



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

MANDARIN

GRADE 8

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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
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 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)
1.0 Listening and Speaking	1.1 Phonological Awareness (3 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) repeat words and phrases from audio and textual sources,</p> <p>b) articulate sounds, words and phrases in simple sentences with proper pronunciation,</p> <p>c) acknowledge the importance of proper language usage in formal and polite contexts.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to an audio recording on Chinese formal greetings (e.g. 您好、早上好、下午好、晚上好、老师好、幸会) and repeat after it, watch a simple video conversation on formal Chinese greetings and practise saying them aloud in turns, listen to an audio recording related to introduction of self and others and answer the questions, role-play formal greetings and self-introduction with one's age and where one lives(您好/早上好/下午好/晚上好/老师好, 我叫....., 我今年.....岁, 我住在学校/Nairobi, 很高兴认识您/幸会!) collaboratively, role-play formal greetings and introduction of others with their age and where they live(您好/早上好/下午好/ 	<p>What should we focus on to improve speaking fluency?</p>

			<p>晚上好/老师好，他是我的朋友，他叫.....，他今年.....岁，他住在.....，很高兴认识您/幸会！) collaboratively,</p> <ul style="list-style-type: none"> • practise use of “来自.....”in basic introductions to denote where one comes from (e.g. 我来自肯尼亚的西部), • introduce oneself and friend, mentioning their age, where they come from, live and language(s) spoken (您好/早上好/下午好/晚上好/老师好，我叫.....，来自肯尼亚的西部，我住在.....，我今年.....岁，我会说英语。他是我的朋友，他叫.....，来自肯尼亚的中部，他住在.....，他今年.....岁，他会说斯瓦希里语 (Kiswahili)，您呢？/您贵姓？) in turns, • discuss the role of formal/polite greetings in enhancing oral communication collaboratively. 	
<p>Core Competencies to be developed: Communication and collaboration: the learner speaks clearly and effectively when they practise introducing themselves and others fluently and clearly.</p>				

Pertinent and Contemporary Issues (PCIs):

Social cohesion is strengthened as the learner uses formal and polite greetings to introduce themselves and others in turns.

Values:

Respect is reinforced as the learner uses formal, polite language to greet others and introduce themselves in class.

Link to other subjects:

The learner links their meaning to English and Kiswahili languages on the use of polite phrases and expressions to introduce oneself and others.

Theme 2: Family

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Phonological Awareness (3 lessons)	By the end of the sub strand, the learner should be able to: a) replicate vocabulary from various oral texts, b) apply appropriate stress, intonation and rhythm patterns in sentences, c) appreciate the role of active listening in communication.	The learner is guided to: ● listen and chant after an audio text on the names of members of the extended family in class (e.g. 叔叔 <i>Shūshu</i> , 姑姑 <i>Gūgu</i> , 舅舅 <i>Jiùjiu</i> , 阿姨 <i>Āyí</i> , 堂弟 <i>Tángdì</i> , 表妹 <i>Biǎomèi</i> , 姐夫 <i>Jiěfū</i> , 嫂子 <i>Sǎo zǐ</i> etc.), ● look at flashcards on different professions, repeat the names after the recording, and then mention their English equivalents(e.g. 厨师 <i>Chúshī</i> - Cook , 护士 <i>Hùshì</i> - Nurse, 记者 <i>Jìzhě</i> - Reporter, 会	How can we enhance pronunciation skills?

			<p>计师 <i>Kuàijìshī</i>- Accountant, 律师 <i>Lǜshī</i>- Lawyer, 老师 <i>Lǎoshī</i>- Teacher , 医生 <i>Yīshēng</i>- Doctor) ,</p> <ul style="list-style-type: none"> ● talk about members of their extended family by mentioning their names, ages and professions (e.g. 我表妹叫安娜。她今年 25 岁。她是护士。), ● ask peers specific details about members of their extended family in a dialogue in terms of name, age and profession in turns (e.g. A:你有叔叔吗? B: 是的, 我有一个叔叔, 他叫大卫, 你呢? A: 我没有叔叔, 我有两个姑姑。你的叔叔做什么工作? B: 我的叔叔是汉语老师。你的姑姑们呢? A: 一个是护士, 一个是英语老师...), ● discuss what professions they would like to pursue when they grow up with peers. 	
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Core Competencies to be developed:

Self-efficacy: The learner identifies and introduces members of their extended family with their roles during the role plays.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: The learner develops a sense of belonging and interconnectedness to the community when introducing members of their extended family.

Values:

Unity is developed as the learner collaboratively introduces members of their extended family in class.

Link to other subjects:

The learner links their learning to English, Kiswahili and Indigenous Languages on the use of appropriate pronunciation and articulation skills for effective communication.

Theme 3: My Surroundings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Interactive Speaking (3 lessons)	By the end of the sub strand, the learner should be able to: a) restate key words and phrases in varied listening contexts, b) apply non-verbal cues appropriately to enhance communication, c) exhibit interest in speaking clearly while interacting with others.	The learner is guided to: <ul style="list-style-type: none"> ● listen to an audio source on essential places in town (车站、派出所、学校、邮局、医院、银行、商场) and repeat the words, ● search online for an audio visual narration of a town, and point out the places identified collaboratively, ● talk about what happens in the essential places provided in the given pictures with peers, ● practise the use of “要去” and “做什么？” in simple sentences in turns (e.g. 我要去商场，你要去商场做什么？), ● listen to a short dialogue then answer the questions (e.g. 女生要去哪里？女生要去医院，女生要去做什么？女生要去看病), ● take turns constructing simple sentences about where one going and what they are going to do 	How do you interact effectively with others?

			<p>in town with peers (e.g. 我要去商场买鞋子, 我要去医院看病, 我要去车站坐车),</p> <ul style="list-style-type: none"> • present a short skit on how they can observe safety while undertaking various activities in their surroundings. 	
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Core Competencies to be developed:

Digital literacy: the learner develops skills in connecting to digital technology as they carry out a simple online search for audio-visual material related to essential places in the town.

Pertinent and Contemporary Issues (PCIs):

Safety: The learner becomes aware of ways they can observe safe while undertaking various activities in their surroundings as they simulate a skit with peers.

Values: Responsibility is demonstrated as the learner collaboratively engages in assigned roles and duties as they take turns to construct sentences with peers.

Link to other subjects:

The learner links their learning to English and Kiswahili Indigenous languages on use of turn taking skills when interacting with others.

Theme 4:Time				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.4 Oral Expression (3 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish information based on key words and phrases,	The learner is guided to: <ul style="list-style-type: none"> • look at a watch/ clock and say the exact time with the focus on 点 <i>diǎn</i> and 分 <i>fēn</i> , 	How can one practise attentive listening?

