



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**MANDARIN CHINESE
GRADE 9**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2023

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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

PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 9 is the final level of the Junior Secondary School (JSS) in the new education structure.

Grade 9 curriculum furthers implementation of the CBC from Grade 8. 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 9 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

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

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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 9 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 9 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 9 and preparation of learners for transition to Senior Secondary School.

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LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	5
5.	Pre-Technical Studies	4
6.	Social Studies	4
7.	Religious Education	3
8.	Business Studies	3
9.	Agriculture	3
10.	Physical Education and Sports	2
11.	Optional Subject	3
12.	Optional Subject	3
	Total	44

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. 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.

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

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

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. 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 recognizes 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.

iii) 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.

- iv) Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- v) Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system 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.
- vi) Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- vii) Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- viii) Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health 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.

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy skills and logical thinking appropriately in 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, diverse cultural heritage for harmonious co-existence
8. Manage pertinent and contemporary issues in society effectively
9. Apply digital literacy skills appropriately for communication and learning.

ESSENCE STATEMENT

Kenya and China have deepened mutual political and economic engagement over the years leading to increased people-to-people exchanges in trade, travel, international education and cultural participation. This presents a need and an opportunity for Kenyans to develop proficiency in Mandarin to be effective players in the global world. Learning Mandarin at Junior Secondary encourages learners to improve their proficiency and builds on the linguistic competencies developed at Upper Primary. It further develops the four basic language skills; listening, speaking, reading and writing through cultural sensitivity, contextual topical content and applied grammar. Emphasis is on the functional use of language as well as acquisition of the necessary language skills through collaborative approaches. Learners are expected to attain an equivalent of HSK 3 (*Hànyǔ Shuǐpíng Kǎoshì* - Chinese proficiency test) and HSKK beginner level (*Hànyǔ Shuǐpíng Kǒuyǔ Kǎoshì* - Chinese speaking exam) or YCT 4 (Young Chinese Test), which are international standardised tests of Chinese language proficiency in order to transit to Senior School. The learner will be empowered to respect, appreciate and participate in the opportunities within their own and the international community.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Communicate effectively about everyday issues in a range of contexts.
2. Develop writing skills relating to their everyday experiences.
3. Listen, comprehend and respond appropriately to Mandarin texts in varied contexts.
4. Read varied texts of moderate complexity on familiar matters and everyday issues.
5. Use varied media to access and create information to enhance learning.
6. Appreciate one's and other people's culture for national cohesion and international consciousness.
7. Apply acquired knowledge, skills and attitudes to address challenges in everyday life.

STRAND 1.0: LISTENING AND SPEAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Oral expressions: My home (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) state vocabulary on physical location and directions from a text b) describe the physical location and directions to their home c) value the importance of articulating ideas logically and meaningfully 	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio clip and identify words and phrases related to location and directions orally • express the direction of various locations using cardinal and inter cardinal directions in pairs • listen to their peers as they give directions to their home, then recall the information by drawing a map • answer questions related to physical direction and location in oral texts • use maps to describe the location and directions to the given places in groups • discuss strategies to make effective oral presentations. 	How can we clearly articulate our ideas?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: learners listen keenly and actively to their peers as they give directions to their home. • Critical thinking and problem solving: learners exhibit active listening and communication skills as they use maps to describe the location and directions of given places. 				

Pertinent and Contemporary Issues (PCIs):

- Learners develop healthy interpersonal and intrapersonal relationships as they interact during various collaborative activities.

Values:

- Respect: learners actively and respectfully listen to and acknowledge the ideas and opinions of their peers.

Link to other subjects:

- Learning is linked to Social studies on physical location and directions.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state vocabulary on physical location and directions from a text.	Learner exhaustively states vocabulary on physical location and directions from a text.	Learner states vocabulary on physical location and directions from a text.	Learner states most of the vocabulary on physical locations from a text.	Learner states some vocabulary on physical locations from a text with prompts.
Ability to describe the physical location and directions of their home.	Learner comprehensively describes the physical location and directions of their home.	Learner describes the physical location and directions of their home.	Learner partially describes the physical location and directions of their home.	Learner describes the physical location and directions of their home with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Selective listening: Ordering food (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to ordering food in a restaurant from texts b) respond appropriately to questions in a listening text c) appreciate the importance of active listening in communication	The learner is guided to: <ul style="list-style-type: none"> • watch audio visual clips and outline vocabulary related to ordering food in a restaurant • guess the names of food described by their peers in groups or pairs • listen to a comprehension and answer related questions • dramatize dialogues on ordering foodstuff in a restaurant • discuss factors that influence purchasing decisions while at the restaurant and share with peers for feedback. 	How do we listen selectively to information?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: learners actively participate in dramatizing dialogues on ordering food in a restaurant. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Peer mentorship: learners share their views with peers during discussions about factors that influence their purchasing decisions while at the restaurant. • Financial literacy: the learners demonstrate an awareness of the factors that influence how they spend their financial resources while at the restaurant. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: learns work collaboratively in groups and pairs to accomplish various tasks. 				

Link to other subjects:

- Learning is linked to Business Studies where management of financial resources is taught.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify vocabulary related to ordering food in a restaurant from texts.	Learner eloquently identifies vocabulary related to ordering food in a restaurant from texts.	Learner identifies vocabulary related to ordering food in a restaurant from texts.	Learner identifies most of the vocabulary related to ordering food in a restaurant from texts.	Learner identifies some of the vocabulary related to ordering food in a restaurant from texts.
Ability to respond appropriately to questions in a listening text.	Learner responds appropriately to questions in a listening text giving justifications.	Learner responds appropriately to questions in a listening text.	Learner responds appropriately to questions in a listening text with few errors.	Learner responds appropriately to questions in a listening text with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Speaking for fluency: Destinations (3 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish vocabulary related to holiday destinations in Kenya and China b) talk about various topics fluently c) exhibit interest in relaying their views in an organised and effective manner	The learner is guided to: <ul style="list-style-type: none"> • guess the names of different holiday destinations from recordings • identify holiday destinations in Kenya and China from flashcards • pick a flashcard in turn and explain the holiday destination for each • use visual stimuli to make oral presentations of their favourite holiday destinations • narrate their travelling experiences and suitable ways of travel to different destinations • discuss the importance of vacationing and traveling with peers and share the findings in class. 	What role does fluency play in communication?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: learners speak clearly and effectively as they describe their experiences in various holiday destinations. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is exhibited as learners make presentations of their favourite holiday destinations. • Cultural awareness is fostered as learners identify various holiday destinations in Kenya and China. 				

Values:

- Patriotism: learners develop a love for their country when they narrate their travelling experiences to different destinations.

Link to other subjects:

- Learning is linked to Social Studies on the aspect of holiday destinations.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish holiday destinations in Kenya and China.	Learner exceptionally distinguishes holiday destinations in Kenya and China with relevant examples.	Learner distinguishes holiday destinations in Kenya and China.	Learner distinguishes holiday destinations in Kenya and China with a few unclear details.	Learner distinguishes holiday destinations in Kenya and China with many unclear details.
Ability to talk about various topics fluently.	Learner exquisitely talks about various topics fluently.	Learner talks about various topics fluently.	Learner talks about various topics fluently with some errors.	Learner talks about various topics fluently with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.4 Listening for comprehension: Environment (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify basic vocabulary related to the environment from listening texts b) summarise information in varied texts c) exhibit interest in protecting the environment	The learner is guided to: <ul style="list-style-type: none"> • watch an audio visual clip and list vocabulary related to the environment • listen to a song about the environment and answer related questions based on the lyrics • listen to a passage and summarize the information in groups or pairs • organise a field trip to identify the environmental issues affecting their neighbourhood and propose ways to address them • role play a skit on their role in environmental conservation. 	How can we enhance our comprehension skills?
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: learners exhibit social and civic skills as they explore ways of addressing environmental issues affecting their neighbourhood. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Environmental conservation: learners organise a field trip to identify and highlight environmental issues affecting their neighbourhood and come up with measures to address them. 				
Values: <ul style="list-style-type: none"> • Responsibility is fostered as learners take the lead in conserving their environment. 				

