



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

# **JUNIOR SCHOOL CURRICULUM DESIGN**

## **MANDARIN**

### **GRADE 8**



First published 2023

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN: 978-9914-43-794-2**

Published and printed by Kenya Institute of Curriculum Development



## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

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

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubric. It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**



## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 8 is the second grade of Junior School in the reformed education structure.

The reviewed Grade 8 curriculum furthers implementation of the CBC from Grade 7 in Junior School. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential**.

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for smooth transition to 9. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

**DR. BELIO KIPSANG', CBS  
PRINCIPAL SECRETARY  
STATE DEPARTMENT FOR BASIC EDUCATION  
MINISTRY OF EDUCATION**



## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 8 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary-State Department of Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for transition to 9.

**PROF. CHARLES O. ONG'ONDO, PhD, MBS**  
**DIRECTOR/CHIEF EXECUTIVE OFFICER**  
**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

## TABLE OF CONTENTS

|   |      |
|---|------|
| FOREWORD .....  | i    |
| PREFACE .....   | ii   |
| ACKNOWLEDGEMENT .....   | iii  |
| TABLE OF CONTENTS .....   | iv   |
| NATIONAL GOALS OF EDUCATION .....   | v    |
| LESSON ALLOCATION AT JUNIOR SCHOOL .....  | vii  |
| LEARNING OUTCOMES FOR JUNIOR SCHOOL .....   | viii |
| ESSENCE STATEMENT .....   | viii |
| GENERAL LEARNING OUTCOMES .....   | ix   |
| SUMMARY OF STRANDS AND SUB STRANDS .....  | x    |
| STRAND 1.0: LISTENING AND SPEAKING .....  | 1    |
| STRAND 2.0: READING .....   | 21   |
| STRAND 3.0: WRITING.....  | 40   |
| APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT.....                | 60   |
| APPENDIX 2: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES .... | 62   |

## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

### 1. **Foster nationalism and patriotism and promote national unity.**

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

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

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

#### a) **Social Needs**

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

#### b) **Economic Needs**

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

#### c) **Technological and Industrial Needs**

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

### 3. **Promote individual development and self-fulfilment**

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

**4. Promote sound moral and religious values.**

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

**5. Promote social equality and responsibility.**

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

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

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

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

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

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

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



## LESSON ALLOCATION AT JUNIOR SCHOOL

| S/No         | Learning Area                   | Number of Lessons Per Week<br>(40 Minutes Per Lesson) |
|--------------|---------------------------------|---|
| 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*  |
| <b>Total</b> |                                 | <b>40 +1*</b>   |

## **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 the non-formal curriculum. This will give the learner an opportunity to acquire language competencies in experiential, innovative and flexible ways. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning 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/YCT 2.

## **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.

## SUMMARY OF STRANDS AND SUB STRANDS

| Strands                    | Sub Strands   | Suggested Number of Lessons |
|----------------------------|---|-----------------------------|
| 1.0 Listening and Speaking | <b>Active Listening</b><br>Pronunciation and articulation, tones and intonation, intonation, articulation, active listening, articulation, vocabulary development and language use  | 6                           |
|                            | <b>Oral expression</b><br>Active listening, comprehension, vocabulary development and language use, sentence construction   | 9                           |
|                            | <b>Listening for information</b><br>Verbal and non-verbal cues, comprehension, active listening, summarising  | 6                           |
|                            | <b>Interactive speaking</b><br>Non-verbal cues, sentence construction, pronunciation  | 6                           |
| 2.0 Reading                | <b>Reading for understanding</b><br>Comprehension, active listening, word recognition   | 6                           |
|                            | <b>Reading for fluency</b><br>Reading fluency, word recognition, reading comprehension, decoding words, reading with appropriate expression, vocabulary development   | 14                          |
| 3.0 Writing                | <b>Guided writing</b><br>Orthography (rules of writing, spelling, legibility and neatness), paragraph writing (coherence), grammar structures, hand writing, simple descriptions, mechanics of writing (spelling, word order, punctuation), vocabulary development and language use | 9                           |

|                                |                          |           |
|--------------------------------|--------------------------|-----------|
|                                | Exhibitions and Showcase | 6         |
| <b>Total Number of Lessons</b> |                          | <b>60</b> |

**Note:** The suggested number of lessons per Sub Strand may be less or more depending on the context.

## STRAND 1.0: LISTENING AND SPEAKING

| THEME 1: GREETINGS AND INTRODUCTION |  |   |   |  |
|-------------------------------------|--|---|---|--|
| Strand                              | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                    |
| <b>1.0 Listening and Speaking</b>   | <b>1.1 Active Listening</b><br><br>(3 lesson)<br><br><ul style="list-style-type: none"> <li><i>Articulation and pronunciation</i></li> </ul> | By the end of the Sub Strand, the learner should be able to:<br>a) repeat words and phrases from audio and textual sources,<br>b) articulate sounds and words with proper pronunciation,<br>c) acknowledge the importance of proper language usage in formal and polite contexts. | The learner is guided to: <ul style="list-style-type: none"> <li>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,</li> <li>watch a simple video conversation on informal Chinese greetings in polite contexts and practise saying them aloud in turns,</li> <li>listen to an audio recording related to introduction of self and others (name, age, origin, residence and languages spoken) and answer the questions,</li> <li>role-play introduction of self and one's friends (name, age, origin, residence and languages spoken) collaboratively (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。</li> </ul> | What should we focus on to improve speaking fluency? |

|   |  |  |   |  |
|---|--|--|---|--|
|   |  |  | <p>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,</p> <ul style="list-style-type: none"> <li>• 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),</li> <li>• discuss the role of formal/polite greetings in enhancing oral communication collaboratively.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>Communication and Collaboration: The learner speaks clearly and effectively when they practise introducing themselves and others fluently and clearly.       |  |  |   |  |
| <b>Values:</b><br>Patriotism is reinforced as the learner respects fellow citizens as they use formal, polite language to greet others and introduce themselves in class.                                 |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Social cohesion is enhanced as the learner works harmoniously with peers to take turns in the conversation on greetings and introductions with peers. |  |  |   |  |
| <b>Link to Other Learning Areas:</b><br>The learner relates the concept of using polite phrases and expressions in introducing oneself and others to English and Kiswahili.                               |  |  |   |  |

