JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

MANDARIN
GRADE 7

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, 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 curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. 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 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JSS education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior 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 7 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 7 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 7 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 7 curriculum designs. In relation to this, we acknowledge the support of the – Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) 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 7 and preparation of learners for Grade 8.

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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. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that 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 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 modernisation. Education should assist our youth in adapting to this change.
   b) **Economic Needs**
      Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities required to support a growing economy. Kenya is building up a modern and independent economy that needs an adequate and relevant domestic workforce.
   c) **Technological and Industrial Needs**
      Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes, especially in the developed world. We can only be part of this development if our education system focuses 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 personalities. 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 grow 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 that provides equal educational opportunities. 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 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 in this international community with all the obligations, 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 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.

LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

Kenya 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 cultural 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 Oral Expressions: My Home** (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to common animals from listening texts b) describe the characteristics of animals using appropriate vocabulary c) appreciate the importance of correct word choice in communication	The learner is guided to: • list vocabulary on common animals found at home from audio clips • use pictures to explain the different characteristics of animals found in the home in turns • describe their favourite animal to peers • listen to a passage and respond to questions • listen to a recording and articulate words with sounds *a, o, e, i, u,* and *ü* correctly • research online or from various sources on the economic importance of animals found in the home and share their findings in class.	Why is the choice of words important in effective communication?

Core Competencies to be developed:
• Communication and collaboration: the learner develops skills to speak clearly and effectively as they describe their favourite animal to peers.
• Citizenship: the learner develops entrepreneurship skills as they identify opportunities for creating wealth using resources from animals found in their home.

Pertinent and Contemporary Issues (PCIs):				
Financial literacy: the learner demonstrates awareness of wealth creation as they identify opportunities for earning from animal products.				

Values:				
Unity: the learners demonstrate unity as they work harmoniously with their peers.				

Link to other subjects:				
Learners link their learning to Business Studies, where they learn about entrepreneurship skills.				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify vocabulary related to common animals from listening texts.	Learner identifies and explains all the vocabulary related to common animals from listening texts.	Learner identifies vocabulary related to common animals from listening texts.	Learner identifies most of the vocabulary related to common animals from listening texts.	Learner identifies some of the vocabulary related to common animals from listening texts.
Ability to describe the characteristics of animals using appropriate vocabulary.	Learner comprehensively describes the characteristics of animals using appropriate vocabulary.	Learner describes the characteristics of animals using appropriate vocabulary.	Learner describes the characteristics of animals using appropriate vocabulary but leaves out some information.	Learner describes the characteristics of animals using appropriate vocabulary with assistance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.2 Oral Expressions: Describing Food** (4 lessons)	By the end of the sub strand, the learner should be able to: a) outline different tastes of food from a listening text b) talk about food preferences in an organised and coherent manner c) acknowledge the importance of clarity of ideas in communication	The learner is guided to: • watch an audio-visual clip and list different tastes of food (salty, sweet, spicy, bitter, sour) • match photographs of food to their different tastes in groups or pairs • pronounce the sounds *b, p, m,* and *f* in words and phrases correctly • listen to a recording related to the description of food and summarise the information orally • give details of how common food from their communities tastes like • discuss with peers why the tastes of food vary in different communities for cultural appreciation.	What makes a good oral presentation?

Core Competency to be developed:
- Citizenship: the learner displays national and cultural identity skills as they appreciate the taste and food preferences in various cultures and communities.
- Communication and collaboration: the learner listens keenly and actively to summarise information on the description of food.

Pertinent and Contemporary Issues (PCIs):
Self-awareness skills are developed as learners give details and tastes of common food from their communities.

Pertinent and Contemporary Issues (PCIs):
Self-awareness skills are developed as learners give details and tastes of common food from their communities.

Values :
- Unity is developed as learners show tolerance to cultural diversity in relation to food preferences.
- Respect for other people's varied taste and food preferences is developed.

Link to other subjects:
Learning is linked to Arabic, French, and German on correct pronunciation of words.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline different tastes of food from a listening text.	Learner outlines all the different tastes of food from a listening text and gives relevant examples.	Learner outlines the different tastes of food from a listening text.	Learner outlines most of the different tastes of food from a listening text.	Learner needs prompting to outline some of the different tastes of food from a listening text.
Ability to talk about food preferences in an organised and coherent manner.	Learner talks about food preferences in a very well organised manner. Ideas are exceptionally clear, coherent and cohesive.	Learner talks about food preferences in an organised manner. Ideas are clear, well linked and coherent.	Learner talks about food preferences in a moderately organised manner. Ideas are fairly organised and linked.	Learner talks about food preferences, but ideas are disorganised and lack a clear connection.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.3 Listening for Comprehension: Transport** (3 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish different modes of transport using appropriate vocabulary b) listen to varied texts for comprehension c) articulate words and phrases correctly for effective communication	The learner is guided to: • listen to an audio clip with a compilation of sounds related to different types of transportation and identify them correctly • recognise words and phrases with the sounds *d, t, n,* and *l* from listening texts • use vocabulary acquired to talk about different pictures on types of transportation • narrate their travelling experiences using different modes of transport in groups or pairs • listen to an audio on the importance of observing safety while travelling and answer related questions • carry out a class survey to find out the preferred mode of transportation by their peers and discuss the findings in class • debate on the advantages and disadvantages of different modes of transportation with peers.	1. How can we listen effectively to a comprehension? 2. Why is the correct articulation of words important?

Core Competencies to be developed:
- Communication and collaboration: the learner develops the skills to speak engagingly as they debate on the advantages and disadvantages of the different modes of transport.
- Creativity and imagination: the learner develops the skill of asking questions by undertaking a class survey to find out the preferred mode of transportation among peers.

Pertinent and Contemporary Issues (PCIs):
Safety and security: the learners develop awareness on the importance of observing the safety of self and others while travelling.

Values:
Responsibility: the learners practise safety rules and regulations while travelling using various modes of transport.

Link to other subjects:
Learners link their learning to Social Studies where they learn about modes of transport.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish different modes of transport using appropriate vocabulary.	Learner innovatively distinguishes different modes of transport using appropriate vocabulary.	Learner distinguishes different modes of transport using appropriate vocabulary.	Learner distinguishes different modes of transport using appropriate vocabulary with few errors.	Learner distinguishes different modes of transport using appropriate vocabulary with many errors.
Ability to listen to varied texts for comprehension.	Learner listens to varied texts and responds appropriately to all questions in details.	Learner listens to varied texts and responds appropriately to all questions.	Learner listens to varied texts and responds appropriately to most questions.	Learner listens to texts and needs prompting to respond appropriately to some questions.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.4 Listening for Details: Weather** (4 lessons)	By the end of the sub strand, the learner should be able to: a) describe weather using appropriate words and phrases b) explain key details from a listening text c) acknowledge the importance of listening for effective communication.	The learner is guided to: • talk about the weather using the correct adjectives in groups or pairs • articulate words and phrases with the sounds *g, k,* and *h* from charts • listen to an audio clip and match various types of weather to their appropriate clothing • listen to a dialogue related to weather and highlight the main ideas orally • create videos presenting the weather report/forecast for their chosen city/town/area and share with their peers • dramatise a skit on the role that listening plays in communication.	How can we capture details when listening to a text?

Core Competencies to be developed:
- Learning to learn: the learner works collaboratively with others when they dramatise the importance of listening skills in communication.
- Digital literacy: the learner develops skills of creating with technology as they present weather reports/forecasts using videos.

Pertinent and Contemporary Issues (PCIs):
Environment and technology: the learners are enlightened on how technology is used to monitor the weather.

Values:
Responsibility: the learners plan for their daily activities using weather predictions.

