



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

MANDARIN

GRADE 9

First published 2024

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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 equity 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

GENERAL LEARNING OUTCOMES

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 Oral Expression (3 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) enumerate words and phrases from audio texts, b) articulate sounds, words and phrases in simple dialogues, c) exhibit interest in enhancing speaking fluency. | <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, 您贵姓, 您怎么称呼?) and repeat after it, • listen to an audio text on countries and nationalities and match with their corresponding pictures and English names, • jointly take turns asking peers and friends their names, where they are from, where they live and their nationality (eg 您贵姓? 叫什么名字?, 你怎么称呼? 你家有几口人? 你家在哪儿? 你是哪国人? 你朋友是哪国人), • practise using “哪国人.....”in basic introductions to denote where one | <p>How is oral expression important in enhancing communication skills?</p> |

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|--|--|--|--|--|
| | | | <p>comes from (e.g. 你是哪国人? 他们是哪国人?),</p> <ul style="list-style-type: none"> introduce oneself and friend, mentioning age, where they come from, live and language spoken (您好。。, 我叫....., 我是中国人, 我住在....., 我今年.....岁了, 我会说法语。他是我的朋友, 他叫....., 他是日本人, 他住在....., 他今年.....岁了, 他会说法语, 您呢? /您怎么称呼?) in turns. | |
| <p>Core Competencies to be developed: Communication and Collaboration: The learner listens keenly and attentively and speaks clearly when carrying out a dialogue on self-introduction with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Citizenship: The learner develops a sense of belonging as they discuss about countries and places of origin.</p> | | | | |
| <p>Values: Unity: Unity is fostered as learners work collaboratively to carry out dialogues in class.</p> | | | | |
| <p>Link to other subjects: The learner is able to relate the skills used in self-introduction to oral expression skills in English and Kiswahili languages.</p> | | | | |

Theme 2: Family

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|--|--|--|
| <p>1.0 Listening and Speaking</p> | <p>1.2 Interactive Speaking (3 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) utilize the words learnt in conversations,</p> <p>b) make use of probing to get more information,</p> <p>c) appreciate the importance of attentive listening in communication.</p> | <ul style="list-style-type: none"> The learner is guided to: take turns to orally introduce their family members focusing on names, age, and professions (e.g. 我家有三口人。我爸爸妈妈都是老师。爸爸今年 40 岁, 妈妈 35 岁。), ask and answer peers information on the members of the family focusing on names, age and professions in the form of a dialogue (e.g. A:你有爸爸妈妈做什么工作? B 我爸爸是医生, 妈妈是工程师, 你的爸爸妈妈呢? A: 他们都是老师, 在内罗毕大学工作。。。) look at an illustration of a family tree and chant the names of members of the nuclear and extended family after a listening prompt (e.g. 叔叔, 表格, 姑姑, 堂妹 etc.), | <p>How does speaking fluently enhance communication?</p> |

| | | | | |
|---|--|--|--|--|
| | | | <ul style="list-style-type: none"> • sing <i>'The Family Song'</i> on members of nuclear and extended family members in class, • listen and repeat prompts about the workplaces of family members (<i>e.g.</i> 我叔叔是医生，在医院工作；我妈妈在学校工作). | |
| <p>Core Competencies to be developed: Communication and Collaboration: The learner listens keenly and uses open questions when engaging in dialogues in specific contexts with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Social Cohesion: The learner's sense of togetherness is enhanced as they work together taking turns to introduce their family members.</p> | | | | |
| <p>Values: Respect: The learner exhibits positive regard for diverse family setups among his peers.</p> | | | | |
| <p>Link to other subjects: The learner links their learning to English, Kiswahili, and Indigenous languages on the importance attentive listening in communication.</p> | | | | |

Theme 3: My Surrounding

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------------------------------|--|--|---|--|
| 1.0 Listening and Speaking | 1.3 Phonological Awareness (3 lessons) | By the end of the sub strand, the learner should be able to: a) recognize key vocabulary from audio sources, b) list relevant vocabulary in an activity, c) display enthusiasm in using appropriate language for effective communication. | The learner is guided to: <ul style="list-style-type: none"> listen to an audio on different animals(e.g. 狗、猫、兔子、牛、羊、猪、骆驼、鸡、驴子、狮子、豹子、斑马、水牛、长颈鹿、大象、犀牛、河马) then repeat the vocabulary, take turns mentioning the various animals they know, then construct simple sentences describing their size and/or character, point out the different animal categories from the audio with examples in terms of pets(宠物),farm animals(家畜) and wild animals(野生动物)(e.g. 宠物(猫、狗、兔子), 家畜(牛、羊、鸡、猪、骆驼、驴子), 野生动物(狮子、豹子、斑马、水牛、长颈鹿、大象、犀牛、河马), listen and repeat words depicting various animals' size and character {e.g. 小 (small)、大(big)、高(tall)、可怕(scary)、友好(friendly)、乐于助人(helpful)、快 (fast)、可爱(adorable)、凶猛 | How do description speaking help in communication? |

| | | | | |
|---|--|--|---|--|
| | | | (ferocious)、顽皮(playful)、温柔(gentle)、忠诚(loyal)、胖(fat)}, <ul style="list-style-type: none"> • listen to a short passage on the different categories of animals then answer the questions (e.g. 水牛大不大? 水牛很大), • research online and compare and contrast the different views about animals in Kenya and China, • give their thoughts on how to take care of the different animals as well as the importance of taking care of the different kinds of animals in their surrounding(pets, farm animals, wild animals) collaboratively. | |
| Core Competencies to be developed: Citizenship: the learners develop an awareness of their ethical responsibility and engagement in caring for others and the environment as they discuss the importance of taking care of the different kinds of animals in society. | | | | |
| Pertinent and Contemporary Issues (PCIs): Animal welfare education is promoted as the learners as learners are guided to share their views on ways of taking care of different animals and why it's important. | | | | |
| Values: Love is fostered as the learners discuss the importance of taking care of animals in society, showing human involvement in animals' lives. | | | | |
| Link to other subjects: The learners link their learning to Arabic, French and German on the importance of using appropriate language for effective communication. | | | | |

