



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY LEVEL DESIGNS

SUBJECT

MANDARIN CHINESE

GRADE 6



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

JANUARY 2021

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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, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

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 Competency Based Curriculum.

PROF. GEORGE A. O. MAGOHA, MBS, EBS, CBS
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PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization 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 6 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 also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher 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 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this 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, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 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 various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of 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 Dr. Sara Ruto 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 6 and preparation of learners for Grade 7.

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TABLE OF CONTENTS

FOREWORD	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vii
NATIONAL GOALS OF EDUCATION	viii
SUGGESTED TIME ALLOCATION.....	x
GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL	xi
MANDARIN CHINESE.....	1

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.



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

Education should instil in the learner appreciation of Kenya’s rich and diverse cultural heritage. The learner should value own and respect other people’s culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2
	Pastoral Programme and Instructions	1
	TOTAL	40

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

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 in diverse contexts,
- 3) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- 4) practise hygiene, appropriate sanitation and nutrition to promote health,
- 5) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- 6) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- 7) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- 8) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
- 9) manage pertinent and contemporary issues in society effectively.

MANDARIN CHINESE

Essence Statement

Kenya is part of the international community and therefore learners shall be given the opportunity to learn Mandarin as an optional foreign language. Mandarin language learning at this level will focus on basic language skills: listening, speaking, reading and writing. Additionally, it will promote international consciousness and appreciation of one's culture and other peoples' cultures.

Hànyǔ pǔtōnghuà kèchéng shèjì 6 niánjí: Běnzhi shēngmíng

汉语普通话课程设计6年级: 本质声明

Kěnníyǎ shì guójì shèhuì de yī fènzi, yīncǐ, kěnníyǎ de xuéshēng yīnggāi yǒu jīhuì xuéxí zhōngwén, xiàng xuéxí rènhe yī mén wàiyǔ yīyàng. Mùqián kěnníyǎ de zhōngwén xuéxí yīng cèzhòng yú jīběn de yǔyán jìnéng: Tīng, shuō, dú, xiě. Xuéxí zhōngwén hái kěyǐ cùjìn kěnníyǎ xuéshēng de guójì yìshí hé duì běngúo wénhuà yǐjí wàigúo wénhuà de shàngjiàn shuǐpíng.

肯尼亚是国际社会的一份子，因此，肯尼亚的学生应该有机会学习中文，像学习任何一门外语一样。目前肯尼亚的中文学习应侧重于基本的语言技能：听、说、读、写。此外，学习中文还可以促进肯尼亚学生的国际意识和对本国文化以及外国文化的赏鉴水平。

Subject General Learning Outcomes

By the end of the course the learner should be able to:

- 1) Communicate in Mandarin Chinese on day-to-day issues.
- 2) Listen actively to speakers of Mandarin and respond appropriately.
- 3) Read simplified forms of Chinese characters to make meaning for collaboration.
- 4) Write initials and finals in *pinyin*.
- 5) Use varied media to access and create information for knowledge and enjoyment.
- 6) Appreciate own and other peoples culture for national cohesion and international consciousness.
- 7) Apply acquired knowledge, skills and attitudes to address challenges in everyday life.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 Greetings And Introduction (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) articulate numbers 101 – 500 in Mandarin for mastery of numeracy skills b) recognise sentences about oneself and others in Mandarin for effective communication c) identify Mandarin homographs and give examples for mastery d) demonstrate an appreciation of the importance of tone discrimination in Mandarin communication.	Learners are guided to: • learners listen to an audio on Mandarin initials and finals and imitate pronouncing them • in groups learners play the number game using flashcards • learners watch a video on Mandarin numbers and imitate saying them • learners watch a video clip on homographs and practice saying them in turns • in pairs, role-play sentences about oneself and others in Mandarin.	How does the knowledge of numbers help in our day-to-day activities?
<p>Core Competencies to be developed: Communication and collaboration as learners give information about others in groups and pairs, Communication and collaboration is enhanced.</p>				

Link to Pertinent and contemporary issues (PCIs): Life Skills- When learners greet each other appropriately, etiquette is enhanced.	Link to Values: Unity is promoted when learners appropriately address others.
Links to other learning areas English, Kiswahili, Indigenous and foreign languages. Learners are also taught introduction and greetings.	Suggested Community Service Learning Activities: Learners teach during community functions on the importance of appropriate greetings in Mandarin.

Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Pronunciation and intonation	Fluently and accurately articulates initials and finals when reading numbers 101 – 500 in Mandarin.	Accurately articulates the initials and finals of numbers 101 – 500 in the correct tone.	Is able to accurately articulate some initials and finals of numbers 101 – 500.	Has difficulty articulating initials and finals of numbers.
	Consistently and accurately identifies Mandarin homographs and gives examples with ease.	Accurately identifies Mandarin homographs and gives examples.	Sometimes identifies Mandarin homographs and gives examples correctly.	Rarely identifies Mandarin homographs and gives examples correctly.
2. Level of expression	Fluently and accurately introduces oneself and others in Mandarin with ease.	Correctly introduces oneself and others in Mandarin.	Correctly introduces oneself and others in Mandarin with some support.	Rarely introduces oneself and others in Mandarin.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening And Speaking	1.2 My Family (2 lessons)	By the end of the Sub Strand the learner should be able to: a) outline words, sentences and simple texts on family in Mandarin b) identify the characters of the names of nuclear and extended family members c) appreciate the value of family in the society d) introduce oneself and family members.	Learners are guided to: <ul style="list-style-type: none"> • listen to audios /CD on nuclear and extended family members in Mandarin. • role-play situational dialogues about nuclear and extended family members in Mandarin • identify members of the family shown on the flash cards in Mandarin • watch a video on nuclear and extended family members in Mandarin • in groups, use digital devices to discuss the importance of the family and make presentations for pleasure and enjoyment. 	<ol style="list-style-type: none"> 1. Who constitute a family? 2. What is the role of the family in the society? 3. How do we introduce family members?
<p>Core Competencies to be developed: Digital literacy : Learners collect and create information on digital devices on family for information and enjoyment</p>				