		<p>b) respond to simple questions clearly and logically,</p> <p>c) appreciate the importance of listening attentively while communicating.</p>	<ul style="list-style-type: none"> ● compare telling the time in English, Kiswahili and Chinese collaboratively and make presentations, ● tell the time using 半, 刻 and 差 (e.g. 8:30 八点半; 6:15 六点一刻; 4:45 差一刻五点), ● say specific time with respect to a.m. and p.m. using 早上, 上午, 下午, 晚上 with peers (e.g. 7:30 p.m. 晚上 7 点半) in turns, ● role play asking for specific time with peers (e.g. 现在几点? 现在 9 点 55 分。), ● talk about the specific times they undertake various subjects at their school with peers (e.g. 我们几点上汉语课? 我们明天 8 点中上汉语。), ● discuss the importance of having a to-do list to enable them effectively meet their set goals collaboratively. 	
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Core Competencies to be developed:

Learning to learn: The learner becomes aware of the importance of planning and managing time effectively when they discuss why having a to-do list enables one to meet set goals.

Pertinent and Contemporary Issues (PCIs):

Peer education and mentorship: The learner discusses with peers and gains a new perspective of how they can effectively achieve their set goals by keeping a to-do list.

Values:

Unity: The learner collaborates with others when they make comparisons of telling time in English, Kiswahili and Chinese and make presentations.

Link to other subjects:

The learner links their learning to Mathematics on the use of time to quantify, measure and compare the duration and sequence of events.

Theme 5: Fun and Enjoyment

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Oral Expression (3 lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) repeat words and phrases from varied oral texts, b) use appropriate vocabulary and language for different contexts, 	The learner is guided to: <ul style="list-style-type: none"> ● look at pictures of recreational activities and say their names out loud (爬山、游泳、钓鱼、散步、跑步、骑自行车、徒步旅行、看动物), ● match recreational activities with the most suitable places/scenic spots where they can occur (公园、动物园、游泳池、沙滩、湖、山、河) then say out loud the names of the scenic spots , 	What techniques can enhance speaking clarity?

		<p>c) appreciate the importance of expressing ideas clearly in oral communication.</p>	<ul style="list-style-type: none"> ● play a pyramid game collaboratively (learners build sentences from a word e.g.) <p style="text-align: center;">喜欢 我喜欢游泳 我周末喜欢游泳 我周末喜欢去游泳池游泳),</p> ● listen to an audio clip on descriptions of recreational activities and answer the questions, ● explain which places they intend to go to over the weekend and what recreational activities they will engage in with peers (我周末去 Naivasha 湖游泳、钓鱼、来看动物) . ● share with peers the importance of mental health care while pursuing varied recreational activities. 	
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Core Competencies to be developed:

Communication and collaboration: the learner develops teamwork skills as they play the pyramid game to enhance their vocabulary, spelling and word recognition skills.

Pertinent and Contemporary Issues (PCIs):

Mental Health: The learner proactively discusses and outlines how they can take care of their mental health while pursuing recreational activities with peers.

Values:

Unity: The learner collaborates with peers as they talk about their weekend plans in relation to recreational activities.

Link to other subjects:

Learning is linked to social studies as they practise mindfulness of their mental health in day to day life.

Theme 6: Foods and Drinks

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Oral Expression (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> highlight intended vocabulary in the defined context, construct simple sentences on varied topics in Chinese, acknowledge the importance of clarity of ideas when communicating. 	The learner is guided to: <ul style="list-style-type: none"> say out a list of kitchen items (烤箱、冰箱、菜板、刀、锅、铲子、木勺) and common ingredients used in the kitchen (糖、盐、油、葱、西红柿、蒜), listen to a recording and match different foods (鸡蛋、鱼、样、牛、猪、鸡肉、乌加利、米饭、蔬菜、菠菜) with how they are normally cooked (煮、炒、炸、煎、蒸、炖、烤), categorise kitchen items with their usage collaboratively, look at images of different food items cooked in different ways (炒鸡蛋、煎鸡蛋、煮鸡蛋、蒸鸡蛋) and take turns to say their preferences (我最喜欢吃炒鸡蛋), 	What strategies can you use to ensure clarity of ideas during oral communication?

			<ul style="list-style-type: none"> ● talk about things one needs to prepare a meal with peers (做炖牛肉要用油、葱、西红柿、蒜、水、锅、刀、菜板和木勺) , ● listen to a conversation of two friends making a simple meal and answer the subsequent questions, ● research online or in various sources meal preparation and kitchen items in Kenya and China and present their findings in class. 	
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Core Competencies to be developed:
 Learning to learn: the learner develops relationships through carrying out activities with peers where they share what they have learned, such as their knowledge of the things needed to prepare a meal.
 Digital literacy: the learner connects using technology as they search how different meals are prepared and the various kitchen items used in Kenya and China.

Pertinent and Contemporary Issues (PCIs):
 Cultural awareness: The learner understands and appreciates other cultures as they learn about the various ways of preparing meals in Kenya and China.

Values:
 Respect: The learner collaborates with others when they take turns to talk about their preferences with regards to food.

Link to other subjects:
 The learner is able to relate to intercultural awareness skills used for cultural immersion in Arabic, French and German languages.

Theme 7: My Body

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.7 Listening for Information (3 lessons)	By the end of the sub strand, the learner should be able to: a) mention keywords and phrases in the depicted context, b) examine verbal and non-verbal cues to	The learner is guided to: <ul style="list-style-type: none"> ● say out the names of different emotions displayed on flashcards, ● take turns demonstrating different emotions as their peers guess what emotion it is (快乐 (<i>kuàilè</i>)、伤心 (<i>shāngxīn</i>)、生气 (<i>shēngqì</i>)、兴奋 (<i>xīngfèn</i>)、惊讶 (<i>jīngyà</i>)、疲倦 	What strategies can you use while listening to enhance comprehension?

		<p>comprehend information,</p> <p>c) acknowledge the importance of listening actively to retain information.</p>	<p>(<i>píjuàn</i>)、无聊 (<i>wúliáo</i>)、紧张 (<i>jǐnzhāng</i>)、自豪 (<i>zìháo</i>)、困惑 (<i>kùnhuò</i>),</p> <ul style="list-style-type: none"> ● talk about the emotions they had from a past experience with peers, ● point out a song they like that brings out a given emotion in them then share it in class, ● listen to a story and identify the emotion associated with it, ● play the broken telephone game with vocabulary acquired to underscore the importance of listening keenly for information, ● work collaboratively and make creative presentations to educate peers about the importance of emotional health. 	
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Core Competencies to be developed:

- Self-efficacy: The learner is able to express their emotions clearly as they share emotions they had from a past experience with peers.
- Critical thinking and problem solving: The learner develops open mindedness and creativity to understand the relationship between emotions and mental health when they present on the importance of emotional health.