Theme 4:Time

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|--|--|
| Listening and Speaking | 1.4 Oral Expression (3 lessons) | By the end of the sub strand, the learner should be able to: a. pronounce words clearly in Chinese, b. make simple sentences in varied scenarios, c. value the importance of schedules in daily life. | The learner is guided to: <ul style="list-style-type: none"> • listen to an audio on moments of the day and repeat the words (早上, 上午, 下午, 晚上), • take turns to rotate a clock and let the others read the time shown, • play a charades game on verbs related to activities done at home (起床, 睡觉, 洗衣服, 打扫, 打水, 做饭, 吃早、午、晚饭, 做作业, 玩儿, 洗澡), • listen to an audio where someone is talking about their days routine and answer questions, • in pairs create a schedule online or offline of what you intend to do over the weekend and present in class | Why is correct pronunciation important in communication? |
| <p>Core Competencies to be developed: Self-efficacy: A learner develops self-awareness skills as they outline their plan of activities for the weekend.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> | | | | |

Time management skills are strengthened as a learner creates a schedule of activities they will do during the weekend and present in class.

Values:

Responsibility is developed as a learner shows accountability of their time over the weekend by outlining the activities they will do over the weekend including.

Link to other subjects:

The learner is able to relate the knowledge of reading time to the application of numeral system to tell time in Mathematics.

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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 Interactive Speaking (3 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify basic vocabulary in the given context, b) construct simple sentences in varied situations, c) exhibit an interest in using Chinese language for communication. | The learner is guided to: <ul style="list-style-type: none"> • list vocabulary on fun activities and places where they do the fun activities and say them out, • listen to an audio on leisure activities (游, 散步, 跑步, 骑自行车, 徒步旅行, 看动物, 做饭, 吃饭) and select the corresponding image, • create a word pyramid using different words with peers, <ul style="list-style-type: none"> 看动物 去看动物 去公园看动物 我去公园看动物 我跟朋友去公园看动物 我星期一跟朋友去公园看动物 • ask their friend the following questions (你最喜欢什么假期? 你会/打算去哪儿? 假期的时你跟朋 | How can we construct simple sentences in varied contexts? |

| | | | | |
|--|--|--|---|--|
| | | | <p>友会做什么？假期的时你有什么打算？） and let them answer with the following verbs (请、打算、要)</p> <ul style="list-style-type: none"> • take turn to talk about 3 fun activities they would do with their friends in these places (你的家、朋友的家、公园、商场、动物园) • make a presentation on fun activities that they intend to do in future in response to “什么时候？”“去哪儿？”“打算做什么？” • talk about why it’s important to engage in fun and enjoyment activities at the right time and at ones on will as well as the impact of engaging in fun and enjoyment due to peer pressure. | |
| <p>Core Competencies to be developed: Creativity and imagination is enhanced as learners undertake tasks that help them come up with new ideas such as creating a word pyramid using different words.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Peer pressure resistance: Learners become aware on the importance of engaging in fun and enjoyment at their own will when they talk about the impact of engaging in fun and enjoyment due to peer influence.</p> | | | | |

Values:

Respect is fostered as the learner appreciates the diverse opinion from peers on the things they plan to do for fun and enjoyment.

Link to other subjects:

The learner links their learning to English and Kiswahili languages on the purpose of understanding vocabulary for enhanced comprehension.

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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 | 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"> a) recognize the words used within a specific context, b) articulate words and phrases meaningfully in a given context, c) appreciate the role of oral expression in communication. | The learner is guided to: <ul style="list-style-type: none"> • listen to an audio on essential vocabulary related to eating out, such as restaurant (餐馆), dishes (菜品), utensils (餐具), to order food (点菜), pay the bill (买单), etc., and repeat saying them, • take a look at pictures of basic utensils in a restaurant and say their names out loud (酒杯、杯子、盘、碗、刀、叉子、勺子、筷子) • play a flashcard game of measure words with the corresponding quantities of food or drinks in a restaurant (一顿、一份、一双、一杯、一瓶、一碗、一块、一盆) and say them out aloud, • conduct a simple online search and visualise ordering food in a restaurant using a digital device with peers, paying attention to the words and phrases used (e.g. 点菜、菜单、我想 | How does oral expression affect communication? |

| | | | | |
|--|--|--|---|--|
| | | | <p>要.....、请问、麻烦你、请给我.....、请慢用、加一点.....、结账、我们要买单、多少钱?)then practise using them in speech,</p> <ul style="list-style-type: none"> • watch an audio-visual clip of restaurant conversations or dialogues and answer comprehension questions, • take turns undertaking a vocabulary challenge on ordering preferred healthy foods in a restaurant. | |
| <p>Core Competencies to be developed: Self-efficacy: the learner expresses their needs clearly for help and this is shown when they practise ordering the food they want with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Healthy eating: the learner develops awareness on the importance of eating healthy food as they take turns ordering preferred healthy foods in a restaurant.</p> | | | | |
| <p>Values: Responsibility: A sense of responsibility is developed as the learner undertakes assigned class activities with peers to completion.</p> | | | | |
| <p>Link to other subjects: The learner links their learning to English and Kiswahili languages on the role of appropriate oral expression in communication.</p> | | | | |

Theme 7: My Body

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------------------------------|---|---|--|---|
| 1.0 Listening and Speaking | 1.7 Oral Expression (3 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) spot a specific set of words in a listening context, b) talk about various topics using appropriate expressions, c) acknowledge the role of using appropriate language for communication. | The learner is guided to: <ul style="list-style-type: none"> • listen to a recording and highlight essential medical vocabulary(e.g. 身体部位, 症状, 医生, 护士), • simulate dialogues with keywords and phrases related to the doctor (e.g. 头痛 发烧, 咳嗽, 胃痛, 牙痛, 背痛, 关节痛, 恶心) with peers, • watch an audio-visual dialogue simulation of medical conversations and answer corresponding questions, • jointly create and share stories related to visiting the doctor, • show a video clip of a doctor-patient interaction in a medical setting and discuss the difference between Chinese and local settings, | What role does vocabulary play in enhancing oral communication? |