Link to other subjects:

- Learning is linked to Social Studies on the aspect of environmental conservation and preservation.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify basic vocabulary related to the environment from listening texts.	Learner exhaustively identifies basic vocabulary related to the environment from listening texts.	Learner identifies basic vocabulary related to the environment from listening texts.	Learner identifies most of the basic vocabulary related to the environment from listening texts.	Learner identifies some of the basic vocabulary related to the environment from listening texts.
Ability to summarise information in varied texts.	Learner comprehensively summarises information in varied texts.	Learner summarises information in varied texts.	Learner partially summarises information in varied texts.	Learner summarises information in varied texts with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Listening for details: School holidays (3 lessons)	By the end of the sub strand, the learner should be able to: a) list vocabulary related to school holiday activities from texts b) summarise key information from a variety of texts c) justify the importance of school holidays	The learner is guided to: <ul style="list-style-type: none"> • watch an audio visual clip on various school holidays and outline them orally • narrate activities they undertake during school holidays in groups or pairs • listen to a radio news broadcast and create study questions from the text • compare and contrast school holidays in Kenya and China • discuss with peers why time management is important during school holidays • explore how communication and interpersonal skills build and maintain strong and supportive friendships during school holidays and make presentations. 	<ol style="list-style-type: none"> 1. What strategies can we use to capture key details in a text? 2. Why is it necessary to break from school and go on holidays?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: learners acquire relationship management skills as they interact with their peers during school holidays. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Friendship formation: learners use communication and interpersonal skills to build and maintain strong and supportive friendships. 				

- Time management: learners explore how time management is important during school holidays.

Values:

- Unity is exhibited as learners interact peacefully with peers during various tasks.

Link to other subjects:

- Learning is linked to Social Studies on the aspect of self and social awareness.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list vocabulary related to school holiday activities from texts.	Learner exhaustively lists vocabulary related to school holiday activities from texts.	Learner lists vocabulary related to school holiday activities from texts.	Learner lists vocabulary related to school holiday activities from texts with few errors.	Learner lists vocabulary related to school holiday activities from texts with many errors.
Ability to summarize key information from a variety of texts.	Learner innovatively summarizes key information from a variety of texts.	Learner summarizes key information from a variety of texts.	Learner summarizes key information from a variety of texts with minor omissions.	Learner summarizes key information from a variety of texts with major omissions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Selective Listening: Doctor's visit (3 lessons)	By the end of the sub strand, the learner should be able to: a) state words and phrases related to the doctor's visit b) explain the main ideas in a listening text c) justify the importance of health and wellness	The learner is guided to: <ul style="list-style-type: none"> • listen and repeat vocabulary from an audio-visual clip • describe pictures as their peers draw what is being described • listen to authentic clips and respond to questions from a passage • listen to a dictation and fill in the gaps • simulate dialogues about visiting a doctor with vocabulary learned in groups or pairs • search online or from related sources for ways of taking care of one's health to reduce health costs • debate on the importance and value of attaining health and wellness. 	<ol style="list-style-type: none"> 1. How do we listen effectively? 2. Why should we take care of our wellbeing?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: learners connect using technology to search for ways of reducing health costs by taking care of one's health. • Communication and collaboration: learners speak engagingly as they debate on the importance and value of attaining health and wellness. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Financial literacy: learners are enlightened on ways to reduce financial spending on health. 				

Values:

- Responsibility: learners explore the value of taking care of their health.

Link to other subjects:

- Learners link to Kiswahili, English, Indigenous languages and Foreign languages on effective listening skills.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state words and phrases related to the doctor's visit.	Learner systematically states words and phrases related to the doctor's visit.	Learner states words and phrases related to the doctor's visit.	Learner states most words and phrases related to the doctor's visit.	Learner states a few words and phrases related to the doctor's visit.
Ability to explain the main ideas in a listening text.	Learner creatively explains the main ideas in a listening text with illustrations.	Learner explains the main ideas in a listening text.	Learner explains the main ideas in a listening text with few errors.	Learner explains the main ideas in a listening text with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.7 Listening for comprehension: Shopping (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify the terms used in online shopping b) paraphrase the key details in a listening text c) acknowledge the importance of listening attentively for effective communication	The learner is guided to: <ul style="list-style-type: none"> • match pictures to vocabulary related to online shopping • listen to an audio clip on online shopping and answer related questions • listen to their peers share experiences of using different platforms when shopping online and summarise the main ideas • discuss the advantages and disadvantages of online shopping in relation to health and financial well being • propose ways to avert the issues above in groups or pairs • make display boards highlighting the importance of observing safety procedures when shopping online. 	<ol style="list-style-type: none"> 1. What strategies can you use to enhance listening comprehension? 2. How can we observe safety while shopping online?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: learners speak engagingly as they share their experiences of using different platforms when shopping online. • Digital literacy: learners exhibit digital citizenship as they discuss the benefits and risks of digital participation. 				

Pertinent and Contemporary Issues (PCIs):

- Safety and security: learners demonstrate an awareness of how to observe safety of self and others while shopping online.
- Health issues: learners propose ways of averting health issues as a result of digital participation.

Values:

- Responsibility: learners practice safety rules and regulations while using various online shopping platforms.

Link to other subjects:

- Learning is linked to Computer Studies on observing safety when using digital platforms.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the terms used in online shopping.	Learner exhaustively identifies the terms used in online shopping.	Learner identifies the terms used in online shopping.	Learner identifies most of the terms used in online shopping.	Learner identifies some of the terms used in online shopping.
Ability to paraphrase the key details in a listening text.	Learner meticulously paraphrases the key details in a listening text.	Learner paraphrases the key details in a listening text.	Learner paraphrases the key details in a listening text with few inaccuracies.	Learner paraphrases the key details in a listening text with many inaccuracies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.8 Appreciative listening: Social Media (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) list vocabulary related to social media from texts b) select appropriate audio materials for listening c) propose healthy ways to use social media every day 	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio visual recording and enumerate words and phrases about social media • share their experiences on how they use social media in their daily life • listen to audio information of their choice and exchange/ share with others for diversity of content • research from various print and digital media on the benefits and risks of using social media • discuss how social behaviour can be influenced by digital media and ways to observe mental wellness when using social media. 	<ol style="list-style-type: none"> 1. What factors influence your choice of listening material? 2. How does social media influence our behaviour?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: learners speak effectively and logically as they share their experiences on how they use social media in their everyday life. 				

- Digital literacy: learners exhibit digital citizenship skills as they discuss the influence social behaviour and measures to promote mental health.

Pertinent and Contemporary Issues (PCIs):

- Mental health: learners propose ways of keeping safe and maintaining one’s wellbeing when using social media.

Core Values:

- Responsibility is enhanced as learners use media appropriately in their day to day life.

Link to other subjects:

- Learning is linked to Computer studies where benefits and risks of using media are taught.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list vocabulary related to social media from texts.	Learner explicitly lists vocabulary related to social media from texts with relevant illustrations.	Learner lists vocabulary related to social media from texts.	Learner lists most of the vocabulary related to social media from texts.	Learner lists some of the vocabulary related to social media from texts.
Ability to select appropriate auditory materials for listening.	Learner selects appropriate auditory materials for listening giving justifications for their choice.	Learner selects appropriate auditory materials for listening.	Learner selects some appropriate auditory materials for listening.	Learner selects appropriate auditory materials for listening with guidance.