Pertinent and Contemporary Issues (PCIs):

Mental health: The learner is equipped with the tools and knowledge to foster better mental well-being when they make presentations on practical strategies for managing emotions.

Values:

Unity: The learner respects other people's opinion as they talk emotions they experienced in the past.

Link to other subjects:

Learning is linked to Social Studies on the importance of managing one's emotional wellbeing.

Theme 8: Weather and Environment

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.8 Listening for Information (3 lessons)	By the end of the sub strand, the learner should be able to: a) highlight intended vocabulary from an audio-visual source,	The learner is guided to: <ul style="list-style-type: none">• watch a video clip and list the physical features highlighted with peers (山、湖、河、洋、海、大裂谷、沙漠、森林),• play a bingo game on physical features in class (learners listen to vocabulary related to physical features on their bingo card, they mark it off, the first person to mark	How can you improve your ability to retain information while listening?

		<p>b) summarise the key information from various oral texts,</p> <p>c) show an interest in understanding key information in an aural context.</p>	<p>off all the words must call out: ‘zhòng le!’)</p> <ul style="list-style-type: none"> ● listen to an audio on physical features and summarise the key points, ● listen to simple descriptions of physical features and say out the physical feature that matches the description (它很高, 上面有雪), ● research and present challenges facing physical features in their locality and propose solutions to address them collaboratively, 	
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Core Competencies to be developed:

Learning to learn: the learner works collaboratively with peers to propose solutions for challenges facing the physical features in their locality.

Pertinent and Contemporary Issues (PCIs):

Environmental Education is developed as the learner researches, discusses and presents solutions to challenges affecting physical features in their locality.

Values:

Responsibility: The learner works with peers to identify the physical features highlighted in the video clip.

Link to other subjects:

Learning is linked to Arabic, French and German on fluently summarising key information from texts using their own words.

Theme 9: Getting Around

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.9 Interactive Speaking (3 lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) recall words, phrases and expressions from varied texts, b) talk about familiar topics using appropriate volume, tone and pronunciation, c) exhibit interest in speaking clearly and confidently on various topics. 	The learner is guided to: <ul style="list-style-type: none"> ● listen to an audio on means of transport and repeat the vocabulary (e.g. 小汽车、出租车、公交车、自行车、摩托车、火车、驴子、骆驼、走路、飞机), ● listen to a short text and identify the means of transport mentioned collaboratively, ● practise using “.....怎么去.....” to inquire about the means of transport used (e.g. 你怎么去学校? 我走路去学校), ● make sentences using suitable action words appropriate for the various the means of transport (e.g. 坐出租车、骑自行车、坐飞机、走路), ● listen to a dialogue and answer the questions appropriately (e.g. Nuru 今天怎么去商场? Nuru 今天坐公交车去商场; Nuru 上个星期怎么去公园? Nuru 上个星期骑自行车去公园), ● simulate a dialogue from flashcards of different places and means of transport on 	Why is active listening essential in interactive speaking?

			<p>“how to go somewhere (你怎么去.....?)” with peers,</p> <ul style="list-style-type: none"> • prepare presentations on how they observe safety when using the various means of transport and make presentations. 	
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Core Competencies to be developed:

Communication and collaboration: the learner develops teamwork skills as they participate actively to identify the means of transport mentioned in the text.

Pertinent and Contemporary Issues (PCIs):

Safety: The learner becomes aware of the need to be safe while using the various means of transport during the presentations.

Values:

Responsibility is manifested in the learner undertaking assigned roles and duties in class by working collaboratively with peers such as engaging in a simple dialogue.

Unity: The learner collaborates with others to simulate a dialogue on means of transport as depicted in the flashcards.

Link to other subjects:

The learner is able to English, Kiswahili and Indigenous languages on the use of appropriate volume, tone and pronunciation while interacting with others.

ASSESSMENT RUBRIC: LISTENING AND SPEAKING

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				

<p>Ability to use vocabulary and expressions in oral communication.</p>	<p>Learner uses all 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.</p>	<p>Learner uses all targeted vocabulary and expressions in oral communication.</p>	<p>Learner uses most of the targeted vocabulary and expressions in oral communication.</p>	<p>Learner uses some of the targeted vocabulary and expressions in oral communication.</p>
<p>Ability to maintain correct spoken language patterns (pronunciation, rhythm, pace and intonation) in oral expressions.</p>	<p>Learner maintains correct pronunciation, rhythm, pace and intonation at all times in oral expressions; attempts to use colloquial and idiomatic expressions successfully.</p>	<p>Learner maintains correct pronunciation, rhythm, pace and intonation at all times in oral expressions.</p>	<p>Learner maintains correct pronunciation, rhythm, pace and intonation most of the time in oral expression. Makes a few errors at times that may interfere with communication.</p>	<p>Learner maintains correct pronunciation, rhythm, pace and intonation on rare occasions in oral expression. Makes many errors most of the time that interfere with communication.</p>
<p>Ability to respond to questions and prompts to show comprehension and engagement in oral interactions.</p>	<p>Learner responds to all questions and prompts to show comprehension and engagement in oral</p>	<p>Learner responds to all questions and prompts to show comprehension and</p>	<p>Learner responds to most questions and prompts to show comprehension and</p>	<p>Learner responds to few questions and prompts to show comprehension and</p>

	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 (body language, gestures, eye contact, facial expressions).	Learner interprets and uses adequate gestures and facial expressions in oral expressions when appropriate, 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 when appropriate.	Learner interprets and uses some gestures and facial expressions to complement oral expressions when appropriate. 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 when appropriate. 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)
2.0 Reading	2.1 Reading for Fluency (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> list key words, phrases and expressions from a reading text, read out simple sentences in texts with appropriate speed, recognize the significance of effective articulation in achieving fluency. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> read flashcards of formal greetings as peers respond in turns (您好 <i>nín hǎo</i>, 您贵姓 <i>nín guìxìng</i>, 你姓什么 <i>nǐ xìng shénme</i>, 下午好 <i>xiàwǔ hǎo</i>, 很高兴认识您 <i>hěn gāoxìng rènshi nín</i>, etc.), read out simple passages on self-introduction i.e. name, age, nationality, place of residence (e.g. 你们好! 我姓王, 叫丽丽。我今年13岁。我来自中国。我和家人住在内罗毕。 read out flashcards of names of languages collaboratively and match them with their English equivalents (英语 <i>Yīngyǔ</i>-English, 法语 <i>Fǎyǔ</i>- French, 德语 <i>Déyǔ</i>-German, 斯瓦西里语 <i>Sīwǎxīlǐyǔ</i>-Swahili), take turns to simulate conversations based on word cards that serve as prompts for 	How can reading fluency be achieved?