| THEME 2: FAMILY                   |   |  |  |  |
|-----------------------------------|---|--|--|--|
| Strand                            | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)        |
| <b>1.0 Listening and Speaking</b> | <b>1.2 Active Listening</b><br>(3 lessons) <ul style="list-style-type: none"> <li>• <i>Titles of extended family members</i></li> <li>• <i>Intr, occupation)</i></li> <li>• <i>Tones and intonations</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>replicate vocabulary from various oral texts,</li> <li>apply appropriate tone and intonation in sentences,</li> <li>appreciate the role of active listening in communication.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>listen and chant after an audio text the names of extended family members (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.),</li> <li>say the English equivalents of different professions in turns (e.g. 厨师 <i>Chúshī</i>-Cook, 护士 <i>Hùshì</i>- Nurse, 记者 <i>Jìzhě</i>-Reporter, 会计师 <i>Kuàijìshī</i>-Accountant, 律师 <i>Lǜshī</i>- Lawyer, 老师 <i>Lǎoshī</i>- Teacher, 医生 <i>Yīshēng</i>-Doctor),</li> <li>talk about members of their extended family members (name, age, profession and occupation (e.g. 我表妹叫安娜。她今年 25 岁。她是护士。),</li> <li>ask peers specific details about members of their extended family in a dialogue in terms of name, age and profession in</li> </ul> | How can we enhance pronunciation skills? |



|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | <p>turns (e.g. A:你有叔叔吗? B: 是的, 我有一个叔叔, 他叫大卫, 你呢?</p> <p>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...),</p> <ul style="list-style-type: none"> <li>● discuss what professions they would like to pursue when they grow up with peers.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>Self-efficacy: The learner identifies and introduces members of their extended family with their roles during the role plays.                                |  |  |  |  |
| <b>Values:</b><br>Unity is developed as the learner collaboratively introduces members of their extended family in class.   |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Social cohesion: The learner develops a sense of belonging and interconnectedness to the community when introducing members of their extended family. |  |  |  |  |
| <b>Link to Other Learning Areas:</b><br>The learner links their learning to English and Kiswahili 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   | Suggested Key Inquiry Question(s)            |
|-----------------------------------|--|--|--|--|
| <b>1.0 Listening and Speaking</b> | <b>1.3 Interactive Speaking</b><br>(3 lessons)<br><ul style="list-style-type: none"> <li><i>Non-verbal cues</i></li> </ul> | By the end of the Sub Strand, the learner should be able to:<br>a) restate key words and phrases in varied listening contexts,<br>b) apply non-verbal cues appropriately to enhance communication,<br>c) exhibit interest in speaking clearly while interacting with others. | The learner is guided to: <ul style="list-style-type: none"> <li>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,</li> <li>search online for an audio visual narration of a town, and point out the places identified collaboratively,</li> <li>talk about what happens in the essential places provided in the given pictures with peers,</li> <li>practise the using “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?),</li> <li>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),</li> <li>take turns constructing simple sentences about where one going and what they are going to do in town</li> </ul> | How do you interact effectively with others? |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | <p>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"> <li>● present a short skit on how they can observe safety while undertaking various activities in their surroundings.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>Digital literacy: The learner develops skills in connecting to digital technology as they carry out a simple online search for audio-visual materials related to essential places in the town. |  |  |  |  |
| <b>Values:</b><br>Responsibility: This is demonstrated as the learner collaboratively engages in assigned roles and duties as they take turns to construct simple sentences with peers.   |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Safety: The learner becomes aware of ways they can observe safety while undertaking various activities in their surroundings as they simulate the skit with peers.                      |  |  |  |  |
| <b>Link to Other Learning Areas:</b><br>The learner links their learning to Creative Arts and Sports on use of appropriate turn taking skills when interacting with others.   |  |  |  |  |

### THEME 4: TIME

| Strand                            | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)         |
|-----------------------------------|--|---|---|---|
| <b>1.0 Listening and Speaking</b> | <b>1.4 Oral Expression</b><br><br>(3 lessons)<br><br><ul style="list-style-type: none"> <li>• <i>Active listening</i></li> <li>• <i>Comprehension</i></li> </ul> | By the end of the Sub Strand, the learner should be able to:<br>a) distinguish information based on key words and phrases,<br>b) respond to simple questions clearly and logically,<br>c) appreciate the importance of listening attentively while communicating. | The learner is guided to: <ul style="list-style-type: none"> <li>• look at a watch/ clock on the 12 hour clock and say the exact time with the focus on 点 <i>diǎn</i> and 分 <i>fēn</i> ,</li> <li>• compare telling the time in English, Kiswahili and Chinese collaboratively and make presentations,</li> <li>• 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),</li> <li>• 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,</li> <li>• role play asking for specific time with peers (e.g. 现在几点? 现在 9 点 55 分。),</li> <li>• 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。),</li> </ul> | How can one practise attentive listening? |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>discuss the importance of having a to-do list to enable them effectively meet their set goals collaboratively.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>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. |  |  |  |  |
| <b>Values:</b><br>Unity: The learner collaborates with others when they make comparisons of telling time in English, Kiswahili and Chinese and make presentations.   |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>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.   |  |  |  |  |
| <b>Link to Other Learning Areas:</b><br>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  | Suggested Key Inquiry Question(s)             |
|-----------------------------------|---|--|---|---|
| <b>1.0 Listening and Speaking</b> | <b>1.5 Oral Expression</b><br>(3 lessons)<br><ul style="list-style-type: none"> <li><i>Vocabulary development and language use</i></li> </ul> | By the end of the Sub Strand, the learner should be able to:<br>a) repeat words and phrases from varied oral texts,<br>b) use appropriate vocabulary and language for different contexts,<br>c) appreciate the importance of expressing ideas clearly in oral communication. | The learner is guided to:<br><ul style="list-style-type: none"> <li>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),</li> <li>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 ,</li> <li>play a pyramid game collaboratively (learners build sentences from a word e.g.)<br/><br/>               喜欢<br/>               我喜欢游泳<br/>               我周末喜欢游泳<br/>               我周末喜欢去游泳池游泳),</li> <li>listen to an audio clip on descriptions of recreational activities and answer the questions,</li> </ul> | What techniques can enhance speaking clarity? |

