



MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

LEARNING AREA: CHINESE

GRADE 5

NOVEMBER 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT

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 people's cultures.

肯尼亚是国际社会的一部分，因此，学习者应有机会学习普通话作为一种可选的外语。此级别的普通话学习将侧重于基本语言技能：听、说、读和写。此外，它将促进国际意识和对自己的文化以及其他人的文化的欣赏。

Kěnníyǎ shì guójì shèhuì de yībùfèn, yīncǐ, xuéxí zhě yīng yǒu jīhuì xuéxí pǔtōnghuà zuòwéi yī zhǒng kě xuǎn de wàiyǔ. Cǐ jíbié de pǔtōnghuà xuéxí jiāng cèzhòng yú jīběn yǔyán jìnéng: Tīng, shuō, dú hé xiě. Cǐwài, tā jiāng cùjìn guójì yìshí hé duì zìjǐ de wénhuà yǐjí qítā rén de wénhuà de xīnshǎng

GENERAL LEARNING OUTCOMES

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

- a) communicate in Mandarin Chinese on day to day issues
- b) listen actively to speakers of Mandarin and respond appropriately
- c) read simplified and traditional forms of Chinese characters to make meaning of Mandarin
- d) write initials and finals in *pinyin*
- e) use varied media to access and create information to enhance Mandarin
- f) appreciate own and other peoples culture for national cohesion and international consciousness
- g) 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)
Listening and Speaking	Greetings and Introduction 4 lessons	By the end of the sub strand, the learner should be able to; a) pronounce formal and informal greetings in Mandarin in order to master greetings b) articulate words and numbers correctly for differentiation of tones c) introduce oneself and others in Mandarin d) recognize differences between own language and Mandarin.	<ul style="list-style-type: none"> • in turns learners respond to formal and informal greetings in Mandarin • learners listen to an audio on articulation of Mandarin words and imitate pronunciation • learners watch an audio visual on introduction of oneself and others in order to master greetings and introduction in Mandarin • in groups learners pronounce numbers 0 – 100 in Mandarin 	<ol style="list-style-type: none"> 1. What are the reasons for greeting each other appropriately during different times of the day? 2. Why is it important to say numbers with the right intonation?
Core Competencies to be developed:	Communication and collaboration : When the learner work in groups they learn to communicate with others in self introduction and numbers			
PCI's	Life skills : As learners acquire knowledge on appropriate ways to address others and to express themselves correctly		Values: Respect is promoted as learners respond appropriately to formal and informal greetings.	
Links to other learning areas	<ul style="list-style-type: none"> • Mathematical activities: Mandarin is related to Mathematical activities as Numbers are also taught in both learning areas • Indigenous Languages : Mandarin is related to Indigenous Languages as tones compare to the sounds of some indigenous languages 		Suggested Community Service Learning Activities: Learners visit the neighbouring community and teach them to articulate numbers 0 – 100 in Mandarin	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Correct tone	Consistently says formal and informal greetings with ease	Says formal and informal greetings using the correct tone with limited support	Is able to responds to some formal and informal greetings	Has difficulty saying formal and informal greetings and requires support
2. Numbers counting	Counts the numbers 0 – 100 with ease using the right tones.	Counts numbers 0 – 100 correctly with the right tones with limited help	Counts correctly	Has difficulty counting numbers 0 – 100 and requires a lot of support
3. Level of expression	Consistently introduces oneself and others fluently with ease	Introduces oneself and others with limited support	Is able to introduce oneself and others with some assistance	Has difficulty introducing oneself and others