			<p>the languages each participant is proficient in (e.g. 你会说什么语言?我会说斯瓦西里语, 英语和一点儿汉语。),</p> <ul style="list-style-type: none"> ● rearrange jumbled up words to form correct sentences on self-introduction in formal contexts collaboratively, ● research online or from varied sources common greeting customs in Kenya and China and present their findings in class. 	
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Core Competencies to be developed:
 Communication and collaboration: The learner develops team work skills as they take turns to simulate conversations based on word card prompts.

Pertinent and Contemporary Issues (PCIs):
 Cultural awareness: The learner develops effective cross cultural communication skills when they search for customs related to greetings and introductions in Kenya and China.

Values:

- Unity: the learner collaborates with their peers to rearrange jumbled up words to form correct sentences on self-introduction.
- Respect: The learner exhibits positive regards for self and others when they address them appropriately in formal contexts.

Link to other subjects:
 The learner links their learning to English and Kiswahili and Indigenous languages on use of appropriate words to express courtesy and respect in different contexts.

Theme 2: Family

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2 Reading for Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary from reading texts for learning, b) read texts on varied themes for comprehension, c) exhibit enthusiasm in reading texts fluently for comprehension.	The learner is guided to: <ul style="list-style-type: none"> ● read simple texts and underline words and phrases related to members of the extended family (e.g. 叔叔 <i>Shūshu</i> , 姑姑 <i>Gūgu</i>, 舅舅 <i>Jiùjiu</i>, 阿姨 <i>Āyí</i>, 堂弟 <i>Tángdì</i>, 表妹 <i>Biǎomèi</i> , 姐夫 <i>jiěfū</i>, 嫂子 <i>Sǎozǐ</i> etc.), ● read simple paragraphs about different families and underline names of different professions (e.g. 老师; 医生; 护士 e.tc.), ● read out loud the underlined names of professions collaboratively, ● take turns to read paragraphs loudly and assess peers' pronunciation of words collaboratively, ● discuss the comparisons in naming of extended family members in Chinese, English and Kiswahili Languages. 	How does reading fluency enhance communication?
<p>Core Competencies to be developed: Communication and collaboration: Teamwork skills are exhibited when the learner reads out names of different professions collaboratively</p>				

Pertinent and Contemporary Issues (PCIs):

- Peer education and mentorship: The learner receives constructive feedback on their fluency when they take turns to read paragraphs for their peers to assess the pronunciation of words.
- Cultural awareness is enhanced as the learner compares naming of extended family members in Chinese, English and Kiswahili Languages.

Values:

Unity: the learner takes turns to read aloud paragraphs and assess each other's pronunciation.

Link to other subjects:

The learner links their learning to English, Kiswahili and Indigenous languages on the importance of pronouncing words properly for fluency.

Theme 3: My Surroundings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 Reading for understanding (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> outline words and phrases from a reading text, explain key information in a reading comprehension, appreciate the role of reading 	The learner is guided to: <ul style="list-style-type: none"> • read out flashcards showing essential places in Chinese and English languages (车站、派出所、学校、邮局、医院、银行、商场), • match names of various essential places to simple descriptions of their use with peers, • read out words and phrases of names of the places from a word search collaboratively, • read texts depicting errands to be undertaken in the various essential places in town and explain 	How can we enhance understanding while reading texts?

		comprehension in communication.	<p>the underlined key words and phrases with peers,</p> <ul style="list-style-type: none"> ● read the simple story given in turns to assess peers' articulation of sentences, ● answer questions based on the story collaboratively, ● read short descriptions related to essential places in turns for peer assessment. 	
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Core Competencies to be developed:
 Self-efficacy: The learner exhibits knowledge of their surrounding when they identify the use of various essential places in their town with peers.

Pertinent and Contemporary Issues (PCIs):
 Peer education and mentorship: The learner receives constructive feedback from their peers on areas of strength and improvement on their skills as they read descriptions on essential places.

Values:
 Unity is enhanced as the learner works collaboratively with peers in assessing each other's reading fluency and in completing group activities.

Link to other subjects:
 Learning is linked to Arabic, French and German on the skill of inferring the meaning of words in reading texts to comprehend meaning.

Theme 4: Time

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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<p>2.0 Reading</p>	<p>2.4 Reading for Fluency (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> decode words and phrases in texts, read short texts on familiar topics fluently, acknowledge the role of reading fluently in enhancing comprehension. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to an audio recording of time phrases and read along the words aloud (早上、上午、下午、晚上), match puzzle pieces of different moments in the 12 hour clock with their corresponding names, read the time on clock faces in Chinese using 点 and 分钟, role play reading simple sentences using words and phrases (半 <i>bàn</i>, 刻 <i>kè</i>, 差 <i>chà</i>) related to telling time, ask the time when they engage in various learning areas at school in turns (e.g. 你们几点上汉语课? 我们每天下午 4 点上汉语。), create a talking wall in the classroom on the importance of managing time while in school for effectiveness with peers. 	<p>How can we enhance reading fluency?</p>
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Core Competencies to be developed:

Communication and collaboration: the learner contributes to group decision making when they participate actively in reading simple sentences using the given words and phrases with peers.

Pertinent and Contemporary Issues (PCIs):

Time management is developed when the learner collaborates with peers to create a talking wall in the classroom on the value of managing time while in school.

Values:

Unity: The learner displays team spirit when they take turns to ask the time that they undertake various learning areas in school.

Link to other subjects:

The learner links their learning to Mathematics on the use of time to quantify, measure and compare the duration and sequence of events.

Theme 5: Fun and Enjoyment

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5 Reading for fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline words, expressions and phrases from text, b) read simple texts with appropriate expression, intonation and rhythm, c) appreciate the value of reading extensively to enhance fluency.	The learner is guided to: ● circle out words and on various recreational activities phrases from a word puzzle with peers (爬山、游泳、钓鱼、散步、跑步、骑自行车、徒步旅行), ● read simple sentences and match them to the appropriate recreational spots/areas collaboratively(公园、动物园、游泳池、沙滩、动物园、湖、山、河), ● read aloud a dialogue giving reasons for going to a specific recreational spot/area and find pictures that appropriately depict the text,	What strategies can you use to be a fluent reader?

