REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

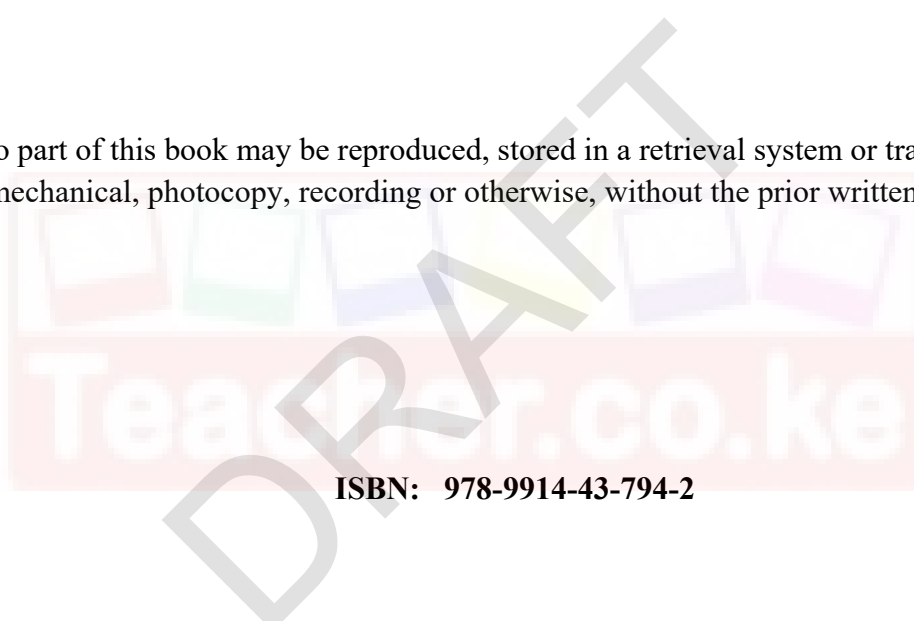# MANDARIN CHINESE

GRADE 8

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, 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 and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (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, Community Service Learning (CSL) activities 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.

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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 8 is the second level of the Junior Secondary School (JSS) in the new education structure.

Grade 8 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 8 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. The curriculum designs 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 8 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop 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), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable 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 Grade 8 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

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 8 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 Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for Grade 9.

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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	**45**

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **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 in order to make a positive contribution to the life of the nation.

ii) **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 in the wake of rapid modernization. Education should assist our youth to adapt 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 is in need of 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 recognizes 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.

iii)   **Promote individual development and self-fulfillment.**
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.

iv)   **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.

v)   **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which 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.

vi)   **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill 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 in order to build a stable and modern society.

vii)   **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.

viii) Promote positive attitudes towards good health and environmental protection.
Education should inculcate in young people the value of good health in order 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.

LEVEL LEARNING OUTCOMES

By the end of Middle School, the learner should be able to:
1. Apply literacy, numeracy skills and logical thinking appropriately in self-expression
2. Communicate effectively, verbally and non-verbally, in diverse contexts
3. Demonstrate social skills, 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, diverse cultural heritage for harmonious co-existence
8. Manage pertinent and contemporary issues in society effectively
9. Apply digital literacy skills appropriately for communication and learning.

ESSENCE STATEMENT

Kenya and China have deepened mutual political and economic engagement over the years, leading to increased people-to-people exchanges in trade, travel, international education, and culture participation. This presents a need and an opportunity for Kenyans to develop proficiency in Mandarin to be effective players in the global world. Learning Mandarin at Junior Secondary encourages learners to improve their proficiency and builds on the linguistic competencies developed at Upper Primary. It further develops the four basic language skills; listening, speaking, reading, and writing through cultural sensitivity, contextual topical content, and applied grammar. Emphasis is on the functional use of language, as well as acquisition of the necessary language skills through collaborative approaches. Learners are expected to attain an equivalent of HSK 3 (*Hànyǔ Shuǐpíng Kǎoshì - Chinese proficiency test*) and HSKK (*Hànyǔ Shuǐpíng Kǒuyǔ Kǎoshì* - Chinese beginner speaking exam) or YCT 4 (Young Chinese Test), which are international standardised tests of Chinese language proficiency in order to transit to Senior School. The learner will be empowered to respect, appreciate, and participate in the opportunities within own and the international community.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary School, the learner should be able to:
1. Communicate effectively about everyday issues in a range of contexts.
2. Develop writing skills relating to their everyday experiences.
3. Listen, comprehend and respond appropriately to mandarin texts in varied contexts.
4. Read varied texts of moderate complexity on familiar matters and everyday issues.
5. Use varied media to access and create information to enhance learning.
6. Appreciate one's and other people's culture for national cohesion and international consciousness.
7. Apply acquired knowledge, skills and attitudes to address challenges in everyday life.

STRAND 1.0: LISTENING AND SPEAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.1 Listening for Details: Home** (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify expressions and vocabulary related to household items from listening texts b) listen to texts for specific information c) appreciate the role of media in enhancing effective communication	The learner is guided to: • describe different household items as others visualise and draw what they hear in groups or pairs • listen to a narration and place household items in the right places • watch an audio visual clip on the location of different household items and summarize the key points • summarise the main ideas in a text related to household items • practise pronouncing words with the sounds *ai, ei, ui, ao* and *ou* correctly • create short audio recordings on their role in taking care of household items using digital technologies • share the recordings at school with peers for awareness creation	How do you get specific information from oral texts?
Core Competencies to be developed: • Communication and collaboration: the learner develops the skills of listening keenly and actively as they summarize the key information on the location of different household items.				

● Digital literacy: the learner develops skills of creating using technology when they compose short audio clips using digital technologies for awareness creation.	

Pertinent and Contemporary Issues (PCIs):
Creative thinking skills are developed when the learners compose short audio recordings to create awareness among peers on their roles in taking care of household items.

Core Values:
Responsibility is demonstrated as the learners take care of household items.

Link to other subjects:
Learners link their learning to Home Science on the concept of handling household items.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify expressions and vocabulary related to household items from listening texts	Learner identifies and explains all expressions and vocabulary related to household items from listening texts.	Learner identifies all expressions and vocabulary related to household items from listening texts.	Learner identifies most of the expressions and vocabulary related to household items from listening texts.	Learner identifies some of the expressions and vocabulary related to household items from listening texts.
Ability to listen to texts for specific information	Learner listens to texts and summarizes the specific information in depth.	Learner listens to texts and summarises the specific information.	Learner listens to texts and summarises the specific information with minor errors.	Learner listens to texts and summarises the specific information with major errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.2 Selective Listening: Buying Foodstuff** (4 lessons)	By the end of the sub strand, the learner should be able to: a) outline vocabulary on foodstuff and groceries sold at the market b) listen selectively to texts in a given context c) appreciate the role of listening attentively in communication	The learner is guided to: ● present pictures or drawings of foodstuff and groceries sold in the market and label them in pinyin or characters in pairs ● listen to a recording and construct sentences using vocabulary related to buying foodstuff (斤，公斤 etc.) ● share their experiences of buying groceries and foodstuff from supermarkets/open markets/kiosks in class ● watch a video clip of grocery shopping at a typical Chinese market and answer related questions ● use words and phrases related to counting appropriately when buying foodstuff and groceries (加，减，乘，除) ● play rhyming games with the sounds *iu, ie, üe* and *er* with peers ● identify and state the sounds they have difficulties pronouncing and collaborate with peers to find solutions	How can you improve your listening skills?

			● discuss the importance of having a shopping list while purchasing foodstuff in groups or pairs	

Core Competencies to be developed:
- Communication and collaboration: the learner develops skills to speak clearly and effectively as they share their shopping experiences with others.
- Critical thinking and problem solving: the learner demonstrates skills of active listening and communication when they identify the sounds they have difficulties with and find solutions with peers.

Pertinent and Contemporary Issues (PCIs):
Financial literacy: the learner develops a disciplined approach to spending their financial resources when they use shopping lists.

Values:
Responsibility is developed as learners evaluate and prioritise on what they need to buy.

Link to other subjects:
Learners link their learning to Business studies on the concept of managing financial resources.

