



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

MANDARIN

GRADE 7

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

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

a) Social Needs

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

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION AT JUNIOR SCHOOL

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

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

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

ESSENCE STATEMENT

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

GENERAL LEARNING OUTCOMES

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

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

STRAND 1.0: LISTENING AND SPEAKING

Theme 1: Greetings and Introduction				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	1.1 Phonological Awareness	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) pick out words and phrases from audio sources and texts, b) introduce oneself, others with correct tones and pronunciation , c) acknowledge the role of informal greetings in diverse communication contexts. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to an audio recording on Chinese informal greetings (吃了吗? 你今天怎么样? 你最近怎么样? 最近好吗? 大家好) and repeat after it, ● watch a simple audio-visual conversation about informal Chinese greetings and then practise saying the greetings, ● listen to an audio on introduction of oneself and others and answer the questions, ● practise carrying out informal greetings and self-introduction with age(吃了吗? /你今天怎么样? /你最近怎么样? /最近好吗? /大家好, 我叫....., 我今 	<p>What role do informal greetings play in communication?</p>

			<ul style="list-style-type: none"> ● 年.....岁) in pairs, ● practise carrying out informal greetings and introduction of others with their age(吃了吗? /你今天怎么样? /你最近怎么样? /最近好吗? /大家好, 他是我的朋友, 他叫....., 他今年.....岁) in groups of three, ● practise carrying out informal greetings and self-introduction with where you live(吃了吗? /你今天怎么样? /你最近怎么样? /最近好吗? /大家好, 我叫.....,我住在学校/Nairobi) in pairs, ● introduce oneself and friend, mentioning ages and where you live (吃了吗? /你今天怎么样? /你最近怎么样? /最近好吗? /大家好, 我叫....., 我今年.....岁, 我住在.....他是我的朋友, 他叫....., 他住在.....他今年.....岁, 你/您呢?) in turns. 	
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			<ul style="list-style-type: none"> • discuss the role of informal greetings in diverse communication contexts in groups. 	
<p>Core Competencies to be developed: Communication and collaboration: the learners develop speaking skills as they practise introducing themselves and others fluently and clearly.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion is strengthened as learners use informal greetings to introduce themselves and others.</p>				
<p>Values: Unity is bolstered as learners express themselves openly,listen actively and respect their peers' diverse perspectives.</p>				
<p>Link to other subjects: The learners link their meaning to English and Kiswahili languages on introduction of oneself and others.</p>				

Theme 2: Family

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	1.2 Phonological Awareness	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary related to family in a text, b) speak fluently in diverse contexts, c) appreciate diversity of family set ups 	The learner is guided to: <ul style="list-style-type: none"> ● look at images of different professions (老师, 医生, 司机, 警察, 护士, 农民) and let the student say out the professions ● listen and repeat a song on professions ● answer the question 你们家有几口人? and 你 (family member) 做什么工作? ● in pairs simulate a conversation of two friends introducing their family members to each other, ● bring a picture of you family and introduce your family members in class (how many you are in your family, name family members (爸爸, 妈妈, 哥哥, 弟弟, 姐姐, 妹妹, 外公, 外婆, 奶奶, 爷爷), age and profession 	How can you improve your fluency in speaking?

			(老师, 医生, 司机, 警察, 护士, 农民)	
Core Competencies to be developed:				
Communication and collaboration as a learner speak effectively and clearly while answering questions regarding their family members				
Citizenship is promoted as a learner respects diversity in family backgrounds as their peers introduce their family members.				
Pertinent and Contemporary Issues (PCIs):				
Self awareness is enhanced as a learner introduce their family to their peers with the aid of a picture				
Human sexuality: the learner develops a sense of healthy relationship with others as they learn about their family setting				
Values:				
Respect is promoted as a learner listens to their peers introduce their family and appreciate diversity in family set ups.				
Link to other subjects:				
Learners link learning to social studies where they learn about family and types of family.				

Theme 3: My Surroundings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.3 Phonological awareness</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the key expressions in texts b) extract vocabulary from listening text c) respond to questions from listening to dialogues appropriately a) appreciate the importance of using the correct words in communication 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to an audio-visual material on various marketplaces(书店, 衣服店, 食品店, 药店, 鞋店, 市场) and Create a list of items commonly found in a market. ● listen to a recording and repeat key expressions and vocabulary on market place(老板, 要多少?, 多少钱? 零,买, 卖) ● Set up a mock for different shops in the classroom and in pairs act as buyer and seller ● to create a short dialogue in a marketplace in pairs or groups taking turns being the customer and the seller ● Create flashcards with images or words related to the market (e.g., 水果, 蔬菜, 钱, 药). ● Collaboratively create a picture book about a visit to the marketplace. 	<p>How does role-playing in a context help in improving speaking and listening skills?</p>

Core Competencies to be developed:

Critical thinking and problem solving: the learner develops skills on buying and selling as they discuss about different shops

Pertinent and Contemporary Issues (PCIs):

Financial literacy: the learners develop awareness on various ways of shopping

Values: Respect: the learners respect the feedback given by their peers on the turn taking games.

Link to other subjects:

Theme 4:Time				
months of the year				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	<i>Phonological awareness</i>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) articulate words correctly in Chinese b) respond to simple questions on time in texts c) appreciates the role of speaking in enhancing communication ? 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● in pairs pick random dates of the calendar and say them out (年、月、日) ● compare and contrast the sequencing of dates in Chinese and how they write theirs ● listen to an audio and repeat the names of the selected public holidays (圣诞节、情人节, 新年, 劳动节, 独立日, 自治日 (Zìzhì rì)) ● look at different dates and say out the public holiday that falls on that date (圣诞节、情人节, 新年, 劳动节, 独立日, 自治日 ()) ● spin a wheel with special holidays and festivals and answer 圣诞节、情人节、新年、劳动节、独立日、自治日是几月几号? ● take turns ask each other their date of of birth 你的生日是几月几号? 	<p>Why is the importance of responding to questions in enhancing communication?</p>