			<ul style="list-style-type: none"> ● read materials online or offline on recreational activities in Kenya and China and summarise the findings to their peers, ● create an interactive representation of key recreational spots/areas in their home town with collaboratively and share with the class. 	
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Core Competencies to be developed:

Digital literacy: The learner uses digital technology to read materials on recreational activities in Kenya and China.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness: The learner develops an understanding of the various recreational sites in their locality and the ones at the national level.

Values:

Respect: The learner appreciates diverse opinions of their peers as they summarise their findings on recreational activities in Kenya and China.

Link to other subjects:

Learners link their learning to Creative Arts by engaging in recreational activities to observe mindfulness and keep physically active lifestyles.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.6 Reading for Fluency (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) compile key words, phrases and expressions in texts, b) read simple texts fluently for comprehension, c) show interest in applying fluency skills across various types of texts. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● read texts and underline vocabulary related to common ingredients and items used in the kitchen (烤箱、冰箱、菜板、刀、锅、铲子、木勺, 糖、盐、油、葱、西红柿、蒜 etc.), ● listen and read along to audio clips on common food items (鸡蛋、鱼、样肉、牛肉、猪肉、鸡肉、乌加利、米饭、蔬菜、菠菜) and their preparation methods (煮、炒、炸、煎、蒸、炖、烤), ● read a dialogue and answer the subsequent questions collaboratively, ● rearrange jumbled up sentences correctly and read them aloud to their peers, ● read varied texts aloud in turn for peers to give them feedback on their fluency. 	How does reading fluency help in effective communication?

Core Competencies to be developed:

Learning to learn: the learner builds meaningful relationships with their peers as they work collaboratively in rearranging jumbled up sentences correctly.

Pertinent and Contemporary Issues (PCIs):

Peer education and mentorship: The learner engages in collaborative learning as they read varied texts aloud for their peers to give constructive feedback.

Values:

Unity is enhanced as the learner displays team spirit as they work together with their peers to respond to questions from the dialogue.

Link to other subjects:

Learning is linked to Arabic, French and German where the learner applies fluency skills across varied texts to enhance comprehension.

Theme 7: My Body

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.7 Reading for Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) categorise keywords and phrases according to the context, b) read simple texts on varied themes fluently, c) exhibit interest in reading and pronouncing words accurately for fluency.	The learner is guided to: <ul style="list-style-type: none"> ● read out loud words and phrases on feelings and emotions from flashcards in turns (e.g. 开心 <i>kāixīn</i>、高兴 <i>gāoxìng</i>、难过 <i>nánguò</i>、惊讶 <i>jīngyà</i>、愤怒 <i>fènnù</i>、紧张 <i>jǐnzhāng</i>、快乐 <i>kuàilè</i>、生病 <i>shēngbìng</i>、怕 <i>pà</i>、不好意思 <i>bù hǎoyìsi</i>、兴奋 <i>xīngfèn</i>, etc.), ● match activity associated with the feeling or emotion with peers (e.g 和朋友玩- 开心 <i>Hé péngyǒu wán - kāixīn</i>), ● sort flashcards depicting various feelings and emotions into ‘happy feelings/emotions’ and ‘sad feelings/emotions’ with peers, 	How do nonverbal expressions affect communication?

			<ul style="list-style-type: none"> ● read feelings and emotions word cards and simulate the feeling/emotion depicted collaboratively (我饿了、我困了、我吃饱了、我渴了), ● express own feelings by reading word cues from emotions chart in turns (e.g. 你今天感觉怎么样? 我感觉难过。 How do you feel today? I feel sad. 和朋友玩的时候感觉怎么样? 我感觉很快乐。 How do you feel when you play with friends? I feel happy.), ● research, discuss and present practical strategies for managing their emotions collaboratively. 	
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Core Competencies to be developed:

- Communication and collaboration: Teamwork skills are exhibited as the learner participates actively in simulating the feeling/emotion depicted in flashcards with peers.
- Self-efficacy is developed as the learner discusses practical solutions of how they can deal with their emotions.

Pertinent and Contemporary Issues (PCIs):
 Mental health: The learner develops the ability to regulate their emotions effectively when they research and propose practical approaches for managing their emotions with peers.

Values:

Love is nurtured as the learner gets to interact with varied emotions from peers during simulation exercises, developing a sense of understanding and awareness.

Link to other subjects:

The learner links their learning to English, Kiswahili and Indigenous languages on how to articulate one's emotions and feelings clearly in words.

Theme 8: Weather and Environment				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.8 Reading for Understanding (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline targeted vocabulary from written texts, b) respond to questions from a written text, c) propose methods to improve one's reading comprehension.	The learner is guided to: <ul style="list-style-type: none"> ● look at flashcards on physical features in their environment (e.g. 山、湖、河、洋、海、大裂谷、沙漠, 森林),and read out the words, ● read simple sentences, taking note of the vocabulary related to physical features mentioned, ● read a short passage and answer the related questions, ● read short descriptions of various physical features and match them to the appropriate pictures displayed with peers, 	What reading strategies can you use to improve comprehension of texts?

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| | | | <ul style="list-style-type: none"> ● research physical features found in Kenya and China, highlighting the one's found in your locality with peers, ● read on ways to take care of physical features in their community and share in turns, ● discuss challenges and solutions to problems they face when reading comprehension texts. | |
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Core Competencies to be developed:

Citizenship: the learner develops a sense of responsibility and engagement as they read on ways to take care of physical features in their community.

Pertinent and Contemporary Issues (PCIs):

- Inter cultural awareness is promoted as the learner explores physical features in Kenya and China and compares them with the ones found in their community.
- Environmental education: the learner becomes aware of their role in taking care of physical features in their community during discussions with peers.

Values:

Responsibility: the learner proactively solves problems as they give solutions to the challenges they face when reading comprehension texts.

Link to other subjects:

The learner links their learning to Social Studies on the relationships between human activities and the natural world and how these interactions affect the health and well-being of both people and the planet.

Theme 9: Getting Around

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.9 Reading for Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> highlight key words and phrases in a written text, read simple texts fluently, acknowledge the importance of reading fluently for communication. 	The learner is guided to: <ul style="list-style-type: none"> categorise words related to transport into land, water and air transport and read them aloud (e.g. 小汽车 <i>xiǎo qìchē</i>, 出租车 <i>chūzūchē</i>, 公交车 <i>gōngjiāochē</i>, 自行车 <i>zìxíngchē</i>, 摩托车 <i>mótuōchē</i>, 火车 <i>huǒchē</i>, 驴子 <i>lúzi</i>, 骆驼 <i>luòtuó</i> e.t.c.), match means of transport to their appropriate action word with peers (e.g. 坐出租车 <i>zuò chūzūchē</i>, 骑自行车 <i>qí zìxíngchē</i>, 坐飞机 <i>zuò fēijī</i>, 走路 <i>zǒulù</i> e.t.c), rearrange jumbled up words to form correct sentences on use of means of transport with peers (e.g. 我坐车回家 <i>Wǒ zuò chē huí jiā</i>; 奶奶骑自行车去市场。 <i>Nǎinai qí zìxíngchē qù shìchǎng</i>), take turns to read a passage on safe use of means of transport and evaluate peers' articulation of words and sentences. 	What strategies can be used to correct improper pronunciation?