Link to other subjects:
Learning is linked to Social Studies, where they learn about the weather.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe weather using appropriate words and phrases.	Learner comprehensively describes the weather using a wide range of well-chosen words and phrases.	Learner describes the weather using appropriate words and phrases.	Learner describes the weather using basic words and phrases with some errors in word choice.	Learner describes the weather using limited words and phrases with many errors in word choice.
Ability to explain key details from a listening text.	Learner exhaustively explains the key details from a listening text.	Learner explains the key details from a listening text.	Learner explains the key details from a listening text with minor omissions.	Learner explains the key details from a listening text with major omissions.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.5 Oral Expressions: School Schedules** (4 lessons)	By the end of the sub strand, the learner should be able to: a) state vocabulary related to school schedules b) respond to oral instructions related to school schedules appropriately c) appreciate the importance of articulating ideas clearly while communicating.	The learner is guided to: • say what they study in school using appropriate vocabulary • listen to an audio recording and repeat words with the sounds $j, q,$ and x • describe a typical day at their school • listen to a text on school schedules and answer related questions • compare school schedules in Kenya and China and make presentations of their similarities and differences in class.	How can we communicate clearly and effectively?

Core Competencies to be developed:
- Communication and collaboration: the learner develops skills to speak effectively and logically when describing a typical day at their school.
- Citizenship: the learner exhibits global awareness skills by comparing school schedules in Kenya and China.

Pertinent and Contemporary Issues (PCIs):				
Friendship formation skills are fostered as learners engage in group activities with peers.				

Values:				
Respect is developed as learners value the opinions made by their peers on school schedules.				

Link to other subjects:				
Learners link their learning to Arabic, German, and French on effective speaking skills.				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state vocabulary related to school schedules.	Learner states and explains all the vocabulary related to school schedules.	Learner states the vocabulary related to school schedules.	Learner states most of the vocabulary related to school schedules.	Learner states some of the vocabulary related to school schedules.
Ability to respond to oral instructions related to school schedules appropriately.	Learner provides comprehensive and clear responses to oral instructions related to school schedules.	Learner responds to oral instructions related to school schedules appropriately.	Learner responds to oral instructions related to school schedules appropriately with few errors.	Learner responds to oral instructions related to school schedules appropriately with many errors.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.6 Speaking Fluency: Physical Appearance** (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify people using appropriate vocabulary in various contexts b) describe physical characteristics fluently c) enhance self-esteem through communication	The learner is guided to: • label pictures of different body parts with their appropriate name • sing parts of the body song in class • articulate words, phrases, and sentences with sounds *zh, ch ,sh,* and *r* in turns • use the given adjectives to describe the physical appearance of their best friend • discuss how to cope with challenges that come with each phase of development and changes in their physical appearance • dramatise a short skit with peers showing how the choice of words when identifying others based on their physical appearance can influence one's self-esteem.	How can we improve our speaking fluency?

Core Competencies to be developed:
- Communication and collaboration: the learner develops skills of speaking clearly and effectively when describing their best friend using appropriate words.
- Self-efficacy: the learner works collaboratively with others to dramatise a short skit on self-esteem.
- Critical thinking and problem solving: the learner develops skills of open-mindedness and creativity as they discuss with their peers ways to cope with growth and developmental changes.

Pertinent and Contemporary Issues (PCIs):
Self-awareness is developed as learners recognise that people are different and accept themselves and others as they are.

Values:
Respect is developed as the learners assess how their choice of words can affect others.

Link to other subjects:
Learners link their learning to Life Skill Education where they learn about overcoming growth and developmental changes.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify people using appropriate vocabulary in various contexts.	Learner exceptionally identifies people using appropriate vocabulary in various contexts.	Learner identifies people using appropriate vocabulary in various contexts.	Learner identifies people using appropriate vocabulary in various contexts with few errors.	Learner identifies people using appropriate vocabulary in various contexts with many errors.
Ability to describe physical characteristics fluently.	Learner describes physical characteristics naturally with no hesitation and no attempt to search for words while speaking.	Learner describes physical characteristics fluently.	Learner describes physical characteristics with speech that is relatively smooth with frequent hesitations caused by rephrasing and searching for words.	Learner describes physical characteristics with many pauses that interrupt the flow of speech.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.7 Listening for Information: Money** (3 lessons)	By the end of the sub strand, the learner should be able to: a) outline vocabulary related to money from texts b) listen to texts for general and specific information c) show awareness of the different currencies around the world	The learner is guided to: • match pictures of different currencies to their corresponding vocabulary • articulate words and phrases related to money from listening texts correctly • listen to a recording and repeat saying words, phrases, and sentences with the sounds *z, c,* and *s* in pairs or groups • watch an audio-visual clip on numbers between 10,000 – 1,000,000 and carry out various tasks in groups or pairs • listen to dialogues on currency exchange and paraphrase the information with appropriate scaffolding orally • research online or offline, currencies from around the world, and make a picture book.	What strategies can we use to enhance our listening skills?

Core Competencies to be developed:
- Digital literacy: the learner connects using technology as they search for currencies from around the world.
- Communication and collaboration: the learner listens keenly and actively to rephrase information from the dialogue on currency exchange.
- Creativity and imagination is developed as the learner creates a picture book using various world currencies.

Pertinent and Contemporary Issues (PCIs):
- Financial literacy: the learners demonstrate an awareness of the different currencies around the world.
- Analytical thinking skills: the learners display analytical thinking skills as they carry out various tasks on numbers correctly.

Values:
- Unity: the learners work harmoniously to undertake various tasks in groups or pairs.
- Respect is developed as learners listen to their peers paraphrase the dialogues on currency exchange peacefully.

Link to other subjects:
Learners link their learning to Mathematics on the concept of numbers.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline vocabulary related to money from texts.	Learner comprehensively outlines all the vocabulary related to money from texts.	Learner outlines vocabulary related to money from texts.	Learner outlines most of the vocabulary related to money from texts.	Learner outlines some of the vocabulary related to money from texts.
Ability to listen for general and specific information.	Learner listens to texts and brings out many details and examples that are clearly connected.	Learner listens to texts and brings out details that are clearly connected.	Learner listens to texts and brings out few details, some of which are loosely connected.	Learner listens to texts and brings out a few details, most of which are irrelevant.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	**1.8 Listening for Pleasure: Media** (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify types of media from listening texts b) listen to audio files using appropriate digital technologies or platforms c) acknowledge the importance of safe and responsible use of media in their daily lives	The learner is guided to: ● listen to an audio clip on different types of media and repeat pronouncing the keywords ● categorise images of different types of media from flashcards orally in groups or pairs ● watch a music video and fill in the missing lyrics of the song ● search online or offline for audio files of their choice ● select appropriate platforms to listen to the audio files ● share the audio files with peers using various digital platforms ● create a library of their favourite audio files to foster their listening skills, and propose ways to be a safe and responsible user of digital devices.	1. Why is listening important? 2. How can safety be observed when using digital devices?

Core Competencies to be developed:
- Digital literacy: the learner develops digital citizenship skills as they observe safety precautions and practises while using digital devices.
- Critical thinking and problem solving: the learner develops active listening and communication skills as they select appropriate platforms to listen to the audio files.
- Learning to learn: the learner reflects on fostering their listening skills by creating a library of their favourite audio files.

Pertinent and Contemporary Issues (PCIs):
Safety and security: the learners develop awareness of the importance of acting safely and responsibly on digital platforms.

Values:
Responsibility: the learners use digital devices responsibly to accomplish the given tasks.

