



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

**UPPER PRIMARY SCHOOL**

**CURRICULUM DESIGN**

**GRADE 4**

First Published 2017

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### LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
9.	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>35</b>

## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

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

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

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

#### **a) Social Needs**

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

#### **b) Economic Needs**

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

#### **c) Technological and Industrial Needs**

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

### **3. Promote individual development and self-fulfilment**

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

**4 Promote sound moral and religious values**

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

**5. Promote social equity and responsibility**

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

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

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

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

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

**8. Good health and environmental protection**

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

## **GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION**

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

## **ESSENCE STATEMENT**

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in a non-formal curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible programs. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning of these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1 in Arabic, German and French and YCT 2 in Mandarin Chinese.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of Middle 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 appreciation of the country's rich, diverse cultural heritage for harmonious co-existence, manage pertinent and contemporary issues in society effectively.



## STRAND 1.0: LISTENING AND SPEAKING

Theme 1: Greetings and Introduction				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.1 Phonological Awareness</b>  (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify initials and finals in Chinese, b) differentiate the four tones in Mandarin syllables, c) appreciate the uniqueness of the Chinese language.	The learner is guided to : <ul style="list-style-type: none"> <li>● listen to a simple song on Mandarin initials and finals,</li> <li>● sing a song on initials and finals using a familiar tune,</li> <li>● listen to a recording with the four Chinese tones and repeat after it ( 一 二 三 四 ),</li> <li>● take turns saying syllables that have different Chinese tones (<i>b, p, m, f, d, t, n, l, g, k, h; j, q, x; a, o, e, i, u, ü ao, iao</i>),</li> <li>● practice saying hello and their names with the correct tones (<i>nǐ/nín hǎo, wǒ jiào ..... nǐ ne?.....</i>),</li> <li>● share how saying “hello + their name” in Chinese compares with various languages with peers.</li> </ul>	Why is it important to articulate tones correctly in Chinese?

**Core Competencies to be developed:**

Self-efficacy: the learner exhibits self-awareness skills as they share their names with others in class.

**Values:**

Unity is enhanced as the learner collaborates with peers greeting each other and saying their names in Chinese while at the same time comparing how they do the same in their own languages.

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

The learner develops effective communication skills as they pronounce syllables correctly and respond to greetings appropriately.

**Link to other subjects:**

The learner links their learning to English and Kiswahili languages on the correct articulation of syllables.

Theme 2: My Family				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.2 Phonological Awareness</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) recognize nouns in listening contexts, b) differentiate between the initial and final components in the Chinese language, c) appreciate the importance of articulating initials and finals in communication. d) display enthusiasm in articulating their thoughts more clearly.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to and repeat a song on nuclear family members,</li> <li>● listen to short sentences on family members and match them with the pictures provided,</li> <li>● repeat a tongue twister to distinguish the 4 tones (妈妈骑马。马慢, 妈妈骂马),</li> <li>● listen to an audio and select the correct pinyin for names of members of the family (<i>mā, mǎ, mà, má bā bǎ bà bá</i>),</li> <li>● answer questions (那是谁) according to the pictures provided,</li> <li>● take turns to introduce members of their own families to their peers,</li> <li>● compare and contrast the duplication of syllable in Chinese and Kiswahili (<i>bàba, māma, jiějie, dìdi vs. baba, mama, dada, kaka</i>),</li> <li>● discuss what they value about their family with peers.</li> </ul>	What strategies can you use to speak Chinese clearly?

**Core Competencies to be developed:**

Communication and Collaboration: The learner develops communication skills as they speak clearly and effectively and take turns to introduce their nuclear family members to their peers.

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

Social cohesion is enhanced when a learner introduces their nuclear family members to their peers and defines the ties they have with their family members.

**Values:**

Respect is enhanced as the learner remains open-minded to the diverse opinions of their peers as they introduce their nuclear family members.

**Link to other subjects:**

The learners link their learning to Kiswahili as they compare and contrast the duplication of syllables in names of family members.

**Theme 3: My Surroundings**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.3 Phonological Awareness</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) combine syllables to form disyllabic words in Chinese, b) construct simple sentences on various themes, c) acknowledge the importance of pronouncing words correctly when speaking.	The learner is guided to: <ul style="list-style-type: none"> <li>● look at pictures of household items and combine the syllables given to form words and say them aloud,</li> <li>● listen to an audio recording related to house items and rooms and repeat the vocabulary (<i>e.g.</i> 厨房; 客厅; 卧室; 桌子; 厕所; 椅子; 床; 电视; 冰箱),</li> <li>● say the location of household items (椅子; 桌子; 床; 电视; 冰箱) in relation to house rooms using (在, 在...上、下),</li> <li>● take turns to ask and respond to questions on location of household items (<i>e.g.</i> 电视在哪儿? 电视在桌子上。),</li> <li>● sing a song on household items and rooms using the correct pronunciation,</li> <li>● discuss how placing household items in their appropriate places brings order in the house.</li> </ul>	Why is correct pronunciation of words important?

**Core Competencies to be developed:** Self-efficacy is exhibited as the learner identifies household items and rooms with the appropriate vocabulary.

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

Safety: There is awareness on home safety when the learner discusses the importance of placing household items in their appropriate places.

**Values:**

Responsibility: Responsibility is nurtured as the learner observes safety precautions when placing household items in their appropriate locations.

**Link to other subjects:** The learner links their learning to Indigenous, English and Kiswahili Languages on the importance of correct pronunciation of sounds and words in communication.