			<ul style="list-style-type: none"> collaboratively discuss how time management helps in enhancing communication skills 	
<p>Core Competencies to be developed: communication and collaboration as a learner responds to questions asked by a peer appropriately.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Citizenship Education: A learner exhibits awareness of togetherness as they listen about National holidays that bring them together</p>				
<p>Values: patriotism is developed as a learner talk about some national public holidays.</p>				
<p>Link to other subjects: learners link their learning to social studies where they learn about various public holidays.</p>				

Theme 5: Fun and Enjoyment

Leisure time: when do you undertake the fun and enjoyment? (weekends , holidays)

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	6.1 Phonological awareness	By the end of the sub strand, the learner should be able to: a) identify key words and phrases in varied listening texts, b) share various topics using appropriate phrases and expressions c) display enthusiasm in using appropriate language for effective communication.	The learner is guided to: <ul style="list-style-type: none"> ● listen and repeat saying words and phrases related to when they undertake leisure activities (周末、每天, 每个星期, 每个月, 放假的时候), ● recall vocabulary related to leisure activities and draw a mind map in groups or pairs, ● take turns responding to questions on when they undertake their leisure activities (e.g 你什么时候听音乐?我周末听音乐 etc.) ● use pictures/images /drawings to share with their peers when they take part in leisure activities, ● collaborate with peers to present a skit on the importance of engaging in positive leisure activities for recreation. 	How can you speak clearly and effectively on various topics?

Core Competencies to be developed:

Critical Thinking and problem solving: The learner exhibits open mindedness and creativity skills as they show that they can understand that taking part in negative leisure activities has negative consequences.

Pertinent and Contemporary Issues (PCIs):

Substance and alcohol abuse: The learner gains awareness on the importance of engaging in positive leisure activities from the skit.

Values:

Integrity is developed as the learner exercises self discipline on the choice of leisure activities that they engage in during different times.

Link to other subjects:

Learning is linked to Indigenous, Arabic, French and German on the use of clear language when interacting to avoid miscommunication.

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Theme 6: Foods and Drinks

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	6.1 listening for information	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) outline vocabulary related to the topic from a text, b) extract key information from a text c) acknowledge the role of grasping key information in communication 	The learner is guided to: <ul style="list-style-type: none"> ● listen and note places where they go shopping for food (肉店, 面包店, 蔬菜店, 超市, 饭店) ● listen to an audio of someone's shopping list (鸡肉, 牛肉, 羊肉, 猪肉, 面包, 蛋糕, 饼干, 米饭, 面条, 大饼) and repeat ● watch a video clip on shopping and answer corresponding questions, ● jointly with peers simulate a conversation between a buyer and a seller of food items using the measuring unit 斤 and 公斤. ● share their experience of buying foodstuff from 肉店、面包店、蔬菜店、超市、饭店 ● collaboratively discuss the importance of eating health and present it in class 	How can you ensure that you get key information in communication?

<p>Core Competencies to be developed: Critical thinking and problem solving is developed as a learner listens to someone’s shopping list and selects the most appropriate place to buy the food items</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social awareness Skills: Effective Communication is enhanced as a learner together with peers simulate a conversation between a buyer and a seller of food items 				
<p>Values: unity is fostered as a learner simulates a conversation between a buyer and a seller together with peers.</p>				
<p>Link to other subjects: Learner links learning to business and pretech studies where they learn about budgeting through shopping lists</p>				

Theme 7: My Body describing people according to their physical attributes				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	7. 1 Oral Expression	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify appropriate vocabulary in varying context,</p> <p>b) speak fluently on diverse topics</p> <p>c) enhance self-esteem through communication</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● sing ‘ The Body Parts Song’ while simultaneously touching corresponding body parts on themselves in class, ● repeat out loud descriptive words and phrases about an individual’s physical attributes after a listening prompt in class (e.g. 高 gāo, 矮 ǎi, 黑 hēi, 胖 pàng, 瘦 shòu, 长 cháng, 短 duǎn, 大 dà, 小 xiǎo, 帅 shuài, 好看 hǎokàn, etc.), ● describe an individual’s physical attribute orally using 很 hěn in class (e.g. 玛丽很高 Mǎlì hěn gāo; 朋友很胖 Péngyou hěn pàng. etc.), ● say descriptions of an individual’s physical attributes using 不 bù as negation (eg. (e.g. 玛丽不高 Mǎlì bù 	<p>How can fluency be enhanced in communication?</p>

			<p><i>gāo; 朋友不胖 Péngyou bú pàng. etc.),</i></p> <ul style="list-style-type: none"> • take turns to describe their peers' physical features orally with a minimum of 5 sentences in class (<i>e.g. 这是大卫。大卫很好看。他不矮，眼镜很大，头发很黑。 Zhè shì Dàwèi. Dàwèi hěn hǎokàn. Tā bù ǎi, yǎnjìng hěn dà, tóufǎ hěn hēi.</i>) 	
<p>Core Competencies to be developed: Self Efficacy: The learner exhibits self-awareness as they describe their own and peers' physical appearance.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Mental Health Issues Self-Esteem: The learner cultivates a positive and mindful approach in describing both their own and peers' physical attributes, fostering an understanding and appreciation for self-esteem.</p>				
<p>Values: Respect: The learner values human dignity by being mindful when describing peers' physical attributes.</p>				
<p>Link to other subjects: The learner links their learning to indigenous languages by comparing how body descriptions are articulated.</p>				