Link to other subjects:
Learners link their learning to Computer Science where they learn about responsible use of media devices.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify types of media from listening texts.	Learner identifies and explains all types of media from listening texts.	Learner identifies types of media from listening texts.	Learner identifies most types of media from listening texts.	Learner needs prompting to identify types of media from listening texts.
Ability to listen to audio files using appropriate digital technologies.	Learner independently identifies multiple and appropriate digital technologies or platforms to listen to audio files.	Learner listens to audio files using appropriate digital technologies.	Learner identifies digital technologies or platforms to listen to audio files; some are not relevant and appropriate to the task.	Learner identifies digital technologies or platforms to listen to audio files, most are not relevant and appropriate to the task.

STRAND 2.0: READING

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.1 Reading Aloud: Common Animals** (4 lessons)	By the end of the sub strand, the learner should be able to: a) highlight names of common animals in reading texts b) articulate words and phrases clearly in simple dialogues c) show awareness of the importance of correct pronunciation in communication	The learner is guided to: • extract names of common animals from texts and read them out aloud • examine pictures of common animals in groups or pairs and read out their names • practise articulating words with the sounds *a, o, e, i, u,* and *ü* with peers • read dialogues on how to protect and care for animals at home in turns • reread the dialogue silently on their own and identify where they need help • select a text of their liking and read aloud in class.	How can you articulate words clearly while reading aloud?
Core Competencies to be developed: • Self-efficacy: the learner demonstrates effective communication skills as they identify their reading challenges and seek help appropriately. • Learning to learn: the learner develops skills to work collaboratively as they read words with the given sounds with peers.				

Pertinent and Contemporary Issues (PCIs):				
Animal welfare: the learners develop awareness of how to protect and care for common animals found at home.				

Values:
Responsibility: the learner develops responsibility as they protect and care for the animals.

Link to other subjects:
Learners link their learning to Agriculture on the care for animals.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to highlight names of common animals in reading texts.	Learner highlights all names of common animals in reading texts with relevant examples.	Learner highlights names of common animals in reading texts.	Learner highlights most names of common animals in reading texts.	Learner needs prompting to highlight some names of common animals in reading texts.
Ability to articulate words and phrases clearly in simple dialogues.	Learner meticulously articulates words and phrases clearly in simple dialogues.	Learner articulates words and phrases clearly in simple dialogues.	Learner articulates words and phrases in simple dialogues with few errors.	Learner articulates words and phrases in simple dialogues with many errors.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.2 Reading Fluently: Describing Food** (4 lessons)	By the end of the sub strand, the learner should be able to: a) extract names of different tastes of food from a passage b) read simple texts fluently c) exhibit interest in reading fluently for effective commmunication	The learner is guided to: • read short passages and underline the different tastes of food (salty, sweet, spicy, bitter, sour) • research (online or offline) for the similarities and differences in tastes of food in Kenya and China and read out the findings in class • read words and phrases with the sounds *b, p, m,* and *f* in groups or pairs • search for short stories/poems/riddles/tongue twisters/texts related to food from various sources and read with the right speed and accuracy • form book reading clubs with peers to enhance fluency, language, and character development.	What strategies can you use to read fluently?

Core Competencies to be developed:
• Digital literacy: the learner develops skills of connecting using digital technology when they compare the tastes of food in Kenya and China.
• Citizenship: the learner displays national and cultural identity skills as they appreciate the taste and food preferences in various cultures and communities.

Pertinent and Contemporary Issues (PCIs):
Peer mentorship: the learners actively participate in book reading clubs to enhance their reading fluency.

Values:
Respect for other people's varied tastes and food preferences is fostered.

Link to other subjects:
Learning is linked to English, Kiswahili, and Indigenous languages where fluent reading is learnt.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to extract names of different tastes of food from a passage.	Learner extracts and explains all the names of different tastes of food from a passage.	Learner extracts names of different tastes of food from a passage.	Learner extracts most names of different tastes of food from a passage.	Learner extracts a few names of different tastes of food from a passage with prompting.
Ability to read simple texts fluently.	Learner reads simple texts smoothly with no hesitations. Their volume is excellent.	Learner reads simple texts fluently.	Learner reads simple texts with some hesitations that interfere with communication, and volume wavers.	Learner reads simple texts with frequent hesitations that make it difficult to perceive what they are reading. Their volume is very soft.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 Reading Comprehension: Transport (3 lessons)	By the end of the sub strand, the learner should be able to: a) state the modes of transport from a reading passage b) paraphrase the main ideas from a comprehension passage c) exhibit interest in reading texts for information	The learner is guided to: • identify different modes of transport from texts and read them out loud in turns • read a passage on modes of transport and underline the keywords • respond to questions from selected texts • read short texts and match headings to paragraphs • practise articulating words with the sounds $d, t, n,$ and l in pairs from an audio clip • search for appropriate texts on modes of transport from varied sources and read at their own pace and time • discuss effective reading strategies with peers and make presentations in class.	How can you improve your reading comprehension skills?

Core Competencies to be developed:
• Critical thinking and problem solving: the learner develops research skills as they look for appropriate reading materials from varied sources.
• Citizenship: the learner develops skills of communicating with others as they discuss effective reading strategies with peers.

Pertinent and Contemporary Issues (PCIs):
Peer mentorship is developed as the learners share with peers effective reading strategies.

Values:
Love is fostered as learners share with peers' ways to improve their reading skills.

Link to other subjects:
Learners link their learning to Social Studies where they learn about modes of transportation.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state modes of transport from a reading passage.	Learner states and explains all modes of transport from a reading passage.	Learner states modes of transport from a reading passage.	Learner states most modes of transport from a reading passage.	Learner states modes of transport from a reading passage with cues.
Ability to paraphrase the main ideas from a comprehension passage.	Learner comprehensively paraphrases the main ideas from a comprehension passage.	Learner paraphrases the main ideas from a comprehension passage.	Learner partially paraphrases the main ideas from a comprehension passage.	Learner paraphrases the main ideas from a comprehension passage with assistance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.4 Reading Fluently: Weather (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to weather in various texts b) read texts with correct intonation, rhythm, and pace c) appreciate the importance of reading fluency for effective communication	The learner is guided to: • read and extract vocabulary related to weather from a simple dialogue • read jumbled up sentences on weather and arrange them in the correct order in groups or pairs • listen to audio clips on weather and then read along • listen to a text read by a peer and provide feedback • read words and phrases with the sounds *g, k,* and *h* in turns • discuss ways to enhance reading fluency in groups and pairs and make presentations in class.	Why is it important to read fluently?

Core Competencies to be developed:
• Learning to learn: the learner builds on their own learning experiences as they reflect on ways to enhance their reading fluency.
• Critical thinking and problem solving: the learner develops active listening and communication skills as they listen to audio clips and then read along.

Pertinent and Contemporary Issues (PCIs):				
Peer mentorship is developed as learners actively provide constructive feedback to their peers.				

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

Link to other subjects:				
Learning is linked to French, Arabic, and German, which emphasises the importance of reading fluently.				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify vocabulary related to weather in various texts.	Learner identifies vocabulary related to weather and gives relevant illustrations.	Learner identifies vocabulary related to weather in various texts.	Learner identifies most vocabulary related to weather in various texts.	Learner identifies some vocabulary related to weather in various texts.
Ability to read texts with correct intonation, rhythm, and pace.	Learner impeccably reads texts with excellent pace, rhythm, and intonation.	Learner reads texts with correct intonation, rhythm, and pace.	Learner reads texts slowly with unclear intonation and choppy rhythm and pace.	Learner reads texts slowly and laboriously with consistent difficulties in intonation and rhythm.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5 Reading Silently: School Schedules (2 lessons)	By the end of the sub strand, the learner should be able to: a) scan reading texts for specific information b) read short passages for main ideas c) value the importance of time management in our day-to-day lives	The learner is guided to: • highlight key terms on school schedules from a reading text • circle names of various subjects/ learning areas in their school timetables from a crossword puzzle in groups or pairs • practise articulating words with the sounds j, q, and x in pairs • read a passage on school schedules and answer related questions • discuss how friends can influence time management at school and ways to avoid peer pressure.	1. Why do you read silently? 2. How can you manage your time efficiently in school?