STRAND 2.0: READING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading aloud: Physical Locations (4 lessons)	By the end of the sub strand, the learner should be able to: a) recall the physical location and directions of their home b) pronounce words and phrases in texts c) value the importance of correct pronunciation for effective communication	The learner is guided to: <ul style="list-style-type: none"> • listen and repeat reading vocabulary from a recording • listen to pronunciation drills and read the words aloud • circle words with vocabulary on the physical direction and location from a reading text and read in turns • read texts and identify the correct physical , direction and location words to fill in the gaps • read out the physical direction and location of the given places from flashcards • read aloud instructions for their peers to find clues to a lost item in the classroom. 	Why is correct pronunciation important in communication?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: learners develop active listening and communication skills as they follow instructions to find clues to a lost item. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Learners demonstrate effective communication skills as they follow instructions to retrieve a missing item in class. 				

Values:

- Unity is enhanced as learners work harmoniously to undertake various tasks in groups or pairs.

Link to other subjects:

- Learners link their learning to Social Studies on describing directions and locations.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recall the physical location and directions of their home.	Learner systematically recalls the physical location and directions of their home.	Learner recalls the physical location and directions of their home.	Learner recalls the physical location and directions of their home with few omissions.	Learner recalls the physical location and directions of their home with many omissions.
Ability to pronounce words and phrases in texts.	Learner eloquently pronounces words and phrases in texts.	Learner pronounces words and phrases in texts.	Learner pronounces most words and phrases in texts with few errors.	Learner pronounces a few words and phrases in texts with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2 Reading aloud: Restaurant (3 lessons)	By the end of the sub strand, the learner should be able to: a) highlight words and phrases used when ordering food in a restaurant b) articulate sentences with correct pronunciation c) exhibit interest in correct articulation for effective communication	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording and read the vocabulary on ordering food aloud • find new words from reading texts and read them aloud in class • highlight words and phrases used in ordering food in a restaurant and read them aloud • take turns reading aloud sentences while their peers fill in the blanks • role play dialogues on ordering food in a restaurant • discuss challenges they face while reading aloud and propose ways to address them in groups. 	Why should we articulate words correctly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving are exhibited when learners explore ways of addressing the challenges they face when reading aloud. • Communication and collaboration are enhanced as learners participate actively in role playing dialogues. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Problem solving skills are enhanced as learners outline ways of addressing challenges faced when reading aloud. 				
<p>Values:</p> <ul style="list-style-type: none"> • Learners exhibit respect for the opinions and perspectives of their peers in various collaborative activities. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Learning is linked to German, Arabic and French language where effective reading skills are emphasized. 				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to highlight words and phrases used when ordering food in a restaurant.	Learner elaborately highlights words and phrases used when ordering food in a restaurant with relevant examples.	Learner highlights words and phrases used when ordering food in a restaurant.	Learner highlights most of the words and phrases used when ordering food in a restaurant.	Learner highlights some of the words and phrases used when ordering food in a restaurant.
Ability to articulate sentences with correct pronunciation.	Learner meticulously articulates sentences with correct pronunciation.	Learner articulates sentences with correct pronunciation.	Learner articulates sentences with correct pronunciation with few errors.	Learner articulates sentences with correct pronunciation with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 Reading aloud Holiday destinations: (3 lessons)	By the end of the sub strand, the learner should be able to: a) outline vocabulary related to tourist attractions and holiday destinations from a text b) read texts with correct pronunciation and intonation c) appreciate the importance of articulating words correctly	The learner is guided to: <ul style="list-style-type: none"> • identify and read aloud keywords related to tourist attractions and holiday destinations from texts in turns • read out names of wild animals found in Kenya and China from texts • read dialogues aloud in turns • compare and contrast tourist attractions and holiday destinations in Kenya and China and share findings in class • identify tourist attractions and holiday destinations in their local area and publicize them on various platforms • use various digital platforms to undertake virtual tours of holiday destinations in Kenya and China. 	<ol style="list-style-type: none"> 1. How can one improve their reading? 2. What is the importance of articulating words correctly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: learners develop a sense of belonging to their locality when they research tourist attractions and holiday destinations in their local area and publicize them on various platforms. 				

- Communication and collaboration: learners speak engagingly as they compare and contrast tourist attractions and holiday destinations in Kenya and China.
- Digital literacy: learners interact with digital technology as they undertake virtual tours using applications for enjoyment.

Pertinent and Contemporary Issues (PCIs):

- Citizenship: learners develop an awareness and appreciation of the tourist destinations around the world as they undertake virtual tours.

Values:

- Patriotism: learners take pride in their national and cultural identity as they list wild animals in Kenya and China.

Link to other subjects:

- Learning is linked to Social Studies where concepts of physical features, people and animals are taught.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline vocabulary related to tourist attractions and holiday destinations from a text.	Learner systematically outlines vocabulary related to tourist attractions and holiday destinations from texts.	Learner outlines vocabulary related to tourist attractions and holiday destinations from a text.	Learner outlines most of the vocabulary related to tourist attractions and holiday destinations from a text.	Learner outlines some the vocabulary related to tourist attractions and holiday destinations from a text.
Ability to read texts with correct pronunciation and intonation.	Learner impeccably reads texts with correct pronunciation and intonation.	Learner reads texts with correct pronunciation and intonation.	Learner laboriously reads texts with correct pronunciation and intonation.	Learner reads texts with correct pronunciation and intonation with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.4 Extensive reading: Environment (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify appropriate reading materials from varied sources b) paraphrase the main ideas in a variety of texts c) show interest in reading a variety of texts independently and proficiently	The learner is guided to: <ul style="list-style-type: none"> • search for texts on ways to conserve and protect the environment from various print and digital sources in groups or pairs • highlight and infer the meaning of new words and phrases used in the text • read short texts about the environment and make short presentations to their peers • formulate questions from the text and ask their peers to answer in groups or pairs • set up a class library to enhance the reading culture in the school. 	Why is reading extensively important?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: learners research ways to conserve and preserve the environment from various print and digital sources. • Self-efficacy: learners exhibit leadership skills as they set up a class library to encourage reading in the school. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication: learners participate actively in sharing information about the environment with their peers. 				

Values:

- Unity is developed as learners work collaboratively with peers to undertake various tasks.

Link to other subjects:

- Learning is linked to Social Studies on the concepts of environmental conservation and protection.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify appropriate reading materials from varied sources.	Learner excellently identifies appropriate reading materials from varied sources with justification.	Learner identifies appropriate reading materials from varied sources.	Learner identifies some appropriate reading materials from varied sources.	Learner identifies appropriate reading materials from varied sources with guidance.
Ability to paraphrase the main ideas in a variety of texts.	Learner creatively paraphrases the main ideas in a variety of texts with illustrations.	Learner paraphrases the main ideas in a variety of texts.	Learner paraphrases the main ideas in a variety of texts with few omissions.	Learner paraphrases the main ideas in a variety of texts with many omissions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5 Reading silently: School Holidays (3 lessons)	By the end of the sub strand, the learner should be able to: a) locate specific information from various texts b) respond appropriately to questions in a text c) recognize the importance of reading silently to improve understanding	The learner is guided to: <ul style="list-style-type: none"> • identify and highlight key terms on school holidays from a reading text • read a passage on school holidays and answer related questions • match short passages to their appropriate titles and respond to prompts • research online similarities and differences between school holidays in Kenya and China and discuss their findings with peers • read a short text about how friends can influence the activities undertaken during the school holidays and how to manage this influence. 	What strategies can we use to read effectively?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: learners connect using technology to search for similarities and differences of school holidays in Kenya and China. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Peer pressure: learners discuss how friends influence choice of activities undertaken during school holidays. • Self-awareness is enhanced as learners choose appropriate holiday activities. 				
Values: <ul style="list-style-type: none"> • Unity: learners work together harmoniously to accomplish various tasks. 				

- Learners exhibit responsibility as they explore appropriate activities to engage in during holidays.