|   |  |  |   |  |
|---|--|--|---|--|
|   |  |  | <ul style="list-style-type: none"> <li>● 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),</li> <li>● share with peers the importance of mental health care while pursuing varied recreational activities.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>Communication and collaboration: The learner develops teamwork skills as they play the pyramid game to enhance their vocabulary, spelling and word recognition skills. |  |  |   |  |
| <b>Values:</b><br>Unity: The learner collaborates with peers as they talk about their weekend plans in relation to recreational activities.   |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Mental Health: The learner proactively discusses and outlines how they can take care of their mental health while pursuing recreational activities with peers.  |  |  |   |  |
| <b>Link to Other Learning Areas:</b><br>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   | Suggested Key Inquiry Question(s)   |
|-----------------------------------|--|---|--|---|
| <b>1.0 Listening and Speaking</b> | <b>1.6 Oral Expression</b><br>(3 lessons)<br><ul style="list-style-type: none"> <li><i>Vocabulary development</i></li> <li><i>Sentence construction</i></li> </ul> | By the end of the Sub Strand, the learner should be able to:<br>a) highlight intended vocabulary in the defined context,<br>b) construct simple sentences on varied topics in Chinese,<br>c) acknowledge the importance of clarity of ideas when communicating. | The learner is guided to: <ul style="list-style-type: none"> <li>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),</li> <li>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),</li> <li>categorise kitchen items with their usage collaboratively,</li> <li>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),</li> <li>talk about things one needs to prepare a meal with peers (做炖牛肉要用油、</li> </ul> | What strategies can you use to ensure clarity of ideas during oral communication? |



|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | 葱、西红柿、蒜、水、锅、刀、菜板和木勺),<br><ul style="list-style-type: none"> <li>● listen to a conversation of two friends making a simple meal and answer the subsequent questions,</li> <li>● research online or in various sources meal preparation and kitchen items in Kenya and China and present their findings in class.</li> </ul> |  |
| <b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul> |  |  |  |  |
| <b>Values:</b><br>Respect: The learner collaborates with others when they take turns to talk about their preferences with regards to food.  |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Cultural awareness: The learner understands and appreciates other cultures as they learn about the various ways of preparing meals in Kenya and China.  |  |  |  |  |
| <b>Link to Other Learning Areas:</b><br>The learner relates the concept of various food preparation methods to Agriculture and Nutrition.   |  |  |  |  |

## THEME 7: MY BODY

| Strand                            | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                                     |
|-----------------------------------|--|--|---|---|
| <b>1.0 Listening and Speaking</b> | <b>1.7 Listening for Information</b><br><br>(3 lessons)<br><br><ul style="list-style-type: none"> <li>Verbal and non-verbal cues</li> <li>Comprehension</li> </ul> | By the end of the Sub Strand, the learner should be able to:<br>a) mention keywords and phrases in the depicted context,<br>b) examine verbal and non-verbal cues to comprehend information,<br>c) acknowledge the importance of listening actively to retain information. | The learner is guided to: <ul style="list-style-type: none"> <li>say out the names of different emotions displayed on flashcards,</li> <li>take turns expressing different emotions and needs 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 (<i>píjuàn</i>)、无聊 (<i>wúliáo</i>)、紧张 (<i>jǐnzhāng</i>)、自豪 (<i>zìháo</i>)、困惑 (<i>kùnhuò</i>),</li> <li>talk about the emotions they had from a past experience with peers,</li> <li>point out a song they like that brings out a given emotion in them then share it in class,</li> <li>listen to a story and identify the emotion associated with it,</li> <li>play the broken telephone game with vocabulary acquired to underscore the</li> </ul> | What strategies can you use while listening to enhance comprehension? |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | <p>importance of listening keenly for information,</p> <ul style="list-style-type: none"> <li>work collaboratively and make creative presentations to educate peers about the importance of emotional health.</li> </ul> |  |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Self-efficacy: The learner is able to express their emotions clearly as they share emotions they had from a past experience with peers.</li> <li>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.</li> </ul> |  |  |  |  |
| <p><b>Values:</b></p> <p>Unity: The learner respects other people's opinion as they talk emotions they experienced in the past.</p>   |  |  |  |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>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.</p>   |  |  |  |  |
| <p><b>Link to Other Learning Areas:</b></p> <p>Learning is linked to Social Studies on the importance of managing one's emotional wellbeing.</p>  |  |  |  |  |

## THEME 8: WEATHER AND ENVIRONMENT

| Strand                            | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                                       |
|-----------------------------------|---|---|---|---|
| <b>1.0 Listening and Speaking</b> | <b>1.8 Listening for Information</b><br><br>(3 lessons) <ul style="list-style-type: none"> <li>• <i>Active listening</i></li> <li>• <i>Summarising</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>highlight intended vocabulary from an audio-visual source,</li> <li>summarise the key information from various oral texts,</li> <li>show an interest in understanding key information in an aural context.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip and list the physical features highlighted with peers (山、湖、河、洋、海、大裂谷、沙漠、森林),</li> <li>• 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 off all the words must call out: 'zhòng le!'),</li> <li>• listen to an audio on physical features and summarise the key points,</li> <li>• listen to simple descriptions of physical features and say out the physical feature that matches the description (它很高, 上面有雪),</li> <li>• research and present challenges facing physical features within their environment and propose solutions to address them collaboratively.</li> </ul> | How can you improve your ability to retain information while listening? |

**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.

**Values:**

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

**Pertinent and Contemporary Issues (PCIs):**

- Environmental Education is developed as the learner researches, discusses and presents solutions to challenges affecting physical features in their environment.
- The learner works with peers to identify the physical features highlighted in the video clip.

**Link to Other Learning Areas:**

- The learner relates the study of physical features in their environment to Social Studies.
- The learner applies the skill of fluently summarising key information from texts using their own words as taught in English and Kiswahili.

| THEME 9: GETTING AROUND           |   |  |  |  |
|-----------------------------------|---|--|--|--|
| Strand                            | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)                          |
| <b>1.0 Listening and Speaking</b> | <b>1.9 Interactive Speaking</b><br>(3 lessons) <ul style="list-style-type: none"> <li>• <i>Sentence construction</i></li> <li>• <i>Pronunciation (volume and tone)</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>recall words, phrases and expressions from varied texts,</li> <li>talk about familiar topics using appropriate volume, tone and pronunciation,</li> <li>exhibit interest in speaking clearly and confidently on various topics.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>listen to an audio on common 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),</li> <li>listen to a short text and identify the means of transport mentioned collaboratively,</li> <li>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),</li> <li>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) ,</li> <li>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),</li> </ul> | Why is active listening essential in interactive speaking? |

|   |  |  |   |  |
|---|--|--|---|--|
|   |  |  | <ul style="list-style-type: none"> <li>• simulate a dialogue from flashcards of different places and means of transport on “how to go somewhere (你怎么去……?)” with peers,</li> <li>• prepare presentations on how they observe safety when using the various means of transport and make presentations.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>Communication and Collaboration: The learner develops teamwork skills as they participate actively to identify the means of transport mentioned in the text.   |  |  |   |  |
| <b>Values:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Unity: The learner collaborates with others to simulate a dialogue on means of transport as depicted in the flashcards.</li> </ul> |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Safety: The learner becomes aware of the need to be safe while using the various means of transport during the presentations.   |  |  |   |  |
| <b>Link to Other Learning Areas:</b><br>The learner relates to Creative Arts and Sports on the use of non-verbal communication to enhance understanding and rapport in interactive speaking contexts.   |  |  |   |  |

