging sentences and writing them in the correct order to form complete texts,</li> <li>• write about a fun activity that you plan to undertake during the school holidays,</li> <li>• create audio recordings or podcasts of the writing and identify areas for improvement,</li> </ul>	<p>What techniques can one employ to ensure the coherence of a text?</p>

			<ul style="list-style-type: none"> <li>• write a simple note to a friend, inviting them to a fun activity or special occasion at a particular place and time.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: the learner connects to the internet to effectively accomplish tasks when they conduct an online search on their preferred fun activities.</li> <li>• Communication and Collaboration: the learner writes fluently and in an organised manner a simple invitation note to their friends on a fun activity.</li> </ul>				
<p><b>Values:</b>  Responsibility: the learner proactively solves problems when they identify areas of improvement from their audio recordings or podcasts.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Time management: the learner’s goal-setting and planning skills are developed as they express their intention to participate in a fun activity at a specific time.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner can relate the skills used to manage time in productive and positive activities to Religious Education.</p>				

**THEME 6: FOODS AND DRINKS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>3.0 Writing</b></p>	<p><b>3.6 Guided Writing</b> (1 lesson)</p> <ul style="list-style-type: none"> <li><i>Mechanics of writing (word order and spelling)</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>list words and phrases with the correct spelling,</li> <li>employ correct word order when writing texts,</li> <li>exhibit an interest in using Chinese for communication.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>listen to a dictation or recording and write down the polite language used while at the restaurant ( 我想要 ,请问、有没有.....、请问.....、.....可以.....吗?、请给我.....),</li> <li>brainstorm and list cutlery used while at the restaurant with correct spelling collaboratively ( 酒杯、杯子、盘、碗、刀、叉子、勺子、筷子),</li> <li>match the pictures on food and drinks with their correct measure words/quantities (份、碗、杯、瓶、顿、双、块、盆),</li> <li>categorise the dishes provided into healthy and unhealthy foods,</li> <li>write a simple dialogue about ordering their favourite food from a restaurant using the given words (请来.....、菜单、点菜、我想要 + number + 份+ dish、打包/带</li> </ul>	<p>How does one articulate their thoughts clearly when communicating in writing?</p>

			走、.....可以.....吗?、请给我.....), • create simple posters to sensitise their school community on the importance of eating healthy food for wellness.	
<b>Core Competencies to be developed:</b> Self-efficacy: the learner develops effective communication skills as they politely articulate their preferences while ordering food at the restaurant.				
<b>Values:</b> Responsibility: the learner demonstrates accountability by caring for not only their health but also that of others through creating simple posters to sensitise their school community on the importance of eating healthy food.				
<b>Pertinent and Contemporary Issues (PCIs):</b> Healthy eating: the learner develops awareness on the importance of eating healthy food for wellness and how to distinguish between healthy and unhealthy foods and drinks.				
<b>Link to Other Learning Areas:</b> The learner can relate the concept of food choices and their effects on the body to their learning in Integrated Science as well as Agriculture and Nutrition.				

**THEME 7: MY BODY**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>3.0 Writing</b></p>	<p><b>3.7 Guided Writing</b> (1 lesson)</p> <ul style="list-style-type: none"> <li>• <i>Simple descriptive texts</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) express ideas in an organised manner,</li> <li>b) write simple descriptive texts on one's state of health,</li> <li>c) appreciate the importance of conveying one's thoughts and ideas clearly and effectively in writing.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• complete a story using the given prompts/ opening sentences,</li> <li>• use images of common body ailments/ discomforts (e.g. 头疼、恶心、发烧、感冒 etc.) to write simple descriptions of what they see,</li> <li>• fill in the blanks in the sentences with the appropriate words/ phrases (e.g. 我脚疼。老师去医院看病。),</li> <li>• write short descriptive texts on their personal experiences while visiting the doctor and share them with peers,</li> <li>• simulate a doctor-patient interaction collaboratively where the patient expresses specific discomforts as the doctor writes them down,</li> <li>• team up with peers to pick writing prompts/tasks related to a doctor's visit and write short descriptions about them,</li> </ul>	<p>What strategies can you use to write clear descriptive texts?</p>