<p>Link to Pertinent and contemporary issues (PCIs): Life Skills: Effective communication is enhanced when learners construct a family tree on names of their relatives appropriately.</p>	<p>Link to Values: Unity- United families form united communities which in turn make a united nation. Learners portray the value of unity as they work on a project.</p>
<p>Links to other learning areas Social Studies: Learners also study the importance of family relations.</p>	<p>Suggested Community Service Learning Activities: Learners can participate in community functions like tree planting thus encourages a sense of belonging and a strong support system for community members to reinforce aspects of discipline.</p>

Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Pronunciation	Consistently pronounces words, sentences and simple texts on family with correct articulation with ease.	Pronounces words, sentences and simple texts on family with correct articulation some of the time.	Pronounces words, sentences and simple texts on family with correct articulation with some support.	Pronounces words, sentences and simple texts on family with correct articulation with a lot of support.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening And Speaking	1.3 My Home (2 Lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) pronounce names of pets in Mandarin: 够、猫、兔子。 a) construct simple sentences on pets in Mandarin b) demonstrate the ability to use sentence construction appropriate on pets c) distinguish patterns of behavior or interaction in various settings. 	Learners are guided to: <ul style="list-style-type: none"> • watch a video on pets and imitate reading them aloud in Mandarin • in groups, use digital devices to search for pictures and names of pets to develop scrap books in Mandarin • read aloud sentences on pets in Mandarin • discuss how various cultural settings influence one's behaviour. 	<ol style="list-style-type: none"> 1. How does behaviour and interaction vary in different cultural settings? 2. What is the importance of pets at home?
<p>Core Competencies to be developed: Digital Literacy: When the learner collects and presents information using digital devices on pets for enjoyment.</p>				
<p>Link to Pertinent and contemporary issues (PICs): Global citizenship: Learners understand that the society is composed of people from various ethnic backgrounds and is sensitive and respectful of their cultural beliefs.</p>			<p>Link to Values: Love and care for animals is enhanced. This indicates the value of responsibility.</p>	

<p>Learners participate in national and international events like compose and recite poems. The learner also fosters Education for sustainable development by caring for pets and animals at home.</p>	
<p>Links to other learning areas Agriculture and environmental studies: Learners are also taught about caring for animals and promotion of animal welfare.</p>	<p>Suggested Community Service Learning Activities: Learners record videos of pets in their community and make presentations to their peers and during community functions. This creates sensitisation and awareness on the importance of caring for the animals and animal welfare.</p>

Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Articulation of sentences	Consistently articulates sentences accurately with the right tones with ease.	Articulates sentences correctly with the right tones with limited support.	Articulates sentences on pets with the right tones with some assistance.	Has difficulty articulating sentences on pets.
Sentence structure	Consistently constructs sentences accurately using the right tones with ease.	Constructs sentences correctly using the right tones with limited support.	Constructs sentences correctly using the right tones with some assistance.	Has difficulty constructing sentences on pets.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening And Speaking	1.4 School Life (3 Lessons)	By the end of the Sub Strand the learner should be able to: a) describe their teacher in Mandarin b) describe school facilities in Mandarin c) manage time at school.	Learners are guided to: <ul style="list-style-type: none"> • watch video clips on Mandarin adjectives and imitate pronouncing them • in pairs, construct sentences describing their teacher and school facilities and read them aloud • watch a video clip on the verbs <i>shàng</i> (上) and <i>xià</i> (下) and imitate pronouncing the sentences. • using digital devices, make an account of how they spend their time in school and make presentations. • in groups, discuss how they manage their time in school. 	<ol style="list-style-type: none"> 1. How can we keep a balanced school life? 2. Why is correct behaviour in school important?
<p>Core Competencies to be developed:</p> <p>Learning to learn: Learners acquire new knowledge on how to manage their time in school for efficiency purposes.</p> <p>Communication and collaboration: Learners construct and play word games and puzzles.</p>				

<p>Link to Pertinent and contemporary issues (PICs): Learner support programmes: Time management is taught during guidance and counseling services and sessions</p>	<p>Link to Values: Responsibility is enhanced when the learner handles personal and school facilities responsibly. Similarly, learners are elected as leaders in the school student government.</p>
<p>Links to other learning areas Social studies: Learners are taught how to take care of personal and facilities in school.</p>	<p>Suggested Community Service Learning Activities: Learners clean school facilities and care for facilities provided by the community. Learners create awareness in the community on the importance of sustainable approaches of resources utilisation.</p>

Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Articulation	Consistently articulates all words and sentences accurately with the right tones, with ease.	Accurately articulates most words and sentences correctly with the right tones.	Accurately articulates some words and sentences correctly with the right tones.	Rarely articulates a few words and sentences correctly with the right tones.
2. Level of expression	Fluently and correctly describes their teacher and school facilities with ease.	Describes their teacher and school facilities correctly.	Describes their teacher and school facilities correctly with some support.	Rarely describes their teacher and school facilities correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening And Speaking	1.5 Food and Beverages (3 Lessons)	By the end of the Sub Strand the learner should be able to: a) describe one's favourite foodstuff b) appreciate the importance of eating a balanced diet.	Learners are guided to: <ul style="list-style-type: none"> • match pictures on foodstuff with their Mandarin name using flashcards • in groups, discuss their favourite foodstuff and say them aloud • watch a video on the verb <i>xǐhuān</i>(喜欢)and imitate the sentences • in groups, practice saying their favourite foodstuff using the verb <i>xǐhuān</i> (喜欢) • watch a video on Chinese dining etiquette and discuss the importance of eating a balanced diet. 	1. What is a healthy diet? 2. Why is healthy eating encouraged?