Link to other subjects:

- Learners link their learning to French, Arabic and German on strategies of reading texts.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to locate specific information from various texts.	Learner exhaustively locates specific information from various texts with relevant explanations.	Learner locates specific information from various texts.	Learner partially locates specific information from various texts.	Learner locates specific information from various texts with cues.
Ability to respond appropriately to questions in a text.	Learner systematically responds appropriately to questions in a text giving justifications.	Learner responds appropriately to questions in a text.	Learner responds appropriately to questions in a text with few errors.	Learner responds appropriately to questions in a text with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.6 Reading fluently: Doctor's visit (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of words in texts related to the doctor's visit b) read texts with correct intonation, rhythm and pace c) elaborate on the importance of reading fluency for effective communication	The learner is guided to: <ul style="list-style-type: none"> • read and extract vocabulary about visiting the doctor from a simple dialogue • explain the meaning of the vocabulary used in the text • listen to audio clips on the doctor's visit and read along • read a dialogue on a visit to a doctor in turns • read jumbled up sentences and arrange them in the correct order • organise a reader's theatre in the classroom to improve their reading fluency. 	Why is reading fluency important in communication?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: learners develop active listening and communication skills when arrange sentences in their correct order. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication: learners take part in a reader's theatre to improve their reading fluency for effective communication. • Inter personal and intra personal communication is developed as learners undertake various activities. 				

Values:

- Love and respect is fostered as learners undertake various activities with peers.

Link to other subjects:

- Learning is linked to French, Arabic, and German, which emphasizes the importance of reading fluently.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the meaning of words in texts related to the doctor's visit.	Learner exhaustively explains the meaning of words in texts related to the doctor's visit with adequate illustrations.	Learner explains the meaning of words in texts related to the doctor's visit.	Learner explains the meaning of most words in texts related to the doctor's visit.	Learner explains the meaning of some words in texts related to the doctor's visit.
Ability to read texts with correct intonation, rhythm and pace.	Learner impeccably reads texts with correct intonation, rhythm and pace.	Learner reads texts with correct intonation, rhythm and pace.	Learner laboriously reads texts with correct intonation, rhythm and pace.	Learner needs prompting to read texts with correct intonation, rhythm and pace.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.7 Reading comprehension: Shopping (3 lessons)	By the end of the sub strand, the learner should be able to: a) highlight vocabulary related to shopping from a reading passage b) respond to comprehension questions correctly c) exhibit interest in reading texts for enjoyment and information	The learner is guided to: <ul style="list-style-type: none"> • identify vocabulary related to shopping from a reading text and read them out loud in turns • read a passage or excerpt on online shopping and underline the key words • respond to questions from reading texts • read short texts on online shopping and match headings to paragraphs • search for appropriate texts on online shopping from varied sources and read at their own pace and time • discuss strategies for reading effectively and share with peers. 	How can you improve your reading skills?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learners exhibit teamwork skills as they take turns reading vocabulary identified from a reading text. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Peer education: learners share with peers strategies for effective reading skills. 				
Values: <ul style="list-style-type: none"> • Love is fostered as learners share strategies for improving their reading skills with their peers. 				
Link to other subjects: <ul style="list-style-type: none"> • Learners link their learning to English, Kiswahili, Indigenous and Foreign languages where reading skills are emphasized. 				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to highlight vocabulary related to shopping from a reading passage.	Learner comprehensively highlights vocabulary related to shopping from a reading passage.	Learner highlights vocabulary related to shopping from a reading passage.	Learner partially highlights vocabulary related to shopping from a reading passage.	Learner highlights vocabulary related to shopping from a reading passage with assistance.
Ability to respond to comprehension questions correctly.	Learner elaborately responds to comprehension questions correctly.	Learner responds to comprehension questions correctly.	Learner responds to comprehension questions correctly with minor errors.	Learner responds to comprehension questions correctly with major errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.8 Reading silently: Media (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to social media from reading texts b) summarise the main ideas in texts c) recognise the place of independent reading in their learning	The learner is guided to: <ul style="list-style-type: none"> • extract words and phrases about social media from the given passage • match the vocabulary words with their opposites • summarize main ideas from a reading text • read texts silently and use pictures or drawings to retell the stories • read short passages silently to develop their independent reading skills • discuss how social media can be used as a tool to solve everyday problems in the community • make presentations in class to their peers. 	How does silent reading improve comprehension skills?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: learners reflect on the texts they have read and use pictures to summarise the main ideas. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Learners enhance their interpersonal and intrapersonal relationships through collaborative tasks with peers. 				
Values: <ul style="list-style-type: none"> • Responsibility: learners demonstrate responsibility as they read silently to develop their independent reading skills. 				

Link to other subjects:

- Learners link to Computer Studies on uses of media.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify vocabulary related to social media from reading texts.	Learner systematically identifies vocabulary related to social media from reading texts with relevant illustrations.	Learner identifies vocabulary related to social media from reading texts.	Learner identifies most of the vocabulary related to social media from reading texts.	Learner identifies some of the vocabulary related to social media from reading texts.
Ability to summarise the main ideas in texts.	Learner meticulously summarises the main ideas in texts.	Learner summarises the main ideas in texts.	Learner summarises the main ideas in texts with minor omissions.	Learner summarises the main ideas in texts with major omissions.

STRAND 3.0: WRITING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 Functional writing My home: (5 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) list vocabulary related to giving directions and location from texts b) design maps to their home using acquired vocabulary c) underscore the importance of writing neatly and legibly 	The learner is guided to: <ul style="list-style-type: none"> • listen to a recording and write down vocabulary related to giving directions • listen to a narration and fill in the gaps with appropriate words • collaborate with peers to give accurate directions to a treasure hidden in the classroom • use their home as a reference point to draw maps giving directions to different places in their community • practice writing characters with the radical 土 on a grid paper • list characters with the radical 辶 and practice writing them down • discuss how digital devices can be used to improve writing skills. 	What role does handwriting play in communication?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learners write effectively and logically to direct their peers to a treasure hidden in the classroom. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Learners enhance their interpersonal and intrapersonal relationships through collaborative tasks. 				

Values:

- Unity: Learners work collaboratively to guide their peers to the location of a treasure.

Link to other subjects:

- Learning is linked to Social Studies where physical location and directions are taught.

Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline vocabulary related to giving directions and locations from texts.	Learner exhaustively outlines vocabulary related to giving directions and locations from texts.	Learner outlines vocabulary related to giving directions and locations from texts.	Learner outlines most vocabulary related to giving directions and locations from texts.	Learner outlines vocabulary related to giving directions and locations from texts with cues.
Ability to design maps their home using acquired vocabulary.	Learner creatively designs detailed maps to their home using acquired vocabulary.	Learner designs maps to their home using acquired vocabulary.	Learner designs maps to their home using acquired vocabulary with minor omissions.	Learner designs maps to their home using acquired vocabulary with major omissions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.2 Functional writing: Ordering food (3 lessons)	By the end of the sub strand, the learner should be able to: a) list characters of common foods from texts b) prepare a menu with the appropriate format c) justify the importance of budgeting before spending	The learner is guided to: <ul style="list-style-type: none"> • match images of common foods with their names in characters and pinyin • write characters with the radical 卅 on grid paper • listen to a dialogue on ordering food from a restaurant and fill in gaps with the appropriate words • list down key terms used in menus • create a menu and present to peers for review • watch a video clip on spending behaviours and debate why budgeting is important 	Why do we need a budget before spending?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learners write a menu clearly and correctly and present it to peers for review. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Financial literacy: learners acquire skills on the importance of budgeting and spending wisely. 				
Values: <ul style="list-style-type: none"> • Responsibility is enhanced as learners use budgets to spend their money wisely. 				
Link to other subjects: <ul style="list-style-type: none"> • Learning is linked to Business Studies on the concepts of budgeting. 				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list characters of common foods from texts.	Learner exhaustively lists characters of common foods from texts.	Learner lists characters of common foods from texts.	Learner lists most characters of common foods from texts.	Learner lists some characters of common foods from texts.
Ability to prepare a menu with the appropriate format.	Learner artistically prepares a well detailed menu with the appropriate format.	Learner prepares a menu with the appropriate format.	Learner prepares a menu with the appropriate format with few details missing.	Learner prepares a menu with the appropriate format with many details missing.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.3 Functional writing: Holiday destinations (3 lessons)	By the end of the sub strand, the learner should be able to: a) list vocabulary related to holiday destinations from texts b) create a travel guidebook on holiday destinations c) recognize the importance of holiday destinations as a way of earning income	The learner is guided to: <ul style="list-style-type: none"> • listen to a dialogue on holiday destinations and list the new words and phrases used • look up the definitions of the new words and write them down • fill in the blanks with the appropriate words • look for a sample travel guidebook from various print and digital media and discuss the format used • prepare a travel guidebook of the various holiday destinations in the local area • practice writing characters with the radical 讠 on a grid paper • identify income-generating opportunities in holiday destinations in Kenya and China and make presentations in class. 	What factors do you consider when writing a travel guide book?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: learners connect using technology to search for a sample travel guidebook. • Citizenship: learners develop a sense of belonging to their community when they prepare travel guidebooks for holiday destinations in their local area. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Financial literacy: learners acquire skills for identifying business ideas and opportunities for generating income through holiday destinations. 				