Core Competencies to be developed:
• Learning to learn: the learner develops skills of learning independently when they plan and manage their time effectively in school.
• Communication and collaboration: the learner develops skills to speak effectively and logically when they discuss how friends influence time management at school.

Pertinent and Contemporary Issues (PCIs):
Pertinent and Contemporary Issues (PCIs): • Peer pressure: the learner discusses ways of resisting negative peer pressure when managing their time at school. • Inter and intrapersonal skills: the learners develop healthy relationships with their peers through collaborative tasks.
Values: Unity is developed as learners work harmoniously with each other in the various tasks.
Link to other subjects: Learners link their learning to Life Skills Education as they avoid and manage peer pressure.
Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to scan texts for specific information.	Learner scans texts and picks out accurate and detailed information.	Learner scans texts for specific information.	Learner scans texts and picks out accurate information with few errors.	Learner needs prompting to scan texts and pick out accurate information.
Ability to read short passages for the main ideas.	Learner reads short passages and always brings out the main ideas in detail during discussions.	Learner reads short passages for main ideas.	Learner reads short passages and occasionally brings out some main ideas in detail during discussions.	Learner reads short passages and requires probing to bring out main ideas during discussions.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.6 Reading Aloud: Physical Appearance** (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline parts of the body from a reading text b) read texts aloud with appropriate tempo c) appreciate the importance of self-awareness in building confidence	The learner is guided to: • underline names of body parts from texts and read them out loud • read short descriptions on the physical appearances of their classmates as others guess who they are • articulate words with the sounds *zh, ch, sh,* and *r* in turns after the audio clip • read passages on physical appearance and discuss the questions provided in pairs • discuss the importance of taking care of their bodies to enhance self-love for one's physical appearance • research on ways to enhance self-worth and read aloud their findings in class.	Why is correct articulation important when reading?

Core Competencies to be developed:
Citizenship: the learner develops information and communication skills as they collaborate with others to read passages and answer questions.
Pertinent and Contemporary Issues (PCIs):
Self-awareness: the learners develop an appreciation and self-love for their physical appearance.
Values:
Love: the learners demonstrate love for self with regards to their physical appearances.
Link to other subjects:
Learners link their learning to Life Skills Education where self-awareness skills are emphasised.
Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline parts of the body from a reading a text.	Learner outlines and explains all parts of the body from a reading text.	Learner outlines parts of the body from a reading text.	Learner outlines most parts of the body from a reading text.	Learner outlines some parts of the body from a reading text.
Ability to read texts aloud with appropriate tempo.	Learner reads texts with excellent phrasing, rhythm, and intonation; always follows punctuation conventions and self-corrects all mistakes quickly.	Learner reads texts with good phrasing, rhythm, and intonation; mostly follows punctuation conventions and self-corrects mistakes most of the time.	Learner reads texts in short phrases with unclear intonation and choppy rhythm and pace; makes some self-corrections.	Learner reads texts with unnatural phrasing and frequent difficulties in intonation and rhythm; has many mistakes and seldom self-corrects.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.7 Extensive Reading: Currency Exchange** (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify appropriate reading materials related to currency exchange b) read extensively on a variety of topics c) exhibit interest in reading extensively for information and enjoyment	The learner is guided to: • search online / school or local library for appropriate short texts and passages on currency exchange in groups or pairs • read various texts, passages, and short stories and give their opinion in class • simulate reading dialogues on currency exchange in turns • read numbers 10,000 – 1,000,000 correctly in groups or pairs • articulating words and phrases with sounds *z, c,* and *s* correctly • organise a literacy field trip to exchange reading materials with peers to encourage extensive reading in the community.	What are the qualities of a good reading text?

Core Competencies to be developed:
- Communication and collaboration: the learner develops skills to speak fluently when they give their opinions on the texts read.
- Citizenship: the learner demonstrates initiative and entrepreneurship skills when they organise a literacy field trip with their peers.

• Digital literacy: the learner demonstrates skills of connecting using technology as they search for short texts and passages on currency exchange.	

Pertinent and Contemporary Issues (PCIs):
Leadership skills: the learners develop their leadership skills when they organise a literacy field trip to encourage extensive reading in the community.

Values:
- Unity is developed as learners work with peers on various tasks.
- Social justice is developed as learners exchange reading materials with peers to encourage extensive reading in the community.

Link to other subjects:
Learners link their learning to Mathematics and Business Studies where concepts on money are taught.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify appropriate reading materials related to currency exchange.	Learner exceptionally identifies varied and appropriate reading materials related to currency exchange.	Learner identifies appropriate reading materials related to currency exchange.	Learner with little assistance identifies appropriate reading materials related to currency exchange.	Learner struggles to identify appropriate reading materials related to currency exchange.
Ability to read extensively on a variety of topics.	Learner reads extensively on a variety of topics and provides detailed descriptions.	Learner reads extensively on a variety of topics.	Learner reads extensively on a variety of topics and lacks some critical details in their descriptions.	Learner reads extensively on a variety of topics and lacks many critical details in their descriptions.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.8 Reading Comprehension: Media** (4 lessons)	By the end of the sub strand, the learner should be able to: a) outline vocabulary on media from passages b) read simple texts for meaning and information c) acknowledge the importance of acting safely and responsibly when using media devices	The learner is guided to: • read short passages on types of media and identify keywords • use vocabulary acquired to talk about different pictures on types of media • rearrange sentences in their correct order and read them out loud • read short compositions related to media and answer the questions • formulate questions about the short texts in groups or pairs • outline the advantages and disadvantages of using media devices with peers.	How can you extract key information from a reading text?

Core Competencies to be developed:

Communication and collaboration: the learner develops skills to speak engagingly when they outline the risks and benefits of media devices.

Pertinent and Contemporary Issues (PCIs):
Safety and security: the learners develop awareness of the risks and benefits of using media devices.
Values:
Unity: the learners work harmoniously to formulate questions about media-related texts in groups or pairs.
Link to other subjects:
Learning is linked to Computer science on the concept of safe and responsible use of media devices.
Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline vocabulary on media from passages.	Learner outlines and explains all vocabulary on media from passages.	Learner outlines vocabulary on media from passages.	Learner outlines most vocabulary on media from passages.	Learner outlines some vocabulary on media from passages.
Ability to read simple texts for meaning and information.	Learner reads simple texts and responds comprehensively to instructions related to media.	Learner reads simple texts for meaning and information.	Learner reads simple texts and responds partially to instructions related to media.	Learner reads simple texts and responds unclearly to instructions related to media even with prompting.

STRAND 3.0: WRITING

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 Guided Writing: My Home (4 lessons)	By the end of the sub strand, the learner should be able to: a) write sentences with appropriate vocabulary b) compose short texts using vocabulary from the context c) appreciate writing characters correctly to communicate effectively	The learner is guided to: • form sentences from a substitution table in groups or pairs • write a composition of their favourite animal found in their home /community using the keywords provided • recognise the strokes and the correct stroke order used in writing characters related to common animals • watch an audio-visual clip and list characters of animals with radical 犭 and 鸟 in groups or pairs • display their written work on the class noticeboard for peer role modelling • discuss strategies of writing characters legibly to enhance effective communication with peers.	How can you communicate effectively through writing?

Core Competencies to be developed:
● Learning to learn: the learner works collaboratively with others to form sentences from a substitution table.
● Communication and collaboration: the learner develops skills of writing a well-organised composition on their favourite animal.

Pertinent and Contemporary Issues (PCIs):
Peer mentorship: the learners develop an awareness of strategies to help in improving their character writing skills.