Core Competencies to be developed:

Communication and collaboration: During projects learners discuss their favourite foodstuff in groups and pairs. Effective communication is enhanced. The learners draw, paint and colour various foodstuffs for information and enjoyment.

Digital literacy: Learners use digital devices to research on foodstuffs and beverages.

<p>Link to Pertinent and contemporary issues (PICs): Health Education: Learners will be sensitised on lifestyle diseases and the importance of eating a healthy diet. Learner support programmes: during guidance and counseling sessions learners are taught the benefits of eating a healthy diet.</p>	<p>Link to Values: Responsibility will be developed when the learner is aware of the benefits of eating a healthy diet.</p>
<p>Links to other learning areas Home Science: Hygiene and Nutrition is also taught.</p>	<p>Suggested Community Service Learning Activities: Learners to sensitise the community on the importance of healthy eating using poems, drama and songs.</p>

Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Level of expressions.	Consistently talks about one's favourite foodstuff fluently with ease.	Accurately talks about one's favourite foodstuff with limited support.	Is able to correctly talk about one's favourite foodstuff with some assistance.	Requires a lot of support to correctly talk about one's favourite foodstuff.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening And Speaking	1.6 Time and Date. (2 Lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> pronounce dates in the right sequence (year, month, date, day) in Mandarin pronounce the different times of the day in Mandarin pronounce one's birthday in Mandarin pronounce sentences using a time phrase with the correct articulation appreciate the value of time and dates. 	Learners are guided to: <ul style="list-style-type: none"> Listen to audio visual on the birthday song in Mandarin and repeat (祝你生日快乐) Compose songs on time and date and make presentations in class. Write poems on birthdays and make presentations. Role-play telling each other their birthday in Mandarin (你的生日几月几号?) In pairs, ask and tell each other the date in Mandarin. In pairs, pronounce sentences using the time phrases <i>xiànzài, jǐ diǎn</i> (现在、几点) in Mandarin. 	<ol style="list-style-type: none"> What is the importance of time and dates? How do you tell time in Mandarin? How do you spend your leisure time?
<p>Core Competencies to be developed:</p> <p>Self-efficacy: When learners organize their own learning by the effective management of time and information both individually and in groups. This helps the learner to attain self-esteem.</p> <p>Digital Literacy: Learners use digital devices to research on appropriate leisure time activities.</p>				

<p>Link to Pertinent and contemporary issues (PICs): Learner support programmes: Learners are taught about time management in guidance and counseling.</p>	<p>Responsibility: Learners gain skills, knowledge and attitudes on time management, hence they become responsible citizens.</p>
<p>Links to other learning areas Mathematics: learners are also taught about time management. Christian Religious Education: The learners are taught the importance of appropriate time management.</p>	<p>Suggested Community Service Learning Activities: Learners recite poems on importance of time management during community functions.</p>

Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Sentence construction.	Consistently writes appropriate sentence construction to state time and date.	Writes appropriate sentence construction to state time and date most of the time.	Writes appropriate sentence construction to state time and date some of the time.	Needs support to state time and date correctly.
2. Pronunciation of dates.	Pronounces dates and one's birthday in the right sequence.	Pronounces dates and one's birthday in the right sequence with minimal support.	Correctly pronounces dates and one's birthday in the right sequence with some assistance.	Correctly pronounces dates and one's birthday in the right sequence with a lot of support.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening And Speaking	1.7 Colours (2 Lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> recognize words, sentences and short texts on colour in Mandarin describe the colours they use in their school (school uniform, classes, flag) name the colours of Kenya national flag in Mandarin explain the importance of the Kenya national flag. 	Learners are guided to: <ul style="list-style-type: none"> listen to an audio visual clip about colours of the Kenya national flag in groups, describe the colours of items found in their classroom (红色、黄色、橙色、棕色、黑色、灰色、白色、金色、蓝色、紫色、粉色、绿色、银色、橙色) in pairs, outline the colours of school facilities that they hear in pairs, describe colours from pictures and flashcards. 	<ol style="list-style-type: none"> What is the importance of the colours of the Kenya national flag? What do different colours signify?
<p>Core Competencies to be developed:</p> <p>Citizenship: Learners get a sense of what it is to be a citizen of one’s own country and the country’s values. Learners participate during the national holidays by composing and reciting poems.</p> <p>Self-efficacy: The ability to identify the correct colours promotes self-esteem.</p>				
<p>Link to Pertinent and contemporary issues (PICs):</p> <p>Global citizenship: Learners appreciate a sense of belonging and appreciate the diversity of others during group work and projects.</p>			<p>Values: Patriotism– learners become conscious of the country’s values and the importance of being patriotic citizens.</p>	