Values:

- Patriotism: learners develop an appreciation of the scenic spots in Kenya as they prepare a travel guide book.

Link to other subjects:

- Learning is linked to Social Studies and Business Studies on the concepts of physical features and income generation respectively.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list vocabulary related to holiday destinations from texts.	Learner exhaustively lists vocabulary related to holiday destinations from texts with appropriate illustrations.	Learner lists vocabulary related to holiday destinations from texts.	Learner lists most vocabulary related to holiday destinations from texts.	Learner lists some vocabulary related to holiday destinations from texts.
Ability to prepare a travel guidebook on holiday destinations.	Learner artistically prepares a detailed travel guidebook on holiday destinations.	Learner prepares a travel guidebook on holiday destinations.	Learner prepares a travel guidebook on holiday destinations but few details are missing.	Learner prepares a travel guidebook on holiday destinations but many details are missing.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.4 Guided writing: Environment (3 lessons)	By the end of the sub strand, the learner should be able to: a) outline vocabulary related to the environment from texts b) write short texts with appropriate word order and patterns c) sketch out strategies for environmental conservation	The learner is guided to: • read a model text on environmental conservation from a chart and discuss the new words with peers • make a list of the key words and language structures used in the given text • write short texts using the acquired vocabulary • listen to a dictation and list the words they hear • formulate questions using flashcards and ask peers to answer them • create talking walls in school to show how to conserve and protect the environment.	What strategies can we use to write effectively?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving skills are exhibited when learners create talking walls on how to conserve and protect the environment. • Communication and collaboration: learners write short texts clearly and correctly using acquired vocabulary. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental education: learners demonstrate an understanding of their role in the conservation of the school environment. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace, love and unity are fostered as learners undertake various activities harmoniously together. 				

Link to other subjects:

- Learners link their learning to Social Studies on environmental conservation issues.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline vocabulary related to the environment from texts.	Learner comprehensively outlines vocabulary related to the environment from texts.	Learner outlines vocabulary related to the environment from texts.	Learner outlines most of the vocabulary related to the environment from texts.	Learner outlines some of the vocabulary related to the environment from texts.
Ability to write short texts with appropriate word order and patterns.	Learner meticulously writes short texts with appropriate word order and patterns.	Learner writes short texts with appropriate word order and patterns.	Learner writes short texts with appropriate word order and patterns with few errors.	Learner writes short texts with appropriate word order and patterns with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.5 Functional writing: School holidays (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain different holidays in a school calendar create an invitation card for a friend exhibit interest in utilising the school holiday appropriately for recreation 	The learner is guided to: <ul style="list-style-type: none"> find and explain names related to school holidays from a crossword puzzle and write them down list activities that they undertake during school holidays practice writing characters with the radical 宀 on a grid paper list characters with the radical 宀 in groups or pairs look for invitation card samples online or offline and note down the key features design an invitation card to invite their best friend to take part in a recreational activity during the school holiday discuss how to develop their interests and talents during school holidays for recreation and share their experiences with their peers. 	Why is it important to plan for your school holiday?
Core Competencies to be developed: <ul style="list-style-type: none"> Digital literacy: learners connect using technology as they look for invitation card samples online. Communication and collaboration: learners clearly and correctly compose invitation cards to their best friends. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Learners enhance their communication skills when they communicate effectively through invitation cards. 				

Values:

- Responsibility: learners acquire skills on time management as they discuss the Key Inquiry Question.
- Respect: learners value their peer's perspectives as they share on how to develop their interests and talents during school holidays.

Link to other subjects:

- Learning is linked to English, Kiswahili, Indigenous and Foreign languages where effective writing skills are emphasized.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain different holidays in a school calendar.	Learner exhaustively explains different holidays in a school calendar.	Learner explains different holidays in a school calendar.	Learner partially explains different holidays in a school calendar.	Learner explains different holidays in a school calendar with assistance.
Ability to create an invitation card for a friend.	Learner artistically creates a detailed invitation card for a friend.	Learner creates an invitation card for a friend.	Learner creates an invitation card for a friend with few errors.	Learner creates an invitation card for a friend with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.6 Descriptive writing Doctor's visit (6 lessons)	By the end of the sub strand, the learner should be able to: a) explain common expressions and sentences related to visiting a doctor b) write descriptive texts in various contexts c) recognise the importance of communicating effectively through writing	The learner is guided to: <ul style="list-style-type: none"> ● list and describe common expressions and sentences used when visiting a doctor ● rearrange scrambled words and write correct sentences ● use pictures to write short descriptive texts about various experiences on a visit to the doctor ● complete a story from given words ● practise writing characters related to health with the radical ÷ ● engage a resource person to talk about substance abuse and strategies to mitigate it ● compose short messages on the dangers of substance abuse and share them on the notice board for awareness creation. 	How can you write descriptive texts effectively?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learners write clearly and correctly short descriptive texts about various experiences while at the doctor's. ● Creativity and imagination: learners create short texts to sensitize their peers on the dangers of substance abuse. 				

Pertinent and Contemporary Issues (PCIs):

- Substance abuse: learners acquire skills on the dangers of substance abuse from engaging with a resource person.
- Guidance and counselling: learners seek guidance from a resource person on how to mitigate substance abuse.

Values:

- Responsibility: learners become aware of how to appropriately use drugs and substances.

Link to other subjects:

- Learners link their learning to Integrated Science where concepts of drug and substance abuse are covered.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain common expressions and sentences related to visiting a doctor.	Learner elaborately explains common expressions and sentences related to visiting a doctor.	Learner explains common expressions and sentences related to visiting a doctor.	Learner explains most common expressions and sentences related to visiting a doctor.	Learner explains some common expressions and sentences related to visiting a doctor.
Ability to write descriptive texts in various contexts.	Learner meticulously writes descriptive texts in various contexts.	Learner writes descriptive texts in various contexts.	Learner writes descriptive texts in various contexts with some errors.	Learner writes descriptive texts in various contexts with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Guided writing: Shopping (3 lessons)	By the end of the sub strand, the learner should be able to: a) highlight vocabulary related to online shopping b) compose short paragraphs with appropriate word order and pattern c) value writing as a tool for change in the society	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio clip on online shopping and list the new words • use the vocabulary acquired to complete sentences in dialogues • form sentences from a substitution table in groups or pairs • match pictures or drawings to jumbled up titles and create short paragraphs about online shopping with the appropriate word order • write characters with the radical 网 from an audio visual clip or teacher • discuss and share their viewpoints on how online platforms can be used to highlight and address the problems in the community. 	How can writing be used as a tool for change in the society?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learners collaborate with peers to form sentences from a substitution table. • Citizenship: learners develop social civic skills when they use online platforms to solve problems affecting their community. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Effective communication skills are developed as learners write short paragraphs on online shopping. 				
Values: <ul style="list-style-type: none"> • Respect: learners listen to and share various perspectives on ways to use online platforms for positive change. 				