**Theme 4: Time**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.4 Imitative Speaking</b> (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) repeat words precisely in listening exercises,</p> <p>b) respond to questions from passages ,</p> <p>c) appreciate the importance of imitation in language acquisition.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● listen to an audio text on sequencing of days of the week and time (星期一至星期日, 昨天, 今天, 明天) and repeat,</li> <li>● listen and repeat rhymes on days of the week,</li> <li>● sing a song on numbers 1- 10,</li> <li>● listen to audio texts on simple activities for different days of the week (e.g. 星期一到星期五: 上学; 星期六和星期日: 在家休息) and answer questions,</li> <li>● research online or offline how days of the week are named in Kiswahili and Chinese (Jumamosi vs. 星期一) and share collaboratively,</li> <li>● discuss how they manage their time while undertaking activities during the week.</li> </ul>	<p>How does pronunciation affect communication?</p>

**Core Competencies to be developed:**

- Communication and Collaboration: The learner listens keenly and actively to audio texts on days of the week and answers simple questions.
- Digital Literacy: The learner connects to and uses the internet to explore the similarities and differences in how the days of the week are named in Kiswahili and Chinese.

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

Time management skills will be developed when the learner outlines how they manage their time during the week.

**Values:** Unity: The learner displays team spirit when they compare and contrast how days of the week are named in Chinese and Kiswahili.

**Link to other subjects:**

The learner links their learning to English and Kiswahili Language on the role of imitation in enhancing language proficiency.



<b>Theme 5: Fun and Enjoyment</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.5 Listening for Gist</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) mark off intended words and phrases from spoken materials, b) extract general information from given texts, c) appreciate the importance of active listening in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to a recording and list items (蜡烛、刀、盘子、杯子) used during their birthday,</li> <li>● listen to and sing ‘the happy birthday song’ and say the words and phrases(祝、生日、快乐) related to birthday parties,</li> <li>● share the various activities they like doing during birthday parties with peers e.g. (切蛋糕、送礼物、和朋友一起玩, etc.),</li> <li>● take turns in sharing when their birthday is with their peers (你生日是几月几号? ),</li> <li>● answer questions related to birthday’s collaboratively e.g. 过生日的时候会做什么? ),</li> </ul>	How can one get general information from texts?

			<ul style="list-style-type: none"> <li>● dramatize a birthday party while bringing out the items and activities undertaken with peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Creativity and imagination: the learner exhibits artistic expression of ideas as they dramatize a birthday party as a group task.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Mental health: the learner gains an awareness that birthdays can be celebrated in various ways and still be meaningful as they share what they like doing during their birthday parties.</p>				
<p><b>Values:</b>  Love: the learner exhibits generosity as they gift their peers with imaginary gifts in the dramatized birthday party.</p>				
<p><b>Link to other subjects</b>  The learner links their learning to Creative Arts and Sports as they express themselves artistically in various ways during the birthday dramatization.</p>				

**Theme 6: Foods and drinks**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.6 Imitative Speaking</b> (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) enumerate words cited within an auditory content.</p> <p>b) pronounce words, phrases, and sentences in diverse contexts with correct pace and intonation,</p> <p>c) appreciate the role of correct pronunciation in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● repeat the names of food items after an audio recording, (芒果; 香蕉; 葡萄; 菠菜; 橄榄菜; 牛肉; 鸡肉, 茶; 咖啡, 米饭; 饼) ,</li> <li>● look at pictures/drawings of food items (芒果, 香蕉, 菠菜; 橄榄菜; 牛肉; 鸡肉, 茶; 咖啡, 米饭; 饼) , and talk about when the foods are eaten (早、午, 晚饭) with peers,</li> <li>● respond to simple instruction in Chinese (这是什么? ),</li> <li>● listen to a simple text related to food items then repeat in the correct pace and intonation,</li> <li>● read a tongue twister on food items (吃葡萄不吐葡萄皮, 不吃葡萄倒吐葡萄皮,</li> <li>● discuss the importance of different food items to one's health collaboratively.</li> </ul>	<p>Why is accurate pronunciation crucial in communication?</p>

**Core Competencies to be developed:**

Communication and collaboration: the learner listens keenly and actively to the audio recording and later repeats saying the names of different food items.

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

Healthy Eating: The learner appreciates the essence of having healthy-eating habits as they discuss and gain awareness of the importance of different food and drink items to one's health.

**Values:**

Responsibility: The learner demonstrates a sense of hard work by engaging and accomplishing tasks with peers.

**Link to other subjects:** Learner link their learning to Kiswahili and English languages on the role of proper intonation and pace in facilitating effective communication.

Theme 7: My Body				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>Listening and Speaking</b>	<b>1.7 Listening for Gist</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) single out crucial vocabulary from auditory materials, b) respond to simple instructions in Chinese, c) appreciate the importance of listening for general information.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen and sing along to a song on parts of the body (头, 肩膀, 膝盖, 脚...眼睛, 耳朵, 嘴巴, 鼻子),</li> <li>● listen to an audio and point to the respective body part mentioned,</li> <li>● listen and repeat words read out by their peers related to parts of the body from a chart,</li> <li>● listen to and give answers to riddles on parts of the body in Chinese (<i>i am in the middle of the face and i help you breathe</i>)</li> <li>● mention a word related to a part of the body (吃) and have peers guess which part of the body is related to the word,</li> <li>● play broken telephone game on parts of the body to develop attentive listening skills.</li> </ul>	How can one capture key points while listening to texts?