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|---|--|--|--|--|
| | | | <ul style="list-style-type: none"> role-play doctor-patient interactions and mention the words and phrases involved when at the doctor. | |
| <p>Core Competencies to be developed: Creativity and imagination: the learner undertakes tasks that encourage the artistic representation of learning tasks by role-playing doctor- patient interactions and dialogues.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Health guidance: the learner gains awareness on handling health matters as they delve into simulated doctor-patient interaction activities.</p> | | | | |
| <p>Values: Responsibility: A sense of responsibility is fostered as the learner undertakes set class activities with peers to completion.</p> | | | | |
| <p>Link to other subjects: The learner relates the skills used in describing how they feel to descriptive skills in English and Swahili.</p> | | | | |

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 Oral Expression (3 lessons) | By the end of the sub strand, the learner should be able to: a) specify the words identified within a given text, b) explain the main ideas in a given context, c) value the importance of articulating ideas logically. | The learner is guided to: <ul style="list-style-type: none"> • identify key weather-related activities vocabulary in Chinese (钓鱼、游泳、农业、水稻种植、滑雪、沙滩沙排、阳光浴、冰钓), • listen to an audio on different weather conditions and answer the corresponding questions, • play flashcard games on different climatic conditions and activities associated with them, • create short role-plays where they discuss activities or plans based on the given weather, • discuss how weather influences daily activities with peers, • use a digital device, research different climatic conditions and the activities associated with them, and present them in the classroom collaboratively. | How important is the logical articulation of ideas in communicating? |
| Core Competencies to be developed: | | | | |

Digital literacy: the learner develops skills on connecting using technology as they use a digital device to research different climatic conditions and the activities associated with them.

Pertinent and Contemporary Issues (PCIs):

Environmental education: the learner gains an understanding of the link between weather conditions and environmental activities.

Values:

Responsibility: the learner accomplishes some assigned tasks and presents the findings in class.

Link to other subjects:

The learner links their learning to Agriculture and Nutrition as they talk about the different weather related activities that people engage in under different weather conditions.

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>1.9 Active Listening (3 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) extract key vocabulary in contextual listening,</p> <p>b) summarise the key ideas in texts,</p> <p>c) recognise the importance of active listening in communication.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and repeat vocabulary on location and direction (e.g. 地方/地点、附近、最近、近，很近、远、很远、在、方向、向，朝，往、前、后、左、右、拐/转), • listen and practise using the polite phrases “请问……” and “请告诉我……”， • listen and practise using “从……到……”，”怎么去”，”去……怎么走”，”……离这儿有多远？” “在哪儿？” “在哪里？” to ask for directions, • listen and practise using “往前走”，”一直走” and “向右转/向左转/向右拐/向左拐/往右转/往左转/往右拐/往左拐” to give directions, | <p>How can we summarise key ideas in contextual listening for better communication?</p> |

| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> • listen to a short dialogue on asking and giving directions, and answer the questions, • listen keenly to examples of sentences on asking and giving directions politely, then repeat them (e.g. 请问，去市场怎么走? /请问，市场怎么去? 往前走一百米，然后右拐), • role-play a short dialogue on asking and giving directions with your peers, • discuss the importance of active listening when asking and giving directions. • to discuss about the safety measures they should consider when asking for directions. | |
| <p>Core Competencies to be developed: Communication and collaboration: the learner develops listening skills as they listen keenly and actively while asking and giving directions.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Learner becomes aware personal safety as they debate on the safety measures they should consider when asking for directions from others.</p> | | | | |
| <p>Values: Responsibility is portrayed as the learner engages in class activities and complete tasks.</p> | | | | |

Link to other subjects:

The learner links their learning to the English language as they use clear and concise language when giving directions to facilitate understanding.

ASSESSMENT RUBRIC: LISTENING AND SPEAKING

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|--|---|---|
| Ability to communicate ideas clearly (fluency, volume, intonation and inflection) | The learner expresses their views, opinions and feelings in an engaging manner when speaking to others. Learner uses gestures naturally and effectively in conversations. | The learner expresses their views, opinions and feelings in an engaging manner when speaking to others. Learner uses gestures effectively in conversations. | The learner expresses their views, opinions and feelings with partial clarity when speaking to others. Learner makes use of some gestures when speaking. | The learner expresses their views, opinions and feelings with limited clarity when speaking to others. The learner makes use of a limited number of gestures in conversations. |
| Ability to use diverse vocabulary and phrases in oral interactions | The learner uses a wide variety of vocabulary and phrases successfully in oral interactions. | The learner uses a variety of vocabulary and phrases effectively in oral interactions. | The learner uses few vocabulary and phrases in oral interactions. | The learner uses a limited number of vocabulary and phrases in oral interactions. |

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| | | | | |
| <p>Ability to comprehend information in different contexts.</p> | <p>The learner understands all the information in conversations and provides feedback. Learner can probe for further details.</p> | <p>The learner understands all the information in conversations and provides feedback.</p> | <p>The learner understands most information in conversations and provides feedback.</p> | <p>The learner understands some information in conversations and has difficulties providing feedback.</p> |

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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 Information (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> articulate words with the correct tones in varied contexts, summarise key information from texts, show an awareness of how to extract key information from texts. | The learner is guided to: <ul style="list-style-type: none"> read out greetings and their responses (formal greetings,再见 (明天、后天见) , match countries (肯尼亚, 乌干达, 坦桑尼亚, 中国, 美国, 英国, 法国, 德国, 阿拉伯) with the languages spoken (英语, 斯瓦希里语, 德语, 法语) and read them out, read a text on self-introduction (formal greeting, name, age, nationality, where you come from, languages spoken) and answer question, read a texts with greetings and someone's personal information(formal greeting, name, age, nationality, where they come from, languages spoken, taking a leave) and paraphrase the text, summarise short paragraphs with one word or a sentence. | When do we read for information? |
| Core Competencies to be developed: | | | | |

Critical thinking and problem solving: The learner follows instructions and completes the task of summarising a short paragraph with one word/sentence.