			<ul style="list-style-type: none"> <li>• present their writing for self and peer assessment.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the learner writes fluently and in an organised manner short descriptive texts on their personal experiences while visiting the doctor.</li> <li>• Learning to Learn: the learner builds on their own learning experiences as they reflect on their descriptive writing skills with peers.</li> </ul>				
<p><b>Values:</b> Love: the learner portrays a caring attitude when they give honest and unbiased feedback to their peers in their writing prompts and tasks.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Health education: this is developed when the learner becomes aware of common body ailments and diseases.</p>				
<p><b>Link to Other Learning Areas:</b> The learner can link their learning to English and Kiswahili on the importance of clear expression of ideas and thoughts in descriptive texts for effective communication.</p>				

**THEME 8: WEATHER AND ENVIRONMENT**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>3.0 Writing</b></p>	<p><b>3.8 Guided Writing</b> (1 lesson)</p> <ul style="list-style-type: none"> <li>• <i>Inferencing</i></li> <li>• <i>Sentence structures</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) infer the meaning of vocabulary used in the texts,</p> <p>b) write short passages related to the theme using correct sentence structures,</p> <p>c) exhibit confidence in independently writing sentences and short passages related to the theme.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• use context clues to complete the blanks with the correct words or phrases related to activities undertaken in different weather conditions (e.g., 农业、渔业、运动、旅游、钓鱼、游泳、农业、水稻种植、滑雪、沙滩沙排、阳光浴、冰钓),</li> <li>• give the meaning of underlined keywords and phrases related to weather as used in the given sentences collaboratively (e.g. 晴天、阴天、下雨、下雪、刮风),</li> <li>• write short and clear passages describing their favourite weather and the activities they enjoy doing during that time,</li> <li>• use the pictures provided to write short descriptions with the correct sentence structures,</li> <li>• take a virtual tour to different regions in the world to explore how weather varies and affects the activities undertaken,</li> <li>• discuss with peers how weather affects various aspects of life.</li> </ul>	<p>How do you infer the meaning of words in texts?</p>

**Core Competencies to be developed:**

- Digital Literacy: the learner connects and uses the internet to take a virtual tour of various regions of the world to explore the activities undertaken during the various weather conditions.
- Communication and Collaboration: the learner writes clearly and correctly short passages describing the activities they enjoy undertaking during their favourite weather.

**Values:**

Unity is developed when the learner collaborates with others to give the meaning of the underlined keywords and phrases from the given sentences.

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

Environmental education is enhanced as the learner discusses and interacts with information on the effects of weather on the various aspects of life.

**Link to Other Learning Areas:**

The learner links their learning to Social Studies on the concept of various weather conditions in various regions.

THEME 9: GETTING AROUND				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.9 Guided Writing</b> (1 lesson) <ul style="list-style-type: none"> <li>• <i>Word recognition</i></li> <li>• <i>Paragraph writing (coherence)</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recall vocabulary used in the given texts,</li> <li>b) organise ideas coherently in simple texts,</li> <li>c) reflect on areas of improvement in writing.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• look at word cards of direction words and phrases and fill in the missing gaps (e.g. 一直往前走、坐出租车),</li> <li>• indicate the cardinal points 北方、南方、东方、西方、东北方、西北方、东南方、西南方 on the given map correctly,</li> <li>• listen to an audio recording and indicate the correct location of the highlighted places and locations in their neighbourhood,</li> <li>• use maps to describe how to get to different places in their locality using the appropriate words and phrases with peers,</li> <li>• read a short passage on asking and giving directions and fill in the gaps using the given words and phrases.(e.g. 怎么走、往右拐、一直走、过马路 etc.),</li> <li>• write a short passage describing how to go to school from their home collaboratively,</li> </ul>	How can writing fluency be enhanced?