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to outline vocabulary on foodstuff and groceries sold at the market	Learner eloquently outlines all vocabulary on foodstuff and groceries sold at the market.	Learner outlines all vocabulary on foodstuff and groceries sold at the market.	Learner outlines most vocabulary on foodstuff and groceries sold at the market.	Learner outlines some vocabulary on foodstuff and groceries sold at the market.
Ability to listen selectively to texts in a given context	Learner listens selectively to texts in a given context and provides detailed information during discussions.	Learner listens selectively to texts in a given context. Learner listens to texts and brings out sufficient information during discussions.	Learner listens selectively to texts in a given context but omits some information during discussions.	Learner listens selectively to texts in a given context but omits substantial information during discussions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.3 Listening for Gist : Holiday Activities** (4 lessons)	By the end of the sub strand, the learner should be able to: a) explain various holiday activities in Kenya and China b) listen to varied texts for general information c) exhibit interest in travelling for recreation	The learner is guided to: • mind map vocabulary related to holiday activities in groups or pairs • describe various holiday activities using pictures • watch an audio visual clip and compare holiday activities in Kenya and China with peers • listen to a tongue twister and correctly pronounce words and phrases with the sounds *an, en, ang* and *eng* • listen to a text about holiday activities and answer related questions • share experiences on their favourite holiday activities to build confidence in using the language with peers • brainstorm on ways of earning from leisure activities and make presentations in class	What are the strategies of getting general information from texts?
Core Competencies to be developed: • Citizenship: the learner develops creativity and entrepreneurship skills as they discuss ways of earning from leisure activities.				

• Communication and collaboration: the learner develops skills to listen keenly and actively as they summarise the general ideas in a listening text.				

Pertinent and Contemporary Issues (PCIs):
Financial literacy and analytical thinking skills are developed as learners explore ways of earning from leisure activities.

Core Values:
Patriotism: learners develop a love for their country when they compare holiday activities in Kenya and China.

Link to other subjects:
Learners link their learning to Social Studies where they learn about scenic spots and holiday destinations.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain various holiday activities in Kenya and China	Learner thoroughly explains and gives appropriate examples of the various holiday activities in Kenya and China.	Learner explains the various holiday activities in Kenya.	Learner partially explains the various holiday activities in Kenya and China.	Learner needs prompting to partially explain the various holiday activities in Kenya and China.
Ability to listen varied texts for general information	Learner listens to varied texts and responds appropriately to all questions in depth.	Learner listens to varied texts and responds appropriately to all questions.	Learner listens to varied texts and responds to most questions appropriately.	Learner listens to varied texts and responds to some questions appropriately.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.4 Oral Expressions :Seasons** (4 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish the various seasons using appropriate vocabulary b) talk about various topics using appropriate phrases and expressions c) display enthusiasm in using appropriate language for effective communication	The learner is guided to: ● sort out objects or pictures according to their seasons in groups or pairs ● describe the weather in the different seasons displayed in pictures in turns ● discuss which type of clothing goes with which season and why ● listen to a poem on seasons and express words and phrases with the sounds *in, un, ün, ing* and *ong* correctly ● research online or offline seasons in Kenya and China and make comparisons in groups or pairs ● discuss the negative effects of climate change in the community and share their findings with peers on various online forums	How can you speak clearly and effectively on various topics?

Core Competencies to be developed:
- Digital literacy: the learner develops skills of interacting with digital technology when they search for similarities and differences of seasons in Kenya and China.
- Critical thinking and problem solving: the learner demonstrates skills of open mindedness and creativity as they discuss the negative effects of climate change in the community.

Pertinent and Contemporary Issues (PCIs):

- Climate change: the learners develop an understanding of the effects of climate change in the community.
- Healthy inter and intra personal relationships: the learners develop healthy intra and inter personal relationships as they collaborate with their peers to undertake various tasks.

Values:

Unity is demonstrated as the learners work together to examine the effects of climate change in their community.

Link to other subjects:

Learners link their learning to Social Studies where they learn about seasons.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish the various seasons using appropriate vocabulary	Learner exhaustively distinguishes all the various seasons using appropriate vocabulary.	Learner distinguishes all the various seasons using appropriate vocabulary.	Learner distinguishes most of the various seasons using appropriate vocabulary.	Learner distinguishes some of the various seasons using appropriate vocabulary.
Ability to talk about various topics using appropriate phrases and expressions	Learner talks about various topics using rich and varied phrases and expressions.	Learner talks about various topics using appropriate phrases and expressions.	Learner talks about various topics using basic phrases and expressions.	Learner talks about various topics using limited phrases and expressions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.5 Listening Comprehension: School Systems** (4 lessons)	By the end of the sub strand, the learner should be able to: a) extract vocabulary related to school systems from listening texts b) summarise the main ideas in texts c) appreciate listening to texts for information and understanding	The learner is guided to: ● listen to a recording and highlight key terms related to school systems ● simulate dialogues with keywords and phrases related to school systems in groups or pairs ● listen to a dictation and rephrase the information in groups or pairs ● research online or offline the similarities and differences of school systems in Kenya and China ● make presentations of their findings in class	How do we avoid distractions while listening to a text?

Core Competencies to be developed:
● Critical thinking and problem solving: the learner develops researching skills as they look online for similarities and differences in the Kenyan and Chinese school systems.
● Communication and collaboration: the learner demonstrates the skills of listening keenly and actively when they rephrase information from a dictation.

Pertinent and Contemporary Issues (PCIs):
Creative thinking skills are developed as the learners simulate dialogues with key words and phrases on school systems.

Values:
The learners develop respect for the various school systems in the world.

Link to other subjects:
Learners link their learning to French, German and Arabic on listening for comprehension.

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to extract vocabulary related to school systems from texts	Learner exhaustively extracts all the vocabulary related to school systems from listening texts.	Learner extracts all the vocabulary related to school systems from listening texts.	Learner extracts most of the vocabulary related to school systems from listening texts.	Learner extracts some of the vocabulary related to school systems from listening texts.
Ability to summarise the main ideas in texts	Learner comprehensively summarises the main ideas in texts with relevant examples.	Learner summarises the main ideas in texts.	Learner partially summarises the main ideas in texts.	Learner struggles to summarise the main ideas in texts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.6 Selective Listening:** **Common Diseases** (3 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish common diseases using appropriate vocabulary b) listen selectively to texts for main ideas c) appreciate the role of listening selectively for general understanding	The learner is guided to: ● examine pictures and complete the crossword puzzle with the correct words related to common diseases ● use appropriate words and phrases to talk about the common diseases in their school or community ● watch an audio visual clip and match common diseases to the given pictures ● listen to a recording and paraphrase the information with appropriate scaffolding orally ● discuss with peers how to prevent or manage the common diseases at home and school	How can you extract key points from a listening text?

Core Competencies to be developed:
● Communication and collaboration: the learner develops the skills to listen keenly and actively as they paraphrase information on common diseases.
● Critical thinking and problem solving: the learner develops interpretation and inference skills as they explore possible ways to manage or prevent common diseases at home and school.

Pertinent and Contemporary Issues (PCIs):
Health issues: the learners develop awareness on ways of remedying common diseases in their environment.

Core Values:

Responsibility: the learners demonstrate responsibility for their health as they discuss ways to prevent and manage common ailments with peers.

Link to other subjects:

Learners link their learning to Home Science where they learn about common ailments.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish common diseases using appropriate vocabulary	Learner distinguishes and explains common diseases using appropriate vocabulary.	Learner distinguishes common diseases using appropriate vocabulary.	Learner distinguishes common diseases using appropriate vocabulary some of the time.	Learner struggles to distinguish common diseases using appropriate vocabulary.
Ability to listen to texts for main ideas	Learner listens to texts and gives rich and detailed answers to questions.	Learner listens to texts and answers the questions.	Learner listens to texts and gives partial answers to questions.	Learner listens to texts and struggles to answer questions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.7 Speaking Fluency: Buying Clothes** (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify key expressions and vocabulary related to buying clothes from texts b) speak fluently on diverse topics c) appreciate the importance of using correct pronunciation and articulation in communication	The learner is guided to: ● find items of clothing from a crossword puzzle in pairs ● listen to a recording and repeat key expressions and vocabulary on clothes shopping ● classify different clothing with their appropriate seasons or occasions orally ● talk about their experiences when shopping for clothes using appropriate vocabulary ● role play dialogues between a customer and shop assistant in pairs ● carry out a class survey to find out the various ways that their peers pay for goods and services while shopping ● make presentations of their findings in class	Why is fluency important in communication?

Core Competencies to be developed:
- Communication and collaboration: the learner develops the skills to speak clearly and effectively as they talk about their experiences when shopping for clothes.
- Critical thinking and problem solving: the learner develops researching skills when they carry out a survey to find out the various ways their peers pay for goods and services.