## SUGGESTED ASSESSMENT RUBRIC FOR THE LISTENING AND SPEAKING STRAND

| <b>Level<br/>Indicator</b>   | <b>Exceeding Expectations</b>   | <b>Meeting<br/>Expectations</b>  | <b>Approaching<br/>Expectations</b>  | <b>Below Expectations</b>  |
|--|---|--|--|--|
| Ability to use vocabulary and expressions in oral communication.   | The 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. | The learner uses all targeted vocabulary and expressions in oral communication.                            | The learner uses most of the targeted vocabulary and expressions in oral communication.  | The learner uses some of the targeted vocabulary and expressions in oral communication.  |
| Ability to maintain correct spoken language patterns (pronunciation, rhythm, pace and intonation) in oral expressions. | The learner maintains correct pronunciation, rhythm, pace and intonation at all times in oral expressions; attempts to use colloquial and idiomatic expressions successfully.   | The learner maintains correct pronunciation, rhythm, pace and intonation at all times in oral expressions. | The 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. | The 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. |
| Ability to respond to questions and prompts to show comprehension and  | The learner responds to all questions and prompts to show comprehension and engagement in oral  | The learner responds to all questions and prompts to show comprehension and                                | The learner responds to most questions and prompts to show comprehension and   | The learner responds to few questions and prompts to show comprehension and  |



| <b>Level<br/>Indicator</b>   | <b>Exceeding Expectations</b>   | <b>Meeting<br/>Expectations</b>   | <b>Approaching<br/>Expectations</b>   | <b>Below Expectations</b>  |
|--|---|---|---|--|
| engagement in oral interactions.   | 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). | The 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. | The learner interprets and uses adequate gestures and facial expressions to complement oral expressions when appropriate. | The 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. | The 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  | Suggested Key Inquiry Question(s)    |
| 2.0 Reading                         | <b>2.1 Reading for Fluency</b><br>(2 lessons) <ul style="list-style-type: none"> <li>Fluency(speed)</li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>list key words, phrases and expressions from a reading text,</li> <li>read out simple sentences in texts with appropriate speed,</li> <li>recognize the significance of effective articulation in achieving fluency.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>read flashcards of informal and polite 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 rènshí nín</i>, etc.),</li> <li>read out simple passages on introduction of self and others i.e. name, age, origin, residence and languages spoken (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,</li> <li>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),</li> </ul> | How can reading fluency be achieved? |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• take turns to simulate conversations based on word cards that serve as prompts for 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。),</li> <li>• rearrange jumbled up words to form correct sentences on self-introduction in formal contexts collaboratively,</li> <li>• research online or from varied sources common greeting customs in Kenya and China and present their findings in class.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>Communication and Collaboration: The learner develops team work skills as they take turns to simulate conversations based on word card prompts.   |  |  |   |  |
| <b>Values:</b> <ul style="list-style-type: none"> <li>• Unity: The learner collaborates with their peers to rearrange jumbled up words to form correct sentences on self-introduction.</li> <li>• Respect: The learner exhibits positive regards for self and others when they address them appropriately in formal contexts.</li> </ul> |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Cultural awareness: The learner develops effective cross cultural communication skills when they search for customs related to greetings and introductions in Kenya and China.   |  |  |   |  |
| <b>Link to Other Learning Areas:</b><br>The learner links their learning to English and Kiswahili 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  | Suggested Key Inquiry Question(s)               |
|--------------------|---|--|---|---|
| <b>2.0 Reading</b> | <b>2.2 Reading for Fluency</b><br><br>(2 lessons) <ul style="list-style-type: none"> <li>• <i>Word recognition</i></li> <li>• <i>Reading for comprehension</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify vocabulary from reading texts for learning,</li> <li>read texts on varied themes for comprehension,</li> <li>exhibit enthusiasm in reading texts fluently for comprehension.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>• read simple texts and underline words and phrases related to titles of extended family members 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.),</li> <li>• read simple paragraphs about different families and underline names of different professions (e.g. 老师; 医生; 护士 e.tc.),</li> <li>• answer questions related to extended family members from texts (name, age, profession, occupation),</li> <li>• read out loud the underlined names of professions collaboratively,</li> <li>• take turns to read paragraphs loudly and assess peers' pronunciation of words collaboratively,</li> </ul> | How does reading fluency enhance communication? |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>discuss the comparisons in naming of extended family members in Chinese, English and Kiswahili Languages.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>Communication and Collaboration: Teamwork skills are exhibited when the learner reads out names of different professions collaboratively  |  |  |   |  |
| <b>Values:</b><br>Unity: The learner takes turns to read aloud paragraphs and assess each other's pronunciation.   |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>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.</li> <li>Cultural awareness is enhanced as the learner compares naming of extended family members in Chinese, English and Kiswahili Languages.</li> </ul> |  |  |   |  |
| <b>Link to Other Learning Areas:</b><br>The learner links their learning to English and Kiswahili languages on the importance of pronouncing words properly for fluency.   |  |  |   |  |

| THEME 3:MY SURROUNDINGS |   |   |   |   |
|-------------------------|---|---|---|---|
| Strand                  | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                     |
| 2.0 Reading             | <b>2.3 Reading for Understanding</b><br><br>(2 lessons) <ul style="list-style-type: none"> <li>• <i>Active listening</i></li> <li>• <i>Comprehension</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline words and phrases from a reading text,</li> <li>b) explain key information in a reading comprehension,</li> <li>c) appreciate the role of reading comprehension in communication.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>• read out flashcards showing essential places in town using Chinese and English languages<br/>(车站、派出所、学校、邮局、医院、银行,</li> <li>• match names of various essential places to simple descriptions of their use with peers,</li> <li>• read out words and phrases of names of the places from a word search collaboratively,</li> <li>• read texts depicting errands to be undertaken in the various essential places in town and explain the underlined key words and phrases with peers,</li> <li>• read the simple story given with the use of “要去” and “做什么”</li> <li>• in turns to assess peers’ articulation of sentences,</li> </ul> | How can we enhance understanding while reading texts? |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• answer questions based on the story collaboratively,</li> <li>• read short descriptions related to essential places in turns for peer assessment.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>Self-efficacy: The learner exhibits knowledge of their surrounding when they identify the use of various essential places in their town with peers.   |  |  |   |  |
| <b>Values:</b><br>Unity is enhanced as the learner works collaboratively with peers in assessing each other's reading fluency and in completing group activities.  |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Peer education and mentorship: The learner receives constructive feedback from their peers on areas of strength and improvement on their reading skills as they read descriptions on essential places. |  |  |   |  |
| <b>Link to Other Learning Areas:</b><br>The learner links the skill of inferring the meaning of words while reading to comprehend the meaning of texts to English and Kiswahili languages.   |  |  |   |  |