Pertinent and Contemporary Issues (PCIs):

Cultural Awareness: The learner develops cultural awareness as they explore the languages spoken in their own country and that of others.

Values:

Patriotism: The learner becomes aware of their own culture as they talk about the languages they speak in their country as language is an important aspect of a county's culture.

Link to other subjects:

The learner links their learning to Social studies as they talk about different countries and languages spoken.

| 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: <ul style="list-style-type: none"> a) identify vocabulary from a varied context, b) read simple texts fluently in Chinese, c) acknowledge the role of reading fluently in enhancing comprehension. | The learner is guided to: <ul style="list-style-type: none"> • read out words from flashcards (nuclear family members, places of work (学校, 医院, 商场, 派出所, 农场, 饭店) and professions (老师, 医生, 警察, 护士, 农民, 商人, 服务员), • match images of people from different profession with their place of work and read them out, • read a text where a family member is introduced and answer questions (name, age, place of work, profession (他在....(医院)工作, 他是... (医生) physical appearance) and answer questions • practice echo reading (teacher/audio reads sentences or passages out loud and then have the learners repeat it, imitating their intonation and inflection) • read out texts of a family introduction and draw a family tree from the information given. | How can reading fluently enhance our understanding of a text? |

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| | | | <ul style="list-style-type: none"> • use digital tools and search online about the different professions, the skills and qualifications needed to pursue them as well as why people pursue the different professions they are interested in..The learner to do presentation in class on the profession they would love to pursue and give reasons for their choice. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is developed as a learner shows that they can follow instructions and complete a task on reading a text and drawing a family tree from the information obtained. • Digital literacy : The learner interacts with digital tools and uses them to accomplish tasks by searching for information on choice of careers. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Career guidance: The learner is exposed to different career pathways as they learn about different professions and also do presentations on their careers of choice.</p> | | | | |
| <p>Values: Responsibility is portrayed as a learner shows resilience through echoing an audio text several times to enhance their reading skills.</p> | | | | |
| <p>Link to other subjects: The learner links their learning to English language on the role of reading fluently in enhancing comprehension.</p> | | | | |

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Theme 3: My Surroundings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|----------------|---|---|---|--|
| Reading | 2.3 Reading for Understanding (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify targeted vocabulary from texts, b) summarise the main ideas from a reading text, c) appreciate the vital role of reading for understanding. | The learner is guided to: <ul style="list-style-type: none"> • underline the names of different animals (pets, farm and wild animals) (e.g. 宠物(猫, 狗), 家畜(牛, 羊, 鸡, 猪), 野生动物(水牛, 狮子, 犀牛, 大象, 花豹), • read shorts stories on my favorite animal in Chinese and outline key words, • categorise different animals (宠物, 家畜, 野生的) and read them out, • read short descriptions of animals using different adjectives and answer questions (大, 小, 胖, 瘦, 快, 慢, 调皮) • read a conversation of someone's experience with animals and answer questions, • take turns asking about animals and where they are found from a text material provided, | How does reading for understanding enhance communication skills? |

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| | | | <ul style="list-style-type: none"> • create “talking walls” in the classroom on protecting animals while in school. | |
| <p>Core Competencies to be developed: Citizenship: Learner develops critical awareness of issues affecting the environment as they create “talking walls” on protecting animals in school.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Animal welfare: The learner develops a sense of awareness towards protecting animals as they paintings or drawings on the classroom walls to sensitive others on the importance of protecting animals.</p> | | | | |
| <p>Values: Love: love is fostered as learners’ reads stories of their favorite animals.</p> | | | | |
| <p>Link to other subjects: The learner links their learning to Creative arts as they express themselves artistically by creating “talking walls” in the classroom on protecting animals.</p> | | | | |

Theme 4: Time

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------------------|---|---|---|--|
| 2.0 Reading | 2.4 Reading for Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) highlight key ideas in texts b) respond to questions in a reading text, c) propose strategies to enhance their reading skills. | The learner is guided to: <ul style="list-style-type: none"> • repeat reading after a recording the activities they undertake every day at home (起床, 洗衣服, 打扫, 打水, 做饭, 吃早、午、晚饭, 做作业, 玩儿, 洗澡, 睡觉) • circle the key words on activities they undertake every day at home from a crossword puzzle collaboratively, • take turns asking and answering questions related to a theme (e.g. 你每天洗衣服吗? 我 每个星期日洗衣服。) • match two sets of sentences appropriately and then ask and answer the questions with peers, • role-play a dialogue using the word cues given relating to routines at home, • discuss ways of improving their reading skills and share with peers, • discuss challenges experienced while reading comprehension and share ways of addressing them with their peers. | How can you improve your reading comprehension skills? |

Core Competencies to be developed:

Communication and collaboration: the learner develops teamwork skills when they discuss ways of improving their reading skills with peers.

Pertinent and Contemporary Issues (PCIs):

Peer role modeling will be enhanced as the learner identifies and seeks solutions to their reading difficulties from their peers.

Values:

Unity is nurtured as the learner displays team spirit in getting solutions to their reading problems.

Link to other subjects:

The learner links their learning to English and Kiswahili by addressing problems that hinder reading comprehension.