Pertinent and Contemporary Issues (PCIs):
Financial literacy: the learners develop awareness on various ways of paying for goods and services while shopping.
Core Values:
Love is fostered as the learners work together in groups or pairs to accomplish various tasks.
Link to other subjects:
Learners link their learning to German, Arabic and French where they learn about correct pronunciation and articulation of words.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify key expressions and vocabulary from texts	Learner identifies and explains the key expressions and vocabulary related to buying clothes from texts.	Learner identifies the key expressions and vocabulary related to buying clothes from texts.	Learner identifies most of the key expressions and vocabulary related to buying clothes from texts.	Learner identifies some of the key expressions and vocabulary related to buying clothes from texts.
Ability to speak fluently on diverse topics	Learner speaks naturally on diverse topics with no hesitations and excellent volume.	Learner speaks fluently on diverse topics.	Learner speaks with few hesitations and wavering volume on diverse topics.	Learner speaks with frequent hesitations and inaudible volume on diverse topics.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.8 Appreciative Listening: Media** (3 lessons)	By the end of the sub strand, the learner should be able to: a) describe personal experiences on media use in their everyday life b) listen to media broadcasts for enjoyment c) appreciate the role that media plays in their day to day life	The learner is guided to: ● share their experiences on how they use media in their everyday life ● debate the benefits and risks of using various media to carry out their tasks everyday ● source for and listen to their favourite songs/poems/tongue twisters etc. on various platforms ● create a library of their favourite audio materials and share with peers on various digital platforms ● propose ways of developing a positive digital identity across a range of platforms ● elaborate how media can be used as a tool to solve every day problems in the community	What do you enjoy listening to?

Core Competencies to be developed:
● Citizenship: the learner develops ethical digital citizenship skills when they maintain a positive online reputation across various digital platforms.
● Communication and collaboration: the learner develops skills of speaking engagingly as they debate on the benefits and risks of using various media.

- Digital literacy: the learner develops skills to interact with digital technology as they share their favourite songs/poems/tongue twisters on various digital platforms.

Pertinent and Contemporary Issues (PCIs):

Analytical thinking skills are demonstrated as the learners discuss how media can be used to solve everyday problems in the community.

Core Values:

Responsibility is developed when the learners use media positively to solve their everyday problems.

Link to other subjects:

Learners link their learning to Computer Studies as they learn about safe and responsible use of media.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe experiences on everyday media use.	Learner comprehensively describes personal experiences on media use in their everyday life.	Learner describes personal experiences on media use in their everyday life.	Learner partially describes personal experiences on media use in their everyday life.	Learner struggles to describe personal experiences on media use in their everyday life.
Ability to listen to media broadcasts for enjoyment.	Learner very quickly locates and listens to appropriate audio information for enjoyment.	Learner quickly locates and listens to appropriate audio information for enjoyment. Learner listens to media broadcasts for enjoyment.	Learner slowly locates and listens to appropriate audio information for enjoyment.	Learner very slowly locates and listens to appropriate audio information for enjoyment.

STRAND 2.0: READING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading Aloud: Household Items (4 lessons)	By the end of the sub strand, the learner should be able to: a) categorize household items into different types from a text b) pronounce words and phrases accurately in texts c) acknowledge the importance of correct pronunciation in oral communication	The learner is guided to: • arrange jumbled up flashcards of household items according to types • read out the names listed under different types of household items from a table • locate vocabulary on household items from crossword puzzles in groups or pairs • listen to a recording and read words with the sounds *ai, ei, ui, ao* and *ou* correctly • read short passages related to household items aloud in pairs or groups • search online or offline ways of observing safety precautions while using household items and present findings in class	Why is correct pronunciation important in communication?

			• discuss how correct pronunciation and articulation of words influences oral communication	

Core Competencies to be developed:

- Learning to learn: the learner develops skills of working collaboratively as they extract vocabulary on household items from crossword puzzles with peers.
- Digital literacy: the learner develops skills of connecting with digital technology when they search for safety precautions to be observed when using household items.

Pertinent and Contemporary Issues (PCIs):

Safety and security: the learners demonstrate awareness of the importance of observing the safety of self and others while using household items.

Values:

Responsibility is developed as learners uphold safety when using household items.

Link to other subjects:

Learners link their learning to Home Science when they care for household items.

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to categorize household items into types from a text	Learner exceptionally categorizes all household items into different types from a text.	Learner categorizes all household items into different types from a text.	Learner categorizes most household items into different types from a text.	Learner categorizes some household items into different types with cues.
Ability to pronounce words and phrases accurately in texts	Learner pronounces all words and phrases accurately in texts and self corrects mistakes all the time.	Learner pronounces all words and phrases accurately in texts.	Learner pronounces some words and phrases accurately, but struggles with the more difficult words in texts.	Learner inaccurately pronounces most words and phrases in texts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2 Reading Aloud: Buying Foodstuff (4 lessons)	By the end of the sub strand, the learner should be able to: a) point out information displayed on various items b) articulate words and phrases in simple texts and dialogues correctly c) acknowledge the importance of price comparison before buying goods	The learner is guided to: ● look through various items and read out the information displayed in groups or pairs ● read advertisements related to buying foodstuff/groceries and discuss the information displayed ● match various items to their appropriate descriptions and read the texts aloud ● read tongue twisters or poems with the sounds *ü , iu, ie, üe* and *er* in groups or pairs ● debate on the importance of reading labels on products before buying them ● dramatize a skit on how price comparison helps in saving money	Why should we pronounce words correctly?

Core Competencies to be developed:
● Communication and collaboration: the learner develops the skills to speak engagingly as they debate on the importance of reading labels on products before purchasing them.
● Learning to learn: the learner demonstrates the skill to work collaboratively with others as they dramatize a skit.

Pertinent and Contemporary Issues (PCIs):
Consumer awareness: the learners demonstrate awareness on the need to read labels on products or goods before purchasing them.

Values:
Responsibility: the learners develop an awareness of their role in getting vital information on the products they are buying from reading labels.

Link to other subjects:
Learning is linked to Business Studies on the concept of budgeting for one's financial resources.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to point out information displayed on various items	Learner exhaustively points out the information displayed on various items.	Learner points out the information displayed on various items.	Learner points out most of the information displayed on various items.	Learner has difficulty pointing out some of the information displayed on various items.
Ability to articulate words and phrases correctly	Learner naturally articulates words and phrases in simple texts and dialogues.	Learner articulates words and phrases in simple texts and dialogues.	Learner articulates words and phrases in simple texts and dialogues with occasional breaks; has difficulty with specific words.	Learner articulates words and phrases in simple texts and dialogues with frequent breaks; has difficulty with most words.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.3 Extensive Reading:** **Holiday Activities** (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify the leisure activities undertaken during holidays b) read a wide variety of texts for general understanding c) appreciate reading a variety of texts for pleasure	The learner is guided to: ● list the different activities undertaken during holidays in groups or pairs ● match vocabulary on holiday activities to their definitions ● read short passages on holiday activities silently and point out /summarise the details with peers ● unscramble words to make questions about holiday activities and then answer the questions using the information from the reading texts ● look for texts from various print and digital media and read them at their own time and pleasure ● discuss harmful practises or activities carried out during holidays and propose possible ways of resisting them with peers	1. How can you cultivate a reading culture? 2. Why are holiday activities important?
Core Competencies to be developed: • Communication and collaboration: the learner exhibits effective reading skills when they summarise key details from a reading passage.				

- Self-efficacy: the learner develops skills to reflect on their learning as they identify texts to read at their own time to build on their reading skills.

Pertinent and Contemporary Issues (PCIs):
Peer pressure: the learners develop awareness of how to resist taking part in harmful activities during holidays.

Values:
- Responsibility is developed as learners come up with possible ways of resisting peer pressure during holidays.
- Patriotism: the learners develop a love for their country when they explore the different holiday activities with peers.

Link to other subjects:
Learners link their learning to Life Skills Education on the aspect of resisting peer pressure.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify leisure activities	Learner exceptionally identifies all leisure activities from texts.	Learner identifies all leisure activities from texts.	Learner identifies most leisure activities from texts.	Learner identifies some leisure activities from texts.
Ability to read texts for general understanding	Learner creates compelling inferences based on in depth understanding of texts.	Learner creates logical inferences that demonstrate an understanding of texts.	Learner creates some logical inferences from texts.	Learner does not create logical inferences from texts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.4 Silent Reading: Seasons (5 lessons)	By the end of the sub strand, the learner should be able to: a) highlight the key terms related to seasons from a text b) read passages for comprehension c) appreciate reading silently to enhance comprehension	The learner is guided to: ● scan through short compositions related to seasons and read out the key terms ● identify vocabulary related to different seasons in groups or pairs ● read words and phrases with the sounds *in, un, ün, ing* and *ong* in groups or pairs ● read a comprehension passage on seasons and respond to related questions ● rephrase the key points in short reading passages ● organise readathons in the school community to encourage and promote their reading culture	How can you enhance understanding of texts while reading?