Values:
Love: the learners demonstrate an appreciation of the written work displayed by their peers.

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

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to write sentences with appropriate vocabulary.	Learner exceptionally writes sentences with appropriate vocabulary.	Learner writes sentences with appropriate vocabulary.	Learner writes sentences with appropriate vocabulary some of the time.	Learner writes correct sentences some of the time; vocabulary is used inappropriately in most instances.
Ability to compose short texts using vocabulary from the context.	Learner composes very well organised short texts using vocabulary from the context.	Learner composes short texts using vocabulary from the context.	Learner composes moderately organised short texts using vocabulary from the context.	Learner needs assistance to compose short texts using vocabulary from the context.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.2 Guided Writing: Describing Foodstuff (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the description of food in texts b) write characters legibly and neatly c) value the role of writing clearly in communication	The learner is guided to: • listen to a passage and list down the foodstuff mentioned with their corresponding tastes • watch an audio-visual clip simulating how to write the pinyin and characters of the different food flavours • list characters with the radical 口 related to eating and drinking in pairs • listen to an audio recording and fill in the blanks with the appropriate words • compose short character passages describing their favourite food • make a scrapbook using pictures, images, or drawings with short descriptions of their favourite food and taste preferences • discuss how to improve one's handwriting for effective communication with peers and make presentations of their findings.	What role does handwriting play in communication?

Core Competencies to be developed:
• Communication and collaboration: the learner develops skills to write clearly and correctly when they compose short character passages describing their favourite food.
• Learning to learn: the learner develops skills of working collaboratively as they engage with others in group activities.

Pertinent and Contemporary Issues (PCIs):
Creative thinking skills are developed as the learner creates a scrapbook of their taste preferences.

Values:
Respect: the learner respects the different opinions of their peers on different tastes.

Link to other subjects:
Learners link their learning to English, Kiswahili, and Indigenous languages, where they learn about descriptive writing.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify vocabulary related to the description of food in texts.	Learner identifies and explains all vocabulary related to the description of food in texts.	Learner identifies vocabulary related to the description of food in texts.	Learner identifies most vocabulary related to the description of food in texts.	Learner needs prompting to identify some vocabulary related to the description of food in texts.
Ability to write characters legibly and neatly.	Learner writes exceptionally clear, proportional, and neat characters with the correct strokes.	Learner writes characters legibly and neatly.	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	3.3 Guided Writing: Transport (4 lessons)	By the end of the sub strand, the learner should be able to: a) outline vocabulary related to modes of transport from passages b) construct sentences with appropriate word order and patterns in varied contexts c) evaluate their writing proficiency and seek remedies where they need improvement	The learner is guided to: • listen to a dictation and list the different modes of transport mentioned • match vocabulary on modes of transport with their correct meaning from a table • write simple sentences on the modes of transportation they find interesting • give sentences to peers for review • practise writing characters with the radical 辶 on grid papers • research online/offline the types of transportation in Kenya and China and discuss the differences and similarities in class • discuss their difficulties in writing Chinese characters and propose possible solutions.	What strategies can you use to write effectively?
Core Competencies to be developed: • Communication and collaboration: the learner develops skills to write fluently and correctly as they compose simple sentences on modes of transportation. • Digital literacy: the learner develops skills of connecting using technology as they search for types of transportation in Kenya and China.					

• Critical thinking and problem solving: the learner reflects on finding solutions to problems encountered while writing Chinese characters.	

Pertinent and Contemporary Issues (PCIs):
Problem solving skills: the learner collaborates with peers to propose solutions to their challenges in writing Chinese characters.

Values:
Responsibility: the learner evaluates their writing skills and seeks possible solutions for improvement.

Link to other subjects:
Learning is linked to Social studies on types of transportation.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline vocabulary related to modes of transport from passages.	Learner comprehensively outlines vocabulary related to modes of transport from passages.	Learner outlines vocabulary related to modes of transport from passages.	Learner partially outlines vocabulary related to modes of transport from passages.	Learner requires probing to outline vocabulary related to modes of transport from passages.
Ability to construct sentences with appropriate word order and patterns in varied contexts.	Learner meticulously constructs sentences with appropriate word order and patterns in varied contexts.	Learner constructs sentences with appropriate word order and patterns in varied contexts.	Learner constructs sentences with a few errors using appropriate word order and patterns in varied contexts.	Learner needs prompting to construct sentences using appropriate word order and patterns in varied contexts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.4 Guided Writing: Weather** (3 lessons)	By the end of the sub strand, the learner should be able to: a) list different types of weather from texts b) compose short texts describing the weather c) appreciate the role of writing as a tool for change in the society	The learner is guided to: • listen to an audio clip on different types of weather and outline the keywords • match various types of weather to their appropriate clothing • imitate writing characters with the radical 雨，氵 related to weather from an audio-visual clip /teacher • form sentences describing the weather from a substitution table, in groups or pairs • use given words to compose short paragraphs in the appropriate word order • research recent weather patterns throughout the country and discuss how to mitigate their adverse effects • write talking walls in their school for awareness creation on ways to mitigate adverse weather patterns in their community.	How can writing be used as a tool for change in the society?

Core Competencies to be developed:
• Critical thinking and problem solving: the learner develops evaluation and decision-making skills as they propose ways to mitigate the adverse effects of weather patterns in the country.
• Learning to learn: the learner works collaboratively with their peers to create awareness in the community.

Pertinent and Contemporary Issues (PCIs):
Adverse weather patterns: the learners develop awareness of the effects of weather patterns on the community and country at large.

Values:
Patriotism: the learners demonstrate love for their country as they actively engage in dialogues to propose solutions to severe weather patterns.

Link to other subjects:
Learning is linked to Indigenous languages, English and Kiswahili where effective writing skills are emphasised.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list different types of weather from texts.	Learner lists and explains different types of weather from texts.	Learner lists different types of weather from texts.	Learner lists different types of weather from texts some of the time.	Learner struggles to list different types of weather from texts most of the time.
Ability to compose short texts describing the weather.	Learner methodically composes short texts describing the weather.	Learner composes short texts describing the weather.	Learner composes short texts describing the weather with minor errors.	Learner composes short texts describing the weather with assistance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writin	**3.5 Descriptive Writing: School Schedules** (3 lessons)	By the end of the sub strand, the learner should be able to: a) select vocabulary related to school schedules from texts b) compose descriptive texts with the appropriate sentence structure c) show interest in writing Chinese characters for effective communication	The learner is guided to: • list the various learning areas /subjects in their school timetable from the given passage • write a short descriptive composition on the importance of managing time at school and share with others • prepare study schedules to manage their time at school • visit a school in the neighbourhood and compare their class schedules • trace characters with the radical 扌 on grid papers • share strategies for writing Chinese characters effectively with peers.	What strategies can you use to write effectively?
Core Competencies to be developed: • Communication and collaboration: the learner develops skills of writing fluently and in an organised manner as they compose clear and organised personal study schedules. • Self-efficacy: the learner develops personal skills as they plan for their time efficiently by sorting out their priorities and focussing on achieving the various tasks at school.				