<p>Links to other learning areas Art, craft and design: Learners are taught about colours. Social studies: When learners learn about the country.</p>	<p>Suggested Community Service Learning Activities: Learners make flags/sash for the community for celebrations during national holidays.</p>
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Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Description	Fluently and accurately describes sentences and short texts on colour in Mandarin.	Correctly describes sentences and short texts on colour in Mandarin.	Correctly describes sentences and short texts on colour in Mandarin with some support.	Correctly describes sentences and short texts on colour in Mandarin with a lot of support.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question(s)
2.0 Reading	2.1 Greetings and Introduction (2 Lessons)	<p>By the end of the Sub Strand the learner should be able to:</p> <ul style="list-style-type: none"> a) read numbers 101 – 500 in Mandarin for mastery of numeracy skills b) contrast sentences about oneself and others in Mandarin for effective communication c) distinguish homographs and give examples for mastery d) demonstrate an appreciation of the use of pinyin and characters for enjoyment. 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • use digital devices to record short greetings and introductions and make presentations • in groups, practice identification of numbers in <i>pinyin</i> and characters • make flashcards on homographs and read them aloud • watch a video clip on the evolution of characters and discuss. 	<ol style="list-style-type: none"> 1. How does articulation and intonation of words assist in effective communication? 2. What is the importance of greetings?
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: The learners work in pairs or groups. They learn how to communicate effectively in Mandarin. Their communication skills are enhanced. The ability to read information on greetings and introduction leads to enjoyment and acquisition of knowledge.</p>				

<p>Link to Pertinent and contemporary issues (PICs): Life Skills and values education: When learners know how to communicate effectively as they make introductions, etiquette is enhanced.</p>	<p>Link to Values: Patriotism- When learners acquire knowledge on nationality they have a sense of identity and belonging.</p>
<p>Links to other learning areas Social Studies: Learners also learn names of countries and nationalities.</p>	<p>Suggested Community Service Learning Activities: Learners compose and disseminate a poem on topical issues in the community during community functions.</p>

Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Pronunciation and intonation.	Fluently and accurately reads words, numbers and sentences with ease.	Correctly reads words, numbers and sentences.	Sometimes reads words and sentences correctly.	Rarely reads words and sentences correctly.
2. Level of expression.	Fluently and accurately reads introduction on oneself and others in Mandarin with ease.	Correctly reads introduction on oneself and others in Mandarin.	Correctly reads introduction on oneself and others in Mandarin with some support.	Correctly reads introduction on oneself and others in Mandarin with a lot of assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	2.2 My Family (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) explain meaning of words, sentences and simple text on family in Mandarin b) recognise the role of family in life.	Learners are guided to: <ul style="list-style-type: none"> • read aloud flashcards on names of extended and nuclear family members in <i>pinyin</i> • watch a video on extended and nuclear family members in Mandarin • in groups, use digital devices to recognise characters of extended and nuclear family members' names in Mandarin and read them aloud • read sentences on extended and nuclear family members in characters. 	<ol style="list-style-type: none"> 1. Why are family relations important? 2. Why is it important to know the names of your family members?
<p>Core Competencies to be developed: Communication and collaboration: Learners work in groups to read texts and undertake learning activities. Communication skills and the spirit of togetherness are fostered.</p>				
<p>Link to Pertinent and contemporary issues (PICs): Global citizenship: Social cohesion is enhanced when learners can identify their extended family members correctly.</p>			<p>Link to Values: Unity- learners gain the value of unity in the family which promotes strong emotional support system to reinforce discipline.</p>	

<p>Links to other learning areas Social Studies: Family relations are also taught.</p>	<p>Suggested Community Service Learning Activities: Learners compose songs on the role of family members and sing them during community functions.</p>
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Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Articulation	Consistently reads names and sentences on family with correct intonation and pronunciation with ease.	Correctly reads names and sentences on family with correct intonation and pronunciation.	Reads names and sentences on family with correct intonation and pronunciation with some support.	Requires a lot of support to read names and sentences on family.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 My Home (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) translate words and sentences on pets in Mandarin b) describe pets found in a home c) appreciate the value of taking care of animals.	Learners are guided to: • read and match the pictures of pets with their correct meaning in <i>pinyin</i> . • in groups, read names of pets from flashcards in <i>pinyin</i> . • in groups, recognise the characters of pets from flashcards. • read sentences on pets from video clips to master reading skills.	1. Why are pets important at home? 2. How do you take care of pets?
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: When the learners read names of pets in groups and share with peers they develop their communication and collaborative skills.</p> <p>Digital literacy: Learners use digital literacy to research on the types and importance of pets. They gain new knowledge, hence promote the competency of learning to learn for enjoyment and pleasure.</p>				
<p>Link to Pertinent and contemporary issues (PICs):</p> <p>Education for sustainable development: Learners are sensitized on animal welfare and how to protect and care for them.</p>			<p>Link to Values: Love - this is enhanced when the learners have compassion for animals.</p>	

<p>Links to other learning areas Agriculture: Learners also study about caring for animals.</p>	<p>Suggested Community Service Learning Activities: Learners visit a farm and help in taking care of the animals. Learners develop a project on sensitisation and creation of awareness in the community on the importance of animal protection.</p>
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Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Pronunciation	Consistently reads words correctly with ease.	Correctly reads words most of the time.	Correctly reads words and sentences on pets with some support.	Reads words and sentences on pets with a lot of assistance.
2. Level of expression.	Fluently and correctly describes pets in a home, with ease.	Fluently and correctly describes pets in a home most of the time.	Describes pets in a home fluently and correctly with some support.	Requires support to describe pets in a home.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.4 School Life (3 Lessons)	By the end of the Sub Strand the learner should be able to: a) read descriptions of the teacher in <i>pinyin</i> b) list names of school facilities in <i>pinyin</i> c) construct sentences describing school facilities and the teacher in <i>pinyin</i> d) acknowledge the value of time in enhancing efficiency.	Learners are guided to: <ul style="list-style-type: none"> • read and match pictures with sentences describing the teacher in <i>pinyin</i> • watch a video on names of school facilities and imitate reading the names in <i>pinyin</i>. • watch a video clip on the verbs <i>shàng</i> (上) and <i>xià</i> (下) and imitate reading the sentences. • in pairs, read sentences on school facilities and the teacher in <i>pinyin</i>. • describe the school environment. 	<ol style="list-style-type: none"> 1. How do you manage school time wisely? 2. What is the importance of caring for personal and school facilities?