Theme 8: Weather and Environment

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>8.1 Interactive speaking</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the four seasons from a text</p> <p>b) talk about various seasons using appropriate vocabulary</p> <p>c) appreciate the role of interactive speaking for effective communication</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● present pictures of the seasons in the classroom and name them (秋天, 冬天, 夏天, 春天, 旱季, 雨季) ● watch a video clip of the clothes worn in various seasons and answer the related questions (T 恤 T xù, 短裤 duǎn kù, 毛衣 máoyī, 外套 màitào, 大衣 dàyī, 雨衣 yǔyī, 伞 sǎn, 帽子 màozi, 手套 shǒutào, 围巾 wéijīn, 靴子 xuēzi, 凉鞋 liángxié, 太阳镜 tàiyáng jìng, 游泳衣 yóuyǒngyī) ● listen to a poem on weather patterns and express the words and phrases correctly (e.g. 晴天 qíngtiān, 雨天 yǔtiān, 风天 fēngtiān, 阴天 yīntiān 晴天, 雨天, 风天, 阴天) ● Choose songs related to each season and learn the lyrics and choreography, and then perform the songs together. ● Create sets of cards with pictures representing different seasonal activities, events, or scenes 	<p>How do collaborative expressions encourage listening skills and creative communication?</p>

			<p>and in small groups match the pictures with the correct season</p> <ul style="list-style-type: none"> • take turns in pairs acting out the words without speaking using Seasonal Vocabulary Charades and guess the season based on the actions. 	
<p>Core Competencies to be developed: Creativity and imagination</p>				
<p>Pertinent and Contemporary Issues (PCIs): Citizenship :the learner develops global awareness skills as they demonstrate knowledge of global weather patterns and seasons</p>				
<p>Values: Patriotism: Learner develops awareness and appreciation of different seasons globally as their compare with their community</p>				
<p>Link to other subjects: learning is linked to Agriculture where different seasons are emphasised</p>				

Theme 9: Getting Around

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>9.1 Listening for information</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify key vocabulary from a listening context,</p> <p>b) use simple,clear sentences to describe locations of facilities/areas fluently,</p> <p>c) describe the locations of facilities and areas fluently,</p> <p>d) acknowledge the significance of effective listening in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● repeat aloud the name of the mentioned area/facility in the locality after listening to an audio recording(e.g. 医院、教堂、清真寺、面包店、超市、邮局、饭店、肉店), ● say aloud and repeat the corresponding facility's/area's name based on the given description (e.g. 买饭的地方叫....., 看病的地方叫.....), ● listen and repeat the words denoting position/location (e.g. 对面、后面、附近、前面、旁边), ● listen and repeat simple sentences on location of facilities (e.g. 面包店在超市旁边, 饭店在肉店对面, 医院在邮局后面, 邮局在医院前面, 教堂在清真寺附近), ● listen to the given short text and answer the subsequent questions (e.g. 医院在哪 	<p>How can we avoid distractions in a listening context?</p>

			<p>里? 医院在....., 邮局在哪里? 邮局在....., 面包店在.....旁边,</p> <ul style="list-style-type: none"> look at the given map in groups then take turns to describe the location of the mentioned areas using the words 对面、后面、附近, 前面 and 旁边。 	
<p>Core Competencies to be developed: Critical thinking and problem solving: the learners develop reflective skills as they put the information they listen to into perspective to describe the location of facilities/areas.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion is fostered as the learners point out the location of different facilities in the locality, depicting a sense of belonging in a community and interconnectedness.</p>				
<p>Values: Responsibility is enhanced as learners work in groups to achieve the set goals of the class activities.</p>				
<p>Link to other subjects: The learner links their meaning to Social Studies on mapwork.</p>				

ASSESSMENT RUBRIC: LISTENING AND SPEAKING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to utilise vocabulary and expressions in oral communication.	Learner utilises all the targeted vocabulary and	Learner utilises all targeted vocabulary	Learner utilises most of the targeted vocabulary and	Learner utilises some of the targeted vocabulary and

	expressions in oral communication; attempts to use a variety of vocabulary and expressions synonymous to the targeted one's, giving justifications for their choice.	and expressions in oral communication.	expressions in oral communication.	expressions in oral communication.
Ability to exhibit quality of language in oral communication (pronunciation, rhythm, pace and intonation)	Learner exceptionally exhibits correct pronunciation, rhythm and pace at all times in oral communication and applies intonation in different contexts to convey meaning effectively.	Learner exhibits correct pronunciation, rhythm and pace in oral communication and applies intonation in different contexts to convey meaning accurately.	Learner exhibits correct pronunciation, rhythm and pace most of the time in oral communication and applies intonation in different contexts with minor instances of misinterpretation.	Learner exhibits correct pronunciation, rhythm and pace some of the time in oral communication and applies intonation with difficulty in different contexts, leading to occasional misunderstandings.
Ability to respond to questions and prompts to show comprehension and engagement in oral interactions.	The learner responds to all questions and prompts to show comprehension and engagement in oral	The learner responds to all questions and prompts to show comprehension and	The learner responds to some questions and prompts to show comprehension and	The learner responds to very few questions and prompts to show comprehension and

	interactions and goes further to give appropriate illustrations and examples.	engagement in oral interactions.	engagement in oral interactions.	engagement in oral interactions.
Ability to interpret and use non-verbal cues to enhance oral expressions.	Learner interprets and uses adequate gestures and facial expressions in oral expressions whenever required, is sensitive to cultural diversity and adapts non-verbal cues to suit diverse cultural contexts.	Learner interprets and uses adequate gestures and facial expressions to complement oral expressions whenever required.	Learner interprets and uses some gestures and facial expressions to complement oral expressions whenever required. Some gestures and facial expressions used do not rhyme with the intended communication.	Learner interprets and uses some gestures and facial expressions to complement oral expressions whenever required. Many of the gestures and facial expressions used do not rhyme with the intended communication.