Pertinent and Contemporary Issues (PCIs):
• Self-management skills: the learner demonstrates self-management skills when they plan for their time effectively. • Peer mentorship: the learners effectively share strategies for writing Chinese characters with peers.
Values: Responsibility: the learners demonstrate responsibility by planning for their time at school.
Link to other subjects: Learners link their learning to Life Skills Education on time management.
Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to select vocabulary related to school schedules from texts.	Learner selects and explains all vocabulary related to school schedules from texts.	Learner selects vocabulary related to school schedules from texts.	Learner selects most vocabulary related to school schedules from texts.	Learner selects vocabulary related to school schedules from texts with assistance.
Ability to compose descriptive texts with the appropriate sentence structure.	Learner composes descriptive texts with excellent organisation, rich word choice, and appropriate sentence structure.	Learner composes descriptive texts with the appropriate sentence structure.	Learner composes descriptive texts that lacks organisation, with repetitive details, and uses appropriate sentence structure some of the time.	Learner needs prompting to compose descriptive texts with appropriate sentence structure.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	**3.6 Descriptive Writing: Physical Appearance** (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the organisation of a dialogue b) compose dialogues in varied contexts c) show interest in writing simple dialogues using characters	The learner is guided to: • examine a sample dialogue in groups or pairs • list and discuss the key components and organisation of the dialogue • listen to a dialogue and fill in the blanks with the appropriate words • create simple dialogues describing their best friend's physical appearance and role-play in pairs • discuss the challenges encountered when composing the dialogues and discuss how to solve them with peers • list characters with the radical 月 in groups or pairs • create Chinese character art in groups and post on the school notice board for peer modelling.	Why should one write Chinese characters correctly?

Core Competencies to be developed:
Self-efficacy: the learner exhibits effective communication skills as they clearly communicate the challenges they encountered when composing the dialogues and how to solve them.

Pertinent and Contemporary Issues (PCIs):
Healthy inter and intrapersonal skills: developed as the learners use communication and interpersonal skills to build and maintain friendships.

Values:
Unity: learners work harmoniously in groups and pairs to undertake various tasks.

Link to other subjects:
Learners link their learning to Visual Arts, where they learn about calligraphy.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline the organisation of a dialogue.	Learner exemplarily outlines the organisation of a dialogue with detailed examples.	Learner outlines the organisation of a dialogue.	Learner outlines the organisation of a dialogue, but some of the details missing.	Learner struggles to outline the organisation of a dialogue, prompted to give missing details.
Ability to compose dialogues in varied contexts.	Learner creatively composes dialogues in varied contexts with excellent organisation.	Learner composes dialogues in varied contexts.	Learner composes dialogues in varied contexts, occasionally lacking good organisation.	Learner needs prompting to compose dialogues in varied contexts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Functional Writing : Currency Exchange (2 lessons)	By the end of the sub strand, the learner should be able to: a) list vocabulary related to currency exchange from texts b) design an exchange rate chart using media devices c) underscore the importance of writing characters correctly for effective communication	The learner is guided to: • listen to audio clips and write down key terms used in currency exchange • search for the meaning of new words and write them down in groups or pairs • discuss the key features of an exchange rate chart in groups and pairs • search from various digital and print media values of different currencies of the world and list them down • write numbers 10,000 – 1,000,000 correctly with peers • create an exchange rate chart using media devices • practise writing characters with the radical 钅 on a grid paper • brainstorm strategies for writing characters clearly and correctly with peers.	How can you write clearly and effectively?

Core Competencies to be developed:
- Digital literacy: the learner develops skills of creating with technology as they design exchange rate charts using media devices.
- Critical thinking and problem solving: the learner demonstrates researching skills as they look for values of different world currencies.

Pertinent and Contemporary Issues (PCIs): • Life skills: the learners enhance their inter-personal and intrapersonal relationships through collaborative tasks. • Financial literacy: the learners develop awareness of the values of different currencies worldwide.	

Values: Respect: the learners respect the opinions and perspectives of their peers in various collaborative activities.	

Link to other subjects: Learners link their learning to Mathematics and Business studies where they learn about money.	

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list vocabulary related to currency exchange from texts.	Learner lists and explains all the vocabulary related to currency exchange from texts.	Learner lists vocabulary related to currency exchange from texts.	Learner lists most of the vocabulary related to currency exchange from texts.	Learner requires probing to list some of the vocabulary related to currency exchange from texts.
Ability to design an exchange rate chart using media devices.	Learner creatively designs an informative, detailed, and very well organised exchange rate chart using media devices.	Learner designs an exchange rate chart using media devices.	Learner designs an informative exchange rate chart using media devices; some details are misplaced or missing.	Learner is assisted in using media devices to design an informative exchange rate chart.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.8 Creative Writing: Media (2 lessons)	By the end of the sub strand, the learner should be able to: a) write sentences using appropriate vocabulary b) use media devices to write effectively c) show interest in writing using media devices	The learner is guided to: • write simple sentences on media in pinyin and characters • familiarise with typing basics, shortcuts, and inputs in groups or pairs • watch as the teacher models typing using characters • compose short texts on responsible use of media devices and share with peers on various online fora • write a short story of their choice using media devices • identify the challenges they face when writing using media devices and propose possible solutions.	How does media facilitate writing effectively?

Core Competencies to be developed:
• Digital literacy: the learner demonstrates skills of creating with technology as they compose short texts and share with peers on various online fora.
• Self-efficacy: the learner develops effective communication skills when identifying the challenges they face when writing using media devices.

Pertinent and Contemporary Issues (PCIs):
Problem-solving skills: the learner proposes solutions to the challenges they face when writing using media devices.

Values:
Responsibility: the learners develop awareness on safe and responsible use of media devices.

Link to other subjects:
Learning is linked to Computer Science on safe and responsible use of media devices.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to write sentences using appropriate vocabulary.	Learner innovatively writes sentences using appropriate vocabulary and gives numerous llustrations.	Learner writes sentences using appropriate vocabulary.	Learner writes sentences with minor errors using appropriate vocabulary.	Learner writes sentences with major errors using appropriate vocabulary.
Ability to use media devices to write effectively.	Learner creatively uses media devices to write effectively.	Learner uses media devices to write effectively.	Learner uses media devices to write effectively with few limitations.	Learner uses media devices to write effectively with many limitations.

STRAND 4.0: LANGUAGE STRUCTURES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.1 Noun Classifiers:** 只，头，条, 匹 (3 lessons)	By the end of the sub strand, the learner should be able to: a) categorise animals according to their classifiers b) construct sentences using the correct classifier c) recognise the importance of using noun classifiers for effective communication	The learner is guided to: • select noun classifiers for animals from a list • match the correct classifier with the appropriate animals • write short sentences using noun classifiers • carry out short conversations using the selected noun classifiers in groups or pairs • listen to an audio clip on how to protect and care for animals found in the home and summarise the text using noun classifiers • research (online or offline) how different languages use noun classifiers and make presentations of their findings.	What role do noun classifiers play in language?

Core Competencies to be developed:
- Communication and collaboration: the learner develops skills of listening keenly and actively as they listen to audio clips and summarise the information.
- Citizenship: the learner develops communication and collaboration skills within diverse teams by carrying out short conversations using the selected noun classifiers in groups.

Pertinent and Contemporary Issues (PCIs):
Animal welfare: learners develop awareness on how to protect and care for common animals found at home.

Values:
- Responsibility: the learner develops responsibility as they protect and care for the animals.
- Unity: learners work together peacefully to accomplish various tasks.

Link to other subjects:
Learners link their learning to Agriculture on the care for animals.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to categorise animals according to their classifiers.	Learner categorises all animals according to their classifiers with relevant examples.	Learner categorises animals according to their classifiers.	Learner categorises most animals according to their classifiers.	Learner categorises some animals according to their classifiers.
Ability to construct sentences using the correct classifiers.	Learner excellently constructs sentences using the correct classifiers with no grammatical errors.	Learner constructs sentences using the correct classifiers.	Learner constructs sentences using the correct classifiers with few grammatical errors.	Learner constructs sentences using the correct classifiers with many grammatical errors.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.2 Prepositions:** 比 (3 lessons)	By the end of the sub strand, the learner should be able to: a) locate the preposition of comparison in sentences b) construct simple sentences using the preposition of comparison c) acknowledge the role of the preposition of comparison in sentences	The learner is guided to: • identify the preposition of comparison in short sentences • place the preposition of comparison in the correct position in sentences or texts • use the preposition of comparison to construct simple sentences on the tastes of foods • create short texts about their most preferred food tastes using the preposition of comparison • compare and contrast food preferences and cultures from different communities • discuss how to be respectful of the various food cultures.	1. Why are prepositions of comparison important in language? 2. How do we use the preposition of comparison in sentences?