Link to other subjects:

- Learners link their learning to Foreign languages, Indigenous languages, Kiswahili, and English where communicating effectively through writing is emphasised.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to highlight vocabulary related to online shopping.	Learner exhaustively highlights vocabulary related to online shopping.	Learner highlights vocabulary related to online shopping.	Learner highlights some vocabulary related to online shopping.	Learner highlights vocabulary related to online shopping with cues.
Ability to compose short paragraphs with appropriate word order and pattern.	Learner creatively composes short paragraphs with appropriate word order and pattern.	Learner composes short paragraphs with appropriate word order and pattern.	Learner composes short paragraphs with appropriate word order and pattern with a few unclear details.	Learner composes short paragraphs with appropriate word order and pattern with many unclear details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.8 Functional writing: Social Media (3 lessons)	By the end of the sub strand, the learner should be able to: a) outline the key components of a poster b) create a poster in a given context c) value writing clearly for effective communication	The learner is guided to: <ul style="list-style-type: none"> • listen to a dialogue about social media and fill in blanks with the appropriate words • list down key words and phrases used in posters • search for poster samples and discuss the key components in groups and pairs • create a poster on how to use social media safely and responsibly in groups or pairs • share it on the class or school notice board for awareness creation. 	How can we communicate effectively through writing?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learners write posters clearly and with the correct format. • Digital citizenship: learners develop awareness on acting safely and responsibly on social media. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Internet safety: learners use posters to create awareness on how to use social media safely, ethically and responsibly. 				
Values: <ul style="list-style-type: none"> • Unity, peace and love are fostered as learners accomplish tasks in groups and pairs harmoniously. 				
Link to other subjects: <ul style="list-style-type: none"> • Learning is linked to Foreign languages, English and Kiswahili where effective writing skills are emphasised. 				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline the key components of a poster.	Learner systematically outlines the key components of a poster with illustrations.	Learner outlines the key components of a poster.	Learner outlines most of the key components of a poster.	Learner outlines some of the key components of a poster.
Ability to create a poster in a given context.	Learner innovatively creates a poster in a given context.	Learner creates a poster in a given context.	Learner creates a poster in a given context with a few errors.	Learner creates a poster in a given context with many errors.

STRAND 4.0: LANGUAGE STRUCTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language Structures	4.1 Prepositions: Place 1 + 离 + Place 2 + 近 / 远 (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify given prepositions from texts b) construct sentences using the preposition structure c) justify the importance of prepositions in language communication	The learner is guided to: <ul style="list-style-type: none"> • search for the preposition of distance 离 from excerpts • read texts with the preposition 离 and identify the specific places mentioned from the map provided • play a search (radical to word) game • search for characters from a basket with the radical 土 and then run to paste or write the word on the board in pairs • provide correct answers for sentences with grammatical errors with preposition Place 1 + 离 + Place 2 + 近 / 远 in pairs • role play giving directions to their home using preposition Place 1 + 离 + Place 2 + 近 / 远 in groups • compose sentences with the preposition structure Place 1 + 离 + Place 2 + 近 / 远 in groups and present in class. 	Why are prepositions important in communication?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learners speak clearly and effectively when they role play giving directions using the preposition structure. 				

- Critical thinking and problem solving: learners provide the correct answers for sentences with grammatical errors in the use of the preposition.

Pertinent and Contemporary Issues (PCIs):

- Life skills: learners apply critical and creative thinking as they role play giving directions to their home using the preposition structure.

Values:

- Unity: learners work collaboratively to accomplish various tasks.

Link to other subjects:

- Learners link their learning to foreign languages, Indigenous languages, English, Kiswahili on use of prepositions.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify given prepositions from texts.	Learner comprehensively identifies given prepositions from texts.	Learner identifies given prepositions from texts.	Learner partially identifies given prepositions from texts.	Learner identifies given prepositions from texts with cues.
Ability to construct sentences using the preposition structure.	Learner meticulously constructs sentences using the preposition structure.	Learner constructs sentences using the preposition structure.	Learner constructs sentences using the preposition structure with few errors.	Learner constructs sentences using the preposition structure with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.2: Interrogative Pronouns 几, 多少 Classifiers 瓶, 杯, 碗, 盘 (3 lessons)	By the end of the sub strand, the learner should be able to: a) extract noun classifiers from varied texts b) apply the interrogative pronouns appropriately in varied texts c) value the role of noun classifiers and interrogative pronouns in Mandarin	The learner is guided to: <ul style="list-style-type: none"> • match nouns with their correct classifier in groups or pairs • listen to an audio recording on ordering food and write down the classifiers mentioned • discuss the differences and similarities of the interrogative pronouns 几 and 多少 in groups and present them in class • formulate questions that apply the use of pronouns 几 and 多少 appropriately and share them with peers for review • identify characters with the radical 卂 by circling them • role play a market scenario and make use of the classifiers and interrogative pronouns appropriately. 	How are classifiers used?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learners speak engagingly as they discuss the differences and similarities between the interrogative pronouns 几 and 多少. • Critical thinking and problem solving: learners formulate questions that will make use of the interrogative pronouns given. 				

Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> Peer mentorship skills are enhanced as learners review the questions formulated by their peers on use of the interrogative pronouns. 				
Values:				
<ul style="list-style-type: none"> Unity: learners work collaboratively to undertake various tasks. 				
Link to other subjects:				
<ul style="list-style-type: none"> Learning is linked to Foreign Languages, English, Kiswahili and Indigenous languages where quantifiers are taught. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to extract noun classifiers from varied texts.	Learner exhaustively extracts noun classifiers from varied texts with relevant illustrations.	Learner extracts noun classifiers from varied texts.	Learner extracts most of the noun classifiers from varied texts.	Learner extracts some of the noun classifiers from varied texts.
Ability to apply the interrogative pronouns appropriately in varied texts.	Learner excellently applies the interrogative pronouns 几 and 多少 appropriately in varied texts with numerous illustrations.	Learner applies the interrogative pronouns 几 and 多少 appropriately in varied texts.	Learner applies the interrogative pronouns 几 and 多少 appropriately in varied texts with some errors.	Learner applies the interrogative pronouns 几 and 多少 appropriately in varied texts with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.3 Sentence structure: Comparisons 跟 一样 Classifiers 顶, 座, 幢 (5 lessons)	By the end of the sub strand, the learner should be able to: a) use the classifiers to construct sentences b) construct varied sentences with the given structure c) exhibit effective communication skills through the correct use of comparisons and classifiers	The learner is guided to: <ul style="list-style-type: none"> • discuss nouns that use the classifiers 顶, 座, 幢 • compose simple sentences using the given classifiers • make comparisons of the items in class using the sentence structure 跟 一样 • compare holiday destinations in Kenya and China using the sentence structure in groups • complete exercises by using the sentence structure 跟 一样 • search the internet or dictionaries for characters with radical 讠 and list them in the notebooks • correctly rewrite sentences with grammatical errors. 	How do you make comparisons in Chinese?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learners participate and contribute actively to group discussions. • Digital literacy: learners interact with technology as they research from the internet characters with the radical 讠 . 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Global citizenship: learners appreciate other people's cultures and develop social harmony as they compare the differences and similarities of holiday destinations in Kenya and China. 				

Values:

- Unity: learners harmoniously undertake various tasks in groups.