STRAND 2.0: READING

Theme 1: Greetings and Introduction				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	2.1 Reading Aloud	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) highlight vocabularies related to formal and informal introduction</p> <p>b) read words ,phrases and sentences with correct pronunciation</p> <p>c) show interest in reading a variety of text proficiently</p>	<p>The learner is guided to:</p> <p>Prepare a set of flashcards with clues about different students in the class.</p> <ul style="list-style-type: none"> ● Identify numbers from 1-100(一到一百) from a text ● read a text on formal and informal greetings correctly and proficiently(,吃了吗? 你今天怎么样? 你最近怎么样? 最近好吗? 大家好) ● read name tags of their peers on greetings and introductions and share something interesting about themselves. ● Organise a scavenger hunt where they search flashcards with a certain type of greeting or a picture of a friend's introduction and read them . 	<p>How does reading foster a positive attitude toward language learning?.</p>

			<ul style="list-style-type: none"> ● take turns picking a card, reading the clues, and trying to guess which classmate it describes.(叫什么名字? , 你多大了? , 家人? , 你住哪儿?) ● role-playing different scenarios such as greeting someone for the first time, asking about age and where they live and their close friends. 	
<p>Core Competencies to be developed: communication and collaboration: the learner develops skills of proficiency reading as they take turns introducing themselves and their friends</p>				
<p>Pertinent and Contemporary Issues (PCIs): Child care and protection: The learner develops awareness on protection as they introduce each other and where they live</p>				
<p>Values: Unity: unity is enhanced as the learners role-play in knowing about each other and where their peers live</p>				
<p>Link to other subjects: learners link their learning to social studies where they learn about their peers</p>				

Theme 2: Family

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2 Reading for Understanding	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> highlight key words and phrases from a written text, express the main idea in texts appreciate the role of questions in reading comprehension. 	The learner is guided to: <ul style="list-style-type: none"> look at flashcards and read out loud names of nuclear family members in class (e.g. 爸爸 bàba, 妈妈 māma, 哥哥 gēge, 弟弟 dìdì), 姐姐 jiějie, 妹妹 mèimei, 外公 wàigōng, 外婆 wàipó, 奶奶 nǎinai, 爷爷 yéye. etc.), take turns reading a dialogue asking the total number of people in a family in class (e.g. 你家有几口人? Nǐ jiā yǒu jǐ kǒu rén? 我家有五口人。 Wǒ jiā yǒu wǔ kǒu rén.) read out loud names of different professions in class from written text (e.g. 医生 yīshēng, 老师 lǎoshī, 司机 sījī, 护士 hùshì, 农民 nóngmín, 警察 jǐngchá, 厨师 chúshī, etc.), match names of different professions to corresponding pictures in pairs/ groups, say out the meaning of sentences on an individual's family members with peers 	How does expressing main ideas in a text enhance communication?

			<p>(e.g. 玛丽的爸爸是医生。Mǎlì de bàba shì yīshēng。)</p> <ul style="list-style-type: none"> ● read a text on an individual introducing their family members, (names, how many they are, what their professions) and take turns to answers corresponding questions in groups or pairs (e.g. 他家有几口人? Tā jiā yǒu jǐ kǒu rén? 他妈妈做什么工作? Tā māmā zuò shénme gōngzuò?) ● collaboratively introduce each other's family to peers and tell the jobs that they do. 	
<p>Core Competencies to be developed: Communication and Collaboration Self Efficacy- The learner exhibits good task management skills by displaying concerted attention to detail when answering comprehension questions.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Career pathways: The learner is exposed to various career pathways they can consider pursuing.</p>				
<p>Values: Respect- The learner respects the diverse professions of peers' family members.</p>				
<p>Link to other subjects: The learner links their learning to English and Swahili Languages as they compare names of professions.</p>				

Theme 3: My Surroundings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	Reading for Understanding	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) point out information from texts , b) respond to questions in a context , c) acknowledge the importance of price comparison before buying goods. 	The learner is guided to: <ul style="list-style-type: none"> ● match pictures/drawings of items to the various places they are sold in groups or pairs, ● read the prices of items as labelled in the pictures/drawings/paintings 元 / 块 , 先令, ● roleplay asking the price of various items using key expressions and vocabulary(e.g 老板 , 多少钱 , 买 , 卖) with peers, ● read a short passage and the answer questions related to the context, ● sequence words and phrases to form correct sentences, ● discuss why it is important to compare prices before purchasing items at the market. 	What does reading for understanding entail?
<p>Core Competencies to be developed: Critical Thinking and Problem Solving: Communication and collaboration: the learner exhibits teamwork skills as they participate actively in role-playing.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Financial literacy: the learner demonstrates awareness of the need to read prices on products or goods before purchasing them.</p>				
<p>Values: Respect is developed as the learner appreciates the diverse opinions of their peers during the discussion.</p>				

Link to other subjects:

Learning is linked to Business and Pre- Tech Studies on the concept of budgeting for one's financial resources.

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Theme 4: Time				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	4.2 reading aloud	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify special dates from texts respond to questions in a reading text appreciate correct reading skills for communication 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> illustrate their own calendar highlighting special days, such as holidays, birthdays, or special events. (圣诞节、情人节, 新年, 劳动节, 独立日, 自治日 (Zìzhì rì)) respond to a visual-audio questions on why the days are important using posters read a classroom timeline featuring important days of the year using flashcards respond to simple questions about important days of the year (圣诞节、情人节、新年、劳动节、独立日、自治日 是几月几号?) unscrambled words to question about important days and answer the questions using information from charts reading read short poems about their favourite holidays. read holiday journals and their experiences during different important days. 	<p>Why is correct pronunciation important in effective communication?</p>

			<ul style="list-style-type: none"> ● turn taking roles in pairs/ group asking each other about the important days and holiday of the year ● role-playing by assigning each group a specific date to represent an important day. 	
Core Competencies to be developed:				
Citizenship: the learner develops a shared commitment to the ideals of the nation and its culture as they discuss the shared important days of the year with peers.				
Pertinent and Contemporary Issues (PCIs):				
Citizenship: the learner develops a sense of appreciating different cultures as they discuss different holidays that they celebrate				
Values:				
Patriotism: the learners develop a love for their country when they explore different important days with peers				
Link to other subjects:				
learners link their learning to Social Studies where they learn about important national days				