Core Competencies to be developed:

Self-efficacy: When the learner can manage their time responsibly when carrying out tasks. The success achieved lead to promotion of self-esteem.

Digital literacy: Learners use digital devices to create projects on best approaches on time management. They make presentations in class for knowledge and enjoyment.

<p>Link to Pertinent and contemporary issues (PICs): Learner support programmes: Time management is taught during guidance and counseling services. Parental empowerment and engagement: Parents are actively involved frequently in school activities like parent days, funding school projects, price giving days and academic days.</p>	<p>Values: Integrity- learners acknowledge the importance of managing time. Learners manage time wisely. Responsibility- Learners take care of the school and personal facilities.</p>
<p>Links to other learning areas Mathematics: Learners are also taught about time.</p>	<p>Suggested Community Service Learning Activities: Learners manage programme schedules in community functions.</p>

Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Pronunciation	Consistently reads words correctly with ease.	Correctly reads words with minimal support.	Correctly reads words with some support.	Reads words with a lot of support.
2. Level of expression	Fluently and correctly describes school facilities and the teacher with ease.	Fluently and correctly describes school facilities and the teacher most of the time.	Describes school facilities and the teacher fluently and correctly with some support.	Requires support to describe school facilities and the teacher correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5 Food and Beverages (3 Lessons)	By the end of the Sub Strand the learner should be able to: a) read words, sentences and short texts on foodstuff b) demonstrate their role in promoting a healthy lifestyle.	Learners are guided to: <ul style="list-style-type: none"> • watch a video on names of foodstuff in Mandarin and read the names aloud • role-play reading names of foodstuff in <i>pinyin</i> • read short texts and sentences on foodstuff • watch a video clip on lifestyle diseases and discuss. 	<ol style="list-style-type: none"> 1. What is our role in ensuring a healthy lifestyle? 2. What foodstuff constitutes a balance diet?
<p>Core Competencies to be developed:</p> <p>Digital literacy: As learners know how to collect and retrieve information using digital devices to acquire knowledge on lifestyle diseases.</p> <p>Self-efficacy: As the learner becomes aware of the various foodstuffs and their role in one’s health.</p>				
<p>Link to Pertinent and contemporary issues (PICs):</p> <p>Health Education: This will be sensitised when the learner can order a balanced diet in a Chinese restaurant.</p>			<p>Link to Values: Responsibility will be developed when the learner is aware of the benefits of a balanced diet.</p>	
<p>Links to other learning areas</p> <p>Home Science: Learners are also taught on the importance of a healthy diet.</p>			<p>Suggested Community Service Learning Activities:</p> <p>Learners can visit children’s homes and give them food while telling them names of food in Chinese.</p>	

Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Level of expression	Fluently and consistently reads words, sentences and short texts on foodstuff with ease.	Correctly reads words, sentences and short texts on foodstuff with considerable fluency.	Reads words, sentences and short texts on foodstuff with some support.	Needs support to read words, sentences and short texts on foodstuff.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.6 Time and Date (2 Lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> show the right sequence of dates (year, month, date and day) (年、月、日/号、星期几?) in Mandarin interpret different times of the day in Mandarin with correct articulation (早上、上午、中午、下午、晚上、夜里) tell one's birthday in Mandarin read sentences using a time phrase with the correct articulation value the concept of schedules and timetables. 	Learners are guided to: <ul style="list-style-type: none"> watch audio visuals about birthday in Mandarin and read the sentences aloud. in groups, make a calendar in <i>pinyin</i> on months of the year and read aloud. in pairs, make dialogues using the time phrases <i>xiànzài, Jǐ diǎn</i> (现在, 几点) in <i>pinyin</i> and read them in turns. in groups, watch a video clip on the Chinese zodiac, discuss and read aloud (大鼠, 牛, 老虎, 兔子, 龙, 蛇, 马, 山羊, 猴子, 公鸡, 狗, 猪) 	<ol style="list-style-type: none"> Why is it important to be time conscious? What is the importance of the Chinese zodiac? What is the significance of the animals in a Chinese zodiac?

<p>Core Competencies to be developed:</p> <p>Learning to learn: When learners familiarise themselves with the Chinese zodiac they gain knowledge on the Chinese culture.</p> <p>Digital literacy: As the learners make use of the digital devices to find knowledge on Chinese Zodiac.</p>	
<p>Link to Pertinent and contemporary issues (PICs):</p> <p>Global citizenship: Learners become conscious about diversity and become respectful of other people’s cultures.</p>	<p>Link to Values: Peace- Learners coexist with each other regardless of their racial and ethnic background.</p> <p>Respect- as the learners learn of Chinese Zodiac, they learn to appreciate and respect other countries’ cultural aspect.</p>
<p>Links to other learning areas</p> <p>Kiswahili, English, Indigenous and Foreign Languages: Learners are taught on the importance of following time schedules.</p>	<p>Suggested Community Service Learning Activities: Learners share the knowledge on the Chinese zodiac with the community.</p>

Assessment Rubric

Levels Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Comprehension	Reads words, sentences and texts on time and date and makes meaning with ease.	Reads words, sentences and texts on time and date and makes meaning with little support.	Reads words, sentences and texts on time and date and makes meaning with some support.	Requires a lot of support to read words, sentences and texts on time and date.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.7 Colours (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) translate words, sentences and short texts on colour in Mandarin b) explain the colours they use in their school (school uniform, classes, flag) c) Compare meaning of colour in different contexts.	Learners are guided to: <ul style="list-style-type: none"> • watch a video on rainbow colours in Mandarin and read the colours aloud • in turns, read sentences describing colours of items in the classroom in Mandarin. • in pairs, describe colours from pictures • design flags for their home and make presentations in class for enjoyment and mastery of concepts. 	<ol style="list-style-type: none"> 1. How do you identify colours from a text? 2. What is your favourite colour and why?