Theme 5: Fun and Enjoyment

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---------------------------|---|--|--|---|
| <p>2.0 Reading</p> | <p>2.5 Reading for Understanding (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify key terms and phrases from a textual context, b) infer meaning from short dialogues, c) appreciate reading for comprehension as a skill for vocabulary enrichment. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • read a text on examples of fun activities (e.g. 看电影、吃饭、散步、爬山、游泳、骑自行车、旅行、看动物) repetitively, • conduct a simple online search on other fun activities collaboratively and read them out to the class, • mention which of the fun activities they have undertaken individually, • practise using “打算”, “要”, “会” and “请” in expressing intentions to do something at a given time (making plans and dates) (e.g. 我打算去吃饭; 我要去吃饭; 我会去吃饭), • read a short dialogue on making plans and dates then answer the questions (e.g. Amani 打算下午做什么? Amani 打算下午去看电影; Nuru 现在要做什么? Nuru 现在要去骑自行车; Amani 明天上午会做什么? Amani 明天上午会请朋友吃饭), | <p>How can we infer meaning from a textual context?</p> |

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| | | | <ul style="list-style-type: none"> • use cues from the words on the flashcards to engage in a short dialogue on making plans and dates at a specific time collaboratively, • discuss with peers the significance of time management in making plans. | |
| <p>Core Competencies to be developed: Digital literacy: the learner develops the ability to use digital technology to effectively accomplish their own tasks as they conduct a simple online search on fun activities collaboratively.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Time management: the learner planning skills are nurtured as they express their views on significance of time management in making plans.</p> | | | | |
| <p>Values: Responsibility is portrayed by the learner through determination in using the cues provided to make dialogues on making plans.</p> | | | | |
| <p>Link to other subjects: The learner links their learning to English and Kiswahili languages on expression of future plans using future tense.</p> | | | | |

Theme 6: Foods and drinks

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------------------|---|--|--|--|
| 2.0 Reading | 2.6 Reading for Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify key words and phrases in a text, b) read short texts in a given context with correct intonation, c) acknowledge the role of reading fluently in enhancing communication. | The learner is guided to: <ul style="list-style-type: none"> • solve a simple crossword puzzle on food items in a restaurant, • read the corresponding Chinese vocabulary of the food items , • practise using commonly used quantifiers in restaurant (e.g. 份、碗、杯、瓶、双、个), • practise using commonly used names of items and people when ordering food in a restaurant (e.g. 菜单、酒杯、杯子、盘子、碗、刀、叉子、勺子、筷子、服务员、老板), • practise using commonly used action words when ordering food in a restaurant (e.g. 点菜、打包/带走、买单), • practise using commonly used polite expressions when ordering food in a restaurant (e.g. 我想要、请来.....、请问, 有没有.....、请问, 有.....吗? 、.....可以.....吗? 、请给我.....、谢谢), | How can we read short texts in a given context fluently? |

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| | | | <ul style="list-style-type: none"> • read the short text on restaurant etiquette and answer the questions, • use the structure “我想要 + number + quantifier+ dish” to role-play making orders in a restaurant with peers, • discuss how to politely ask for food recommendations in a restaurant. | |
| <p>Core Competencies to be developed: Self-efficacy is developed as the learner effectively articulates their needs making orders in a restaurant.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Effective Communication: the learner learns about the essence of using appropriate words in communication by using polite language when asking for food recommendations in a restaurant.</p> | | | | |
| <p>Values: Responsibility is portrayed as the learner works collaboratively to accomplish the class tasks.</p> | | | | |
| <p>Link to other subjects: The learner links their learning to agriculture and nutrition as they talk about different foods and drinks.</p> | | | | |

Theme 7: My Body

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|---|---|---|---|
| 2.0 Reading | 2.7 Reading for Understanding (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) highlight key words <ol style="list-style-type: none"> a. and phrases from a written text, b) demonstrate understanding of text meaning in reading comprehension, c) appreciate the importance of silent reading for reading fluency. | The learner is guided to: <ul style="list-style-type: none"> • read out flashcards/ word cards of common body ailments in class (e.g. 头疼; 恶心; 发烧; 感冒 etc.), • match ailment words and corresponding pictures in class, • read sentences related to ailments and hospital activities and say the meaning to peers in class (e.g. 我感觉不舒服, 想去看病; 你身体怎么样? 我想吃药 etc.) • read a passage on a doctor's visit silently and underline key words and phrases, • simulate a visit to the doctor and check the symptoms they are experiencing on the symptoms checklist collaboratively (e.g. 发烧 ✓; 头疼 ✗; 肚子疼 ✓; 恶心 ✓; 呕吐 ✓ etc.). | What ways can understanding of reading comprehension be demonstrated? |

Core Competencies to be developed:

Communication and collaboration: The learner works collaboratively simulating a scene of a visit to the doctor and reporting the symptoms clearly.

Pertinent and Contemporary Issues (PCIs):

Health education: The learner gets imparted with some key knowledge on some common body ailments and health conditions.

Values:

Responsibility: The learner exhibits accountability by engaging in and completing the task of underlining the key words from the read passage.

Link to other subjects:

The learner links their learning to English, Kiswahili and Indigenous languages through a comparison of expressing body discomfort.

Theme 8: Weather and Environment

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------------------|---|--|--|---|
| 2.0 Reading | 2.8 Reading Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) infer the meaning of given vocabulary in various contexts, b) articulate sentences clearly when reading, c) acknowledge the importance of paying attention to punctuation marks when reading. | The learner is guided to: <ul style="list-style-type: none"> • list different activities that can be done during different weather conditions (游泳, 钓鱼, 买东西, 爬山, 散步, 骑自行车, 播种, 收获, 看到动物, 做饭) and write their meaning, • read sentences and extract vocabulary and infer the meaning from the context with peers, • match various activities with different weather conditions and season (下雨天, 晴天, 旱季, 雨季), • echo reading sentences on various activities done at different weather conditions (我们在雨季前播种/天气很晴我喜欢去游泳), • with peers rearrange jumbled up sentences on activities done during different seasons and weather conditions and read them out, | How can we articulate sentences clearly when reading? |