Theme 5: Fun and Enjoyment

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	5. 2 Guided reading	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) identify vocabulary in contexts, b) read out words, phrases and simple sentences with clarity, c) appreciate the essence of appropriate reading skills in communication. 	The learner is guided to: <ul style="list-style-type: none"> ● identify vocabulary on leisure activities (e.g. 唱歌、听音乐、看电影、看电视、看书、画画、旅游、打球、玩电脑游戏) repetitively, ● read out words and phrases depicting time and frequency (e.g 周末、每天、每周、每个星期、每个月、放假的时候) repetitively, ● read out simple sentences on leisure activities, time and frequency (e.g 我每天看电视, 我喜欢周末听音乐, 我放假的时候去旅游), taking note of pronunciation and fluency, ● read the passage and answer the questions (e.g. 女生什么时候画画? 女生周末画画, 男生喜欢什么时候打球? 男生喜欢每个星期打球), ● take turns in pairs to construct then mention simple sentences on personal leisure activities and when you 	How can we incorporate appropriate reading skills into our communication?

			undertake them (e.g. 我喜欢周末看电影,我每天听音乐), <ul style="list-style-type: none"> jointly discuss in peers the significance of scheduling and undertaking positive fun and enjoyment activities. 	
Core Competencies to be developed: Critical thinking and problem-solving :the learners develop an open mindset,listen and appreciate different perspectives on how and when to undertake their leisure activities.				
Pertinent and Contemporary Issues (PCIs): Substance and alcohol abuse : the learners are challenged on the significance of scheduling and undertaking positive fun and enjoyment activities as opposed to negative ones in their classroom group discussions.				
Values: Integrity is promoted as the learners are challenged to undertake positive fun and enjoyment activities.				
Link to other subjects: The learner links their meaning to English and Kiswahili languages on incorporating appropriate reading skills in conveying information on activities,time and frequency.				

Theme 6: Foods and drinks

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	6. 2 Reading aloud	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) Identify words related to the topic from texts b) read simple texts with appropriate structure c) appreciate reading texts for vocabulary enrichment 	The learner is guided to: <ul style="list-style-type: none"> ● read keywords related to food shopping areas(肉店, 面包店, 蔬菜店, 超市, 饭店) ● read short texts on food shopping and extract main food items (鸡肉, 牛肉, 羊肉, 猪肉, 面包, 蛋糕, 饼干, 米饭, 面条, 大饼) ● Create a list of food items that can be found around the school and read them. ● take turns reading simple dialogues and texts on shopping for food ● Use picture books and let students in groups engage in discussions about the characters' shopping experiences. ● dramatise using empty food containers and organise the classroom to label the prices 	How do presentations help in improving communication skills?

			<ul style="list-style-type: none"> ● design worksheets and let the classroom in pairs match pictures of food items to their names ● organise presentations of different shopping area to improve fluency among peers ● jointly suggest discuss different professionals in the food and drinks chain 	
<p>Core Competencies to be developed: communication and collaboration:the learner exhibits effective communication skills as they fluently and effectively by reading simple texts</p>				
<p>Pertinent and Contemporary Issues (PCIs): career guidance: the learner develops awareness and develops a sense of career path as they discuss about different food items shops</p>				
<p>Values: Responsibility: the learner develops a sense of responsibility as they accomplish given roles of listing the food items around school</p>				
<p>Link to other subjects: learners link their learning to home science as they learn about food items</p>				

Theme 7: My Body

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	7.2 Reading aloud	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) identify words and phrases in context, b) read simple texts on description clearly, c) demonstrate an interest in reading aloud effectively for communication. 	The learner is guided to: <ul style="list-style-type: none"> ● Identify and say aloud words and phrases (e.g. 高、矮、黑、胖、瘦、长、短、大、小) depicting physical attributes from flashcards repetitively, ● read a short descriptive text, highlight the descriptive words and phrases, then read them aloud while paying attention to pronunciation, ● read aloud simple descriptive sentences with 很 and 不 repetitively (e.g. <i>Nuru 很高, Nuru 的头发很长, Nuru 不高, Nuru 的头发不长</i>), ● read aloud simple interrogative sentences on physical attributes comprising “description”不 “description”(e.g. <i>Nuru 高不高? Nuru 的头发长不长?</i>), 	What benefits reading aloud on communication?

			<ul style="list-style-type: none"> ● read the passage and answer the questions (e.g. 男生长得怎么样? 男生很/不高, 老师矮不矮? 老师很矮), ● take turns reading aloud the physical attributes of one of your peers as your deskmate makes a drawing based on the description, then try to guess the peer's name. 	
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Core Competencies to be developed:

Self-efficacy grows as students learn to describe their physical attributes and that of others in a mindful manner.

Pertinent and Contemporary Issues (PCIs):

Mental health: the learner develops an awareness about the effect of others' perceptions on one's physical attributes/body image and health.

Values:

Respect is promoted as the learner describes their peers in a mindful manner.

Link to other subjects:

The learner links their meaning to English and Kiswahili on physical characteristics.

Theme 8: Weather and Environment
the four seasons relating to months of the year and clothing

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	8.2 Reading for Fluency	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) highlight key words and phrases from a written text,</p> <p>b) read simple texts on given topics fluently,</p> <p>c) appreciate reading silently to enhance fluency.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● read and identify keywords and phrases related to seasons and weather conditions from word cards/ flash cards (e.g. 冷 lěng, 凉 liáng, 暖 nuǎn, 热 rè, 炎热 yánrè, 雨季 yǔjì, 旱季 hàn jì, 冬天 dōngtiān, 春天 chūntiān, 秋天 qiūtiān, 夏天 xiàtiān), ● scan through a weather report on a newspaper or digital device and underline keywords and phrases related to weather, and season, ● circle keywords and phrases associated with diverse clothing items suitable for various weather conditions throughout the year in a word search (e.g. T 恤 T xù, 短裤 duǎn kù, 毛衣 máoyī, 外套 wàitào, 大衣 dàyī, 雨衣 yǔyī, 伞 sǎn, 帽子 màozi, 手套 shǒutào, 围巾 wéijīn, 	How can you enhance understanding of texts when reading?