Core Competencies to be developed:

Creativity and Imagination: When the learner can describe things using colours, creativity and imagination is developed.

Digital literacy: The learners use digital devices to create a project on colours.

<p>Link to Pertinent and contemporary issues (PICs): Life skills and value education: Life skills are addressed when learners are able to identify different colours. Education for sustainable development: Students use the knowledge on colour to develop a project on environmental conservation.</p>	<p>Link to Values: Love – By seeing diversity of colours in the environment learners appreciate the colours/ combination of colours they like and use the same to express love to each other, parents, guardian and teachers. Patriotism: Learners use colours to make flags of different countries and the one of the East African Community. This enhances patriotism.</p>
<p>Links to other learning areas Art, Craft and Design: Colours are also taught.</p>	<p>Suggested Community Service Learning Activities: Learners paint pictures and take them to a children’s home as gifts.</p>

Assessment Rubric

Levels Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Sentence construction.	Fluently and accurately writes sentence construction on colour to make descriptions with ease.	Correctly writes sentence construction on colour to make descriptions.	Writes sentence construction on colour to make descriptions correctly with some support.	Writes sentence construction on colour to make descriptions correctly with a lot of assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 Greetings and Introductions (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) recognize numbers 101 – 500 in Mandarin for mastery of numeracy skills b) compare sentences about oneself and others in Mandarin for proficiency in writing skill c) compile the homographs in <i>pinyin</i> for mastery d) write <i>pinyin</i> and characters for pleasure.	Learners are guided to: <ul style="list-style-type: none"> • after being given cards with sentence construction of numbers, countries, nationalities and age written in <i>pinyin</i>, to write sentences using the sentence construction • in groups, make flashcards on homographs in <i>pinyin</i> • identify characters on numbers, countries, nationalities, and age. 	1. What is the importance of greetings? 2. What is the importance of writing numbers?

Core Competencies to be developed:

Self-efficacy: As learners practice writing *pinyin* they develop interest in Mandarin. Their self-esteem is nurtured. This increases their cognitive and motivational aspects.

Digital literacy: Learners use digital devices to research and write a project on greetings and introduction. They make presentation in class for enjoyment.

<p>Link to Pertinent and contemporary issues (PICs): Citizenship: Learners get a sense of what it is to be a citizen of one’s own country and appreciate one’s country’s values. This promotes the spirit of citizenship.</p>	<p>Link to Values: Respect as learners understand self, others and become aware and sensitive about the world around them.</p>
<p>Links to other learning areas Kiswahili, English, Indigenous and Foreign languages: Learners are also taught to write names of countries and nationalities.</p>	<p>Suggested Community Service Learning Activities: Learners to participate in inter-school county writing competitions. The composed poems and songs are presented during community functions.</p>

Assessment Rubric

Levels Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Accuracy in writing.	Accurately and independently writes numbers and sentences with ease.	Independently writes numbers and sentences correctly.	Writes some numbers and sentences correctly.	Writes numbers and sentences with some assistance.
Character recognition	Consistently and independently identifies characters with ease.	Independently identifies characters correctly.	Identifies some characters correctly.	Identifies characters with some support.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.2 My Family (3 Lessons)	By the end of the Sub Strand the learner should be able to: a) construct sentences and simple texts on family in <i>pinyin</i> b) demonstrate an awareness of the differences and similarities between the Chinese writing system and their own.	Learners are guided to: <ul style="list-style-type: none"> • watch a video on how to write names of family members and copy them in <i>pinyin</i> • write sentences about family members using the characters in the video • copy characters on family from flash cards and write the meaning in <i>pinyin</i> and English • in groups, re-arrange jumbled characters on family and write correct sentences • elaborate the role of family in the society. 	What is the importance of writing names of family members correctly in Mandarin?
<p>Core Competencies to be developed:</p> <p>Digital literacy: Learners identify how to collect, retrieve and present information on family relations using digital devices.</p> <p>Self-efficacy: As the learners understand the role of the family and the role each member plays in a family.</p>				
<p>Link to Pertinent and contemporary issues (PICs):</p> <p>Life Skills: Effective communication is enhanced when learners can write names of their relatives in Chinese characters.</p>			<p>Values: Unity- When learners know and relate to relatives appropriately, family unity is heightened.</p> <p>Love as learners appreciate significance of a family and the role of the members.</p>	