Core Competencies to be developed:
- Citizenship: the learner develops initiative and entrepreneurship skills as they organise readathons to promote the reading culture in the school community.
- Critical thinking and problem solving: the learner displays active listening and communication skills when they respond to questions from a comprehension passage.

Pertinent and Contemporary Issues (PCIs):
Analytical thinking skills: the learners demonstrate analytical thinking skills and proactive project management skills when they organise readathons in the school community.

Values:
Unity is enhanced as the learners work together harmoniously to accomplish various tasks.

Link to other subjects:
Learners link their learning to English, Kiswahili, Indigenous languages and Foreign Languages on effective reading skills.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to highlight key terms from a text	Learner exhaustively highlights all the key terms related to seasons from a text.	Learner highlights all the key terms related to seasons from a text.	Learner highlights most of the key terms related to seasons from a text.	Learner highlights some of the key terms related to seasons from a text.
Ability to read passages for comprehension	Learner reads passages and explains what was read in details.	Learner reads passages and explains what was read.	Learner reads passages and explains what was read with few omissions.	Learner reads passages and explains what was read with many omissions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5 Reading fluency: School Systems (5 lessons)	By the end of the sub strand, the learner should be able to: a) identify main ideas in a passage b) read short texts on familiar topics fluently c) acknowledge the role of reading fluently in enhancing comprehension	The learner is guided to: ● highlight words on school systems from a crossword puzzle ● listen to audio clips on school systems and then read along ● read short compositions on school systems with the right intonation, rythm and speed in groups or pairs ● record their own reading of short passages to reflect on aspects of fluency that need improvement ● discuss in groups and pairs ways or activities to enhance their reading fluency ● organise a reader's theatre in the school to practise their reading fluency with peers	Why do you read fluently?

Core Competencies to be developed:
- Self- efficacy: the learner develops the skills of effective communication when they reflect on aspects of their reading fluency that need improvement.
- Learning to learn: the learner demonstrates the skill to work collaboratively as they organise a reader's theatre in the school to improve on their reading fluency.

Pertinent and Contemporary Issues (PCIs):
Analytical thinking skills: developed as the learners come up with ways or activities to enhance their reading fluency with peers.

Values:				
Unity is displayed as the learners work together in organising a reader's theatre in the school.				
Link to other subjects:				
Learners link their learning to Foreign languages, Indigenous languages, English and Kiswahili where reading fluency is emphasised.				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify main ideas in a passage	Learner comprehensively identifies the main ideas in a reading passage.	Learner identifies the main ideas in a reading passage.	Learner partially identifies the main ideas in a reading passage.	Learner struggles to identify the main ideas in a reading passage.
Ability to read texts fluently	Learner reads short texts with appropriate phrasing and follows punctuation conventions; self corrects mistakes all the time.	Learner reads short texts with appropriate phrasing and follows punctuation conventions.	Learner reads short texts in short phrases and does not consistently follow punctuation conventions; makes some self-corrections.	Learner reads short texts word by word in monotone and needs a lot of prompting to self-correct their mistakes.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	**2.6 Reading Comprehension:** **Common Diseases** (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify common diseases from various texts b) read simple passages for comprehension c) propose strategies to enhance their reading skills	The learner is guided to: ● read short descriptions of various common diseases and match them to their correct names ● evaluate given texts for facts or opinions ● read a comprehension passage on common diseases and answer related questions ● discuss ways of improving their reading skills and share with peers during reading clubs ● engage a resource person to elaborate on ways of managing common diseases in the community	What does reading for comprehension entail?

Core Competencies to be developed:
● Critical thinking and problem solving: the learner develops interpretation and inference skills as they evaluate texts for facts and opinions.
● Communication and collaboration: the learner develops teamwork skills when they discuss ways of improving their reading skills with peers.

Pertinent and Contemporary Issues (PCIs):
Parental engagement is exhibited as the learners engage with a resource person to expound on ways of managing common diseases in their community.

| Values: |
| Unity: the learners work harmoniously with peers in undertaking various tasks. |

Link to other subjects:
Learners link their learning to English, Kiswahili and Indigenous languages on effective reading skills.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify common diseases from texts	Learner comprehensively identifies all common diseases from various texts.	Learner identifies all common diseases from various texts.	Learner identifies most of the common diseases from various texts.	Learner struggles to identify some common diseases from various texts.
Ability to read texts for comprehension	Learner reads texts and answers questions without prompting.	Learner reads texts and answers questions with a few prompts.	Learner reads texts and answers questions with numerous prompts.	Learner reads texts and cannot answer questions even with prompts and hints.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.7 Appreciative Reading:** **Buying Clothes** (5 lessons)	By the end of the sub strand, the learner should be able to: a) extract adjectives related to buying clothes from passages b) read various texts for enjoyment c) appreciate reading for pleasure on a variety of themes	The learner is guided to: • read out adjectives related to buying clothes from flashcards • take turns picking cards with short descriptions on clothes and list the adjectives used • read rhyming poems or songs in groups or pairs • find mistakes in sentences from the given passages and correct them • source and read texts on topics of their choice through various media • share various reading texts with peers on online forums • form a class library with books collected from their peers to enhance their reading skills	How can we make reading enjoyable?

Core Competencies to be developed:
• Digital literacy: the learner develops skills of connecting using technology as they source for texts on their desired topics.
• Citizenship: the learner develops active community life skills when they form a class library to enhance their reading skills.

Pertinent and Contemporary Issues (PCIs):
Analytical and problem solving skills are developed as the learners identify and correct mistakes in sentences.

Values:				
Unity: the learners harmoniously take turns in giving descriptions of clothes.				

Link to other subjects:				
Learning is linked to Arabic, French and German on effective reading skills.				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to extract adjectives related to buying clothes from passages	Learner extracts and explains all adjectives related to buying clothes from passages.	Learner extracts all adjectives related to buying clothes from passages.	Learner extracts most adjectives related to buying clothes from passages.	Learner requires a lot of prompting to extract some adjectives related to buying clothes from passages.
Ability to read various texts for enjoyment	Learner independently identifies and reads a wide variety of texts for enjoyment.	Learner identifies and reads a variety of appropriate texts for enjoyment.	Learner identifies and reads a limited variety of texts for enjoyment.	Learner struggles to identify and read basic texts for enjoyment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.8 Reading Fluently: Media (4 lessons)	By the end of the sub strand, the learner should be able to: a) outline vocabulary related to media from a passage b) read simple texts on media fluently c) appreciate reading books for vocabulary enrichment	The learner is guided to: • read short passages and underline key words related to media • scan a poster on use of media in everyday life and read the vocabulary and expresssions out loud • take turns reading simple dialogues and texts on everyday use of media accurately from charts • organise readathons in the classroom to improve reading fluency among peers • suggest ways of observing safety precautions and practices when using media everyday	What strategies can you use to read fluently?

Core Competencies to be developed:
- Digital literacy: the learner develops skills of connecting using technology as they search for information on how media affects social life.
- Learning to learn: the learner develops skills of organising their own learning when they undertake readathons in the classroom to improve reading fluency among peers.

Pertinent and Contemporary Issues (PCIs):
Internet safety: the learners develop awareness on the importance of observing safety precautions and practises while using media.

Values:
Responsibility is developed as learners observe safety precautions and practices when using media everyday.

Link to other subjects:
Learning is linked to Computer Science where safety and ethical use of media is learnt.

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to outline vocabulary	Learner outlines and explains all vocabulary related to media from a passage.	Learner outlines all vocabulary related to media from a passage.	Learner outlines most of the vocabulary related to media from a passage.	Learner needs prompting to outline some vocabulary related to media from a passage.
Ability to read texts fluently	Learner meticulously reads simple texts on media with clear and accurate pronunciation, rhythm and intonation.	Learner reads simple texts on media with clear and accurate pronunciation, rhythm and intonation.	Learner reads simple texts on media with clear pronunciation, rhythm and intonation sometimes; has occasional errors.	Learner read texts on media unclearly with frequent errors in pronunciation, rhythm and intonation.

STRAND 3.0: WRITING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.1 Guided Writing: Household Items** (3 lessons)	By the end of the sub strand, the learner should be able to: a) use vocabulary related to household items in writing b) write characters legibly and neatly c) justify the importance of writing legibly for effective communication	The learner is guided to: ● match images of types of household items to their names in characters and pinyin ● write short sentences using the vocabulary acquired ● fill in blanks in a text while listening to an audio recording ● write short descriptions of household items from pictures ● watch a video clip and write characters with the radical 木 on grid papers ● identify the challenges they face when writing characters with the radical 木 and work with peers to come up solutions ● discuss with peers how to improve one's handwriting for effective communication	Why is writing legibly and neatly important?