Core Competencies to be developed:

Learning to learn: The learner displays self-discipline skills when they work collaboratively with peers form correct sentences from jumbled up words.

Pertinent and Contemporary Issues (PCIs):

Safety: The learner becomes aware of safety issues arising from the use of various means of transport as they take turns to read the passage.

Values:

Responsibility: The learner engages in assigned roles and duties with their peers as they rearrange jumbled words to form sentences

Link to other subjects:

The learner links their learning to English and Kiswahili on the use of prepositions to discuss the way one travels or has travelled from one place to another.

The learner is able to relate to Social Studies on observing safety when using of various means of transport.

ASSESSMENT RUBRIC: READING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to pronounce words in simple texts for accuracy in reading.	Learner impeccably pronounces words in words in simple texts on familiar topics to convey the intended meaning; makes no	Learner pronounces words in simple texts on familiar topics accurately to convey the intended meaning.	Learner pronounces words in simple texts on familiar topics with few errors; errors minimally hamper the ability to	Learner pronounces words in simple texts on familiar topics with many errors; errors greatly hamper the ability to convey

	errors even for texts on unfamiliar topics.		convey the intended meaning.	the intended meaning.
Ability to read varied texts fluently (<i>pace, phrasing, intonation, pronunciation</i>).	Learner reads texts at an advanced pace with minimal hesitations; utilizes appropriate phrasing and intonation to convey the meaning effectively; pronounces words accurately throughout the text.	Learner reads texts at a proficient pace with minimal hesitations; utilizes good phrasing and intonation to convey the meaning clearly and generally pronounces words accurately throughout the text.	Learner reads texts at a basic pace with noticeable hesitations; utilizes basic phrasing and limited use of intonation, leading to some ambiguity in meaning; pronounces words with few errors that may affect comprehension in certain parts of the text.	Learner reads texts at a slow and uneven pace with frequent hesitations; phrasing and intonation is minimal making it challenging to understand the intended meaning; pronounces words with many errors that lead to frequent misunderstandings of words and phrases.
Ability to read and comprehend simple texts. (<i>correct responses and appropriate vocabulary</i>)	Learner comprehends all questions in context and gives correct answers to all the questions; makes use of extensive vocabulary in giving responses to questions.	Learner comprehends all questions in context and gives correct answers to all the questions; makes use of adequate vocabulary in giving responses to questions.	Learner comprehends many of the questions in context and gives correct answers to most of them, vocabulary used in giving responses to	Learner comprehends few questions in context and gives correct answers to a few of them, vocabulary used in giving responses to questions is very

			questions is limited but sufficient.	limited and insufficient.
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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)
3.0 Writing	3.1 Guided Writing (1 lesson)	By the end of the sub strand, the learner should be able to: a) write words and phrases from an audio text, b) compose simple texts in Chinese on various topics, c) appreciate the role of handwriting in communication.	The learner is guided to: <ul style="list-style-type: none">● listen to an audio text and write down the words and phrases related to basic greetings in formal and polite contexts, (e.g. 早上好、上午好、晚上好 etc.)● rearrange jumbled up greetings correctly with peers (您好、早上好、下午好、晚上好、老师好),● write the responses for the formal greetings provided collaboratively (您好、早上好、下午好、晚上好、老师好、大家好),● write a brief self-introduction of themselves and their friend that includes greeting, name, age, where one come from and lives for peer assessment (我来自(西部, 北部, 南部, 东部)、我住在.....(place),● search online or offline common greetings and introductions customs in different cultures and present findings in class.	How can handwriting be enhanced?

Core Competencies to be developed:

Communication and collaboration: the learner writes clearly and correctly when they compose simple and brief introductions on self and their friends using the given words.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness: The learner develops the skill of cultural sensitivity during interactions when they research on the customs related to greetings and introductions in different cultures.

Values:

Respect: The learner develops positive regard for self and others as they employ appropriate formal and polite expressions when making introductions.

Link to other subjects:

The learner links their meaning to Kiswahili, English and Indigenous languages on the use of polite phrases and expressions to introduce oneself and others.

Theme 2: Family

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.2 Guided writing (1 lesson)	By the end of the sub strand, the learner should be able to: a) compile key words and phrases from varied texts,	The learner is guided to: <ul style="list-style-type: none"> ● listen to a dictation and list the names of members of the extended family, ● trace words and phrases of members of the extended family in Chinese (e.g. 叔叔 <i>Shūshu</i>, 姑姑 <i>Gūgu</i>, 舅舅 <i>Jiùjiu</i>, 阿姨 <i>Āyí</i>, 堂弟 <i>Tángdì</i>, 表妹 <i>Biǎomèi</i>, 姐夫 <i>Jiěfū</i>, 嫂子 <i>Sǎo zǐ</i> etc.) 	What strategies can you use to write effectively?

		<p>b) compose simple sentences in various contexts,</p> <p>c) appreciate the importance of self-evaluation in improving writing.</p>	<ul style="list-style-type: none"> ● match pictures of professions with corresponding names collaboratively, ● rearrange jumbled up words to make correct sentences on descriptions of members of the extended family based on name, age and profession collaboratively (e.g. 我姑姑是护士; 她今年 30 岁, 她叫玛丽。), ● write sentences describing one member of their extended family based on name, age and profession, ● discuss areas of difficulty in writing Chinese characters and <i>Pinyin</i> and give practical interventions. 	
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Core Competencies to be developed:

Self-efficacy: the learner develops an awareness of who they are as well as their family members and their professions as they make descriptions of extended family members.

Pertinent and Contemporary Issues (PCIs):

Social cohesion is portrayed as the learner conducts a brief introduction/description of their extended family members, creating awareness of family ties.

Values:

Unity: the learner collaborates with peers to carry out class activities as they rearranging jumbled up words to make correct sentences on descriptions of members of the extended family.

Link to other subjects:

The learner is able to relate skills used in articulating one's thoughts and ideas logically in writing to Arabic, French and German languages.