## THEME 4: TIME

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



**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.

**Values:**

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

**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.

**Link to Other Learning Areas:**

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  | Suggested Key Inquiry Question(s)                  |
|--------------------|--|--|---|--|
| <b>2.0 Reading</b> | <b>2.5 Reading for Fluency</b><br>(2 lessons) <ul style="list-style-type: none"> <li><i>Reading with appropriate expression</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>outline words, expressions and phrases from text,</li> <li>read simple texts with appropriate expression, intonation and rhythm,</li> <li>appreciate the value of reading extensively to enhance fluency.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>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),</li> <li>read simple sentences and match them to the appropriate scenic spots/tourist attractions/ recreational spots/areas collaboratively(公园、动物园、游泳池、沙滩、动物园、湖、山、河),</li> <li>read aloud a dialogue giving reasons for going to a specific scenic spots/tourist attractions/ recreational spots and find pictures that appropriately depict the text,</li> <li>read materials online or offline on recreational activities in Kenya and China and summarise the findings to their peers,</li> <li>create an interactive representation of key recreational spots/areas in their home town with collaboratively and share with the class.</li> </ul> | What strategies can you use to be a fluent reader? |

**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 Learning Areas:**

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

## THEME 6: FOODS AND DRINKS

| Strand             | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)                         |
|--------------------|--|---|--|---|
| <b>2.0 Reading</b> | <b>2.6 Reading for Fluency</b><br><br>(2 lessons)<br><br><ul style="list-style-type: none"> <li><i>Reading fluency</i></li> <li><i>Vocabulary development</i></li> </ul> | By the end of the Sub Strand, the learner should be able to:<br>a) compile key words, phrases and expressions in texts,<br>b) read simple texts fluently for comprehension,<br>c) show interest in applying fluency skills across various types of texts. | The learner is guided to: <ul style="list-style-type: none"> <li>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.),</li> <li>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),</li> <li>read a dialogue and answer the subsequent questions collaboratively,</li> <li>rearrange jumbled up sentences correctly and read them aloud to their peers,</li> <li>read varied texts aloud in turn for peers to give them feedback on their fluency.</li> </ul> | 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 Learning Areas:**

Learners link their learning to English and Kiswahili languages when applying fluency skills across varied texts to enhance comprehension.

## THEME 7: MY BODY

| Strand             | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)                   |
|--------------------|--|---|--|---|
| <b>2.0 Reading</b> | <b>2.7 Reading for Fluency</b><br>(2 lessons) <ul style="list-style-type: none"> <li><i>Reading fluency</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>categorise keywords and phrases according to the context,</li> <li>read simple texts on varied themes fluently,</li> <li>exhibit interest in reading and pronouncing words accurately for fluency.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>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 hǎo yìsi</i>、兴奋 <i>xīngfèn</i>, etc.),</li> <li>match activity associated with the feelings, emotions or needs with peers (e.g 和朋友玩- 开心 <i>Hé péngyǒu wán - kāixīn</i> ),</li> <li>sort flashcards depicting various feelings and emotions into ‘happy feelings/emotions’ and ‘sad feelings/emotions’ with peers,</li> <li>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),</li> </ul> | How do non-verbal expressions affect communication? |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | <ul style="list-style-type: none"> <li>• 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? 我感觉很开心。 How do you feel when you play with friends? I feel happy.),</li> <li>• research, discuss and present practical strategies for managing their emotions collaboratively.</li> </ul> |  |
| <b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Teamwork skills are exhibited as the learner participates actively in simulating the feeling/emotion depicted in flashcards with peers.</li> <li>• Self-efficacy is developed as the learner discusses practical solutions of how they can deal with their emotions.</li> </ul> |  |  |  |  |
| <b>Values:</b><br>Love is nurtured as the learner gets to interact with varied emotions from peers during simulation exercises, developing a sense of understanding and awareness.  |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>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.  |  |  |  |  |
| <b>Link to Other Learning Areas:</b><br>The learner relates the concept of managing one's feelings and emotions appropriately to Religious Education.   |  |  |  |  |

| THEME 8: WEATHER AND ENVIRONMENT |   |  |   |  |
|----------------------------------|---|--|---|--|
| Strand                           | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                                      |
| <b>2.0 Reading</b>               | <b>2.8 Reading for Understanding</b><br><br>(2 lessons) <ul style="list-style-type: none"> <li>• <i>Word recognition</i></li> <li>• <i>Comprehension</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>outline targeted vocabulary from written texts,</li> <li>respond to questions from a written text,</li> <li>propose methods to improve one's reading comprehension.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>look at flashcards on physical features within their environment (e.g. 山、湖、河、洋、海、大裂谷、沙漠, 森林), and read out the words,</li> <li>read simple sentences, taking note of the vocabulary related to physical features mentioned,</li> <li>read a short passage and answer the related questions,</li> <li>read short descriptions of various physical features and match them to the appropriate pictures displayed with peers,</li> <li>research physical features found in Kenya and China, highlighting the one's found in your locality with peers,</li> <li>read on ways to take care of physical features in their community and share in turns,</li> <li>discuss challenges and solutions to problems they face when reading comprehension texts.</li> </ul> | What reading strategies can you use to improve comprehension of texts? |



**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.

**Values:**

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

**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.

**Link to Other Learning Areas:**

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  | Suggested Key Inquiry Question(s)                              |
|--------------------|---|---|---|--|
| <b>2.0 Reading</b> | <b>2.9 Reading for Fluency</b><br><br>(2 lessons)<br><br><ul style="list-style-type: none"> <li><i>Reading fluency</i></li> </ul> | By the end of the Sub Strand, the learner should be able to:<br>a) highlight key words and phrases in a written text,<br>b) read simple texts fluently,<br>c) acknowledge the importance of reading fluently for communication. | The learner is guided to: <ul style="list-style-type: none"> <li>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.),</li> <li>match names of common 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),</li> <li>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>),</li> <li>take turns to read a passage on safe use of means of transport and evaluate peers' articulation of words and sentences.</li> </ul> | 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.