Core Competencies to be developed:
● Critical thinking and problem solving: the learner develops active listening and communication skills when they identify the challenges they have when writing characters and come up with possible solutions.

● Communication and collaboration: the learner develops teamwork skills as they discuss with peers ways of improving their handwriting.	

Pertinent and Contemporary Issues (PCIs):
Peer mentorship: the learners reflect on finding solutions to problems encountered when writing Chinese characters with peers.

Values:
Unity is enhanced as learners work together to accomplish given tasks.

Link to other subjects:
Learners link their learning to Foreign languages, Indigenous languages, Kiswahili and English where writing legibly and neatly is emphasized.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use vocabulary related to household items to write texts	Learner eloquently writes texts related to household items using a wide variety of well-chosen vocabulary.	Learner writes texts related to household items using a variety of well-chosen vocabulary.	Learner writes texts related to household items using basic vocabulary; some vocabulary may be inaccurate.	Learner writes texts using limited vocabulary; most vocabulary is inaccurate and unrelated to household items.
Ability to write legibly and neatly	Learner writes exceptionally clear, proportional and neat characters with the correct strokes.	Learner writes clear, proportional and neat characters with the correct strokes.	Learner writes characters with some errors in the strokes used; most characters are somewhat proportional with a few unclear.	Learner writes characters with many errors in the strokes used; most characters are not proportional

				and are largely inaccurate.
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.0 Writing	**3.2 Functional Writing: Buying Foodstuff** (4 lessons)	By the end of the sub strand, the learner should be able to: a) list vocabulary related to buying foodstuff and groceries from texts b) compose a shopping list in a given context c) appreciate the importance of a shopping list while buying foodstuff	The learner is guided to: • listen to a dialogue and fill in blanks with the appropriate words • search for samples of shopping lists and write down the key features in groups • create a shopping list online or offline and share it with peers using appropriate platforms • practice writing characters with the radical 钅 on a grid paper • discuss the importance of having a shopping list before shopping • create posters on importance of shopping lists for awareness creation in the school community	1. Why is a shopping list necessary? 2. What are wise buying practices?

Core Competencies to be developed:
- Digital literacy: the learner develops the skills of creating using technology when they compose shopping lists and share with peers using appropriate platforms.
- Communication and collaboration: the learner demonstrates the skills of writing clearly and correctly as they write accurate characters with the given radical.
- Creativity and imagination: the learner uses the knowledge acquired on importance of budgeting to create posters.

Pertinent and Contemporary Issues (PCIs):
Financial literacy: the learner develops awareness for the importance of planning before spending financial resources.
Values:
The learners exhibit respect for the opinions and perspectives of their peers in various collaborative activities.
Link to other subjects:
Learners link their learning to Business studies where they learn about buying and selling.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list vocabulary from texts	Learner lists vocabulary related to buying foodstuff and groceries from texts with examples.	Learner lists vocabulary related to buying foodstuff and groceries from texts.	Learner lists some vocabulary related to buying foodstuff and groceries from texts.	Learner has difficulty listing vocabulary related to buying foodstuff and groceries from texts.
Ability to compose a shopping list	Learner creatively composes an informative, detailed and well organised shopping list.	Learner composes an informative, detailed and organised shopping list.	Learner composes an informative shopping list; some details are misplaced or missing.	Learner struggles to compose an informative shopping list; most details are misplaced.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Writing	3.3 Narrative Writing Holiday Activities (5 lessons)	By the end of the sub strand, the learner should be able to: a) identify the features of narrative writing b) compose narrative texts in a logical order and sequence c) underscore the importance of writing logically for effective communication	The learner is guided to: ● read a story and list the features of the writing in groups or pairs ● fill in gaps from a written text in groups or pairs ● practice writing characters with the radical 氵 and 彳 on a grid paper and give to their peers for feedback ● write short passages describing different holiday activities using photographs ● write a short composition describing their favourite holiday experiences to their best friend ● discuss how writing logically enhances effective communication and list down the main points for presentation in class	Why is writing logically important?
Core Competencies to be developed: Communication and collaboration: the learner develops skills of writing fluently and in an organised manner as they compose compositions describing their holiday experiences.				
Pertinent and Contemporary Issues (PCIs): Peer mentorship: the learners give their peers feedback on the characters written with the selected radical.				

| Values: |
| Unity: the learners work collaboratively in groups or pairs to undertake various tasks. |

Values:
Unity: the learners work collaboratively in groups or pairs to undertake various tasks.

Link to other subjects:
Learners link their learning to English, Kiswahili and Indigenous languages where writing logically is emphasised for effective communication.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify features of narrative writing	Learner identifies all features of narrative writing correctly with appropriate examples.	Learner identifies all features of narrative writing correctly.	Learner identifies most features of narrative writing correctly.	Learner struggles to identify some features of narrative writing correctly.
Ability to write texts in a logical order	Learner exhibits a logical sequence throughout the text and provides a clear sense of beginning, middle and end.	Learner exhibits a logical sequence in the text and provides a beginning, middle and end.	Learner attempts to provide a logical sequence in the text and the beginning or end is abrupt or unclear.	Learner exhibits a little order in the text and provides a series of separate sentences.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Writing	**3.4 Descriptive Writing: Seasons** (7 lessons)	By the end of the sub strand, the learner should be able to: a) write characters in texts correctly b) compose short descriptive texts with the appropriate structures c) show interest in writing characters for effective communication	The learner is guided to: • write names of the various seasons in characters and pinyin • rewrite jumbled up sentences in their correct order • compose short descriptions from images, pictures or illustrations of the various seasons • complete a story from given words • write a short descriptive text on their most preferable season and share with peers for feedback • watch an audio visual clip and practise writing characters related to seasons with the radical 日 • share with peers Chinese characters they find difficult to write and come up with strategies for writing them correctly	What strategies can you use to write descriptive texts effectively?

Core Competencies to be developed:
● Self-efficacy: the learner develops effective communication skills as they identify problematic Chinese characters and come up with strategies for addressing them.
● Communication and collaboration: the learner develops the skills to write fluently and in an organised manner when they compose descriptive character texts on their most preferred season.

Pertinent and Contemporary Issues (PCIs):
Problem solving skills are demonstrated as the learners come up with strategies for writing Chinese characters correctly and effectively.

Values:
Respect: the learners respect the feedback given by their peers on the short descriptive texts.

Link to other subjects:
Learners link their learning to English, Kiswahili and Indigenous languages where descriptive writing is learnt.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to write characters in texts correctly	Learner writes exceptionally clear and proportional characters using the correct stroke order.	Learner writes clear and proportional characters using the correct stroke order.	Learner writes characters with some errors in the stroke order; most characters are somewhat proportional with a few unclear.	Learner writes characters with many errors in the stroke order; most characters are not proportional and largely inaccurate.
Ability to compose descriptive texts	Learner writes short descriptive texts with excellent organisation, rich word choice and a wide variety of sentence structures.	Learner writes short descriptive texts with adequate organisation, good word choice and a variety of sentence structures.	Learner writes short descriptive texts that lacks organisation with repetitive word choice and uses simple sentence structures.	Learner writes short descriptive texts that greatly lack organisation, word choice is too repetitive; sentences are disjointed and randomly put together.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.5 Guided writing: School Systems** (5 lessons)	By the end of the sub strand, the learner should be able to: a) write sentences on school systems using appropriate vocabulary b) compose organised and coherent texts on various topics c) show enthusiasm in writing for effective communication	The learner is guided to: ● fill in gaps with the appropriate words given ● decide whether the sentences given are true or false in groups or pairs ● rearrange scrambled up words and write correct sentences ● construct short compositions based on various images related to school systems ● watch an audio visual clip and practice writing characters with radical 纟 on grid papers ● use media devices to write short texts related to school systems and share them with peers in an online forum for feedback	How can you write effectively?

Core Competencies to be developed:
- Communication and collaboration: the learner develops skills to write fluently and in an organised manner as they compose short texts on school schedules using images.
- Learning to learn: the learner develops relationship skills when they share their written work with peers on online forums for feedback.

Pertinent and Contemporary Issues (PCIs):
Problem solving skills are developed as learners rearrange jumbled up words to write correct sentences.

Values:				
Responsibility: the learners reflect on their work and offer constructive feedback on how to make improvements.				