<p>Links to other learning areas Kiswahili, English, Foreign and indigenous languages: Learners are also taught names of extended family members.</p>	<p>Suggested Community Service Learning Activities: Learners recite or dramatise songs and poems on importance of family relations to their peers and the community.</p>
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Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Sentence structure	Consistently writes sentences and simple texts on family in <i>pinyin</i> using correct sentence structures with ease.	Writes sentences and simple texts on family in <i>pinyin</i> using correct sentence structures most of the time.	Writes sentences and simple texts on family in <i>pinyin</i> using correct sentence structures some of the time.	Requires a lot of support to write sentences and simple texts on family in <i>pinyin</i> using correct sentence structures.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.3 My Home (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) recognise names of pets in <i>pinyin</i> b) construct sentences on pets in <i>pinyin</i> c) Infer to Chinese characters to clarify meaning in writing.	Learners are guided to: • draw, colour and name 5 pets in <i>pinyin</i> and share with peers • match pictures of pets with their <i>pinyin</i> and characters from flashcards • watch a video clip on pets and write sentences in <i>pinyin</i> .	Why is writing correctly important?
<p>Core Competencies to be developed: Digital Literacy: Learner knows how to collect and retrieve information on pets using digital devices. Learning to learn: When learners acquire knowledge on ways of taking care of various home utilities.</p>				
<p>Link to Pertinent and contemporary issues (PICs): Education for sustainable development: Learners are sensitised on animal welfare and how to protect and care for them.</p>			<p>Values: Responsibility - This is enhanced when the learners care for animals.</p>	
<p>Links to other learning areas Home Science: Learners also study about caring for animals.</p>			<p>Suggested Community Service Learning Activities: Learners sensitise members of the community on the importance of caring for animals.</p>	

Assessment Rubric

Levels Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
1. Sentence construction	Consistently writes names of pets in <i>pinyin</i> with ease.	Accurately writes names of pets in <i>pinyin</i> most of the time.	Accurately writes names of pets in <i>pinyin</i> with some support.	Accurately writes names of pets in <i>pinyin</i> with a lot of support.
2. Sentence structure	Consistently and accurately writes sentences on pets in <i>pinyin</i> with ease.	Accurately writes sentences on pets in <i>pinyin</i> .	Accurately writes sentences on pets in <i>pinyin</i> with minimum support.	Accurately writes sentences on pets in <i>pinyin</i> with a lot of support.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.4 School Life (3 Lessons)	By the end of the Sub Strand the learner should be able to: a) construct sentences describing the school environment in <i>pinyin</i> b) list names of school facilities in <i>pinyin</i> c) combine words into sentences describing school facilities in <i>pinyin</i> d) appreciate taking care of their school facilities.	Learners are guided to: • in pairs, write sentences describing their teachers in <i>pinyin</i> . • compose songs on school facilities and make presentations. • watch a video clip on the verbs <i>shàng</i> (上) and <i>xià</i> (下) and imitate writing the sentences in <i>pinyin</i> . • draw school facilities and name them in <i>pinyin</i> . • watch a video on school facilities and write down the sentences in <i>pinyin</i> .	1. What is the importance of taking care of school facilities?
<p>Core Competencies to be developed:</p> <p>Creativity and imagination: Learners compose songs and present to peers.</p> <p>Digital literacy: Use digital devices to formulate word puzzles on school life for enjoyment and knowledge acquisition.</p>				

<p>Link to Pertinent and contemporary issues (PICs): Life skills: Learners acquire knowledge on the importance of taking care of facilities. Learner support programmes: Learners are guided during guidance and counseling on prudent use of school resources.</p>	<p>Link to Values: Responsibility is enhanced when the learner handles school facilities responsibly. Some learners are elected to be in charge of school facilities in the students' government.</p>
<p>Links to other learning areas Home Science as learners also study how to take care of facilities.</p>	<p>Suggested Community Service Learning Activities: Learners write poems on community problems and solutions and make presentations during community functions.</p>

Assessment Rubric

Levels Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Level of expression	Consistently writes sentences describing school facilities and the teacher in <i>pinyin</i> with ease.	Writes sentences describing school facilities and the teacher correctly in <i>pinyin</i> most of the time.	Writes sentences describing school facilities and the teacher correctly in <i>pinyin</i> with some support.	Requires a lot support to write sentences describing school facilities and the teacher correctly in <i>pinyin</i> .

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.5 Food and Beverages (3 Lessons)	By the end of the Sub Strand the learner should be able to: a) write words, sentences and short texts on foodstuff b) appreciate the importance of healthy diet.	Learners are guided to: • watch a video about names of foodstuff and write down the names in <i>pinyin</i> • hold a class debate on healthy diet in groups • make flashcards of their favourite foodstuff in <i>pinyin</i> and make presentations • use digital devices to write foodstuff in <i>pinyin</i> and make a shopping list • write sentences about the foodstuff that your family likes in <i>pinyin</i> for enjoyment.	1. What are the components of a healthy diet? 2. What is the importance of healthy eating habits?
<p>Core Competencies to be developed:</p> <p>Self-efficacy: When the learners are aware of the healthy diet they are confident in making decisions on their dietary habits.</p> <p>Digital literacy: Learners use digital devices to organise information on foodstuff.</p>				
<p>Link to Pertinent and contemporary issues (PICs):</p> <p>Health Education: Learners acquire knowledge on how to manage communicable diseases.</p>			<p>Link to Values: Responsibility as learners make informed decisions on their dietary habits.</p>	