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| | | | <ul style="list-style-type: none"> • read aloud a text paying attention to the punctuation marks and answer questions. | |
| <p>Core Competencies to be developed: Learning to learn: the learner exercises self-discipline as they work collaboratively with peers in rearranging jumbled up sentences.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Effective Communication: the learner learns to communicate effectively while reading as they echo reading sentences on various activities done at different weather conditions</p> | | | | |
| <p>Values: Unity is enhanced as the learner collaborates with others taking turns to read sentences and infer meaning from them.</p> | | | | |
| <p>Link to other subjects: The learner links their learning to Agriculture and Nutrition as they talk about the different seasons and activities that are undertaken.</p> | | | | |

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 the vocabulary related to direction and location from a text, read texts fluently in Chinese, appreciate reading fluently to enhance communication skills. | The learner is guided to: <ul style="list-style-type: none"> read out fluently vocabulary on location and direction (e.g. 地方/地点、附近、最近、近, 很近、远、很远、在、方向、向, 朝, 往、前、后、左、右、拐/转), match flashcards of cardinal points in Chinese (北方, 南方, 东方, 西方, 东北方, 西北方, 东南方, 西南方), take turns to read out loud the text in class and answer related questions, using phrases “从……到……”, “怎么去”, “去……怎么走”, “……离这儿有多远?” “在哪儿?” “在哪里?” read short texts on direction and location and answer corresponding questions, jointly take turns and read their direction from home to school and the cardinal points. | How does reading fluently effectively improve communication skills? |
| Core Competencies to be developed: Respect: The learner displays respect by patiently waiting for their turn to read the directions from home to school to their peers. | | | | |
| Pertinent and Contemporary Issues (PCIs): | | | | |

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| Social cohesion is enhanced as the learner acquires the appropriate information about their peers' home directions. |
| Values: Respect is enhanced as the learner appreciates their peers diverse opinions on the directions they take from home to school. |
| Link to other subjects: The learner links their learning to Arabic, French and German on the importance of reading fluency in enhancing communication skills. |

ASSESSMENT RUBRIC: READING

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|--|--|--|
| Ability to read with fluency (pronunciation, intonation , volume) | The learner reads all the words in a passage or text correctly. Learner varies the intonation and volume during the reading exercise. | The learner reads all the words in a passage or text correctly paying attention to the intonation and volume. | The learner stops to sound out, think about, or ask for help with reading some of the words. | The learner stops to sound out, think about, or ask for help with reading most of the words in a text. |
| Ability to retain information in different reading contexts | The learner comprehends all the information being read including the main ideas and details. | The learner comprehends the information being read .The comprehension of the main ideas and details is consistent. | The learner comprehends most of the information being read but comprehension of the | The learner comprehends some of the information being read but comprehension of the main ideas and |

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| | The learner can locate key words or phrases without difficulty. | | main ideas and details is inconsistent. | details is inconsistent. |
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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) | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify words and phrases from audio texts, write simple sentences in various contexts, value the role of legible handwriting in communication. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to an audio text on Chinese formal greetings (e.g. 您好、早上好、下午好、晚上好、老师好、幸会) and write them down, match picture descriptions with a written text on age of the person and where they live (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!), write a sentence using “来自.....”in self-introductions to denote nationality and specific region (e.g. 我来自肯尼亚的西部), write a short essay to introduce a peer, mentioning ages, nationality, specific region, residential area and language spoken (您好/早上好/下午好/晚上好/老师好, 我朋友叫....., 来自肯尼亚的西部, 她住在....., 她今年.....岁, 她会说英语。), jointly discuss and outline the role of formal, polite greetings in improving communication. | How can we enhance handwriting in Chinese? |

Core Competencies to be developed:

Communication and collaboration: The learner develops good writing skills as they practise introducing their peers correctly in writing

Pertinent and Contemporary Issues (PCIs):

Effective Communication: The learner employs the use formal and polite greetings to introduce themselves and others with confidence.

Values:

Respect: The learner shows positive regard for others by using formal and polite language to greet and introduce themselves.

Link to other subjects:

The learners link their learning to English and Kiswahili languages on the importance legible handwriting in communication.

| 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: <ol style="list-style-type: none"> outline key words and phrases from texts, write simple texts on varied contexts, exhibit interest in writing clear, coherent and organised texts/compositions. | The learner is guided to: <ul style="list-style-type: none"> categorise names of nuclear and extended family into paternal and maternal members with peers, match pictures of various profession to their places of work (e.g. 老师 to 学校 etc.), fill a crossword puzzle with the names of different professions collaboratively, compose a list of different professions and find suitable images/drawings/paintings to accompany them from various sources collaboratively, write about their nuclear family members in terms of their name, age, profession and places of work, describe their extended family members using pictures and simple sentences on their name, age, profession and places of work, | What techniques can one employ to ensure coherence of a text? |

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| | | | <ul style="list-style-type: none"> • create an online family tree using an application of choice and share their creative works with peers, • discuss how to address the challenges they faced while creating the presentations using digital devices. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner writes clearly and spells words correctly when they describe their nuclear and extended family members in the simple texts. • Self-efficacy: the learner exhibits self-awareness skills as they identify and seek help to address the challenges they faced while creating with digital devices. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Cyber Security: The learner enhances their awareness of cyber security as they discuss the challenges they face using digital devices</p> | | | | |
| <p>Values: Responsibility is developed when the learners proactively suggest possible ways of addressing the challenges they faced when using digital devices.</p> | | | | |
| <p>Link to other subjects: Learning is linked to Computer Science on the use of digital devices to accomplish their tasks and assignments..</p> | | | | |

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) | By the end of the sub strand, the learner should be able to: a) distinguish key words and phrases according to context, b) apply key words and phrases in writing texts c) appreciate the relevance of visual cues in writing. | The learner is guided to: <ul style="list-style-type: none"> • look at jumbled-up word cards of animals and sort them in terms of pets, domestic animals and wild animals in form of writing, • fill in puzzles of animal names collaboratively, • match descriptions of animals to corresponding pictures with peers, • write sentences to describe animals in terms physical appearance and non-physical attributes (e.g. 我小狗的眼睛很大, 牙齿很白。), • write a paragraph describing their favourite animal/ pet. • talk about how humans can take care of the surroundings that animals live in and how people and animals can coexist . | How can writing fluency be enhanced? |
| <p>Core Competencies to be developed: Citizenship: The learner exhibits ethical responsibility for the environment through positive regard for the peaceful coexistence of humans and animals.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Animal Welfare</p> | | | | |

Human-wildlife conflict: The learner develops an awareness of the importance of peaceful human-wildlife coexistence in society.