			<ul style="list-style-type: none"> <li>• discuss the importance of paying attention to safety when asking for and giving directions to others with peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Critical thinking and Problem solving: evaluation and decision-making skills are developed when the learner uses maps to describe how to get to different places in their locality with appropriate words.</p>				
<p><b>Values:</b>  Responsibility: the learner engages in assigned roles and duties when they collaboratively give directions on how to go to school from their home.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Safety awareness is promoted as the learner becomes aware of the importance of observing safety precautions when asking or giving directions to others.</p>				
<p><b>Link to Other Learning Areas:</b>  The learner can relate the skills of using cardinal points in giving directions to their learning in Social Studies.</p>				

### SUGGESTED ASSESSMENT RUBRIC FOR THE WRITING STRAND

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to apply vocabulary in written communication.	The learner applies rich and varied vocabulary and expressions in written communication.	The learner applies varied and appropriate vocabulary and expressions in written communication.	The learner applies most of the targeted vocabulary and expressions in written communication.	The learner applies some of the targeted vocabulary and expressions in written communication.
Ability to use grammar and mechanics of writing appropriately in texts.	The learner exhibits excellent use of grammar, a variety of punctuation marks, spelling, and capitalisation; errors are so few and minor that they do not impede reading.	The learner exhibits good use of grammar, punctuation, spelling, and capitalisation; there are a few errors but they do not impede reading.	The learner makes few errors in grammar, punctuation, spelling, and capitalisation; some errors impede reading and meaning.	The learner makes many errors in grammar, punctuation, spelling, and capitalisation and the reader can only guess the meaning.
Ability to write texts with good handwriting.	The learner consistently writes clear and legible texts, with each letter formed accurately and distinctively; maintains consistent size, spacing, and alignment throughout the text, enhancing	The learner writes clear and legible texts with accurately formed and distinguishable letters. Handwriting is generally consistent in size, spacing, and alignment.	The learner writes some words unclearly making it difficult to read; some letters are inaccurately or indistinctly written Handwriting lacks some consistency in	The learner writes most words unclearly making it difficult to read; many letters are written inaccurately or indistinguishable. Handwriting mostly lacks consistency in size, spacing, or

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
	readability and presentation.		size, spacing, or alignment affecting readability and presentation.	alignment, significantly affecting readability and presentation.
Ability to write coherent texts on varied themes.	The learner writes texts exceptionally well, with a logical flow, clear organisation of ideas, and effective transitions between paragraphs.	The learner writes texts with good organisation, a clear structure, logical progression, and effective transitions, contributing to a well-structured piece.	The learner writes texts with basic organisation, but the structure may lack clarity, and transitions between ideas may be somewhat abrupt.	The learner writes texts with challenging organisation and lacks clear structure and coherence, making it difficult for the reader to follow.

## APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING PROJECT

### Introduction

In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice, focusing on a single subject or combining multiple subjects. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will follow a Whole School Approach, involving all members of the school community. This includes teachers, school administration, parents/guardians/, the local community and support staff. It will be a collaborative effort where the Social Studies teacher will coordinate and work with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme for the CSL project, drawing from different Learning Areas and broader categories of Pertinent and Contemporary Issues (PCIs). The project should also provide an opportunity for learners to develop core competencies and nurture values. Learners will participate in a **variety of** integrated CSL group projects, working in teams and following a six-step milestone approach as follows:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<p><b>Problem Identification</b></p> <p>Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be:</p> <ul style="list-style-type: none"><li>• Environmental degradation</li><li>• Lifestyle diseases, Communicable and non-communicable diseases</li><li>• Poverty</li><li>• Violence and conflicts in the community</li><li>• Food security issues</li></ul>

Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention, and set timelines for execution.
Milestone 4	<b>Implementation</b> The learners execute the project and keep evidence of work done.
Milestone 5	<b>Showcasing /Exhibition and Report Writing</b> Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback.
Milestone 6	<b>Reflection</b> 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.

**Note:** The milestones will be staggered across the three terms of the academic calendar.

### **Assessment of Community Service Learning Integrated Project**

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

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

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