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Reading	Greetings and Introduction 4 lessons	By the end of the sub strand the learner should be able to; a) read formal and informal greetings in <i>pinyin</i> using acquired vocabulary b) reads numbers 0 – 100 accurately with correct pronunciation and intonation c) discriminates the four language tones for effective communication.	<ul style="list-style-type: none"> • learners watch a video on greetings and introduction • learners practise reading greetings and introducing each other in Mandarin • learners imitate the teacher in reading aloud disyllabic words • learners read number cards 0 - 100 written in <i>pinyin</i> and character • in turns learners read aloud dialogues on greetings and introduction in <i>pinyin</i> from charts 	<ol style="list-style-type: none"> 1. Why is it important to read numbers 80 – 100 in Mandarin with the correct tone? 2. Why is it important to greet someone appropriately according to the time of the day in Mandarin? 3. What is the importance of introducing one self and others in Mandarin when meeting new people?
Core Competencies to be developed: Self-Efficacy : Learners will feel confident to greet and introduce themselves and others in Mandarin				
PCI's Life skills : Etiquette will be enhanced when the learner can greet others in Mandarin			Values :Unity- As learners use Mandarin to introduce themselves to their community promoting intergroup skills	
Links to other learning areas <ul style="list-style-type: none"> • Mathematical activities: Mandarin is related to Mathematical activities as Numbers are also taught in both learning areas to develop logical thinking and reasoning in learners everyday life • Indigenous Languages : Mandarin is related to Indigenous Languages as articulation of tones compare to the sounds of some indigenous languages 			Suggested Community Service Learning Activities: Learners write short texts on self introduction and teach the community how to introduce themselves in Mandarin	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Fluency	Reads formal and informal greetings fluently with the right tones and with ease	Reads formal and informal greetings correctly with the right tones	With support reads formal and informal greetings correctly with the right tones	Has difficulty reading formal and informal greetings
2. Pronunciation and intonation	Reads numbers 0 – 100 fluently with ease	Reads numbers 0 – 100 correctly with the right tones	With support reads numbers 0 – 100 with the right tones	Has difficulty reading numbers 0 – 100

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Writing	Greetings and Introduction 4 lessons	By the end of the sub strand, the learner should be able to; a) write texts on greetings and introductions in <i>pinyin</i> b) write numbers 0 – 100 in <i>pinyin</i> and as characters to make meaning c) display recognition of social norms in interactions.	<ul style="list-style-type: none"> • in groups learners write formal and informal greetings on cards using Chinese <i>pinyin</i> • learners copy <i>pinyin</i> and characters of numbers displayed on the cards in their exercise books • in pairs learners write a brief introduction about each other in Chinese <i>pinyin</i> • learners watch a video on greetings and introductions 	1. Why is it important to write numbers correctly?
Core Competencies to be developed:	Self-Efficacy: Learners develop self-confidence when they accurately write numbers in <i>pinyin</i> and characters			
PCI's	Life skills: When the learner accurately writes numbers in Chinese <i>pinyin</i> and characters their confidence is promoted		Values : respect is enhanced when the learner can greet elders appropriately in Mandarin	
Links to other learning areas	Indigenous Languages : Mandarin is related to Indigenous Languages as the orthography of Mandarin compares to the orthography of some indigenous languages		Suggested Community Service Learning Activities: Learners present poems on topical issues affecting the community	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Vocabulary	Consistently writes formal and informal greetings in <i>pinyin</i> using appropriate vocabulary	Writes formal and informal greetings correctly in <i>pinyin</i> using appropriate vocabulary most of the time	With some support is able to write formal and informal greetings in <i>pinyin</i> using appropriate vocabulary	Has difficulty writing formal and informal greetings in <i>pinyin</i>
2. Numbers	Accurately writes numbers 0 – 100 with ease	Writes numbers 0 – 100 correctly most of the time	With some support is able to write some numbers correctly	Requires a lot of support in writing numbers correctly