Theme 3: My Surroundings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.3 Guided Writing (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) enumerate vocabulary relevant to the topic from written texts, b) write simple texts on varied topics with appropriate word order, c) recognize the importance of writing neatly and legibly. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to an audio clip on essential places in town and list the words and phrases (车站、派出所、学校、邮局、医院、银行、商场), ● listen to an audio clip and form sentences on where one is going in relation to the town (...在哪儿? ...怎么去? 去哪儿?), ● circle words and phrases depicting different essential places in town from a cross word puzzle collaboratively, ● match images of essential places to their names in characters and <i>Pinyin</i>, ● draw and label essential places found in their town collaboratively and share on the school noticeboard, ● explore and share with peers how one can develop effective time management skills in the writing process. 	<p>Why should we write legibly and neatly?</p>

Core Competencies to be developed:

Creativity and Imagination: The learner undertakes tasks that encourages artistic expression of ideas as they draw and label essential place found in their town collaboratively.

Pertinent and Contemporary Issues (PCIs):

Peer education and mentorship is developed as the learner gains constructive feedback from their peers on strategies they can apply to develop effective time management skills when writing texts.

Values:

Unity is enhanced as the learner works collaboratively with peers to accomplish set tasks as they circle words and phrases depicting different essential places in town from a cross word puzzle.

Link to other subjects:

The learner links their learning to Social Studies on the skills of locating different places in their locality appropriately.

Theme 4:Time

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.4 Guided Writing (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify words, phrases and expressions in written texts, b) compose simple texts in an organised and coherent manner,	The learner is guided to: <ul style="list-style-type: none"> list vocabulary related to telling the time in their school timetable using the 12 hour clock (e.g. 点、分、半、刻、现在、早上、上午、中午、下午、晚上), write down the characters of numbers 1-20 from flashcards (e.g. 0 零、1 一、2 二、3 三、4 四、5 五、6 六、7 七、8 八、9 九、10 十、11 十一、12 十二), 	How does accuracy impact written communication?

		<p>c) appreciate the significance of accuracy in written communication.</p>	<ul style="list-style-type: none"> ● ask the time using the sentence structure “现在几点了？” and “.....是几点.....？” in turns, ● role-play telling the time using “现在（是）+ time” and “number of the hour + 点 (diǎn)+ denotation of minutes (+分)” collaboratively, ● listen to the time that the various subjects are undertaken in English and write the time in Chinese (e.g. 7:30 a.m. 早上七点半, 10:25 a.m. 上午十点二十五, 12:01 p.m. 中午十二点零一, 4:58 p.m. 下午四点五十八, 8:15 p.m. 晚上八点一刻/晚上八点十五, 10:50(十点五十/十点五十分 etc.), ● use the class timetable to answer the given questions appropriately with peers (e.g. 我们几点上课？我们早上八点上课；英语课是几点？英语课是下午两点四十分；每天几点去吃午饭？每天中午十二点半去吃午饭 etc.), ● research online/ offline perception of time in different cultures and present their findings to their peers. 	
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Core Competencies to be developed:

Digital literacy: The learner connects using technology as they research on the varied perceptions of time in different cultures.

Pertinent and Contemporary Issues (PCIs):

Intercultural sensitivity: The learner becomes aware of the cultural differences in time perception when they carry out the research with peers.

Values:

Unity: Cooperation is exhibited as the learner take turns in telling the time using the appropriate vocabulary.

Link to other subjects:

The learner links their learning to Mathematics on the manipulation of numbers to calculate durations and analyse time-related information.

Theme 5: Fun and Enjoyment

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.5 Guided Writing (1 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recall words, phrases and expressions from texts, b) apply appropriate grammatical structures in written texts, c) show interest in using acquired vocabulary to improve writing. 	The learner is guided to: <ul style="list-style-type: none"> ● sort out pictures of recreational activities according to where they take place collaboratively (e.g. 游泳-游泳池; 爬山-Longonot 山; 踢足球-操场; 看野生动物: Maasai Mara 动物保护区 etc.) , ● write down the recreational activities that are undertaken in the given recreational spots/areas depicted in the flashcards in Chinese, ● fill in blanks on sentences talking about fun activities in specific places using acquired vocabulary (e.g. 我想去<u>动物园</u>看野生动物。) ● write a simple text on their favourite recreational activity, ● create a scrapbook of a local recreational spot/area they have visited before and share it for awareness creation. 	How can you ensure clarity and coherence in written texts?

Core Competencies to be developed:

Citizenship: the learner develops a sense of belonging to their locality when they sensitize their peers on the recreational spots/areas in their community through scrapbooks.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness is developed as the learner shares scrapbooks of recreational spots/areas in their community with their peers.

Values:

Patriotism: the learner's love for one's own country and community is enhanced as they write a simple text on their favourite recreational activity.

Link to other subjects:

The learner is able to relate the skill of creative self-expression in a variety of mediums to Creative Arts.

Theme 6: Foods and Drinks

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.6 Guided Writing (1 lesson)	By the end of the sub strand, the learner should be able to: a) write simple sentences using the targeted vocabulary, b) write clear and coherent texts on various themes in Chinese, c) develop an interest to express ideas clearly in writing.	The learner is guided to: <ul style="list-style-type: none">● derive a list of kitchen items (烤箱、冰箱、菜板、刀、锅、铲子、木勺) and common ingredients used in the kitchen (糖、盐、油、葱、西红柿、蒜) from the word puzzle,● fill in the blanks with the appropriate method (煮、炒、炸、煎、蒸、炖、烤) for cooking the given foods (鸡蛋、鱼、样肉、牛肉、猪肉、鸡肉、乌加利、米饭、蔬菜、菠菜),● look at the characters related to food preparation methods and highlight the similarities and differences	How do you write coherent texts?

			collaboratively (煮、炒、炸、煎、蒸、炖、烤), <ul style="list-style-type: none"> ● trace out characters using the correct stroke order (火, 刀, 木, 勺), ● list kitchen items and ingredients needed to make a simple meal of their liking with peers(做炖牛肉要用油、葱、西红柿、蒜、水、锅、刀、菜板和木勺), ● compare and contrast how kitchen items and ingredients differ in Kenya and China and share findings with peers. 	
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Core Competencies to be developed:

Communication and collaboration: the learner develops teamwork skills as they collaboratively list kitchen items and ingredients needed for a simple meal of their liking.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness is developed as the learner explores the similarities and differences in the kitchen items and ingredients used in Kenya and China.

Values:

Respect: The learner appreciates diverse opinions of their peers as they highlight similarities and differences of characters related to food preparation methods.

Link to other subjects:

The learner is able to relate the skills on correct spelling of words and communicating clearly in writing to Arabic, French and German Languages.