<p>Links to other learning areas Agriculture: Learners are also taught about healthy diet.</p>	<p>Suggested Community Service Learning Activities: Learners conduct sensitisation and creation of awareness on health diet in the community.</p>
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Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Sentence structure	Consistently and accurately writes sentences on foodstuff with ease.	Correctly writes sentences on foodstuff most of the time.	Correctly writes sentences on foodstuff with some support.	Rarely writes sentences on foodstuff correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Writing	3.6 Time and Date (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) tell one's birthday in <i>pinyin</i> b) write the correct sequence of time and date in <i>pinyin</i> c) construct sentences on time and date in <i>pinyin</i> d) recognize characters on time and date correctly.	Learners are guided to: • write the date of their birthday on a flash card in characters and display it on the talking wall • watch a video on time and date in Chinese and write sentences • in pairs, write dialogues using time phrases <i>xiànzài</i> (现在、几点) In groups, practice recognising characters on time and date (点、分、年、月、号/日)	What is the importance of national holidays?
<p>Core Competencies to be developed:</p> <p>Learning to learn: Learners acquire knowledge on characters hence the competency of learning to learn is promoted.</p> <p>Self-efficacy as the learner accomplishes their well-being by managing time effectively by making timelines for their goals.</p>				
<p>Link to Pertinent and contemporary issues (PICs):</p> <p>Life skills: Effective communication is developed when the learners work in groups and pairs in completing activities.</p>			<p>Link to Values: Patriotism - Love for one's nation is enhanced when the learners celebrate national holidays.</p> <p>Integrity when the learner manages their time devoid of time wastage.</p>	

<p>Links to other learning areas Social studies: Learners are taught about national holidays.</p>	<p>Suggested Community Service Learning Activities: Learners compose songs and poems on patriotism and make presentations during the national holidays celebrations and community functions.</p>
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Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Spelling	Correctly and accurately writes sentences on time and date in <i>pinyin</i> with ease.	Correctly writes sentences on time and date in <i>pinyin</i> .	Correctly writes sentences on time and date in <i>pinyin</i> with some assistance.	Writes sentences on time and date in <i>pinyin</i> with a lot of support.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Colours (2 Lessons)	By the end of the Sub Strand the learner should be able to: a) apply words, sentences and short texts on colour in Mandarin b) compose a poem on the colours they use in their school (school uniform, classes, flag) c) display mastery of identification of colour.	Learners are guided to: • identify different colours from a set of objects and write their names in <i>pinyin</i> • in pairs, create a writing game on colour identification and play with different teams for pleasure and enjoyment • reflect on the writing game by writing their experiences and making presentations.	How do you describe colours in different contexts in writing?
<p>Core Competencies to be developed: Creativity and Imagination: When the learner can describe things using colours, creativity and imagination is developed. The learner creates a project on colours.</p>				
<p>Link to Pertinent and contemporary issues (PICs): Life skills and value education: Life skills are addressed when learners are able to identify different colours.</p>			<p>Link to Values: Love – By seeing diversity of colours in the environment learners appreciate the colours/ combination of colours they like.</p>	
<p>Links to other learning areas Art and Design/Craft: Colours are also taught.</p>			<p>Suggested Community Service Learning Activities: Learners paint pictures and take them to a children’s home as gifts or display them during community functions.</p>	

Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Sentence construction	Consistently and accurately writes sentences on colour to make descriptions with ease.	Correctly writes sentences on colour to make descriptions.	Writes sentences on colour to make descriptions correctly with some support.	Rarely writes sentences on colour to make descriptions correctly.

ANNEX 1: List of strands, Sub Strands, suggested assessment methods, learning resources and non- formal activities

Strand	Sub- Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
1.0 Listening And Speaking	1.1 Greetings and Introduction 1.2 My Family 1.3 My Home 1.4 School Life 1.5 Food and Beverages 1.6 Time and Date 1.7 Colours	<ul style="list-style-type: none"> • Questions and answers • Project work • Tests • Oral presentations • Conversations and dialogues • Anecdote notes • Observations checklists • Portfolios • Learner profiles • Questionnaires 	<ul style="list-style-type: none"> • Realia • Charts • CD / DVD • Flash cards • Funnel boards • Resource persons • Pictures, drawings and photographs • Podcasts • Word puzzles • Magazines • Radio • Digital devices • Books 	<ul style="list-style-type: none"> • Brainstorm sessions • Drama • Skits • Songs • Spelling competitions • Debates • Inter class competitions • Inter school competitions • Story telling • Trips

2.0 Reading	2.1 Greetings and Introduction 2:2 My Family 2:3 My Home 2:4 School Life 2:5 Food and Beverages 2:6 Time and Date 2:7 Colours	<ul style="list-style-type: none"> • Questions and answers • Project work • Tests • Oral presentations • Conversations and dialogues • Anecdote notes • Observations checklists • Portfolios • Learner profiles • Standardised tests 	<ul style="list-style-type: none"> • Realia • Charts • CD / DVD • Flash cards • Funnel boards • ICT gadgets • Resource persons • Pictures, drawings and photographs • Podcasts • Word puzzles • Magazines • Radio • Digital devices • Books 	<ul style="list-style-type: none"> • Brainstorming sessions • Drama • Skits • Songs • Spelling competitions • Debates • Inter class competitions • Inter school competitions • Story telling
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3.0 Writing	3.1 Greetings and Introduction 3.2 My Family 3.3 My Home 3.4 School Life 3.5 Food and Beverages 3.6 Time and Date 3.7 Colours	<ul style="list-style-type: none"> • Questions and answers • Project work • Tests • Oral presentations • Conversations and dialogues • Anecdote notes • Observations checklists • Portfolios • Learner profiles • Oral evaluation forms • Vocabulary tests • Filling crossword puzzles 	<ul style="list-style-type: none"> • Realia • Charts • CD / DVD • Flash cards • Funnel boards • ICT gadgets • Resource persons • Pictures, drawings and photographs • Podcasts • Word puzzles • Magazines • Radio • Digital devices • Books 	<ul style="list-style-type: none"> • Brainstorming sessions • Drama • Skits • Songs • Spelling competitions • Debates • Inter class competitions • Inter school competitions • Story telling
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