			靴子 <i>xuēzi</i> , 涼鞋 <i>liángxié</i> , 太陽鏡 <i>tàiyáng jìng</i> , 游泳衣 <i>yǒuyǒngyī</i> , <ul style="list-style-type: none"> ● read a comprehension passage on dressing up for different weather conditions at different times of the year and respond to related questions. 	
Core Competencies to be developed: Creativity and Imagination: The learner establishes connections between weather conditions and suitable clothing by engaging with relevant reading passages.				
Pertinent and Contemporary Issues (PCIs): Cultural Awareness: The learner demonstrates an appreciation for the diversity of clothing choices across regions during various seasons and times of the year.				
Values: Patriotism: Respect: The learner gains an understanding and appreciation for diverse cultural and regional clothing choices by recognizing the impact of both local and global weather variations.				
Link to other subjects: The learner links their learning to English, Kiswahili, and Indigenous languages on effective reading skills.				

in the neighbourhood: locating different areas and facilities in their locality

Theme 9: Getting Around

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	9.2 Reading for Understanding	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify key words and phrases from reading texts,</p> <p>b) read simple texts on given topics for comprehension,</p> <p>c) acknowledge the role of reading in building vocabulary.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● highlight words on facilities found in their locality from a crossword puzzle (医院、教堂、清真寺、面包店、超市、邮局、饭店、肉店), ● use pictures/ drawings to read the location of different areas and facilities in their locality, ● take turns reading the location of different areas and facilities in their locality using 对面、后面、附近, 前面 and 旁边, ● reading aloud a simple text and respond to related questions, ● read the location of various areas and facilities while their peers draw what they hear, ● form a reading buddy club to mentor and model reading among peers. 	<p>Why is reading important?</p>

<p>Core Competencies to be developed: Critical Thinking and Problem solving: The learner develops active listening and communication skills as they listen to the instructions given by their peers and draw maps to various areas and facilities in their locality. Communication and collaboration</p>
<p>Pertinent and Contemporary Issues (PCIs): Safety : The knowledge of the location of the various areas and facilities in their locality will enable the learner to know how to navigate their surroundings thus upholding their safety.</p>
<p>Values: Responsibility: this is developed as learners know how to give the locations of various facilities and areas in their locality. Love</p>
<p>Link to other subjects: The learner links their learning is to English, Kiswahili and Indigenous languages on the use of accurate and clear language for effective communication.</p>

ASSESSMENT RUBRIC: READING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to pronounce words in contexts for accuracy in reading.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended	The learner maintains accurate pronunciation of words in simple texts on familiar topics to	The learner makes a few errors of pronunciation of words in simple texts on familiar topics. Errors may hamper	The learner makes many errors of pronunciation of words in simple texts on familiar topics. Errors greatly

	meaning. Makes no errors of pronunciation even for texts on unfamiliar topics.	convey the intended meaning.	the ability to convey the intended meaning.	hamper the ability to convey the intended meaning.
Ability to read with fluency (smoothness, pace, pauses and intonation)	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts on unfamiliar topics and auto-corrects self in the few errors made.	The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes many errors in texts on unfamiliar topics and is unable to auto-corrects self.	The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced.

<p>Ability to read and understand simple texts</p>	<p>The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.</p>	<p>The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.</p>	<p>The learner interprets most of the questions in context and gives correct answers to most of them. Vocabulary used in giving responses to questions is limited but sufficient.</p>	<p>The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to questions is very limited but insufficient.</p>
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STRAND 3.0: WRITING

Theme 1: Greetings and Introduction				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.1 Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify vocabulary in texts, write legibly and neatly in Chinese, show enthusiasm in writing clearly for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to an audio recording and list words and phrases related to informal greetings, fill in the blanks with the appropriate words from a given text, decide whether the sentences given in a text are true or false with peers, construct short and simple texts based on various images related to informal greetings collect printed words and phrases from various sources and arrange the letters/words to make unique pieces of art/poetry on informal greetings, share the fun of learning about informal greetings creations with their peers. 	<p>What role does handwriting play in communication?</p>
<p>Core Competencies to be developed: Communication and collaboration: the learner develops communication skills as they write clear and correct simple sentences and texts.</p>				

Pertinent and Contemporary Issues (PCIs):

Citizenship

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

Values:

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

Link to other subjects:

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

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Theme 2: Family				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.2 Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> b) list nouns in varied contexts c) list simple description in a context, d) develop a love for writing Chinese Characters 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Paste names of family members on a family tree (爸爸, 妈妈, 哥哥, 弟弟, 姐姐, 妹妹, 外公, 外婆, 奶奶, 爷爷) ● match members of the family with descriptions (爸爸, 妈妈, 哥哥, 弟弟, 姐姐, 妹妹, 外公, 外婆, 奶奶, 爷爷) ● match names related to professions (老师, 医生, 司机, 警察, 护士, 农民) with pictures ● describe their family members with the help of a photo (<i>how many you are in your family, name family members (爸爸, 妈妈, 哥哥, 弟弟, 姐姐, 妹妹, 外公, 外婆, 奶奶, 爷爷), age and profession (老师, 医生, 司机, 警察, 护士, 农民)</i>) 	How can you improve your writing of characters?

			<ul style="list-style-type: none"> ● in groups or pairs identify the similarities and differences in character related to family members (妈妈 vs 姐姐 vs 妈妈 vs 外婆 vs 奶奶 and 爸爸 vs 外公 vs 爷爷, ● join strokes(<i>cut outs from a paper, made from plasticine/mud/sticks</i>) to form a character related to professions or family members 	
<p>Core Competencies to be developed: Communication and collaboration is developed as a learner writes simple descriptions of their family with the help of a picture.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Learner support program: the learner explores different career opportunities as they learn about careers of family members</p>				
<p>Values: Unity is promoted as a learner works in collaboration with their peers to identify the similarities and differences in character related to family members</p>				
<p>Link to other subjects: Learners link learning to social studies where they learn about family and types of family.</p>				

Theme 3: My Surroundings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	Guided writing	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) determine simple vocabulary in a given context, b) make inquiries using simple, correct sentences, c) value writing clearly for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> ● watch an audio-visual dictation on shops/stores (e.g. 书店, 衣服店, 食品店, 药店, 鞋店, 市场) then write down the mentioned names, ● listen to a text then write down the mentioned vocabulary on shops/store, ● match pictures of shops/stores to their corresponding/appropriate names,、 ● read a list of different currencies then rewrite them (e.g. 先令、元/块), ● fill in the blanks with the appropriate words, ● read the given short dialogue in a store then answer the questions (这个店卖什么? 男生想买什么? 书多少钱? 笔是多少先令?), ● role-play making price inquiries in different shops/stores in turns, ● discuss in pairs how to clearly make price inquiries in different shops/stores. 	How can we appropriately make inquiries for effective communication?
Core Competencies to be developed:				

Communication and collaboration:the learners develop communication skills by practising articulation of inquiries through the individual and group class activities.