**Core Competencies to be developed:**

- Communication and collaboration: The learner develops teamwork skills as they guess the parts of the body mentioned by their peers.
- Self-efficacy: the learner identifies who they are when they point out the different parts of their body.

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

Self-awareness: the learner develops self-awareness skills as they learn about different parts of their bodies.

**Values:**

Respect: patience is nurtured as the learner waits for their turn to participate in the broken telephone game.

**Link to other subjects:**

The learner links their learning to English and Swahili languages on the role of listening to acquire general information.

**Theme 8 : Weather and Environment**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.8 Imitative Speaking</b> (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recall targeted vocabulary from pictures in listening contexts,</p> <p>b) repeat words, phrases and sentences for fluency,</p> <p>c) appreciate the importance of imitation for mastery of pronunciation.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● look at pictures/images/cards of weather features and say what they see (太阳; 云; 风; 雨; 雪) ,</li> <li>● listen to an audio text on weather features and touch each weather feature image while reciting the corresponding vocabulary(e.g. 太阳; 云; 风; 雨; 雪),</li> <li>● repeat sentences on weather features in class (e.g. 这是太阳; 太阳很大; 这是云; ),</li> <li>● take turns asking each other the names of the weather features (这是什么? 这是太阳。),</li> <li>● evaluate their peers' pronunciation of words and sentences related to weather features,</li> <li>● research online on extreme weather events caused by weather features.</li> </ul>	<p>How can one communicate clearly and effectively?</p>

**Core Competencies to be developed:**

- Communication and collaboration: The learner speaks clearly and effectively about the weather features as they take turns to ask each other questions about weather features.
- Digital literacy: Learner uses digital tools to do research on extreme weather features.

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

Environmental issues awareness: Learner develops awareness of environmental issues when they undertake research on extreme weather events caused by weather features.

**Values:**

Respect: The learner understands and appreciates peers' strengths and weaknesses as they evaluate each other's pronunciation of the weather features vocabulary.

**Link to other subjects:**

Learning is linked to Arabic, German and French languages on the importance of repetition by learners to acquire fluency and accents in the respective languages.



**Theme 9: Getting Around**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.9 Listening for Gist</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) point out overall information in listening material, b) provide clear instructions to others in interactions, c) exhibit interest in listening attentively in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen and write down vocabulary of different items found at home, (花园, 沙发, 浴室, 窗户, 门),</li> <li>● listen to an audio text and point to prepositions from flash cards (在, 上面, 下面, 旁边, 右边, 左边),</li> <li>● listen to sentences and place household items in the correct places according description (e.g. 沙发在门旁边),</li> <li>● describe the locations of different areas/ items at home as their peers visualise and draw what they hear collaboratively,</li> <li>● ask their peers on the locations of different areas of their house using the acquired vocabulary,</li> <li>● discuss with peers the importance of placing different items in the house in their appropriate locations for order.</li> </ul>	How do you get information from oral texts?

**Core Competencies to be developed:**

Communication and collaboration- the learner listens keenly and actively to peers' descriptions of locations of different areas/ items at home and draws what they hear.

**Pertinent and Contemporary Issues (PCIs)**

Effective Communication: The learner practices effective communication by listening keenly to sentences and placing household items in the correct places according to descriptions.

**Values:**

Responsibility- The learner shows respect to property as they discuss why they put different items in different locations in the house.

**Link to other subjects:**

The learner links their learning to English and Kiswahili languages on the vital role of attentive listening in communication.

### ASSESSMENT RUBRIC: LISTENING AND SPEAKING

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to use words and phrases accurately in oral conversations.	The learner employs all the intended words and phrases in oral conversations; attempts are made to use a wide variety of words and phrases in the oral interactions.	The learner employs all the intended vocabulary and phrases in oral conversations.	The learner employs some of the intended vocabulary and phrases in oral conversations.	The learner employs a limited number of the intended vocabulary and phrases in oral conversations.
Ability to incorporate spoken language cues in oral conversations (pace, intonation, pronunciation, stress and intonation).	The learner uses correct pace, intonation, pronunciation and stress at all times when taking part in oral conversations. Pronunciation and intonation is clear and accurate at all times.	The learner uses correct volume, pace, intonation, pronunciation and stress at all times when taking part in oral conversations. Pronunciation and intonation is clear and accurate most times.	The learner uses correct volume, pace, intonation, pronunciation and stress most of the time when taking part in oral conversations. Pronunciation and intonation errors sometimes make it difficult to understand the learner.	The learner uses correct volume, pace, intonation, pronunciation and stress on rare occasions when taking part in oral conversations. Pronunciation and intonation errors frequently make it difficult to understand the learner.