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Listening and Speaking	My Family 2 lessons	By the end of the sub strand the learner should be able to; a) pronounce names of extended family members in Mandarin b) construct simple sentences on family in Mandarin.	<ul style="list-style-type: none"> listen to an audio / visual text on names of extended family members and imitate saying them in turns say simple sentences about one's extended family members in Mandarin listen to a song on the audio CD on names of family members in Chinese and sing along 	1. How do you say the names of different family members in Mandarin?
Core Competencies to be developed:				
Citizenship: When the learner can address extended family members appropriately, citizenship is enhanced				
PCI's			Values : Respect and peace when the learner practises the social norms fined by society in interactions	
<ul style="list-style-type: none"> Effective communication - Learners interpersonal relationships are developed through collaborative activities Community Service Learning – Learners identify peers in their school experiencing difficulty in pronunciation and help them improve 				
Links to other learning areas			Suggested Community Service Learning Activities: Learners present poems on topical issues affecting the community	
<ul style="list-style-type: none"> Indigenous, Kiswahili, and English languages – Names of extended family members are also taught in Indigenous, Kiswahili and English languages and tonal variations in the spoken language 				

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Articulation	Consistently articulates words with the right tones with ease	Articulates words correctly using the right tones with limited support	Articulates words of extended family members with some assistance	Has difficulty articulating names of extended family members.
2. Sentence structure	Consistently constructs sentences accurately with the right tones with ease	Constructs sentences correctly using the right tones with limited support	Constructs sentences with some assistance	Has difficulty saying names of extended family members.

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Reading	My Family 2 lessons	<p>By the end of the sub strand the learner should be able to;</p> <p>a) read the names of extended family members in <i>pinyin</i></p> <p>b) makes meaning of simple texts on family in <i>pinyin</i></p> <p>c) recognizes the role of family in life.</p>	<ul style="list-style-type: none"> learners read names of extended family members from a picture chart (accessed from digital devices, the internet) in groups learners read the simple text introducing their extended family members. in groups learners to match pictures of extended family members to their respective <i>pinyin</i> names from flash cards learners play a game of naming and identifying extended family members learners read simple texts/dialogues on extended family members in <i>pinyin</i> 	1. Why are family relations important?
<p>Core Competencies to be developed: Communication and collaboration as the learners work in groups to read texts and undertake learning activities</p>				
<p>PCI's Effective communication: Learner develop effective communication skills while working with family members</p>			<p>Values : Respect for the elderly is fostered when the learners appropriately and effectively introduce the elderly</p>	
<p>Links to other learning areas Indigenous languages and Social Studies – Learners link to indigenous languages and Social Studies when dealing with family</p>			<p>Suggested Community Service Learning Activities: Learners make video recordings of their peers introducing their extended family members in Mandarin and use it teach to the community members how to read the names</p>	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Articulation	Consistently reads names and sentences with correct pronunciation and intonation with ease	Correctly reads names and sentences with correct pronunciation and intonation	Reads words and sentences correctly with some support	Requires a lot of support to read words and sentences on family

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Writing	My Family 3 lessons	By the end of the sub strand the learner should be able to; a) write the words and sentences correctly in <i>pinyin</i> b) values the role writing plays in learning.	<ul style="list-style-type: none"> learners match pictures / flashcards of extended family members with their correct <i>pinyin</i> names learners use digital devices to search for names of the extended family members in Mandarin and make presentations on their findings learners watch a video clip on extended family members in Chinese and copy the sentences they see 	1. What makes writing of words and sentences correctly necessary when learning?
Core Competencies to be developed:	<ul style="list-style-type: none"> Citizenship: As learners are able to identify their family members therefore enhancing their sense of belonging Digital literacy: Learners know how to collect, retrieve and present information on family relations using digital devices. 			
PCI's	Global citizenship: Social cohesion is enhanced when the learners can identify their extended family members correctly.		Values : Unity as learners identify their extended family members appropriately	
Links to other learning areas	Kiswahili, English and Indigenous languages: Names of extended family members is also taught in the learning areas		Suggested Community Service Learning Activities: Learners to make a family tree and make a presentation to the community members to solve the problem of family disintegration	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Sentence structure	Accurately writes sentences using the correct sentence structure with ease	Writes sentences on family correctly using the correct sentence structure most of the time	Writes sentences correctly using correct sentence structure some of the time	Requires a lot of support to write sentences with the correct sentence structure