Pertinent and Contemporary Issues (PCIs):

Financial literacy is nurtured as learners learn to make price inquiries in different shops/stores ,thus informing their personal financial decisions.

Values:

Respect is enhanced as learners role-play making price inquiries in different shops/stores in turns,adopting appropriate perspectives of doing so.

Link to other subjects:

The learner links their meaning to Business and Pre-Technical Studies on financial management and budgeting.

Theme 4: Time				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	4.3 Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) list dates in Mandarin.</p> <p>b) express holiday greetings in writing,</p> <p>c) appreciate the role of artistic expression in writing.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● write down the date of the current day in Mandarin date format in class (<i>e.g.</i> 2023 年 10 月 23 日), ● list down names of popular important dates from a listening text in class (<i>e.g.</i> 圣诞节 <i>shèngdàn jié</i>, 情人节 <i>qíng rén jié</i>, 新年 <i>xīnnián</i>, 劳动节 <i>láodòng jié</i>, 独立日 <i>dúlì rì</i>), 自治日 <i>zìzhì rì</i>, <i>etc.</i>), ● watch a digital calendar and mark the dates of special days with peers, ● write down holiday greetings for corresponding special days in class (生日快乐! <i>Shēngrì kuàilè!</i> 劳动节愉快! <i>Láodòng Jié yúkuài!</i> 新年快乐! <i>Xīnnián kuàilè!</i> <i>etc.</i>), ● design a simple greeting card for one special day and exchange it with peers in class. 	How does artistic expression enhance writing?

			<ul style="list-style-type: none"> • collaboratively discuss with peers about holidays that celebrate them (November 20th) 	
<p>Core Competencies to be developed: Learning to learn Citizenship: The learners exhibit pride in their national and cultural identity through awareness of important national, cultural, and religious days.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Child care and Protection: learners exhibit awareness on child protection as they discuss days that are meant to celebrate children welfare.</p>				
<p>Values: Patriotism: The learner develops an awareness of key national, cultural and religious holidays and their significance to patriotism.</p>				
<p>Link to other subjects: The learner links their learning to Creative Arts and Sports as they design simple greeting cards for special days.</p>				

Theme 5: Fun and Enjoyment

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	5.3 Guided writing	By the end of the sub-strand, the learner should be able to: a) list key words and phrases as written text, b) articulate a precise time frame in a context, c) develop an interest in writing for effective planning of activities.	The learner is guided to: <ul style="list-style-type: none"> • write down activities done for leisure from an audio text in class (e.g. 休息 xiūxi, 运动 yùndòng, 玩游戏 wán yóuxì, 逛街 guàngjiē, 和朋友聊天 hé péngyǒu liáotiān, etc.), • copy time and frequency words from a written text in class (e.g. 周末 zhōumò, 每天 měitiān, 每周 měi zhōu, 每个星期 měi gè xīngqī, 每个月 měi gè yuè, 放假的时候 fàngjià de shíhòu et.c),. • rearrange jumbled-up sentences on leisure activities done at a specific time frame (e.g. 我放假的时候去旅游。 Wǒ fàngjià de shíhòu qù lǚyóu; 我每天和朋友聊天。 Wǒ měitiān hé péngyǒu liáotiān.), • list down leisure activities they intend to do during the holidays at specific time frames and present them in class. 	What role does writing play in planning for activities?
<p>Core Competencies to be developed: Critical Thinking and Problem-Solving: The learner exhibits proficiency in organising tasks and leisure activities within realistic timeframes.</p>				

Pertinent and Contemporary Issues (PCIs):

Substance and Alcohol Abuse: the learner develops awareness on the right activities to do for their leisure time to avoid engaging in harmful activities.

Values:

Integrity: The learner exhibits the ability to utilise time as a resource with accountability and self-discipline.

Link to other subjects:

The learner links their learning to English and Swahili languages as they compare sentence structures for expressing specific time frames for specific activities.

Theme 6: Foods and drinks

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	6.3 Guided Writing	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify common terms and phrases related to the topic in texts, b) write simple sentences related to topic in contexts, c) justify the importance of writing legibly for effective communication. d) apply basic spelling rules when writing (move to grade 4) 	The learner is guided to: <ul style="list-style-type: none"> ● look at pictures/drawings/paintings of places where they shop for various items and list down the names (肉店, 面包店, 蔬菜店, 超市, 饭店), ● match various items to the shops that sell them (e.g 面包店 to 蛋糕 and 饼干), ● list the name of the items that can be bought from different shops under their respective categories in groups, ● form sentences from a substitution table using 斤 and 公斤 in groups or pairs, ● write simple sentences mentioning the quantities of food items that they will be buying for an imaginary class party, ● create a scrapbook of their favourite shopping places and describe the items they buy from them. 	Why is writing legibly and neatly important?