Values:

Love: The learner exhibits compassion and care for domestic animals and wild animals through positive regard.

Link to other subjects:

The learner links their learning to indigenous languages as they draw comparisons in key words and phrases of animal names and attributes.

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| 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 vocabularies and phrases in writing, b) apply words and phrases learnt in writing , c) show interest in writing simple sentences from texts. | The learner is guided to: <ul style="list-style-type: none"> • Underline the keywords from texts (凌晨, 早上, 上午, 中午, 下午, 晚上, 半夜) • draw and label weekly routine (eg 起床, 刷牙, 吃早饭, 上班, 上学, 午饭, 休息, 上课, 下课, 下班, 锻炼身体, 吃完, 洗澡, 睡觉) • create word searches or puzzles about routines using digital devices • write short texts describing time routine on weekly routine • role play reading simple sentences using words and phrases (你今天早上八点做什么, 你明天晚上做什么, 昨天下午两点去哪儿了? related to telling time and plans • collaboratively write their weekly routine and take turns asking their peers on their own • Create awareness on importance of time routine in learning | How do you describe time in various aspects of life? |

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| Core Competencies to be developed: | | | | |
| Creativity and imagination: | | | | |
| Pertinent and Contemporary Issues (PCIs): | | | | |
| Life skills: the learner develops social interaction skills as they read about routines written by their peers | | | | |
| Values: | | | | |
| Responsibility: the learner develops responsibility as they follow routines on time and understand the importance of time routine | | | | |
| Link to other subjects: | | | | |
| The learner links their learning to Mathematics on time | | | | |

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| 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: a) write key words and phrases from a given context, b) construct simple correct sentences in the given context, c) appreciate the role of writing as a communication tool. | The learner is guided to: <ul style="list-style-type: none"> • conduct a simple online search on some fun activities jointly and write them out, • write key words and phrases that show intention/ making plans to do something from an audio text e.g. 打算；和朋友玩；去操场踢足球；一起回家， • look at a picture of a place and write down an activity suitable for the place (e.g. 我家 - 请朋友吃饭；操场 - 踢足球；游泳池 - 游泳), • write a sentence to express an intention to do a fun activity(e.g. 我打算和朋友玩游戏。), • rearrange word cards to form a sentence to show an intention to do a fun activity at a particular place and time (e.g. 姐姐和我打算明天去朋友家玩。), • write a letter to peers, inviting them to a fun activity or special occasion. | How do key words and phrases improve written texts? |
| Core Competencies to be developed: igital literacy: the learner develops the ability to use digital technology to effectively accomplish the set tasks as they conduct a simple online search on some fun activities jointly and write them out. | | | | |
| Pertinent and Contemporary Issues (PCIs): | | | | |

Time management: The learners' goal-setting and planning skills are developed as they express their intention to participate in a fun activity at a specific time.

Values:

Love is demonstrated by the learner through their willingness to share with others by writing a letter to their peers inviting them to a fun activity.

Link to other subjects:

The learner links their learning to the English language on expression of future plans using future tense.

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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) list words and phrases with the right spelling, b) employ varied vocabulary in writing texts, c) show interest in using acquired vocabulary in writing texts. | The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the polite words that they use while at the restaurant and list them down (我想要 ,请问、有没有.....、 请问.....、 可以.....吗? 、 请给我.....), • make a list of the cutlery used while at the restaurant collaboratively (酒杯、 杯子、 盘、 碗、 刀、 叉子、 勺子、 筷子), • match the pictures with the correct measure words (份、 碗、 杯、 瓶、 顿、 双、 块、 盆), • categorise the dishes provided into healthy and unhealthy foods, • write a simple dialogue about ordering their favorite food from a restaurant using the given words (请来.....、 菜单、 点菜、 我想要 + number + 份+ dish、 打包/带走、可 以.....吗? 、 请给我.....), • discuss the importance of ordering healthy food while at the restaurant for wellness, | How does the use of vocabulary enrich written texts? |

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| | | | <ul style="list-style-type: none"> • create simple posters to sensitise their school community on the importance of eating healthy food for wellness, • discuss and outline the considerations they have to make while ordering food at the restaurant. | |
| <p>Core Competencies to be developed: Self efficacy: the learner develops effective communication skills as they get to politely articulate their needs when ordering food at the restaurant.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Healthy eating: the learner develops awareness on the importance of eating healthy food for wellness as they discuss ordering healthy foods at the restaurant.</p> | | | | |
| <p>Values: Responsibility: the learner demonstrates accountability by caring not only for their health but that of others through creating simple posters to sensitise their school community on the importance of eating healthy food.</p> | | | | |
| <p>Link to other subjects: The learner links their learning to Agriculture and Nutrition on the importance of eating a healthy diet.</p> | | | | |

| 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: <ol style="list-style-type: none"> list keywords and phrases according to the context, write descriptive texts in various contexts, underscore the importance of neat and legible writing. | The learner is guided to: <ul style="list-style-type: none"> fill out a word puzzle on common body ailments in class (e.g. 头疼 ; 恶心 ; 发烧 ; 感冒 etc.), look at pictures of body ailments/ discomforts and fill in the blanks of corresponding sentences with appropriate words/ phrases (e.g. 我脚疼; 老师去医院看病。), simulate a doctor-patient interaction collaboratively where the patient expresses specific discomforts as the doctor writes them down, present their writing for peer assessment in class. | How does written descriptive text help in communication? |
| Core Competencies to be developed: | | | | |
| Critical thinking and problem-solving: The learner demonstrates the ability to apply learning content in real-life situations through a simulation of a visit to the doctor. | | | | |
| Pertinent and Contemporary Issues (PCIs): | | | | |
| Health education: The learner exhibits acquires some important knowledge on some diseases and ailments. | | | | |
| Values: | | | | |
| Responsibility: The learner exhibits self- drive when working with peers to simulate a doctor patient interaction. | | | | |

Link to other subjects:

The learner links their learning to indigenous languages through a comparative expression of their own views about how they are feeling to facilitate communication.