<p>Ability to comprehend the content of oral conversations by providing accurate feedback to questions.</p>	<p>Learner comprehends all the ideas in oral conversations and gives responses to all questions. Keeps the conversation ongoing by asking follow-up questions.</p>	<p>Learner comprehends all the ideas in oral conversations and gives responses to all questions.</p>	<p>Learner comprehends some ideas in oral conversations and gives responses to some questions.</p>	<p>Learner comprehends few ideas in oral conversations and gives limited responses to the questions.</p>
<p>Ability to employ non-verbal cues in oral interactions.</p>	<p>The learner uses non-verbal cues effectively in their oral interactions where necessary. Displays confidence when using the non-verbal cues.</p>	<p>The learner uses non-verbal cues in their oral interactions adequately where necessary.</p>	<p>The learner uses some non-verbal cues in their oral interactions where necessary. Some nonverbal cues are used inappropriately which interfere with communication.</p>	<p>The learner uses some non-verbal cues in their oral interactions where necessary. Many nonverbal cues are used inappropriately which interfere with communication.</p>

## STRAND 2.0: READING

Theme 1: Greetings and Introduction				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading Aloud (2 lessons)	By the end of the sub strand, the learner should be able to: a) highlight initials and finals in a text, b) articulate Chinese syllables in simple texts, c) acknowledge the importance of correct pronunciation in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● read out the syllables and words combined correctly then outline various finals and initials in them,</li> <li>● combine jumbled up initials, finals and tones to form correct Chinese syllables and words,</li> <li>● read short passages on basic greetings and self-introduction aloud (<i>nǐ/nín hǎo, wǒ jiào ..... nǐ ne?.....</i>),</li> <li>● take turns reading short introduction passages aloud with peers,</li> <li>● practice reading out rhymes on similar words with different tones in class.</li> </ul>	How can you pronounce words clearly when reading out loud?
<p><b>Core Competencies to be developed:</b>            Communication and collaboration: the learner exhibits teamwork skills as they take turns in reading the short passages and rhymes.</p>				

**Values:**

Respect is enhanced as the learner displays patience when waiting for their turn to perform a reading task.

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

The learner becomes aware of cultural differences in greetings that exist between Chinese and their own languages when they read short passages on introduction.

**Link to other subjects:**

The learner links their learning to English and Swahili Language on the importance of correct pronunciation of sounds and words in communication.

DRAFT

Theme 2: Family				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.2 Guided Reading</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) read words and phrases with correct tones, b) determine correct vocabulary from materials, c) articulate the value of family in society.	The learner is guided to: <ul style="list-style-type: none"> <li>● read out names of members of the nuclear family from a family tree,(爸爸, 妈妈, 姐姐, 哥哥, 弟弟, 妹妹, 女儿, 儿子),</li> <li>● read out names of nuclear family members from flashcards with the correct tones,</li> <li>● find names of members of a nuclear family from a crossword puzzle and read them out,</li> <li>● indicate whether the pictures provided correspond to the words accompanying them (判断对错),</li> <li>● in groups or pairs read out rhymes on nuclear family members,</li> <li>● express the importance of individual family members in the nuclear family.</li> </ul>	How do you read tones correctly to enhance communication?

**Core Competencies to be developed:**

Communication and collaboration-The learners develop communication skills as they read correctly and clearly the importance of members in the nuclear family.

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

Social cohesion is strengthened as the learners express the importance of individual family members in the nuclear family.

**Values:**

Responsibility is enhanced as the learners diligently dedicate their time to finish the tasks assigned.

**Link to other subjects:**

The learner links their learning to English and Swahili on the importance of recognition of words before reading them out.



**Theme 3: My Surroundings**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.3 Reading Aloud</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline words and phrases from a reading text, b) articulate words and phrases in simple dialogues, c) appreciate the importance of correct articulation when communicating.	The learner is guided to: <ul style="list-style-type: none"> <li>● look at pictures of items and rooms found in the house in groups or pairs and read out their names (<i>e.g.</i> 厨房; 客厅; 卧室; 桌子; 厕所; 椅子; 床; 电视; 冰箱),</li> <li>● read through a written paragraph and underline words and phrases of items and rooms found in the house collaboratively,</li> <li>● take turns to read out dialogues on the location of household items from a chart using in, on, at, above, and below (<i>e.g.</i> 电视在哪儿? 电视在客厅。),</li> <li>● evaluate peers' pronunciation during reading out dialogues on the location of items in the house,</li> <li>● chant a poem on the importance of placing household items in their appropriate rooms with the correct pronunciation.</li> </ul>	Why is correct articulation important when reading?

			<ul style="list-style-type: none"> <li>practice reading words and sentences as the peers check on their pronunciation.</li> </ul>	
<p><b>Core Competencies to be developed:</b>          Problem Solving is enhanced as the learner listens to their peers' pronunciation and has to make an evaluation.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>          Effective Communication: The learner articulates words, phrases, and sentences on household rooms and items confidently with the correct pronunciation.</p>				
<p><b>Values:</b>          Responsibility: The learner displays patience and humility when assessing and receiving feedback on ways to improve pronunciation from peers after reading dialogues on locations of items in the house.</p>				
<p><b>Link to other subjects:</b>          The learner links their learning to English and Kiswahili Languages on the relevance of correct pronunciation in communication.</p>				

**Theme 4: Time**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.4 Reading Aloud</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify target vocabulary and phrases in written text, b) articulate words and phrases audibly, c) acknowledge the importance of correct pronunciation in reading fluency.	The learner is guided to: <ul style="list-style-type: none"> <li>● read out characters on numbers from flashcards in class (e.g. 一、二、三.....十),</li> <li>● look at flashcards/ word cards on seven days of the week and read them out loud (星期一; 星期二; 星期三; 星期四; 星期五; 星期六; 星期天),</li> <li>● arrange jumbled up word cards/ flash cards of days of the week in the correct sequence collaboratively and read them out loud,</li> <li>● match days of the week with activities that happen on corresponding days (e.g. 星期一: 去学校; 星期五: 去清真寺; 周日: 去教堂) and read them out in class,</li> <li>● assess peers' pronunciation while reading out loud days of the week jointly.</li> </ul>	What practical ways can be employed to enhance reading fluency?