Core Competencies to be developed:
- Citizenship: the learner develops cultural identity skills as they respect varied food preferences and cultures from different communities.
- Communication and collaboration: the learner develops the skills of writing in an organised manner as they compose short texts about their preferred food tastes.

• Learning to learn: the learner develops skills of working independently when they place the preposition of comparison in the correct position.	

Pertinent and Contemporary Issues (PCIs):
- Citizenship: the learner develops a sense of appreciation for their country's rich and varied food culture.
- The learners develop healthy inter and intrapersonal relationships as they work together with peers in various tasks.

Values:
Respect: the learner demonstrates respect for various food cultures and practises.

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

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to locate the preposition of comparison in sentences.	Learner meticulously locates the preposition of comparison in sentences.	Learner locates the preposition of comparison in sentences.	Learner locates the preposition of comparison in sentences some of the time.	Learner locates the preposition of comparison in sentences with prompting.
Ability to construct simple sentences using the preposition of comparison.	Learner creatively constructs simple sentences using the preposition of comparison and gives numerous examples.	Learner constructs simple sentences using the preposition of comparison.	Learner constructs simple sentences using the preposition of comparison with few errors.	Learner constructs simple sentences using the preposition of comparison with many errors.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.3 Sentence Structure** 是......的 **Noun Classifier** 辆 (4 lessons)	By the end of the sub strand, the learner should be able to: a) construct sentences using the given sentence structure b) use the noun classifier correctly in various contexts c) show interest in using sentence structures correctly for effective communication	The learner is guided to: • highlight the use of 是......的 in sentences related to modes of transport • write sentences using the verb predicate sentence structure 是......的 • role-play with peers dialogues and conversations about modes of transport using the verb predicate sentence structure 是......的 • identify the nouns that use the classifier 辆 from jumbled-up words • assist peers in using the classifier 辆 correctly in sentences • research online or offline ways to observe safety when using different modes of transport and narrate findings making use of the sentence structure and noun classifier.	How do we use noun classifiers in sentences?
Core Competencies to be developed: • Communication and collaboration: the learner develops active listening and speaking skills as they role-play dialogues and conversations with peers.					

• Digital literacy: the learner develops skills of interacting using digital technology as they search for ways of observing safety while using different modes of transport.	

Pertinent and Contemporary Issues (PCIs):
• Peer mentorship: the learner assists their peers in using the classifier correctly in sentences.
• Safety: the learner develops awareness of the importance of observing safety precautions when using various modes of transport.

Values:
Unity is fostered as the learner works collaboratively with others to undertake various tasks.

Link to other subjects:
Learners link their learning to English on the use of measure words.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to construct sentences using the given sentence structure.	Learner exquisitely constructs sentences using the given sentence structure.	Learner constructs sentences using the given sentence structure.	Learner constructs sentences using the given sentence structure with few errors.	Learner constructs sentences using the given sentence structure with many errors.
Ability to use the noun classifier correctly in various contexts.	Learner excellently uses the noun classifier correctly in various contexts.	Learner uses the noun classifier correctly in various contexts.	Learner uses the noun classifier correctly in various contexts with minor errors.	Learner uses the noun classifier correctly in various contexts with assistance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	**4.4 Sentence Structures: Preposition** 在......呢 (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the selected preposition in given texts b) create short compositions using the selected preposition c) develop effective communication skills through the correct use of prepositions.	The learner is guided to: • underline the selected preposition in a passage related to weather • construct sentences on weather using the preposition 在......呢 in groups or pairs • write short passages about their favourite weather using the preposition 在......呢 • compose a weather log for their community and share it with peers on appropriate platforms • research online or offline severe weather conditions and propose ways to mitigate them in groups and pairs • present their findings in class.	1. How can the correct use of prepositions enhance communication? 2. Why is it important to create coherent texts?

Core Competencies to be developed:
• Communication and collaboration: the learner develops the skill to write clearly and correctly as they compose short passages about their favourite weather.
• Digital literacy: learners acquire skills of connecting using digital technology as they look for information on severe weather conditions.
• Critical thinking and problem solving: the learner develops evaluation skills by examining severe weather conditions and proposing ways to mitigate them.

Pertinent and Contemporary Issues (PCIs):
Disaster risk reduction: the learner acknowledges that they are agents of change in mitigating severe weather conditions.

Values:
Responsibility is demonstrated as the learner discusses how they can contribute to mitigating severe weather conditions.

Link to other subjects:
Learners link their learning to Social Studies as they learn about weather conditions.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the selected preposition in given texts.	Learner exceptionally identifies the selected preposition in given texts.	Learner identifies the selected preposition in given texts.	Learner identifies the selected preposition some of the time in given texts.	Learner identifies the selected preposition in given texts with assistance.
Ability to create short compositions using the selected preposition.	Learner innovatively creates short compositions using the selected preposition.	Learner creates short compositions using the selected preposition.	Learner creates short compositions using the selected preposition with few errors.	Learner creates short compositions using the selected preposition with many errors.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.5 Preposition** ...... 的时候 **Classifier:** 期 (5 lessons)	By the end of the sub strand, the learner should be able to: a) compose texts using the selected preposition b) use the noun classifier appropriately in sentences c) exhibit self-discipline in managing time at school	The learner is guided to: ● identify the preposition **…...**的 时 候 on texts related to school schedules ● discuss their school schedules using the preposition in groups and pairs ● construct simple sentences on school schedules using the classifier 期 ● propose ways of overcoming challenges encountered when using the selected preposition and classifier with peers ● listen to an audio clip on the importance of time management and summarise in their own words.	Why are noun classifiers important in language?

Core Competencies to be developed:
- Critical thinking and problem solving: the learner develops interpretation and inference skills as they propose solutions to challenges encountered when using the selected preposition and classifier.
- Communication and collaboration: the learner develops skills of listening actively and keenly as they summarise the importance of time management.

Pertinent and Contemporary Issues (PCIs):				
Self-management skills: the learner develops awareness of the importance of managing time at school.				
Values:				
Responsibility: the learner demonstrates responsibility when they manage time at school.				
Link to other subjects:				
Learners link their learning to Life Skills Education on time management skills.				
Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to compose texts using the selected preposition.	Learner exceptionally composes texts using the selected preposition.	Learner composes texts using the selected preposition.	Learner composes texts using the selected preposition with some errors.	Learner composes texts using the selected preposition with many errors.
Ability to use the noun classifier appropriately in sentences.	Learner excellently uses the noun classifier appropriately in sentences.	Learner uses the noun classifier appropriately in sentences.	Learner uses the noun classifier appropriately in sentences with few errors.	Learner uses the noun classifier appropriately in sentences with many errors.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.6 Adverbs of Degree:** 有点儿 and 一点儿 **Classifier** 双，条 (4 lessons)	By the end of the sub strand, the learner should be able to: a) extract the adverbs of degree from texts b) construct sentences using the noun classifiers and adverbs c) appreciate the role of adverbs of degree in communication	The learner is guided to: • read a passage on parts of the body and highlight the adverbs of degree used • describe parts of the body using the adverbs of degree • describe one's physical appearance using the noun classifiers • use online and offline dictionaries to find adjectives to describe one's physical appearance in groups or pairs • use the adverbs of degree to construct simple sentences • discuss the importance of proper grooming in enhancing self-esteem in groups or pairs.	1. What is the role of noun classifiers in sentences? 2. Why is it important to use the correct adverb of degree when describing a person?