Link to other subjects:
The learners link their learning to Visual Arts where they learn about calligraphy writing.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to write sentences using appropriate vocabulary	Learner uses rich and varied vocabulary to write sentences on school systems.	Learner uses varied vocabulary to write sentences on school systems.	Learner uses basic vocabulary to write sentences on school systems.	Learner uses vague vocabulary to write sentences on school systems.
Ability to compose organised and coherent texts	Learner writes very well organized and coherent texts on various topics.	Learner writes organized and coherent texts on various topics.	Learner writes moderately organized and coherent texts on various topics.	Learner writes texts that lack organization and coherence on various topics.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.6 Guided Writing: Common Diseases** (5 lessons)	By the end of the sub strand, the learner should be able to: a) enumerate key terms related to common diseases from texts b) construct sentences with appropriate word order and patterns on varied contexts c) develop interest in managing and preventing common diseases	The learner is guided to: ● listen to a dictation and list vocabulary related to common diseases ● practise writing characters with the radicals 疒 and 火 from visual simulations ● read various modelled passages from charts in groups or pairs ● note down the key words and language structures used ● write short sentences and paragraphs on common diseases and give to peers for review ● work collaboratively on a poster using digital devices on ways to manage or prevent various common diseases in the school and community	How can one achieve wellness?

Core Competencies to be developed:
- Communication and collaboration: the learner develops teamwork skills when they work collaboratively on a poster to represent main ideas in texts.
- Digital literacy: the learner develops the skills of creating using technology as they design a poster on ways to manage and prevent common diseases.

Pertinent and Contemporary Issues (PCIs):
Health issues: the learners demonstrate awareness on how common diseases can be prevented or managed in the community.
Values:
Unity is developed as the learners collaborate and work together on posters.
Link to other subjects:
Learners link their learning to Visual Arts on creation of posters.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to enumerate key terms from texts	Learner comprehensively enumerates key terms related to common diseases from texts.	Learner enumerates key terms related to common diseases from texts.	Learner partially enumerates key terms related to common diseases from texts.	Learner struggles to enumerate key terms related to common diseases from texts.
Ability to construct sentences with appropriate word order and patterns	Learner constructs sentences with a variety in length and kind and no subject verb agreement errors.	Learner constructs sentences with a variety in length and kind and occasional if any subject verb agreement errors.	Learner constructs sentences with some variety in length and kind and contains many subject verb agreement errors.	Learner constructs sentences that are simple and fragmented with many subject verb agreement errors that obstruct meaning.

46

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Functional Writing: Buying Clothes (3 lessons)	By the end of the sub strand, the learner should be able to: a) outline features of a budget from various texts b) compose a budget in a given context c) value writing clearly for effective communication	The learner is guided to: • brainstorm on key features of a budget and list them down • search for budget samples and discuss the key features in groups and pairs • create a budget for a specific shopping experience • practice writing characters with the radical 衤 on grid paper from audio visual clips • identify their difficulties in writing characters and suggest possible solutions • discuss the importance of budgeting while shopping for clothes	What should you put into consideration when writing a budget?

Core Competencies to be developed:
● Communication and collaboration: the learner develops skills of writing fluently and in an organised manner when they compose a budget for a specific context.
● Critical thinking and problem solving: the learner develops active listening and communication skills when they identify their challenges when writing characters and offer possible solutions.

Pertinent and Contemporary Issues (PCIs):
Financial literacy: the learners develop awareness on the importance of managing financial resources through use of budgets.

Values:
Responsibility is enhanced as learners' budget for their money wisely.

Link to other subjects: Learners link their learning to Business Studies on the use of budgets while shopping.				
Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to outline the features of a budget	Learner outlines and expounds on all the features of a budget from various texts.	Learner outlines all features of a budget from various texts.	Learner outlines most of the features of a budget from various texts.	Learner outlines some of the features of a budget from various texts with a lot of prompting.
Ability to compose a budget	Learner composes a comprehensive budget using the correct format.	Learner composes a budget using the correct format.	Learner composes a budget using the correct format but is missing some few details.	Learner composes a budget using the correct format some of the time and is missing very many details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.8 Guided writing:** **Media** (3 lessons)	By the end of the sub strand, the learner should be able to: a) write words and sentences on media using accurate Chinese characters b) compose short paragraphs with appropriate word order and patterns c) value writing as a tool for change in the society	The learner is guided to: • listen to an audio visual clip and choose the correct word to fill in the gaps in a dialogue • use the vocabulary acquired to complete the given sentences • identify errors in sentences related to media and write them correctly • form sentences from a substitution table in groups or pairs • create short paragraphs from the given titles with the appropriate word order using various digital platforms • use various media platforms to sensitize peers in the school on ways to observe safety when using media everyday	How can writing be used as a tool for change in the society?

Core Competencies to be developed:
• Digital literacy: the learner develops skills to interact with digital technology as they use various media platforms to create awareness in the school.
• Communication and collaboration: the learner develops the skills of writing clearly and correctly when they compose short texts related to the use of media in their everyday life.

Pertinent and Contemporary Issues (PCIs):
Problem solving skills is developed as the learners identify and correct errors in sentences related to media.
Values:
Peace is enhanced as learners work harmoniously to form sentences from a substitution table with peers.
Link to other subjects:
Learners link their learning to Indigenous languages, English, Kiswahili, French, German and Arabic where writing skills are emphasized.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to write words and sentences accurately	Learner excellently writes words and sentences on media using Chinese characters with no errors.	Learner writes words and sentences on media using accurate Chinese characters.	Learner writes words and sentences on media using Chinese characters with few errors.	Learner writes words and sentences on media using Chinese characters with many errors.
Ability to compose short paragraphs with appropriate word order and patterns	Learner eloquently composes short paragraphs using complex sentence structures.	Learner composes compose short paragraphs with appropriate word order and patterns.	Learner composes compose short paragraphs with some inappropriate word order and patterns.	Learner struggles to compose short paragraphs with appropriate word order and patterns.

STRAND 4.0: LANGUAGE STRUCTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.1 Prepositions Subject +在+ Object+ Preposition Classifiers: 口，台，架 (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify classifiers in sentences related to household items b) construct sentences using the selected preposition c) exhibit interest in using the preposition and classifiers in their daily conversations	The learner is guided to: • listen to a recording and point out the classifiers used in groups or pairs • describe pictures of various household items with their appropriate classifiers (口，台，架) • talk about the position of items in a house using subject +在+ object+ preposition • describe where different household items are found using the prepositions (上，下，旁边，对面，里面，外面，前面，后面）with peers • prepare a dialogue on household items using the given classifiers and preposition and present in class • discuss their difficulties in using the given preposition and classifiers and suggest possible solutions	Why is grammar important in language learning?
Core Competencies to be developed:				

Learning to learn: the learner develops skills to work collaboratively as they prepare a dialogue with peers using the given classifiers and preposition.				
Pertinent and Contemporary Issues (PCIs): Problem solving skills: the learner collaborates with peers to propose solutions to their challenges when using the preposition and classifiers.				
Values: Unity is developed as learners work with their peers to undertake various tasks.				
Link to other subjects: Learners link their learning to English, Kiswahili and Foreign languages where they learn about prepositions.				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify classifiers in sentences	Learner identifies all classifiers in sentences on household items with examples.	Learner identifies all classifiers in sentences on household items.	Learner identifies most classifiers in sentences on household items.	Learner identifies some classifiers in sentences on household items.
Ability to construct sentences using the selected preposition	Learner constructs varied sentences using the selected preposition with no errors.	Learner constructs sentences using the selected preposition.	Learner constructs sentences using the selected preposition with minor errors.	Learner constructs sentences using the selected preposition with many errors that distort meaning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.2 Interrogative Pronouns:** 怎么 **Classifiers** (盒，包，块，串) (4 lessons)	By the end of the sub strand, the learner should be able to: a) select the pronoun and classifiers in sentences b) construct sentences using the pronoun and classifiers correctly c) develop effective communication skills in various contexts	The learner is guided to: • place the interrogative pronoun 怎么 and classifiers (盒，包，块，串) in their appropriate positions in jumbled up sentences • read a passage related to buying foodstuff and circle out the interrogative pronoun and classifiers • match images of various food items to their correct classifier (盒，包，块，串) in groups or pairs • listen to sentences and correct the mistakes in groups or pairs • take turns constructing sentences using the pronoun 怎么 correctly • compose dialogues on buying foodstuff and groceries at the market using the interrogative pronoun and classifiers	Why are pronouns important?
Core Competencies to be developed: Communication and collaboration: the learner develops teamwork skills when they actively take turns in constructing sentences using the given pronoun correctly.				
Pertinent and Contemporary Issues (PCIs): Problem solving skills is developed as the learners listen and correct the mistakes in sentences with peers.				

| **Values**: |
| Peace is developed as the learners work collaboratively with others to undertake various tasks. |

| **Link to other subjects**: |
| Learners link their learning to Kiswahili, English and Indigenous languages on the use of interrogative pronouns and noun classifiers. |