**Values:**

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

**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.

**Link to Other Learning Areas:**

- The learner links their learning to English and Kiswahili languages 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.

## SUGGESTED ASSESSMENT RUBRIC FOR THE READING STRAND

| <b>Level<br/>Indicator</b>  | <b>Exceeding Expectations</b>  | <b>Meeting Expectations</b>   | <b>Approaching Expectations</b>   | <b>Below Expectations</b>   |
|---|--|---|---|---|
| Ability to pronounce words in simple texts for accuracy in reading. | The learner impeccably pronounces words in words in simple texts on familiar topics to convey the intended meaning; makes no errors even for texts on unfamiliar topics. | The learner pronounces words in simple texts on familiar topics accurately to convey the intended meaning.  | The learner pronounces words in simple texts on familiar topics with few errors; errors minimally hamper the ability to convey the intended meaning.                            | The learner pronounces words in simple texts on familiar topics with many errors; errors greatly hamper the ability to convey the intended meaning.                             |
| Ability to read varied texts fluently.                              | The learner exhibits clear and precise pronunciation of words with distinct enunciation of the sounds; articulates words fluently.                                       | The learner exhibits clear and fluent pronunciation and articulation of words.  | The learner exhibits clear pronunciation of words most times; articulates some words fluently but others are unclear.   | The learner exhibits clear pronunciation of words sometimes; articulates some words fluently but most are unclear.  |
| Ability to read and comprehend simple texts.                        | The learner comprehends all questions in context and gives correct answers to all the questions; makes use of extensive vocabulary in giving responses to questions.     | The learner comprehends all questions in context and gives correct answers to all the questions; makes use of adequate vocabulary in giving responses to questions. | The learner comprehends many of the questions in context and gives correct answers to most of them, vocabulary used in giving responses to questions is limited but sufficient. | The learner comprehends few questions in context and gives correct answers to a few of them, vocabulary used in giving responses to questions is very limited and insufficient. |

## STRAND 3.0: WRITING

| THEME 1: GREETINGS AND INTRODUCTION |  |  |   |                                   |
|-------------------------------------|--|--|---|-----------------------------------|
| Strand                              | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s) |
| 3.0 Writing                         | <b>3.1 Guided Writing</b><br>(1 lesson) <ul style="list-style-type: none"> <li>• <i>Orthography</i></li> <li>• <i>Handwriting(spelling)</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>write words and phrases from an audio text,</li> <li>compose simple texts in Chinese on various topics,</li> <li>appreciate the role of handwriting in communication.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>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.)</li> <li>rearrange jumbled up greetings correctly with peers ( 您好、早上好、下午好、晚上好、老师好) ,</li> <li>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) ,</li> <li>write a brief self-introduction of themselves and their friend that includes (name, age, origin, residence and languages spoken) for peer assessment (我来自 (西部, 北部, 南部, 东部) 、我住在..... (place),</li> </ul> | How can handwriting be enhanced?  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>search online or offline common greetings and introductions customs in different cultures and present findings in class.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>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.                           |  |  |  |  |
| <b>Values:</b><br>Respect: The learner develops positive regard for self and others as they employ appropriate formal and polite expressions when making introductions.  |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>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. |  |  |  |  |
| <b>Link to Other Learning Areas:</b><br>The learner links their meaning to Kiswahili and English 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   | Suggested Key Inquiry Question(s)                 |
| 3.0 Writing    | <b>3.2 Guided Writing</b><br><br>(1 lesson)<br>• <i>Paragraph writing</i> | By the end of the Sub Strand, the learner should be able to:<br>a) compile key words and phrases from varied texts,<br>b) compose simple sentences in various contexts,<br>c) appreciate the importance of self-evaluation in improving writing. | The learner is guided to:<br>• listen to a dictation and list the titles of members of the extended family,<br>• 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.),<br>• match pictures of professions with corresponding names collaboratively,<br>• re arrange 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。),<br>• write sentences describing one member of their extended family based on name, age and profession, | What strategies can you use to write effectively? |

|   |  |  |   |  |
|---|--|--|---|--|
|   |  |  | <ul style="list-style-type: none"> <li>discuss areas of difficulty in writing Chinese characters and <i>pinyin</i> and give practical interventions.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>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. |  |  |   |  |
| <b>Values:</b><br>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.              |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Social cohesion is portrayed as the learner conducts a brief introduction/description of their extended family members, creating awareness of family ties.            |  |  |   |  |
| <b>Link to Other Learning Areas:</b><br>The learner is able to relate skills used in articulating one's thoughts and ideas logically in writing to English and Kiswahili languages.                                       |  |  |   |  |



### THEME 3: MY SURROUNDINGS

| Strand             | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)       |
|--------------------|---|--|--|---|
| <b>3.0 Writing</b> | <b>3.3 Guided Writing</b><br>(1 lesson) <ul style="list-style-type: none"> <li><i>Mechanics of writing(word order)</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>enumerate vocabulary relevant to the topic from written texts,</li> <li>write simple texts on varied topics with appropriate word order,</li> <li>recognize the importance of writing neatly and legibly.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>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),</li> <li>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?),</li> <li>circle words and phrases depicting different essential places in town from a cross word puzzle collaboratively,</li> <li>match images of essential places to their names in characters and <i>pinyin</i>,</li> <li>construct sentences using “要去” and “做什么”,</li> <li>draw and label essential places found in their town collaboratively and share on the school noticeboard,</li> <li>explore and share with peers how one can develop effective time management skills in the writing process.</li> </ul> | Why should we write legibly and neatly? |