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Listening and Speaking	My Home 2 lessons	By the end of the sub strand the learner should be able to; a) express oneself in relation to household items b) displays appreciation of order in homes.	<ul style="list-style-type: none"> • learners use flashcards with pictures of household items and furniture and match them to their Mandarin names • in groups learners use digital devices to search for household items and furniture found in the home and make presentations of their findings • watch a video clip on the rooms found in a house in Mandarin and identify the household items and furniture kept in them 	<ol style="list-style-type: none"> 1. Why is it important to arrange household items and furniture in their appropriate order? 2. How does arranging household items and furniture facilitate ease of access in the home?
Core Competencies to be developed: Digital literacy: As learners integrate the information they acquire on household items and furniture and house rooms from watching videos on digital devices				
PCI's Safety : Learners ensure safety in the manner in which they arrange furniture in their appropriate place			Values :Responsibility- As learners arrange household items and furniture in their appropriate places	
Links to other learning areas Home Science: Learners learn about household items and furniture in Home Science			Suggested Community Service Learning Activities: Learners organize the household items and furniture in their appropriate place and make a video/take pictures which they will present in Mandarin during the Chinese corner	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Level of expression	Fluently expresses oneself on household items with ease	Expresses oneself on household items with considerable fluency	Expresses oneself on household items with some support	Needs support to expresses oneself on household items

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Reading	My Home 2 lessons	<p>By the end of the sub strand the learner should be able to;</p> <p>a) read words and sentences on household items in the home</p> <p>b) describe rooms found in a home Mandarin .</p>	<ul style="list-style-type: none"> • match pictures of household items and furniture with their correct <i>pinyin</i> from charts • in groups read names of household items and furniture from flashcards in <i>pinyin</i> • learners use digital devices to search for household items and furniture found in the home , develop scrap books and make presentations in Mandarin • learners read sentences on household items and furniture in the videos to master Mandarin reading skills 	1. What is the importance of reading correctly?
<p>Core Competencies to be developed: Digital literacy: As learners collect, integrate and represent the information they acquire on household items and furniture in scrapbooks using digital devices</p>				
<p>PCI's Life skills: Etiquette is portrayed as learner arrange and take care of the household items responsibly at home</p>			<p>Values : Values :Responsibility- As learners arrange household items and furniture in their appropriate places</p>	
<p>Links to other learning areas Hygiene and Nutrition: Learners are also taught how to care for household items and furniture in the subject area</p>			<p>Suggested Community Service Learning Activities: Learners can come up with posters on safety at home and pin them in school compound</p>	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Pronunciation	Consistently pronounces words correctly with ease	Correctly reads words with minimal support	Correctly reads the names of furniture and cutlery in one's home with some support	Reads the names of furniture and cutlery in one's home with a lot of assistance
2. Level of expression	Fluently and correctly describes rooms in a home with ease	Fluently and correctly describes rooms in a home most of the time	Describes rooms in a home fluently and correctly with some support.	Requires support to describe rooms in a home