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to select the pronoun and classifiers in sentences	Learner meticulously selects the pronoun and classifiers in sentences correctly.	Learner selects the pronoun and classifiers in sentences correctly.	Learner selects the pronoun and classifiers in sentences correctly some of the time.	Learner needs prompting to select the pronoun and classifiers in sentences correctly.
Ability to construct sentences correctly	Learner constructs sentences using the selected pronoun and noun classifiers without any errors.	Learner constructs sentences using the selected pronoun and noun classifiers.	Learner constructs sentences using the selected pronoun and noun classifiers with minor errors.	Learner constructs sentences using the selected pronoun and noun classifiers with many errors that distort meaning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.3 Aspect particles：** 了，着，过 **Classifiers：** 间，家，位 (4 lessons)	By the end of the sub strand, the learner should be able to: a) point out the selected particles and classifiers in texts b) use the selected aspect particles in constructing sentences c) construct sentences using the selected classifiers d) justify the importance of particles and classifiers in language	The learner is guided to: • identify the selected particles and classifiers in texts • listen to a narration and cross off the classifiers and articles they hear • use online and offline dictionaries to research the use of particles 了，着 and 过 in different contexts • use the particles 了，着 and 过 and classifiers 间，家 and 位 to talk about holiday activities • discuss the challenges they experience using particles 了，着 and 过 and classifiers 间，家 and 位 with peers • propose possible solutions to the challenges faced • share the challenges and solutions through various digital learning platforms or the school magazine with peers	1. What is the importance of aspect particles in sentence construction? 2. How do you use classifiers in a sentence?
Core Competencies to be developed: Digital literacy: the learner develops skills of connecting using technology to find out how the selected articles are used in different contexts.					
Pertinent and Contemporary Issues (PCIs):					

Peer Mentorship: the learners discuss the challenges they experience using the selected particles and classifiers and suggest possible solutions with peers.

Values:

Love: the learners support each other through peer review to build confidence in the use of particles and classifiers.

Link to other subjects:

Learning is linked to Kiswahili, English, Foreign and Indigenous languages on the use of classifiers.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to point out particles and classifiers in texts	Learner explains and points out all the selected particles and classifiers in texts.	Learner points out all the selected particles and classifiers in texts.	Learner points out most of the selected particles and classifiers in texts.	Learner needs prompting to point out some of the selected particles and classifiers in texts.
Ability to use the particles in sentences	Learner meticulously uses the selected aspect particles in constructing sentences.	Learner uses the selected aspect particles in constructing sentences.	Learner uses the selected aspect particles in constructing sentences with few errors.	Learner uses the selected aspect particles in constructing sentences with many errors.
Ability to construct sentences using the selected classifiers	Learner constructs sentences using the selected classifiers without errors.	Learner constructs sentences using the selected classifiers with minor errors.	Learner constructs sentences using the selected classifiers with many errors.	Learner constructs sentences using the selected classifiers with many errors that distort meaning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structure	**4.4 Preposition** 根据 **Sentence Structure：** 根据+ noun+ complete sentence (4 lessons)	By the end of the sub strand, the learner should be able to: a) use the selected preposition to construct sentences b) construct sentences using the given sentence structure c) recognise the importance of using prepositions in a sentence	The learner is guided to: • listen to an audio clip on seasons and note how the given preposition and sentence structure are used in sentences in groups or pairs • determine whether the sentences given are correct or incorrect • identify and correct mistakes in a written passage • role play short conversations on seasons using the selected preposition and sentence structures • write short passages related to seasons using the sentence structure 根据+ noun+ complete sentence and the preposition 根据 • share the passages with peers for feedback	Why do we use prepositions in a sentence?
Core Competencies to be developed: Communication and collaboration: the learner develops team work skills as they actively evaluate the usage of the given preposition and structure in sentences in pairs or groups.				
Pertinent and Contemporary Issues (PCIs): Analytical thinking skills are demonstrated as the learner determines whether the sentences given are correct or incorrect.				

Values:
Respect is exhibited as learners share their feedback on written texts with peers.

Link to other subjects:
Learners link their learning to English, Kiswahili, Arabic, French and German on the correct use of prepositions.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to construct sentence using the given preposition and structure	Learner constructs sentences with no errors using the given preposition and structure.	Learner constructs sentences with minor errors using the given preposition and structure.	Learner constructs sentences with many errors using the given preposition and structure.	Learner constructs sentences with many errors using the given preposition and structure that makes it difficult to understand.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.5 Conjunctions** 先……，再/然后…… **Classifiers** 所，版 (4 lessons)	By the end of the sub strand, the learner should be able to: a) categorise nouns with accurate classifiers b) construct sentences using the given conjunctions and classifiers c) show interest in using conjunctions and classifiers accurately in sentences	The learner is guided to: • rearrange jumbled up sentences using the conjunctive sentence structure 先……，再 or 然后…… • write down simple sentences using the conjunctive sentence structure 先……，and 然后…… and read them aloud in class • identify noun classifiers and their use in various texts related to school systems • match noun classifier 版 and 所 to their appropriate nouns in a table • role play a dialogue on school systems in groups or pairs • discuss with peers the challenges in their school system and offer possible solutions	What is the importance of conjunctions in a sentence?
Core Competencies to be developed: Communication and collaboration: the learner develops teamwork skills as they participate actively in roleplaying the dialogue in groups or pairs.				
Pertinent and Contemporary Issues (PCIs):				

Problem solving skills: the learners identify the challenges they face in their school system and propose possible solutions.
Values: Peace is fostered when learners work harmoniously together.
Link to other subjects: Learners link their learning to French, Arabic and German where they learn about conjunctions.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to categorise nouns	Learner categorises all nouns with accurate classifiers and gives additional examples not given in the classroom.	Learner categorises all nouns with accurate classifiers.	Learner categorises some nouns with accurate classifiers.	Learner struggles to categorise nouns with accurate classifiers.
Ability to construct sentences using the given conjunctions and classifiers	Learner constructs sentences using the given conjunctions and classifiers without any errors.	Learner constructs sentences using the given conjunctions and classifiers.	Learner constructs sentences using the given conjunctions and classifiers with minor errors.	Learner constructs sentences using the given conjunctions and classifiers with many errors that interfere with understanding.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.6 Preposition** 对 **Classifier** 片 (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify the given preposition and classifier in sentences b) construct sentences using the selected preposition and classifier c) appreciate their role in being agents of change in the community	The learner is guided to: • circle out the preposition 对 and classifier 片 in sentences and short texts • research (online or offline) nouns that use the classifier 片 and list them down in groups or pairs • compose sentences using the given preposition and classifier in groups or pairs • assist peers with difficulties in using the classifier and preposition to construct simple sentences • talk about common diseases using the preposition 对 and classifier 片 • discuss how they can use digital environments safely and responsibly to facilitate their learning	Why are prepositions important in sentences?

Core Competencies to be developed:
- Digital literacy: the learner develops skills of connecting using technology when they search for nouns that use the given classifier online.
- Citizenship: the learner develops skills of communicating and collaborating within diverse teams when they assist their peers with difficulties in using the preposition and classifier.

Pertinent and Contemporary Issues (PCIs):
Internet safety: the learners develop awareness on how to use digital environments safely and responsibly.
Values:
Responsibility: the learners develop awareness of their role in using the internet safely.
Link to other subjects:
Learners link their learning to Foreign languages, Indigenous languages, Kiswahili and English where they learn about prepositions.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the given preposition and classifier in sentences	Learner identifies the given preposition and classifier in sentences with numerous examples.	Learner identifies the given preposition and classifier in sentences.	Learner identifies the given preposition and classifier in sentences some of the time.	Learner struggles to identify the given preposition and classifier in sentences even with hints.
Ability to use the preposition and classifier in sentences	Learner eloquently constructs sentences using the preposition 对 and classifier 片 in sentences without any errors.	Learner constructs sentences using the preposition 对 and classifier 片 in sentences.	Learner constructs sentences using the preposition 对 and classifier 片 in sentences with many errors.	Learner constructs sentences using the preposition 对 and classifier 片 with many errors that distort meaning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.7 Conjunction:** 虽然……但是…… **Classifiers:** 双，条，件 (4 lessons)	By the end of the sub strand, the learner should be able to: a) categorise clothes according to their appropriate classifiers b) construct varied sentences using the given conjunction c) show interest in using classifiers correctly for effective communication	The learner is guided to: • classify different clothing with their correct noun classifiers in groups or pairs • listen to a recording and fill in the gaps with the correct classifiers • talk about their views on buying clothes using the conjunction 虽然……但是 …… • take turns to pick cards with pictures related to buying clothing and construct sentences using 虽然……但是…… • research (online or offline) the importance of Chinese noun classifiers in communication and make a presentation in class • discuss how to ensure financial discipline while shopping for various goods and services • share the findings with their peers	Why are conjunctions important in communication?
Core Competencies to be developed: • Digital literacy: the learner develops the skills of connecting using technology as they search for the importance of Chinese noun classifiers in communication.				