**Core Competencies to be developed:**

Communication and collaboration: The learner develops reading skills by clearly and correctly reading out days of the week in different contexts.

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

Self-awareness: The learner develops an awareness of their strengths and weaknesses in pronunciation through peer assessment of reading days of the week.

**Values:**

Unity: The learner exhibits team spirit as they collaborate with peers to arrange word cards on the days of the week in the correct sequence.

**Link to other subjects:** The learner links their learning to the Kiswahili Language on the use of numbers to name days of the week.

**Theme 5:Fun and Enjoyment**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.5 Reading Aloud</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) point out keywords and phrases from reading texts, b) express words and phrases in simple sentences, c) exhibit a positive attitude towards oral communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● look at words and phrases displayed on blackboard/charts and circle those that are related to birthday activities, read the words identified aloud,</li> <li>● listen to their peers reading and identify targeted vocabulary,</li> <li>● answer questions related to birthdays e.g. 你生日是几月几号? 过生日的时候会做什么?,</li> <li>● read out simple words and sentences related to birthdays for peer assessment,</li> <li>● rearrange jumbled up words and phrases related to birthdays to form correct sentences collaboratively,</li> <li>● recite them out loud to their peers,</li> <li>● create a digital reading journal on the words, phrases and sentences already acquired for self-assessment .</li> </ul>	Why do we read aloud?

**Core Competencies to be developed:**

- Communication and collaboration: the learner exhibits teamwork skills when they work as a group to rearrange jumbled up words to form correct sentences.
- Digital literacy: the learner uses digital technology to effectively accomplish own tasks when they create digital reading journals for self-assessment.

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

Peer mentorship is exhibited when the learner reads out simple words and sentences related to birthdays for peer assessment.

**Values:**

- Love: The learner cultivates respect as they work with their peers to solve group tasks.
- Unity: the learner collaborates with others when they rearrange jumbled up words and phrases to form correct sentences with peers.

**Link to other subjects:**

The learner links their learning to English and Kiswahili language on the importance of accurate pronunciation of words. .

**Theme 6: Foods and drinks**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>2.0 Reading</b></p>	<p><b>2.6 Guided Reading</b> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) distinguish the vocabulary used in reading texts,</p> <p>b) articulate words and phrases acquired in various contexts,</p> <p>c) acknowledge the importance of developing good reading skills when relaying information.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● categorise different food items according to the time when they are eaten (早、午, 晚饭) collaboratively,</li> <li>● match different food items displayed with their corresponding names aloud,</li> <li>● read out vocabulary related to food items from texts in turns (芒果; 香蕉; 葡萄; 菠菜; 橄榄菜; 牛肉; 鸡肉, 茶; 咖啡, 米饭; 饼),</li> <li>● role play a conversation on identification of food items (e.g. 这是什么? 这是红色的苹果),</li> <li>● share picture cards of their favorite food items (水果、蔬菜、肉、饮料、零食) and read aloud in turns,</li> <li>● collectively discuss why it is important to articulate words clearly when reading.</li> </ul>	<p>Why is correct articulation of words important when reading?</p>

**Core Competencies to be developed:**

Learning to learn: the learner develops relationship skills when they work with their peers to categorise the different food items.

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

Peer education and Mentorship: the learner develops healthy interpersonal relationships as they collectively discuss why clear pronunciation and articulation of words is important when reading.

**Values:**

Respect is fostered as the learner appreciates the diverse opinions of their peers during the discussion.

**Link to other subjects:**

The learner link their learning to Arabic, French and German on the importance of accurate pronunciation while reading texts.



**Theme 7: My Body**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.7 Guided Reading</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) highlight key words and phrases from texts, b) repeat words and phrases in a given text, c) recognise the importance of repetition in improving reading fluency.	The learner is guided to: ● read simple sentences about parts of the body and circle the word from a word scramble, ● listen to an audio recording and list vocabulary on parts of the body from a simple text, ● read out words related to the various body parts (头, 肩膀, 膝盖, 脚... 眼睛, 耳朵, 嘴巴, 鼻子) from flashcards in turns, ● answer simple questions from texts about body parts, ● watch an audiovisual clip and read the words with the correct tones, ● discuss the importance of body parts in their daily life(看, 说, 听, 笑, 哭) .	How does repetition aid in reading fluency?

**Core Competencies to be developed:**

Communication and collaboration: the learner demonstrates the skills of reading fluently and effectively when they discuss body parts.

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

Self-awareness: the learner develops awareness of the importance that various parts of the body play.

**Values:**

Love: the concept of love is nurtured in the learner as they read and learn to appreciate their various body parts and their importance.

**Link to other subjects:**

The learner links their learning to other foreign languages like Arabic, French and German on the important role of repetition in improving reading fluency.

**Theme 8: Weather and Environment**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.8 Reading Aloud</b> (2 lessons)	By the end of the sub strand, the learner should be able to a) identify key words and phrases in reading material, b) express words, phrases and sentences in texts, c) appreciate the importance of correct pronunciation in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● read out words (太阳; 云; 风; 雨; 雪) and phrases (e.g 这是太阳; 太阳很大; 这是云; ),</li> <li>● in a word square and circle words related to weather features,</li> <li>● pick random words and phrases related to weather features from a bag/container and read them out loud in turns,</li> <li>● chant words and phrases related to weather from a word wall ,</li> <li>● read aloud simple sentences related to weather features from a word wall/chart e.g. 这是太阳; 太阳很大; 这是云; ),</li> <li>● play a game with words that look similar but are different and practice reading them out to see if their peers can point out the differences (e.g. 太阳 and 代养 ).</li> </ul>	How can pronunciation affect communication?