Theme 7:My Body

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Guided Writing (1 lesson)	By the end of the sub strand, the learner should be able to: a) use appropriate vocabulary to express ideas in writing, b) apply various writing conventions in written contexts, c) appreciate the importance of legibility in written communication.	The learner is guided to: <ul style="list-style-type: none"> ● fill a crossword puzzle with words and phrases related to feelings and emotions with peers (快乐 <i>kuàilè</i>、伤心 <i>shāngxīn</i>、生气 <i>shēngqì</i>、兴奋 <i>xīngfèn</i>、惊讶 <i>jīngyà</i>、疲倦 <i>píjuàn</i>、无聊 <i>wúliáo</i>、紧张 <i>jǐnzhāng</i>、自豪 <i>zìháo</i>、困惑 <i>kùnhuò</i>、 ● draw the various emotions on a face outline according to a listening prompt in class, ● look at pictures /emoji's and write the different feelings and emotions associated with it with peers, ● organise jumbled up word cards to form correct sentences expressing feelings/ emotions collaboratively, ● discuss how to recognise and better manage their emotions (both positive and negative emotions) and make presentations to peers in class. 	How does handwriting affect communication?

Core Competencies to be developed:

Learning to learn: The learner shares their experiences and suggestions on how to recognise and better manage their emotions during discussions.

Pertinent and Contemporary Issues (PCIs):

Emotional health is developed as the learner becomes aware of meaningful ways of managing their emotions during the discussion with peers.

Values:

Unity is nurtured as the learner fills a crossword puzzle with words and phrases related to feelings and emotions with peers.

Link to other subjects:

The learner links their learning to Arabic, French and German on expressing oneself clearly in a variety of contexts using appropriate words.

Theme 8: Weather and Environment

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.8 Guided Writing (1 lesson)	By the end of the sub strand, the learner should be able to: a) list key words and phrases in written texts, b) construct sentences with appropriate word order in varied contexts,	The learner is guided to: <ul style="list-style-type: none">● draw and label various physical features correctly in Chinese (e.g. 山、湖、河、洋、海、大裂谷、沙漠, 森林),● rewrite jumbled-up words related to physical features in their correct order,● write simple descriptions using images/pictures of the various physical features (e.g. 这个湖很宽, 山很高.),	How can you write effectively?

		<p>c) show enthusiasm in writing clearly for effective communication.</p>	<ul style="list-style-type: none"> ● complete a story using the given words, ● respond to simple questions, ● write a simple passage about their most favourite physical feature and share it with peers for feedback, ● discuss and propose solutions to issues that are affecting the physical features in their locality with peers, ● create a talking wall for sensitisation on the importance of taking care of physical features in the community collaboratively . 	
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Core Competencies to be developed:

Citizenship: the learner develops a sense of social responsibility as they explore and recommend solutions to the issues affecting the physical features in their locality.

Pertinent and Contemporary Issues (PCIs):

Environmental education :The learner becomes aware of the need to take care of the physical features in their surrounding when they sensitise their peers through talking walls

Values:

Love: The learner portrays a caring attitude towards their environment when they identify issues affecting physical features as well as how to address them during discussion.

Link to other subjects:

The learner links their meaning to Social Studies on the relationships between human activities and the natural world and how these interactions affect various aspects of both the people and the planet.

Theme 9: Getting Around

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.9 Guided Writing (1 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) enumerate vocabulary in a given context, b) utilise contextually appropriate vocabulary in written communication, c) develop an appreciation for Chinese characters. 	The learner is guided to: <ul style="list-style-type: none"> ● write the correct Chinese names of different means of transport from pictures/images (e.g. 汽车、出租车、公交车、自行车、摩托车、火车、飞机、马、骆驼、走路), ● fill in the blanks with the correct verbs for different means of transport (坐, 骑), ● read short paragraphs outlining the means of transport used and answer questions (e.g. 她怎么去学校? 她走路去学校), ● write down simple sentences of the means of transport that they have recently used and share in turns (e.g. 我周六骑自行车去商场), ● practise writing the given characters with the correct strokes 车, 火, 马, 汽 and display on the class noticeboard, ● reflect on their writing strengths and areas of improvement and seek feedback from peers for improvement. 	How does reading fluency enhance communication?

Core Competencies to be developed:

Communication and collaboration: the learner writes clearly and correctly when they describe the means of transport they have used recently using simple sentences.

Pertinent and Contemporary Issues (PCIs):

Reflection and goal setting: The learner develops an attitude of reflecting on ones writing goals as they seek feedback from peers on their writing strengths and areas of improvement.

Values:

Respect: The learner appreciates the diverse opinions of their peers on how to address their limitations in writing skills.

Link to other subjects:

Learners link their learning to the skill of spelling words correctly for effective communication in English, Kiswahili and Indigenous languages.

ASSESSMENT RUBRIC: WRITING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to apply vocabulary in written communication.	Learner applies rich and varied vocabulary and expressions in written communication.	Learner applies varied and appropriate vocabulary and expressions in written communication.	Learner applies basic vocabulary and expressions in written communication.	Learner applies limited vocabulary and expressions in written communication.

<p>Ability to use grammar and mechanics of writing appropriately in texts.</p>	<p>Learner exhibits excellent use of grammar, a variety of punctuation marks, spelling and capitalization; errors are so few and minor that they do not impede reading.</p>	<p>Learner exhibits good use of grammar, punctuation, spelling and capitalization; there are a few errors but they do not impede reading.</p>	<p>Learner exhibits few errors of grammar, punctuation, spelling and capitalization,; some errors can impede reading and meaning.</p>	<p>Learner exhibits many errors throughout in the use of grammar, punctuation, spelling and capitalization and the reader can only guess meaning.</p>
<p>Ability to write texts with good handwriting.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Ability to write coherent texts on varied themes (organization <i>and structure</i>).</p>	<p>Learner writes texts exceptionally well, with a logical flow, clear organization of ideas, and effective</p>	<p>Learner writes texts with good organization, a clear structure, logical progression, and</p>	<p>Learner writes texts with basic organization, but the structure may lack clarity, and</p>	<p>Learner writes texts with challenging organization and lacks clear structure and coherence,</p>

	transitions between paragraphs.	effective transitions, contributing to a well-structured piece	transitions between ideas may be somewhat abrupt.	making it difficult for the reader to follow.
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DRAFT

CSL AT GRADE 8

STRAND 2.0 COMMUNITY SERVICE LEARNING PROJECT

Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

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

	<ul style="list-style-type: none">• Food security issues
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.
Milestone 3	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
Milestone 4	Implementation The learners execute the project and keep evidence of work done.

Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>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</p> <p>Learners review all project work to learn from the challenges faced.</p> <p>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>

NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of CSL integrated Project

Assessment for the integrated CSL project 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 project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.