			<ul style="list-style-type: none"> ● talk about career opportunities that are in line with the food service industry 	
<p>Core Competencies to be developed: Communication and collaboration: the learner develops skills of writing clearly and effectively when they write simple sentences on food items they will buy using appropriate words.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Career Guidance is enhanced as learners are assisted in identifying the careers that are in line with food.</p>				
<p>Values: Unity is nurtured as the learner upholds the team spirit while forming sentences from a substitution table..</p>				
<p>Link to other subjects: The learner links their learning to Mathematics on the importance of using numbers to give accurate quantities of items.</p>				

Theme 7: My Body

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	7.3 Guided writing	By the end of the sub strand, the learner should be able to: a) identify descriptive words in varied contexts, b) compose short paragraphs in chinese, c) appreciate the importance of following stroke order when writing	The learner is guided to: <ul style="list-style-type: none"> ● listen to descriptions of different people and note down the descriptive words used (高、矮、黑、胖、瘦、长、短、大、小) ● match images of people with different physical appearance with the correct adjectives to describe their appearance ● write a short description of their best friend (name, age, physical appearance) using 很 and 不 ● fill in a cloze test with the correct adjective for physical appearance(高、矮、黑、胖、瘦、长、短、大、小、漂亮, 帅) ● using a grid paper trace simple adjectives that describe the physical appearance (大, 小, 高, 长) using the correct stroke order 	What should you pay attention to when composing short paragraphs in Chinese?
<p>Core Competencies to be developed: Self efficacy as the learner learns to describe the physical appearance of others in a no offensive manner.</p>				

Pertinent and Contemporary Issues (PCIs):

Creative thinking is strengthened as a learner write a short description of their best friend

Values:

Respect is enhanced as the learner matches images of people with different physical appearance with the correct adjectives to describe their appearance in a respectful manner.

Link to other subjects:

The learner links their learning to Kiswahili/English/Indigenous languages where they learn how to describe people's physical appearance

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Theme 8: Weather and Environment

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	8.3 Guided Writing	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify specific information in a given context, b) construct sentences with appropriate word order in varied contexts, c) value writing clearly for effective communication, d) show enthusiasm in writing for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> ● listen to an audio clip on the different seasons and outline the keywords , ● match cards with the seasons to their appropriate clothing, ● fill in a crossword puzzle with names of months of the year and seasons accurately, ● use flashcards of the months of the year to indicate what weather patterns are experienced, ● form sentences describing the weather from a substitution table together, ● create a weather collage representing different weather conditions and the clothing associated with each using cut out images from magazines/newspapers/paintings/drawings cut out with peers, ● share with peers for role modelling. 	How can you write effectively?

Core Competencies to be developed:

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

Pertinent and Contemporary Issues (PCIs):

Cultural awareness is enhanced as the learner writes about various seasons around the world.

Values:

Patriotism:

Peace is nurtured as the learner displays respect for diversity of seasons and weather without any bias.

Link to other subjects:

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

Theme 9: Getting Around

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	9.3 <i>guided writing</i>	By the end of the sub strand, the learner should be able to: a) identify vocabulary in a given context, b) compose simple correct texts, c) appreciate writing clearly and neatly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> ● write names of various facilities in the locality (e.g. 医院、教堂、清真寺、面包店、超市、邮局、饭店、肉店), ● organise a scavenger hunt around the school premises and ask the classroom to write the facilities they see, ● write short texts describing position of facilities in the locality (e.g. 前面, 后面, 旁边, 附近, 对面), ● fill in missing words in a simple position dialogue (e.g. 医院在哪里? 医院在....., 邮局在哪里? 邮局在....., 面包店在.....旁边), ● reorganise jumbled words and phrases to make meaningful sentences, ● create comic strips that depict different facilities in the locality and let the classroom to use them write a short story, 	Why are prepositions important in sentence construction?

			<ul style="list-style-type: none"> ● encourage the children to keep a travel journal for a week, documenting the facilities they come through everyday, ● illustrate a simple class book about the various facilities around and their position from school(.....在学校 对面,在学校前面,在学校旁边.....) . 	
<p>Core Competencies to be developed: Critical thinking and problem solving: the learner develops reflective skills as they discuss the position of different facilities in the locality.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion is enhanced as the learner learns about the facilities in the locality and their inter-connection to the community.</p>				
<p>Values: Responsibility :The learner develops a sense of awareness in protecting the facilities in their community locality .</p>				
<p>Link to other subjects:The learner links their learning to Social Studies as they discuss about local facilities.</p>				

ASSESSMENT RUBRIC: WRITING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use vocabulary and sentence structures in writing.	Learner correctly uses a wide variety of grammar structures and vocabulary in writing with no errors.	Learner correctly uses a variety of grammar structures and vocabulary in writing with few errors which do not hinder understanding.	Learner uses some grammar structures and vocabulary in writing with frequent errors which interferes with understanding.	Learner uses some grammar structures and vocabulary in writing with many errors which interferes with understanding.
Ability to write clear and readable texts.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through. Text looks like a typed Microsoft office word document.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through.	The learner writes readable texts paying attention to neatness in most parts of the text. Letters in most of the words are correctly spaced and sized within the lines. Some abnormal spacing of words within sentences is visible.	The learner writes texts that are not easily readable. Neatness is not maintained all through. Letters in most of the words are incorrectly spaced and sized within the lines. Frequent abnormal spacing of words within sentences is visible.

Handwriting	Neat and easily readable, many letters are correctly spaced and sized within lines; many spaces between words are the correct size.	Untidy but readable; some letters are correctly spaced and sized within lines; some spaces between words are not the correct size.	Not easily readable, many letters are not correctly spaced and not sized within lines; many spaces between words are not the correct size.	Neat and easily readable throughout, many letters are correctly spaced and sized within lines; spaces between words are the correct size throughout.
Ability to organize texts in a logical and coherent manner.	Learner exhibits an exceptionally clear sense of unity and order throughout, there is a clear sense of beginning, middle and ending and makes smooth transition between ideas.	Learner exhibits a logical sequence, there is a sense of unity and order, there is a sense of beginning, middle and ending and makes smooth transition between ideas.	Learner attempts to provide a logical sequence, there is some sense of beginning, middle and ending and some smooth transition between ideas.	Learner exhibits no sense of order and provided a series of separate sentences and disconnected ideas and it is difficult to follow.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) AT JUNIOR SCHOOL

Guidelines for Grade 7 Community Service-Learning Project

Introduction

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

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.

Milestone 3	<p>Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution</p>
Milestone 4	<p>Implementation The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p>Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.