**Core Competencies to be developed:**

Communication and Collaboration: the learner contributes to group decisions by recognising peers' ideas during discussion and observing rules of engagement.

**Pertinent and Contemporary Issues (PCIs)**

Healthy intra and interpersonal relationships: The learner develops healthy interpersonal relationships as they learn how to relate to their peers' while undertaking various tasks.

**Values:**

Love is nurtured when the learner respects their peers' opinions in the team activity.

**Link to other subjects:**The learner links their learning to English and Kiswahili languages on the value of correct pronunciation for effective communication.

**Theme 9: Getting Around**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<p><b>2.0 Reading</b></p>	<p><b>2.9 Reading Aloud</b> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify key words and phrases in a given context,</li> <li>b) read aloud simple sentences in a given context focusing on pronunciation,</li> <li>c) acknowledge the importance of correct pronunciation in oral communication.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● listen and repeat the names of different areas/items at home from a recording,</li> <li>● read the location of items in the different areas of the home to their peers as they transcribe/draw what they hear,</li> <li>● read aloud simple sentences related to locating items in various areas of the home focusing on pronouncing the words correctly,</li> <li>● draw an imaginary home and read the location of different areas/items in relation to others (e.g. <i>the sofa is next to the door</i>) collaboratively,</li> <li>● discuss the importance of correct pronunciation when reading aloud with peers.</li> </ul>	<p>Why should we pronounce words correctly?</p>

**Core Competencies to be developed:**

Communication and collaboration: the learner develops reading skills as they read out the location of items in the different areas of the home for their peers to transcribe/draw what they hear.

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

Social awareness: the learner gains an awareness of the essence of effective communication in societal interactions as they read the location of items in the different areas of the home to their peers to transcribe/draw what they hear.

**Values:**

Responsibility is developed when the learner engages in the assigned roles and duties with their peers.

**Link to other subjects:**

The learner links their learning to Kiswahili and English on the importance of clarity in communication to relay the intended information.

**ASSESSMENT RUBRIC: READING**

<p><b>Level</b> <b>Indicator</b></p>	<p><b>Exceeds Expectations</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Approaches Expectations</b></p>	<p><b>Below Expectations</b></p>
<p>Ability to identify key information from reading texts.</p>	<p>Learner clearly identifies the central idea as well as key words and phrases from the texts being read. The learner comprehends all the main points in the text without reference.</p>	<p>Learner identifies the central idea as well as key words and phrases from the text. The learner comprehends the main points in a text through reference.</p>	<p>Learner identifies the central idea but only provides few examples for the key words and phrases.</p>	<p>Learner identifies the central idea and provides but does not list the key words and phrases accurately.</p>

## STRAND 3.0: WRITING

Theme 1: Greetings and Introduction				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 <b>Guided Writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: a) write syllables and words with the correct tones, b) write simple sentences using vocabulary from a context, c) value the role of writing for effective communication.	The learner: <ul style="list-style-type: none"> <li>places the tone marks in the correct positions on the (<i>mā, má, mǎ, mà</i>) given words and syllables,</li> <li>writes short sentences on self-introduction paying attention to the correct tone marks,</li> <li>models out/ decorates the basic greetings using moldable material (pebbles, sand, cereals, plasticine, clay, thread etc.)</li> <li>displays the molded words in the classroom,</li> <li>writes basic greetings and self-introduction with the correct <i>Pinyin</i> (<i>nǐ/nín hǎo, wǒ jiào ..... nǐ ne?.....</i>),</li> <li>fills in missing punctuation marks in the given sentences.</li> </ul>	What role does handwriting play in communication?



**Core Competencies to be developed:**

Self-efficacy: the learner develops the skill of identifying who they are when writing their names using different materials and display them in class.

**Values:**

Respect is nurtured as the learner appreciates what their peers have displayed in the classroom without bias and negativity.

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

Creativity through self-expression is exhibited as the learner writes words using various materials.

**Link to other subjects:**

Creative Arts and Sports: The learner's artistic skills are developed as they mould words for the writing practice task.

## Theme 2 :My Family

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.2 Guided Writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: a) list words in pinyin and tones from texts, b) write Chinese characters in given tasks, c) acknowledge the use of characters in Chinese language.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to an audio on names of nuclear family members and write them down in pinyin,</li> <li>● fill in the names of family members in the family tree provided,</li> <li>● join Chinese strokes to form characters on family and display them for peer mentorship. (the strokes can be printed or joined using sticks, plasticine, mud, grass etc.),</li> <li>● colour different characters of names of nuclear family members in a paper,</li> <li>● compare and contrast the use of pinyin and characters with their writing system. (爸爸, 妈妈// baba, mama in Kiswahili).</li> </ul>	Why is it important to learn Chinese characters?
<b>Core Competencies to be developed</b>				
Self-efficacy: The learner develops written competence skills by being able to write down family members' names correctly.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Peer mentorship is developed as learners engage with their peers on how to creatively join the strokes of the Chinese characters.				

**Values:**

Respect is exemplified as learners join Chinese strokes to form characters in family, then stick to display, appreciating each other's perspective.