Link to other subjects:

- Learners link learning to foreign languages, Indigenous languages, English and Kiswahili in making comparisons.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the classifiers to construct sentences.	Learner excellently uses the classifiers to construct sentences.	Learner uses the classifiers to construct sentences.	Learner uses the classifiers to construct sentences with some errors.	Learner uses the classifiers to construct sentences with many errors.
Ability to construct varied sentences with the given structure.	Learner exemplarily constructs varied sentences with the given structure.	Learner constructs varied sentences with the given structure.	Learner constructs varied sentences with the given structure with few errors.	Learner constructs varied sentences with the given structure with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.4 Verbs: The modal verb 应该 (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the modal verb in various texts b) construct sentences using the modal verbs appropriately c) apply modal verbs appropriately in daily conversations	The learner is guided to: <ul style="list-style-type: none"> • locate the modal verb from various short texts • listen to an audio visual clip on the usages of the modal verbs “should” 应该 and 不应该 • discuss and create sentences using the structures Subj. + 应该 + Verb + Obj. and Subj. + 不 + 应该 + Verb + Obj. • complete exercises by filling in the blanks with the appropriate modal verbs in groups • simulate scenarios to converse in Chinese and apply the modal verb appropriately • look for similarities between modal auxiliary verbs in Chinese and English from the internet or print sources. 	Why are modal verbs important in Mandarin language learning?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learners simulate scenarios to converse in Chinese and apply the modal verbs appropriately. 				

- Digital literacy: learners connect using technology to search for similarities of modal auxiliary verbs in Chinese and English language.

Pertinent and Contemporary Issues (PCIs):

- Learners build on their intrapersonal and interpersonal relationships while working with others.

Values:

- Peace is fostered as learners work together harmoniously.

Link to other subjects:

- Learning is linked to English, Kiswahili, German, French and Arabic where modal verbs are taught.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the modal verb in various texts.	Learner exhaustively identifies the modal verb in various texts.	Learner identifies the modal verb in various texts.	Learner partially identifies the modal verb in various texts.	Learner identifies the modal verb in various texts with assistance.
Ability to construct sentences using the modal verbs appropriately.	Learner exemplarily constructs sentences using the modal verbs appropriately.	Learner constructs sentences using the modal verbs appropriately.	Learner constructs sentences using the modal verbs appropriately with some errors.	Learner constructs sentences using the modal verbs appropriately with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.5 Conjunctions: 除了..... 还..... Classifier : 届 (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify conjunctions and classifiers in sentences b) use conjunctions and classifiers appropriately in Chinese sentences c) demonstrate the ability to use conjunctions and classifiers appropriately in various contexts	The learner is guided to: <ul style="list-style-type: none"> • listen to a recording and write down sentences with the conjunction 除了.....还..... and classifier 届 • write correct sentences using conjunction 除了.....还.....and classifier 届 • ask questions and formulate sentences in pairs • identify the radical 辶 in texts and list down characters that contain it • compose short paragraphs in pairs enumerating their preferences using conjunction 除了.....还..... and classifier 届 . 	Why are classifiers useful in the Chinese language?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration: learners write sentences clearly and correctly using the conjunction and classifier. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Life skills: learners enhance their interpersonal and intrapersonal relationships through collaborative tasks. 				
Values:				
<ul style="list-style-type: none"> • Respect is fostered as learners work with others in various group and pairs work activities. 				

Link to other subjects:

- Learners link learning to English, Kiswahili, German, French and Arabic on use of conjunctions and classifiers.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify conjunctions and classifiers in sentences.	Learner elaborately identifies the conjunctions and classifiers in sentences.	Learner identifies the conjunctions and classifiers in sentences.	Learner identifies the conjunctions and classifiers in sentences with some errors.	Learner identifies the conjunctions and classifiers in sentences with assistance.
Ability to use conjunctions and classifiers appropriately in Chinese sentences.	Learner excellently uses conjunctions and classifiers appropriately in Chinese sentences.	Learner uses conjunctions and classifiers appropriately in Chinese sentences.	Learner uses conjunctions and classifiers appropriately in Chinese sentences with few errors.	Learner uses conjunctions and classifiers appropriately in Chinese sentences with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.6: Adverbs: 好好, 多 (3 lessons)	By the end of the sub strand, the learner should be able to: a) locate the adverbs of degree in texts b) compose texts using the adverbs of degree c) show interest in using the adverbs of degree in sentences	The learner is guided to: <ul style="list-style-type: none"> identify the adverbs of degree in short texts and write down their usage in sentences place the adverbs of degree in the correct position in short texts write simple sentences about visiting the doctor using the adverbs 好好, 多 and share with peers for feedback prepare a short dialogue in groups about going to the doctor and utilise the adverbs 好好, 多 create a chart of different characters on health that use the radical 讠 in groups or pairs. 	Why are adverbs important in a sentence?
Core Competencies to be developed:				
<ul style="list-style-type: none"> Communication and collaboration: learners write clearly and correctly a short dialogue using the adverbs. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> Peer education: learners assist each other to use the adverbs of degree appropriately. 				
Values:				
<ul style="list-style-type: none"> Unity: learners work peacefully and harmoniously in groups to execute various tasks. 				
Link to other subjects:				
<ul style="list-style-type: none"> Learners link their learning to foreign languages, Indigenous language, Kiswahili and English on use of adverbs of degree. 				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to locate the adverbs of degree in texts.	Learner exhaustively locates the adverbs of degree in texts.	Learner locates the adverbs of degree in texts.	Learner partially locates the adverbs of degree in texts.	Learner locates the adverbs of degree in texts with prompting.
Ability to compose texts using the adverbs of degree.	Learner creatively composes detailed texts using the adverbs of degree.	Learner composes texts using the adverbs of degree.	Learner composes texts using the adverbs of degree with few errors.	Learner composes texts using the adverbs of degree with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.7 Conjunctions: 又.....又..... (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the conjunction in various contexts b) construct sentences using the conjunctive structure c) show interest in using the conjunction correctly for effective communication	The learner is guided to: • re-arrange jumbled up sentences using the conjunctive sentence structure 又.....又..... • write down simple sentences using the conjunctive sentence structure 又.....又..... and read them aloud in class • role play a dialogue on shopping online in pairs • compose short texts on online shopping using the sentence structure.	What is the importance of conjunctions in a sentence?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: learners rearrange jumbled-up sentences into their correct form. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • The learners develop healthy inter and intrapersonal relationships as they work together with peers in various tasks. 				
Values: <ul style="list-style-type: none"> • Peace is fostered when learners work harmoniously together. 				
Link to other subjects: <ul style="list-style-type: none"> • Learning is linked to Business Studies on the concept of shopping. 				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the conjunction in various contexts.	Learner exceptionally identifies the conjunction in various contexts.	Learner identifies the conjunction in various contexts.	Learner identifies the conjunction in various contexts with minimal errors.	Learner identifies the conjunction in various contexts with guidance.
Ability to construct sentences using the conjunctive structure.	Learner creatively constructs sentences using the conjunctive structure.	Learner constructs sentences using the conjunctive structure.	Learner constructs sentences using the conjunctive structure with few errors.	Learner constructs sentences using the conjunctive structure with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.8 Conjunctions: 只要 就..... (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the conjunction in given texts b) construct sentences using the conjunction c) appreciate the use of grammar in language skills development	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording and extract the conjunction from a reading passage • compose a text on how they use social media using the given conjunction • fill in blanks with the correct words • discuss how to promote mental wellness in their day to day use of social media in groups or pairs using the conjunction 只要 就..... • discuss with peers on challenges of using the conjunction 只要 就..... and find appropriate solutions . 	How does correct grammar influence communication?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: learners develop their researching skills as they seek the help of their peers to find solutions to challenges they encounter when using the conjunction. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Peer mentorship: learners share how to overcome the challenges of using the given conjunction. • Mental health: learners discuss how to promote mental wellness in their day to day use of social media. 				