● Communication and collaboration: the learner develops skills to speak effectively and logically when they share their views on shopping for clothes using the given conjunction.	

Pertinent and Contemporary Issues (PCIs):
Financial literacy: the learners develop awareness on ways of ensuring financial discipline while shopping for various goods and services.

Values:
Integrity: the learners develop skills of using money wisely according to the budget set.

Link to other subjects:
Learners link their learning to Kiswahili, English and Indigenous languages on the use of conjunctions in sentences.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to categorise clothes according to their appropriate classifiers	Learner categorises all clothes according to their appropriate classifiers with relevant examples.	Learner categorises all clothes according to their appropriate classifiers.	Learner categorises most clothes according to their appropriate classifiers.	Learner categorises some clothes according to their appropriate classifiers.
Ability to construct varied sentences using the given conjunction	Learner constructs varied sentences using the given conjunction without errors.	Learner constructs varied sentences using the given conjunction.	Learner constructs varied sentences using the given conjunction with minor errors.	Learner constructs varied sentences using the given conjunction with many errors that obstruct meaning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.8 Prepositions:** 不但……而且…… (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify the given preposition in sentences b) compose simple texts on varied contexts using the preposition c) exhibit interest in using prepositions to construct sentences	The learner is guided to: • listen to a dictation and locate the preposition 不但……而且…… in sentences • research (online or offline) how the preposition is used in sentences and share examples with peers • place the preposition in the correct position in jumbled up texts in groups or pairs • identify challenges experienced when using the preposition and propose possible solutions with peers • compose short stories based on images related to media using the given preposition • discuss how digital media and networks influence social behaviour	How do we construct accurate sentences using prepositions?

Core Competencies to be developed:
- Critical thinking and problem solving: the learner develops evaluation and decision making skills when they research on how to construct correct sentences using the given preposition.
- Self-efficacy: the learner develops skills of reflecting on their learning as they find possible solutions to challenges experienced when using the preposition.

Pertinent and Contemporary Issues (PCIs):
Internet safety: the learners develop awareness on how online friends can influence one's behaviour negatively.

Values:
Respect and love is developed as learners work together in groups to accomplish various tasks.

Link to other subjects:
Learning is linked to Foreign languages, Indigenous languages, English and Kiswahili where prepositions are learnt.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the preposition in sentences	Learner always identifies the given preposition in sentences correctly.	Learner usually identifies the given preposition in sentences correctly.	Learner sometimes identifies the given preposition in sentences correctly.	Learner seldom identifies the given preposition in sentences correctly.
Ability to compose simple texts using the preposition	Learner comprehensively composes simple texts on varied contexts using the preposition.	Learner composes simple texts on varied contexts using the preposition.	Learner partially composes simple texts on varied contexts using the preposition.	Learner partially composes simple texts on varied contexts using the preposition even with prompts.

COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction

In Grade 8, focus is on making preparations to undertake a CSL activity of their own choice. They will be required to identify a community problem through research, plan and come up with solutions to solve the problem. The preparations will be carried out in groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other subjects.

CSL Skills to be Covered:

i) **Leadership**: Learners develop leadership skills as they undertake various roles during preparation.

ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovation ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.

iii) **Research:** Learners will be expected to identify a problem or pertinent issue in the community and indicate how the problem will be solved. They will also acquire skills on how to report their findings.

iv) **Communication:** Learners indicate reporting mechanisms to be used during the actual project e.g., how they intend to communicate with members of the community, either online or offline.

v) **Citizenship:** As learners engage in the CSL activities for this Grade, they will be vested with the rights, privileges and duties of a citizen, hence giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.

vi) **Life Skills Education:** Learners will be equipped with life skills including decision making, assertiveness, effective communication, problem solving and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.

vii) **Community Development:** Learners will be empowered with skills necessary to effect relevant change including building stronger and more resilient communities.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
• Environmental degradation • Life style diseases • Communicable and non-communicable diseases • Poverty • Violence in community • Food security issues • Conflicts in the community **Note:** The suggested PCIs are only examples. Teachers should allow learners to identify PCIs as per their context and reality.	By the end of the CSL project, the learner should be able to: a) identify a problem in the community through research b) plan to solve the identified problem in the community c) design solutions to the identified problem d) appreciate the need to belong to a community	The learner is guided to: • brainstorm on Pertinent and Contemporary Issues in their community that need attention in groups • choose a PCI that needs immediate attention and explain why in groups • carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups • discuss possible solutions to the identified issue in groups • propose the most appropriate solution to the problem in groups • discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule etc.) • develop instruments for data collection • identify resources needed for the CSL project (human, technical, financial)	1. How does one determine community needs? 2. Why is it necessary to make adequate preparations before embarking on a project?

68

		● discuss when the project will begin and end ● prepare a programme/timetable of the entire project execution ● assign roles to be carried by all group members ● reflect on how the project preparation enhanced learning	

Key Component of CSL developed
a) identification of a problem in the community through research
b) planning to solve the identified problem
c) designing solutions to the identified problem

Core Competencies to be developed
- Communication and collaboration: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project.
- Self - efficacy: Learners develop the skills of self-awareness and leadership as they undertake the CSL project.
- Creativity and Imagination: Learners will come up with creative ways of solving the identified community problem.
- Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem.
- Digital Literacy: Learners can use technology when they research on a community problem that they can address.
- Learning to Learn: Learners gain new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project.
- Citizenship: This is enhanced as learners choose a PCI that needs immediate attention in the community.

Pertinent and contemporary Issues
- Social cohesion as learners discuss possible solutions to the identified issue.

● Critical thinking as learners discuss possible solutions to the identified issue.	

Values
- Integrity as learners carry out research using digital devices and print media as they identify a community problem to address.
- Respect as learners brainstorm on Pertinent and Contemporary Issues in their community that need attention.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community through research	Correctly and precisely identifies a problem in the community through research.	Correctly identifies a problem in the community through research.	Partially identifies a problem in the community through research.	Partially identifies a problem in the community through research with assistance.
Ability to plan to solve the identified problem	Accurately and systematically plans to solve the identified problem.	Accurately plans to solve the identified problem.	Plans to solve the identified problem leaves out some details.	With assistance plans to solve the identified problem but leaves out many details.
Ability to design solutions to the identified problem	Correctly and elaborately designs solutions to the identified problem.	Correctly designs solutions to the identified problem.	Partly designs solutions to the identified problem.	Partly designs solutions to the identified problem with prompting.

ANNEX 1: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES.

Strand	Suggested learning resources	Suggested assessment methods	Non- formal activities
1.0 Listening and Speaking	• Flashcards • Pictures • Images • Drawings • Audio and video recordings • Standardised tests • Internet • Course books • DVD players • Listening texts • TV • Charts • Projectors • Laptops • Radio • Magazines	• Role play • Discussions • Observations • Projects • Learning logs • Quizzes • Portfolios • Multiple choices • Exit or Admit stamps • Total Physical Response • Peer assessment	• Kenya Music Festival • Chinese language Clubs • Tandem (face-to-face or electronic) and intercultural learning • School Open Days • Exchange Programs • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
2.0 Reading	• Reading texts • Flashcards • Pictures	• Reading aloud • Discussions • Observations	• School Open Days • Kenya Music Festival • Chinese language Clubs

	• Images • Drawings • Poems • Course books • Magazines • Internet • Charts • Posters • Easy readers • Menus	• Quizzes • Portfolio • Reading for fluency • Role play • Learning logs • Exit or Admit stamps • Peer assessment • Checklists	• Exchange Programs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
3.0 Writing	• Audio and video recordings • Internet • Charts • Posters • Cross word puzzles • Pictures • Drawings • Magazines • Photographs • Newspapers • Flashcards • Illustrations • Journals • Recording devices	• Total Physical Response • Writing texts • Forming sentences • Peer assessment • Writing menus • Observations • Designing brochures • Matching names to pictures • Filling in missing information • Writing simple plays • Matching of sentences	• Exchange Programs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Chinese language Clubs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests

	Menus • Brochures • Resource person		
4.0 Language structures	• Libraries • Projectors • Course books • Internet • Charts • Pictures • Drawings • Illustrations • Newspapers • Maps • Chalkboard	• Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes	• Chinese language Clubs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Exchange Programs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
Special Needs Education	• Adapted realia • Interactive digital content • Pictorial diagrams • Brailed materials • Tactile diagrams		