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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 | 3.8 Guided Writing (1 lesson) | By the end of the sub strand, the learner should be able to: a) list vocabulary from texts, b) construct short sentences from texts, c) appreciate writing correctly as a form of communicating clearly. | The learner is guided to: <ul style="list-style-type: none"> • list the weather-related vocabulary in Chinese (e.g., 晴天, 阴天, 下雨, 下雪, 刮风), • listen to an audio on different activities and write them (e.g., 农业, 渔业, 运动, 旅游, 钓鱼, 游泳, 农业, 水稻种植, 滑雪, 沙滩沙排, 阳光浴, 冰钓). • watch an audio-visual clip and write down sentences to describe activities in different weather conditions, • discuss how weather influences traditional Chinese activities (e.g., 春节, 中秋节), and write them in partnership, • write short texts describing their favorite weather and the activities they enjoy doing during that weather, • jointly research using a digital device the activities in different parts of the world as well as weather conditions and write them down, | How does writing improve communication skills? |

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| | | | <ul style="list-style-type: none"> • take a virtual field trip to different regions to explore how weather varies and affects local activities, • discuss with peers how weather affects various aspects of life. | |
| <p>Core Competencies to be developed: Digital literacy: Learner use digital devices to search for information on how weather conditions and activities undertaken during the different weather seasons vary from those in their countries.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Environmental education is enhanced as the learner discusses weather effects in their various aspects of life.</p> | | | | |
| <p>Values: Unity: Unity is developed as the learner collaborates and works in partnership to research what people do in different weather conditions.</p> | | | | |
| <p>Link to other subjects: The learner links their learning to English on the importance of writing correctly for effective communication.</p> | | | | |

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) recall vocabulary used in the given texts, b) organise ideas coherently in simple texts, c) reflect on areas of improvement in writing. | The learner is guided to: <ul style="list-style-type: none"> • look at a maze diagram and trace their way from the starting point to the exit point in class, • look at word cards of direction words and phrases and fill in the missing gaps (e.g. (一直往前走; 坐出租车)), • look at a paper/digital map and identify places they know or would like to visit and label the places on the map in class, • fill in gaps in sentences describing directions to getting to different places on the map using keywords and phrases.(e.g. 怎么走; 往右拐; 一直走; 过马路, etc.), • write a short passage to describe how they got to school, starting from their home collaboratively, • discuss the importance of paying attention to safety when asking for and giving directions to others with peers. | How can writing fluency be enhanced? |
| <p>Core Competencies to be developed: Critical thinking and problem solving: the learner develops problem solving skills as they focus on possible solutions and develop action plans when looking at a maze diagram to trace their way from the starting point to the exit point in class.</p> | | | | |

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| <p>Pertinent and Contemporary Issues (PCIs): Safety awareness: The learner becomes conscious of safety issues as they discuss on the importance of paying attention to safety when asking or giving directions.</p> |
| <p>Values: Responsibility: A sense of responsibility is developed as the learner engages in assigned roles and duties in class with peers.</p> |
| <p>Link to other subjects: The learner links their learning to English and Kiswahili languages on asking for and giving directions.</p> |

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. |
| Ability to use grammar and mechanics of writing appropriately in texts. | Learner exhibits excellent use of grammar, a variety of punctuation marks, spelling and capitalization; errors are | Learner exhibits good use of grammar, punctuation, spelling and capitalization; | Learner exhibits few errors of grammar, punctuation, spelling and capitalization,; some errors can | Learner exhibits many errors throughout in the use of grammar, punctuation, spelling |

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| | so few and minor that they do not impede reading. | there are a few errors but they do not impede reading. | impede reading and meaning. | and capitalization and the reader can only guess meaning. |
| Ability to write texts with good handwriting. | 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. | 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. | 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. | 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. |
| Ability to write coherent texts on varied themes (organization <i>and structure</i>). | Learner writes texts exceptionally well, with a logical flow, clear organization of ideas, and effective transitions between paragraphs. | Learner writes texts with good organization, a clear structure, logical progression, and effective transitions, contributing to a well-structured piece | Learner writes texts with basic organization, but the structure may lack clarity, and transitions between ideas may be somewhat abrupt. | Learner writes texts with challenging organization and lacks clear structure and coherence, making it difficult for the reader to follow. |

APPENDIX 1: COMMUNITY SERVICE LEARNING (CSL) AT GRADE 9

Introduction

In Grade 9, 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 project. 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 a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

| Milestone | Description |
|-----------|-------------|
|-----------|-------------|

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|------------------------|--|
| <p>Milestone 1</p> | <p>Problem Identification 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 • Food security issues |
| <p>Milestone 2</p> | <p>Designing a solution Learners create an intervention to address the challenge identified.</p> |
| <p>Milestone 3</p> | <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> |
| <p>Milestone 4</p> | <p>Implementation The learners execute the project and keep evidence of work done.</p> |
| <p>Milestone 5</p> | <p>Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback</p> |

| | |
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| Milestone 6 | 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. |
|----------------|---|

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

Assessment of CSL integrated Project

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