**Link to other subjects:**

The learner links their learning to Kiswahili as they compare and contrast how to write names of family members (kaka,( gēgē),dad

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**Theme 3: My Surroundings**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>3.0 Writing</b></p>	<p><b>3.3 Guided Writing</b> (1 lesson)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write simple words and short phrases in a dictation,</p> <p>b) construct sentences with the appropriate structures,</p> <p>c) demonstrate awareness on how <i>Pinyin</i> compares to English and Swahili in writing.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● look at pictures of house rooms and items and write down their respective names (e.g. 厨房; 客厅; 卧室; 桌子; 厕所; 椅子; 床; 电视; 冰箱),</li> <li>● listen to dictation and write the words they hear related to house rooms and items,</li> <li>● make a model house in the classroom of the various rooms and household items,</li> <li>● label the various house rooms and items with their respective names collaboratively,</li> <li>● draw a replica of rooms and household items found in their homes,</li> <li>● colour and label the various drawings made and present them to peers,</li> <li>● discuss how the names of house rooms and items written in Pinyin</li> </ul>	<p>Why is <i>Pinyin</i> important in learning Mandarin Chinese?</p>

			compare to English and Swahili equivalents jointly.	
<b>Core Competencies to be developed:</b>				
Creativity and Imagination: The learner undertakes tasks that encourage artistic expression of ideas when making a model house with various rooms and household items for labeling.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Creative thinking is developed as the learner innovatively models, colors, labels, and presents replicas of rooms and household items found in their homes.				
<b>Values:</b>				
Respect: Respect is nurtured as the learner appreciates diverse presentations of replicas of rooms and household items found in other learner's homes.				
<b>Link to other subjects:</b>				
The learner links their learning to Creative Arts as they build a model replica of a house with rooms and household items.				

**Theme 4:Time**

`Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.4 Guided Writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: a) write down simple words in varied contexts, b) construct simple sentences in varied contexts, c) develop an interest in writing characters.	The learner is guided to: <ul style="list-style-type: none"> <li>● trace characters of numbers 1-10 on writing material,</li> <li>● look at word cards of days of the week and copy their <i>Pinyin</i> and characters on paper/ notebook,</li> <li>● match days of the week with their corresponding English translations (<i>e.g.</i> 星期五- <i>Friday etc.</i>),</li> <li>● fill in gaps of sentences of activities done in different days of the week (<i>e.g.</i> 我__去学校; 我星期六__.),</li> <li>● write down sentences on simple activities during different days of the week <i>e.g.</i> (我星期三去学校。),</li> <li>● model numbers 1-10 using moldable material collaboratively (pebbles, sand, cereals, plasticine, clay, thread, etc.) and display them in class.</li> </ul>	What is the importance of writing in communication?
<p><b>Core Competencies to be developed:</b>            Communication and Collaboration: The learner writes clearly and spells the <i>Pinyin</i> of numbers and days of the week correctly.</p>				

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

Self-efficacy: The learner exhibits self-efficacy when they confidently and assertively write sentences on the activities they do on different days of the week.

**Values:**

Unity: The learner collaborates with peers to mould out character numbers using moldable material as a team.

**Link to other subjects:**

Learner links their learning to English and Kiswahili languages on the importance of learning new words for use in writing to facilitate communication.

**Theme 5: Fun and Enjoyment**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.5 Guided Writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: a) compile vocabulary related to birthdays in a given context, b) write simple words and phrases legibly and neatly, c) show awareness of the importance of writing legibly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● look at a picture of a birthday scene, write down the birthday items and activities they see on the picture,</li> <li>● look at a given text and note down vocabulary they can identify that is related to birthday celebrations,</li> <li>● draw ,label and colour items they use in their birthday parties correctly,</li> <li>● plan an imaginary birthday and create a list of items they would use in the celebration in groups or pairs,</li> <li>● design a birthday card using recyclable materials for their best friend with birthday wishes written in Chinese (祝你生日快乐!),</li> <li>● share their designs with their peers for appreciation.</li> </ul>	Why is writing legibly and neatly important?
<p><b>Core Competencies to be developed:</b>            Creative thinking and Imagination: the learner develops their communications and self-expression skills as they artistically make different birthday card designs for their peers.</p>				



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

Reducing waste and Upcycling: The learner gains awareness on the importance of recycling as they create birthday cards using recyclable materials.

**Values:**

Love: The learner portrays a caring attitude to their peers as they design birthday cards for their best friends.

**Link to other subjects:**

The learner links their learning to Creative Arts on the use of artistic expression as they create birthday cards.

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**Theme 6: Foods and Drinks**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>3.6 Guided Writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: a) utilise varied vocabulary in sentence construction, b) construct simple sentences on various themes, c) exhibit interest in writing clearly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to an audio recording and write down vocabulary on food items( two of each : 水果、蔬菜、肉、饮料、零食),</li> <li>● complete a word puzzle on food items with peers,</li> <li>● arrange the jumbled up words to form correct sentences,</li> <li>● create a food album with cut outs of different food items from newspapers/magazines/photos and write simple sentences in Chinese to accompany them,</li> <li>● indicate the number of strokes found in given characters related to food (e.g. 果, 肉... ) ,</li> <li>● design a healthy plate by selecting, arranging and labelling the food items that are useful to the body collaboratively,</li> <li>● discuss how a proper diet is important for wellness.</li> </ul>	Why should we write clearly?

**Core Competencies to be developed:**

Communication and collaboration: The learner exhibits skills of writing clearly and correctly when they arrange jumbled up words to form correct sentences.