**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.

**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.

**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.

**Link to Other Learning Areas:**

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  | Suggested Key Inquiry Question(s)               |
|--------------------|--|--|---|---|
| <b>3.0 Writing</b> | <b>3.4 Guided Writing</b><br>(1 lesson) <ul style="list-style-type: none"> <li><i>Paragraph writing (coherence)</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify words, phrases and expressions in written texts,</li> <li>compose simple texts in an organised and coherent manner,</li> <li>appreciate the significance of accuracy in written communication.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>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 ),</li> <li>write down the characters of numbers 1-20 from flashcards (e.g. 0 零、1 一、2 二/两、3 三、4 四、5 五、6 六、7 七、8 八、9 九、10 十、11 十一、12 十二),</li> <li>ask the time using the sentence structure “现在几点了?” and “.....是几点.....?” in turns,</li> <li>role-play telling the time using “现在 (是) + time” and “number of the hour + 点 (diǎn)+ denotation of minutes (+分)” collaboratively,</li> <li>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</li> </ul> | How does accuracy impact written communication? |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>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.),</p> <ul style="list-style-type: none"> <li>• 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.),</li> <li>• research online/ offline perception of time in different cultures and present their findings to their peers.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>Digital literacy: The learner connects using technology as they research on the varied perceptions of time in different cultures.                       |  |  |  |  |
| <b>Values:</b><br>Unity: Cooperation is exhibited as the learner take turns in telling the time using the appropriate vocabulary.  |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Intercultural sensitivity: The learner becomes aware of the cultural differences in time perception when they carry out the research with peers. |  |  |  |  |
| <b>Link to Other Learning Areas:</b><br>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  | Suggested Key Inquiry Question(s)                          |
|--------------------|--|--|---|--|
| <b>3.0 Writing</b> | <b>3.5 Guided Writing</b><br><br>(1 lesson)<br><br><i>Grammatical structures</i> | By the end of the Sub Strand, the learner should be able to:<br>a) recall words, phrases and expressions from texts,<br>b) apply appropriate grammatical structures in written texts,<br>c) show interest in using acquired vocabulary to improve writing. | The learner is guided to: <ul style="list-style-type: none"> <li>● 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.),</li> <li>● write down the recreational activities that are undertaken in the given recreational spots/areas depicted in the flashcards in Chinese,</li> <li>● 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。),</li> <li>● write a simple text on their favourite recreational activity,</li> <li>● create a scrapbook of a local recreational spot/area they have visited before and share it for awareness creation.</li> </ul> | 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.

**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.

**Pertinent and Contemporary Issues (PCIs):**

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

**Link to Other Learning Areas:**

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

## THEME 6: FOODS AND DRINKS

| Strand             | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s) |
|--------------------|---|--|---|-----------------------------------|
| <b>3.0 Writing</b> | <b>3.6 Guided Writing</b><br><br>(1 lesson)<br><ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Paragraph writing (coherence)</i></li> </ul> | By the end of the Sub Strand, the learner should be able to:<br>a) write simple sentences using the targeted vocabulary,<br>b) write clear and coherent texts on various themes in Chinese,<br>c) develop an interest to express ideas clearly in writing. | The learner is guided to: <ul style="list-style-type: none"> <li>• 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,</li> <li>• 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),</li> <li>• look at the characters related to food preparation methods and highlight the similarities and differences collaboratively (煮、炒、炸、煎、蒸、炖、烤),</li> <li>• trace out characters using the correct stroke order (火, 刀, 木, 勺 ),</li> <li>• list kitchen items and ingredients needed to make a simple meal of their liking with</li> </ul> | How do you write coherent texts?  |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | peers(做炖牛肉要用油、葱、西红柿、蒜、水、锅、刀、菜板和木勺),<br>• compare and contrast how kitchen items and ingredients differ in Kenya and China and share findings with peers. |  |
| <b>Core Competencies to be developed:</b><br>Communication and Collaboration: The learner develops teamwork skills as they collaboratively list kitchen items and ingredients needed for a simple meal of their liking. |  |  |  |  |
| <b>Values:</b><br>Respect: The learner appreciates diverse opinions of their peers as they highlight similarities and differences of characters related to food preparation methods.                                    |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Cultural awareness is developed as the learner explores the similarities and differences in the kitchen items and ingredients used in Kenya and China.              |  |  |  |  |
| <b>Link to Other Learning Areas:</b><br>The learner is able to relate the skills on correct spelling of words and communicating clearly in writing to Kiswahili and English languages.                                  |  |  |  |  |



## THEME 7: MY BODY

| Strand             | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)          |
|--------------------|--|---|---|--|
| <b>3.0 Writing</b> | <b>3.7 Guided Writing</b><br>(1 lesson)<br><ul style="list-style-type: none"> <li><i>Orthography (rules of writing)</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>use appropriate vocabulary to express ideas in writing,</li> <li>apply various writing conventions in written contexts,</li> <li>appreciate the importance of legibility in written communication.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>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> ,</li> <li>draw the various emotions on a face outline according to a listening prompt in class,</li> <li>look at pictures /emoji's and write the different feelings and emotions associated with it with peers,</li> <li>organise jumbled up word cards to form correct sentences expressing feelings/ emotions collaboratively,</li> <li>discuss how to recognise and better manage their emotions (both positive and negative emotions) and make presentations to peers in class.</li> </ul> | 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.

**Values:**

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

**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.

**Link to Other Learning Areas:**

The learner links their learning to English and Kiswahili languages on the skills of 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   | Suggested Key Inquiry Question(s) |
|--------------------|---|---|--|-----------------------------------|
| <b>3.0 Writing</b> | <b>3.8 Guided Writing</b><br>(1 lesson) <ul style="list-style-type: none"> <li><i>Mechanisms of writing (word order)</i></li> <li><i>Handwriting</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>list key words and phrases in written texts,</li> <li>construct sentences with appropriate word order in varied contexts,</li> <li>show enthusiasm in writing clearly for effective communication.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>draw and label various physical features correctly in Chinese (e.g. 山、湖、河、洋、海、大裂谷、沙漠, 森林),</li> <li>rewrite jumbled-up words related to physical features in their correct order,</li> <li>write simple descriptions using images/pictures of the various physical features (e.g. 这个湖很宽, 山很高.),</li> <li>complete a story using the given words,</li> <li>respond to simple questions,</li> <li>write a simple passage about their most favourite physical feature and share it with peers for feedback,</li> <li>discuss and propose solutions to issues that are affecting the physical features in their locality with peers,</li> <li>create a talking wall for sensitisation on the importance of taking care of physical</li> </ul> | How can you write effectively?    |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | features in the community collaboratively . |  |
| <b>Core Competencies to be developed:</b><br>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.                           |  |  |   |  |
| <b>Values:</b><br>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.   |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>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                |  |  |   |  |
| <b>Link to Other Learning Areas:</b><br>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   | Suggested Key Inquiry Question(s)               |
|--------------------|--|---|--|---|
| <b>3.0 Writing</b> | <b>3.9 Guided Writing</b><br>(1 lesson) <ul style="list-style-type: none"> <li><i>Handwriting</i></li> <li><i>Vocabulary and language use</i></li> </ul> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>enumerate vocabulary in a given context,</li> <li>utilise contextually appropriate vocabulary in written communication,</li> <li>develop an appreciation for Chinese characters.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>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),</li> <li>fill in the blanks with the correct verbs for different means of transport (坐, 骑),</li> <li>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),</li> <li>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),</li> </ul> | How does reading fluency enhance communication? |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | <ul style="list-style-type: none"> <li>● practise writing the given characters with the correct strokes 车, 火, 马, 汽 and display on the class noticeboard,</li> <li>● reflect on their writing strengths and areas of improvement and seek feedback from peers for improvement.</li> </ul> |  |
| <b>Core Competencies to be developed:</b><br>Communication and Collaboration: The learner writes clearly and correctly when they describe the means of transport they have used recently using simple sentences.                            |  |  |  |  |
| <b>Values:</b><br>Respect: The learner appreciates the diverse opinions of their peers on how to address their limitations in writing skills.   |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>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. |  |  |  |  |
| <b>Link to Other Learning Areas:</b><br>Learners link their learning to the skill of spelling words correctly for effective communication in English and Kiswahili languages.   |  |  |  |  |