Values:

- Peace, Love and Unity: learners work harmoniously with their peers to accomplish given tasks.

Link to other subjects:

- Learners link their learning to Foreign languages, Indigenous language, Kiswahili and English on use of correlative conjunctions.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the conjunction in given texts.	Learner exceptionally identifies the conjunction in given texts.	Learner identifies the conjunction in given texts.	Learner identifies the conjunction in given texts with some inaccuracies.	Learner identifies the conjunction in given texts with prompting.
Ability to construct sentences using the conjunction.	Learner innovatively constructs sentences using the conjunction.	Learner constructs sentences using the conjunction.	Learner constructs sentences using the conjunction with few errors.	Learner constructs sentences using the conjunction with many errors.

COMMUNITY SERVICE LEARNING PROJECT

Introduction

In Grade 9, learners will undertake a CSL activity on thematic areas provided to them. They will be required to identify a community problem through research, design a solution and come up with a plan to solve the problem. The preparations will be carried out in convenient groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other learning areas.

CSL Skills to be covered:

- i) **Leadership:** Learners develop leadership skills as they undertake various roles during preparation.
- ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovative ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
- iii) **Research:** Learners will exploit research skills as they identify a problem or a pertinent issue in the community, design a solution and plan how the problem will be solved. They will then do a report of the project accomplished.
- iv) **Communication and collaboration:** Learners will develop these skills as they interrogate the problem in the society, research and brainstorm on solution, and collaborate with the members of the community in the implementation process.
- v) **Citizenship:** Learners will engage in the CSL activities, in appreciation of their responsibilities, rights and privileges as citizens, giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more cohesive, peaceful and inclusive society.
- vi) **Life Skills:** Learners will develop life skills in the areas of decision making, assertiveness, effective communication, and problem solving and stress management.
- vii) **Community Development:** Learners will be sensitized with the needs or gaps in the community, and empowered to take responsibility within their means for stronger and more resilient communities.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<ul style="list-style-type: none"> • Environmental degradation • Life style diseases • Communicable and non-communicable diseases • Poverty • Violence in community • Food security issues • Conflicts in the community <p>Note: The suggested PCIs are only examples. Teachers should allow learners to identify PCIs as per their context and reality.</p>	<p>By the end of the CSL project, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the community through research b) design a solution to the identified problem c) plan to solve the identified problem in the community d) implement the plan to solve the problem e) report and reflect on the concluded project f) appreciate the need to belong to a community 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm on pertinent and contemporary issues in their community that need attention in groups • choose a PCI that needs immediate attention and explain why in groups • carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups • discuss possible solutions to the identified issue in groups • propose the most appropriate solution to the problem in groups • discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule, etc.) • develop instruments for data collection • identify resources needed for the CSL project (human, technical, financial) • discuss when the project will begin and end 	<ol style="list-style-type: none"> 1. How does one determine a community need? 2. Why is it necessary to make adequate preparations before embarking on a project?

		<ul style="list-style-type: none"> • prepare a programme/timetable of the entire project execution • Assign roles to be carried by all group members • reflect on how the project preparation enhanced learning. 	
<p>Key Component of CSL developed:</p> <ol style="list-style-type: none"> a) identification of a problem in the community through research, b) designing solution(s) to the identified problem, c) planning to implement the solution, d) implementing the plan to solve the problem, e) conclude, reflect, report on the project. 			
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project. • Self-efficacy: Learner develops the skills of self-awareness and leadership as they undertake the CSL project • Creativity and Imagination: Learner will come up with creative ways of solving the identified community problem • Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem. • Digital Literacy: Learner can use technology when as they research on a community problem that they can address. • Learning to Learn: Learner gains new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project. • Citizenship: This is enhanced as learner chooses a PCI that needs immediate attention in the community. 			
<p>Pertinent and contemporary Issues</p> <ul style="list-style-type: none"> • Social cohesion as learner discusses possible solutions to the identified issue. • Critical thinking as learner discusses possible solutions to the identified issue. 			

Values

- Integrity as learner carries out research using digital devices and print media as they identify a community problem to address.
- Respect as learner brainstorms on pertinent and contemporary issues in their community that need attention

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community.	Learner exhaustively identifies a problem in the community.	Learner identifies a problem in the community.	Learner fairly identifies a problem in the community.	Learner identifies a problem in the community with prompts.
Ability to design solutions to the identified problem.	Learner elaborately designs solutions to the identified problem.	Learner designs solutions to the identified problem.	Learner fairly designs solutions to the identified problem.	Learner designs solutions to the identified problem with assistance.
Ability to plan to solve the identified problem	Learner thoroughly plans to solve the identified problem	Plans to solve the identified problem	Fairly plans to solve the identified problem	With assistance plans to solve the identified problem
Ability to implement the plan to solve the problem.	Learner comprehensively implements the plan to solve the problem.	Learner implements the plan to solve the problem.	Learner fairly implements the plan to solve the problem.	Learner with assistance implements the plan to solve the problem.
Ability to report on the concluded project.	Learner exhaustively reports on the concluded project.	Learner reports on the concluded project.	Learner partially reports on the concluded project.	Learner reports on the concluded project with assistance.

ANNEX: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES.

Strand	Suggested learning resources	Suggested assessment methods	Non- formal activities
1.0 Listening and Speaking	<ul style="list-style-type: none"> • Flashcards • Pictures • Images • Drawings • Audio and video recordings • Standardised tests • Internet • Course books • DVD players • Listening texts • TV • Charts • Projectors • Laptops • Radio • Magazines 	<ul style="list-style-type: none"> • Role play • Discussions • Observations • Projects • Learning logs • Quizzes • Portfolios • Multiple choices • Exit or Admit stamps • Total Physical Response • Peer assessment 	<ul style="list-style-type: none"> • Kenya Music Festival • Chinese language Clubs • Tandem (face-to-face or electronic) and intercultural learning • School Open Days • Exchange Programs • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
2.0 Reading	<ul style="list-style-type: none"> • Reading texts • Flashcards • Pictures 	<ul style="list-style-type: none"> • Reading aloud • Discussions • Observations 	<ul style="list-style-type: none"> • School Open Days • Kenya Music Festival • Chinese language Clubs

	<ul style="list-style-type: none"> • Images • Drawings • Poems • Course books • Magazines • Internet • Charts • Posters • Easy readers • Menus 	<ul style="list-style-type: none"> • Quizzes • Portfolio • Reading for fluency • Role play • Learning logs • Exit or Admit stamps • Peer assessment • Checklists 	<ul style="list-style-type: none"> • Exchange Programs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
3.0 Writing	<ul style="list-style-type: none"> • Audio and video recordings • Internet • Charts • Posters • Cross word puzzles • Pictures • Drawings • Magazines • Photographs • Newspapers • Flashcards • Illustrations • Journals • Recording devices 	<ul style="list-style-type: none"> • Total Physical Response • Writing texts • Forming sentences • Peer assessment • Writing menus • Observations • Designing brochures • Matching names to pictures • Filling in missing information • Writing simple plays • Matching of sentences 	<ul style="list-style-type: none"> • Exchange Programs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Chinese language Clubs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests

	<ul style="list-style-type: none"> • Menus • Brochures • Resource person 		
4.0 Language structures	<ul style="list-style-type: none"> • Libraries • Projectors • Course books • Internet • Charts • Pictures • Drawings • Illustrations • Newspapers • Maps • Chalkboard 	<ul style="list-style-type: none"> • Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes 	<ul style="list-style-type: none"> • Chinese language Clubs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • School Open Days • Kenya Music Festival • Exchange Programs • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests
Special Needs Education	<ul style="list-style-type: none"> • Adapted realia • Tactile diagrams • Brailled materials • Pictorial diagrams • Interactive digital content 		