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

Healthy Eating Habits: The learner develops awareness on the importance of a well-balanced diet as they create a healthy plate with food items that are useful to the body.

**Values:**

Respect: The learner is patient when they work collaboratively to complete a word puzzle on food items.

**Link to other subjects:**

Learner link their learning to Arabic, French and German on the importance of choosing a wide variety of vocabulary and writing clearly for effective communication.

**Theme 7: My Body**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.7 Guided Writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: a) establish target characters from texts, b) complete simple writing tasks with instruction, c) exhibit interest in writing Chinese Characters.	The learner is guided to: <ul style="list-style-type: none"> <li>● label a chart showing parts of the body (头, 肩膀, 膝盖, 脚...眼睛, 耳朵, 嘴巴, 鼻子),</li> <li>● highlight parts of the body from a crossword puzzle,</li> <li>● listen to a song on parts of the body and fill in the missing words in the song,</li> <li>● trace simple characters following the stroke order (手, 头),</li> <li>● work in groups or pairs and use glue to join Chinese strokes to form characters on parts of the body, then stick to display (the strokes can be printed or joined using sticks, plasticine, mud, grass etc.)</li> <li>● discuss how they can maintain body hygiene and grooming with peers.</li> </ul>	How can you cultivate an interest in writing?
<p><b>Core Competencies to be developed:</b> Communication and collaboration is enhanced as a learner writes Chinese characters clearly by tracing out simple characters following the stroke order.</p>				

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

Self-awareness: the learner becomes self-aware of their body parts as they label parts of the body and as they discuss how to take care of themselves.

**Values:**

Love: Learner show love for their bodies as they discuss with peers how they can maintain body hygiene and grooming.

**Link to other subjects:**

Learning is linked to English and Swahili languages on the importance of identifying key words from texts and using them to complete writing tasks.

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<b>Theme 8: Weather and Environment</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.8 Guided Writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: a) outline key words and phrases in a given context, b) compose simple words and phrases from written context, c) show interest in writing for effective communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● match pictures of weather features to their respective names collaboratively,</li> <li>● circle words related to weather features in a crossword puzzle,</li> <li>● rearrange scrambled-up letters and write the correct words and phrases ,</li> <li>● listen to a text and indicate whether the sentences given are true or false with peers,</li> <li>● draw the various weather features, colour and label them with the correct Chinese words,</li> <li>● discuss collaboratively how different weather features impact the environment.</li> </ul>	How can you write effectively?
<p><b>Core Competencies to be developed:</b>            Communication and Collaboration: the learner develops writing skills as they clearly and correctly write down words and phrases from the scrambled up letters.</p>				

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

Environmental Education: the learner gains an awareness of climate change as they discuss collaboratively how different weather features impact the environment.

**Values:**

Love is nurtured as the learner respects the views of their peers while undertaking class activities collaboratively.

**Link to other subjects:** Learners link their learning to Kiswahili, English, Arabic, German and French on the correct choice of words in writing for proper communication.

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**Theme 9: Getting Around**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.9 Guided Writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: a) extract keywords and phrases from an audio text, b) come up with short sentences in varied contexts, c) appreciate the role of neat handwriting in developing communication skills.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to a dictation of selected prepositions (在, 上面, 下面, 旁边, 右边, 左边),</li> <li>● match pictures to sentences describing different areas/ items in the home, (花园, 沙发, 浴室, 窗户, 门)</li> <li>● using pictures showing where different items are located in the home fill blanks (浴室在花园旁边)</li> <li>● construct a sentence from a given set of words and phrases collaboratively,</li> <li>● write a sentence describing the location of different things in the home and swap with peers for feedback.</li> </ul>	How do you know a sentence is correct?
<p><b>Core Competencies to be developed:</b> Communication and collaboration is developed as the learner works collaboratively with peers in coming up with sentences.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Peer teaching is encouraged as a learner gives feedback to their peers on sentences describing the location of different things in their home</p>				



**Values:**

Unity is fostered as a learner collaborates with peers to construct a sentence from a given set of words and phrases.

**Link to other subjects:**

Learning is linked to Arabic, German and French on the use of prepositions to show the location and position of things.

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### ASSESSMENT RUBRIC: READING

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to write using appropriate vocabulary and sentence structure.	Learner uses a variety of sentence structures and grammatical forms in writing that allow information to flow. Vocabulary is specific and appropriate, and there are minimal errors in grammar and word choice that do not impact understanding.	Learner uses a variety of sentence structures and grammatical forms that allow information to flow. Vocabulary is mostly appropriate, and several minor errors in grammar and word choice may have a slight impact on understanding.	Learner uses different sentence structures and grammatical forms that allow information to flow most of the time. Errors in grammar and word choice while writing leads to some errors in understanding the written content.	The learner uses limited sentence structures. Many errors in grammar and vocabulary lead to difficulty in understanding the written content.
Ability to write accurately and clearly.	Learner writes all the characters and uses all punctuations correctly. Learner is able to put all the tone marks on syllables correctly.	Learner writes most of the characters and uses most of the punctuations correctly. Learner is able to put most tone marks on syllables correctly.	Learner writes some of the characters and punctuations correctly. Learner is able to put some tone marks on syllables correctly.	Learner writes mostly in pinyin and is able to mark syllables with the correct tone through prompting.

## **CSL AT UPPER PRIMARY (GRADE 4-6)**

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

### **Steps in carrying out the integrated CSL activity**

#### **1) Preparation**

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

## 2) **Implementation CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

## 3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.