## SUGGESTED ASSESSMENT RUBRIC FOR THE WRITING STRAND

| <b>Level<br/>Indicator</b>  | <b>Exceeding Expectations</b>  | <b>Meeting Expectations</b>  | <b>Approaching Expectations</b>   | <b>Below Expectations</b>   |
|---|--|--|---|---|
| Ability to apply vocabulary in written communication.                   | The learner applies rich and varied vocabulary and expressions in written communication.   | The learner applies varied and appropriate vocabulary and expressions in written communication.  | The learner applies basic vocabulary and expressions in written communication.  | The learner applies limited vocabulary and expressions in written communication.  |
| Ability to use grammar and mechanics of writing appropriately in texts. | The 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.                                       | The learner exhibits good use of grammar, punctuation, spelling and capitalization; there are a few errors but they do not impede reading.   | The learner exhibits few errors of grammar, punctuation, spelling and capitalization; some errors can impede reading and meaning.   | The learner exhibits many errors throughout in the use of grammar, punctuation, spelling and capitalization and the reader can only guess meaning.                      |
| Ability to write texts with good handwriting.                           | The learner writes readable texts paying attention to neatness all through; letters in all the words are correctly spaced and sized within the lines; words are correctly spaced within sentences all through. | The learner writes readable texts paying attention to neatness all through, letters in all the words are correctly spaced and sized within the lines, words are correctly spaced within sentences. | The learner writes readable texts paying attention to neatness in most parts of the text; letters in most of the words are correctly spaced and sized within the lines, some abnormal | The learner writes texts that are not easily readable; neatness is not maintained all through; letters in most of the words are incorrectly spaced and sized within the |

| Level<br>Indicator   | Exceeding Expectations   | Meeting Expectations  | Approaching Expectations  | Below Expectations  |
|--|--|---|---|---|
|  |  |   | spacing of words within sentences is visible.   | lines; frequent abnormal spacing of words within sentences is visible.  |
| Ability to write coherent texts on varied themes (organization <i>and structure</i> ). | The learner writes texts exceptionally well, with a logical flow, clear organization of ideas, and effective transitions between paragraphs. | The learner writes texts with good organization, a clear structure, logical progression, and effective transitions, contributing to a well-structured piece | The learner writes texts with basic organization, but the structure may lack clarity, and transitions between ideas may be somewhat abrupt. | The learner writes texts with challenging organization and lacks clear structure and coherence, making it difficult for the reader to follow. |



## APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) 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 | <b>Problem Identification</b><br>Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: <ul style="list-style-type: none"><li>• Environmental degradation</li><li>• Lifestyle diseases, Communicable and non-communicable diseases</li><li>• Poverty</li><li>• Violence and conflicts in the community</li><li>• Food security issues</li></ul> |
| Milestone 2 | <b>Designing a solution</b><br>Learners create an intervention to address the challenge identified.  |

|             |   |
|-------------|---|
| Milestone 3 | <b>Planning for the Project</b><br>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 | <b>Implementation</b><br>The learners execute the project and keep evidence of work done.   |
| Milestone 5 | <b>Showcasing /Exhibition and Report Writing</b><br>Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback<br>Learners write a report detailing their project activities and learnings from feedback                                |
| Milestone 6 | <b>Reflection</b><br>Learners review all project work to learn from the challenges faced.<br>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 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.

## APPENDIX 2: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

| Strand  | Suggested Assessment Methods  | Suggested Learning Resources  | Suggested Non- Formal Activities  |
|---|---|---|---|
| <b>1.0 Listening and Speaking</b><br><b>2.0 Reading</b><br><b>3.0 Writing</b> | <ul style="list-style-type: none"> <li>• Observation Checklists</li> <li>• Questions and answers</li> <li>• Project work</li> <li>• Portfolios</li> <li>• Oral presentations</li> <li>• Interviews</li> <li>• Conversations and dialogues</li> <li>• Anecdote notes</li> <li>• Simulations and role plays</li> <li>• Learner profiles</li> <li>• Standardised tests</li> <li>• Filling crossword puzzles</li> <li>• Journals</li> <li>• Questionnaires</li> <li>• Self-assessment</li> <li>• Peer assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Realia or models</li> <li>• Charts</li> <li>• Flash cards</li> <li>• Posters</li> <li>• Resource persons</li> <li>• Pictures, drawings and photographs</li> <li>• Podcasts</li> <li>• Audio books</li> <li>• Audio recordings</li> <li>• Language learning Apps</li> <li>• Chinese newspapers</li> <li>• Books</li> <li>• Games</li> <li>• Songs</li> <li>• Excerpts</li> <li>• Writing prompts</li> <li>• Course and supplementary books</li> </ul> | <ul style="list-style-type: none"> <li>• Language exchange programs</li> <li>• Cultural workshops and events</li> <li>• Cultural days</li> <li>• Chinese movies</li> <li>• Chinese songs and music</li> <li>• Drama</li> <li>• Skits</li> <li>• Songs</li> <li>• Storytelling</li> <li>• Brainstorming sessions</li> <li>• Spelling competitions</li> <li>• Debates</li> <li>• Inter class competitions</li> <li>• Inter school competitions</li> <li>• Pen pal programs</li> </ul> |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"><li>• Interactive multimedia resources</li><li>• Word puzzles</li><li>• Magazines</li><li>• Newspapers</li><li>• Radio</li><li>• Digital devices</li><li>• Dictionaries</li></ul> | <ul style="list-style-type: none"><li>• Book clubs</li></ul> |
|--|--|---|--|