Core Competencies to be developed:
- Digital literacy: the learner develops skills of interacting with digital technology as they search online for adjectives that describe physical appearance.
- Communication and collaboration: the learner develops skills to speak effectively and logically as they describe their physical appearance.

Pertinent and Contemporary Issues (PCIs):
Self-esteem: the learner develops an appreciation of proper grooming to enhance their self-esteem.

Values:
Love and respect: the learner demonstrates love and respect for their body by observing proper grooming.

Link to other subjects:
Learners link their learning to Physical and Health Education where they learn about proper grooming.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to extract adverbs of degree from texts.	Learner extracts and explains all the adverbs of degree from texts.	Learner extracts the adverbs of degree from texts.	Learner extracts most of the adverbs of degree from texts.	Learner extracts some of the adverbs of degree from texts with cues.
Ability to construct sentences using the noun classifiers and adverbs.	Learner creatively constructs sentences using the noun classifiers and adverbs with relevant illustrations.	Learner constructs sentences using the noun classifiers and adverbs.	Learner constructs sentences using the noun classifiers and adverbs with few errors.	Learner constructs sentences using the noun classifiers and adverbs with many errors.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.7 Conjunctions:** 还是 **and** 或者 **Classifier** 块 (4 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish the conjunctions used in given passages b) make use of the classifier in the construction of sentences c) appreciate the use of grammar in language skills development	The learner is guided to: • listen to a passage on currency exchange and list the conjunctions used in groups or pairs • place the conjunctions 还是 and 或者 in the appropriate positions in jumbled-up sentences • construct sentences using the classifier 块 in turns • compose dialogues related to currency exchange using the selected conjunctions and classifier • discuss how to promote integrity in their day-to-day monetary transactions in groups or pairs • discuss the challenges of using the conjunctions 还是 and 或者 and share their findings with peers.	1. Why are conjunctions important? 2. How does correct grammar influence communication?

Core Competencies to be developed:
• Self-efficacy: the learner develops skills to communicate effectively when identifying the challenges they face when using the given conjunctions.
• Citizenship: the learner engages in constructive dialogues with peers to come up with possible solutions to their challenges in the use of the given conjunctions.

Pertinent and Contemporary Issues (PCIs):
Creative thinking skills: the learner creates dialogues on currency exchange using the selected conjunctions and classifier.

Values:
Integrity: the learner develops awareness of ways of upholding integrity in their day-to-day monetary transactions.

Link to other subjects:
Learners link their learning to Business Studies on the concept of currency exchange.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish the conjunctions used in given passages.	Learner innovatively distinguishes all the conjunctions used in given passages using relevant examples.	Learner distinguishes the conjunctions used in given passages.	Learner distinguishes most of the conjunctions used in given passages.	Learner distinguishes the conjunctions used in given passages with assistance.
Ability to use noun classifiers in sentences.	Learner always uses noun classifiers correctly in sentences.	Learner uses noun classifiers in sentences.	Learner occasionally uses noun classifiers correctly in sentences.	Learner rarely uses noun classifiers correctly in sentences.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	**4.8 Conjunction:** 因为...... 所以 ...... **Classifiers:** 台 (4 lessons)	By the end of the sub strand, the learner should be able to: a) outline conjunctions and classifiers in sentences on media b) construct varied sentences with the selected conjunction and classifier c) show interest in using classifiers for accuracy of communication	The learner is guided to: • identify the selected conjunction and classifier from jumbled-up sentences on media • listen to an audio clip and place the conjunction and classifier in the correct place in sentences • research online or from varied sources, the use of conjunction 因为 ...... 所以...... and the classifier 台 in sentences • construct sentences using the conjunction 因为...... 所以...... and classifier 台 • share the sentences with peers for review • discuss the importance of using the right classifier for the correct noun in Chinese • articulate challenges they experience when using classifiers and propose ways of overcoming them.	How do you use conjunctions accurately in sentences?

Core Competencies to be developed:
• Communication and collaboration: the learner exhibits teamwork skills while reviewing sentences with peers.
• Digital literacy: the learner develops skills of interacting with digital technology when researching online.

Pertinent and Contemporary Issues (PCIs):
Peer mentorship is developed as the learners share their reviews on sentences constructed using the given classifiers and conjunctions.

Values:
Love: learners support each other through peer groups to build self-esteem.

Link to other subjects:
Learning is linked to Arabic, German, and French on using conjunctions and classifiers.

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to outline classifiers and conjunctions in sentences on media.	Learner exhaustively outlines all conjunctions and classifiers in sentences on media.	Learner outlines conjunctions and classifiers in sentences on media.	Learner outlines some conjunctions and classifiers in sentences on media.	Learner outlines conjunctions and classifiers in sentences on media with prompting.
Ability to varied sentences with the selected conjunction and classifier.	Learner constructs varied sentences using the selected conjunction and noun classifier with no grammatical errors.	Learner constructs varied sentences using the selected conjunction and classifier.	Learner constructs sentences using the selected conjunction and noun classifier with few grammatical errors.	Learner constructs sentences using the selected conjunction and noun classifier with many grammatical errors that distort meaning.

COMMUNITY SERVICE LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners to reflect, experience, and learn from the community. CSL is expected to benefit the learner, the school, and the local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one CSL class activity. The activity will allow learners to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on the steps of the CSL project to carry out an activity of their choice as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school-based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

CSL Skills to be covered:
i)   **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways, and tools to collect the data. They will also learn to analyse information and present their findings.
ii)   **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes, etc.
iii) **Citizenship:** Learners will explore opportunities for engagement as members of the school community and provide a service for the common good.
iv)   **Leadership**: Learners develop leadership skills as they take up various roles within the CSL activity.
v)   **Financial Literacy Skills:** Learners consider how they can undertake the project, as well as sourcing and utilising resources effectively and efficiently.
vi)   **Entrepreneurship**: Learners consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
The learners will be guided to consider the various PCIs provided in the various subjects in Grade 7 and choose one suitable to their context and reality	By the end of the CSL class activity, the learner should be able to: a) identify a problem in the school community through research, b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) implement solutions to the identified problem, e) share the findings with relevant actors, f) reflect on own learning and relevance of the project, g) appreciate the need to belong to a community	The learner is guided to: ● brainstorm on issues/pertinent and contemporary issues in their school that need attention ● choose a PCI that needs immediate attention and explain why ● discuss possible solutions to the identified issue ● propose the most appropriate solution to the problem ● discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation) ● develop tools for collecting the information/data ● identify resources they need for the activity ● collect the information/data using various means	1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging

		- develop various reporting documents on their findings - use the developed tools to report on their findings - implement project - collect feedback from peers and the school community regarding the CSL activity - share the report on activity through various media to peers and the school community - discuss the strengths and weaknesses of the implemented project and lessons learnt - reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community.	

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
The ability to identify and analyse a pertinent issue in society to be addressed.	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.
The ability to plan to solve the identified problem.	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities, and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them.	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue.

Ability to share findings with relevant actors.	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, but lacks the necessary details.
The ability to reflect on own learning and relevance of the activity.	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.

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 • Tandem (face-to-face or electronic) and intercultural learning • Chinese Language Clubs • School Open Days • Exchange Programs • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests • Chinese cultural days

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

	• Flashcards • Illustrations • Journals • Recording devices • Menus • Brochures • Resource person	• Filling in missing information • Writing simple plays • Matching of sentences	
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 • Chinese Language Days • School Open Days • Kenya Music Festival • Exchange Programs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
Special Needs Education	• Interactive digital content • Brailed materials • Pictorial diagrams • Tactile diagrams • Adapted realia		