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Writing	My Home 2 lessons	<p>By the end of the sub strand the learner should be able to;</p> <p>a) write the names of household items in <i>pinyin</i></p> <p>b) write sentences on household items and furniture in <i>pinyin</i></p> <p>c) describes appreciation for writing correctly.</p>	<ul style="list-style-type: none"> • learners draw 5 household items in their home name them in <i>pinyin</i> and share with peers • learners match pictures of household items and furniture with their <i>pinyin</i> from flashcards and charts • learners watch visual video clip on household items and furniture and write their names in <i>pinyin</i> in groups • learners use digital devices to watch a video clip on household items and furniture and write sentences in <i>pinyin</i> • in groups learners discuss the importance of writing 	<p>1. How do you write the names of the household items and furniture found in your home in <i>pinyin</i>?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as the learner can write the names of the items at home in Chinese and share with peers • Digital literacy as learners collect and retrieve information on digital devices on household items and furniture and write sentences in <i>pinyin</i> 				
<p>PCI's Life skills and value education will be enhanced as learners acquire skills of writing Mandarin pinyin and write pinyin sentences on digital devices on household items and furniture</p>			<p>Values : Responsibility as the learner can care for household items and furniture appropriately</p>	
<p>Links to other learning areas Hygiene and Nutrition: Learners are also taught how to care for household items</p>			<p>Suggested Community Service Learning Activities: Learners sensitize members of the community on the care of household items and furniture and teach them their Mandarin names during community functions</p>	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Vocabulary	Consistently and accurately writes the names of household items and furniture in <i>pinyin</i> with ease	Accurately writes the names of household items and cutlery in one's home accurately in <i>pinyin</i> most of the time	Accurately writes the names of household items and cutlery in one's home accurately in <i>pinyin</i> with some support	Accurately writes the names of household items and cutlery in one's home accurately in <i>pinyin</i> with a lot of support
2. Sentence structure	Consistently and accurately writes sentences on household items and furniture in <i>pinyin</i> .	Accurately writes sentences on household items and furniture in <i>pinyin</i> .	Accurately writes sentences on household items and furniture in <i>pinyin</i> with minimum support	Accurately writes sentences on household items and furniture in <i>pinyin</i> with a lot of support

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Listening and Speaking	School Life 3 lessons	By the end of the sub strand the learner should be able to; a) pronounce courtesy words in Mandarin correctly b) recognize sentences about sports in Mandarin c) recognize the role of sports activities in school.	<ul style="list-style-type: none"> • listen to an audio CD about courtesy words e.g. <i>méiguānxi</i>, <i>duìbùqǐ</i>, <i>qǐngwèn</i>, <i>xiè xiè</i> and practise saying them • learners listen and compose a song on Mandarin courtesy words and make presentations • learners create word puzzles on Mandarin courtesy words and make presentations • in pairs learners introduce their friends and classmates in Chinese • in groups learners record their friends saying Mandarin courtesy words and articulate sentences about them • learners match pictures on sports with their Mandarin names • learners construct sentences about sports and imitate them 	<ol style="list-style-type: none"> 1. Why is it important to participate in sports activities at school? 2. Why is it important to pronounce the Mandarin courtesy words correctly? 3. What is the importance of using courtesy words appropriately in communication?
Core Competencies to be developed: Imagination and creativity As learners collect information on courtesy words, their friends and sports and present their findings using songs and crossword puzzles				
PCI's Life skills and value education is promoted as learners use appropriate Mandarin courtesy words			Values : Respect is heightened when the learner can use courtesy words appropriately	
Links to other learning areas Physical and health education – Learners are also taught sports in Mandarin			Suggested Community Service Learning Activities: Learners enlighten the community on the importance of using courtesy words appropriately and make presentations of the song on courtesy words in Mandarin	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Pronunciation	Consistently pronounces courtesy words correctly most of the time	Pronounces courtesy words correctly some of the time	Pronounces courtesy words correctly with some support	Pronounces courtesy words with difficulty and a lot of support
2. Level of expression	Consistently expresses oneself about sports with ease	Expresses oneself about sports with minimal support	Sometimes expresses oneself about sports and requires some support	Requires support to talk about sports.

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Reading	School Life 3 lessons	By the end of this sub strand the learner should be able to; a) read aloud words, sentences and simple texts on social interactions b) value the use of appropriate language in social interactions.	<ul style="list-style-type: none"> • in groups learners read courtesy words from charts and flashcards • learners read aloud sentences with courtesy words from a dialogue • in groups learners read aloud the sentences introducing one’s friends and classmates from charts • in pairs learners use print media to look for pictures on sports, name them in Mandarin to make a picture book • learners watch a video clip on sports and imitate the sentences in the dialogues • learners role-play on social interactions 	1. Why do you use courtesy words when engaging with others?
Core Competencies to be developed:				
Self efficacy: Learners acquire the knowledge on the importance of using appropriate language when engaging with others				
PCI’s Life skills and value education: Interpersonal relations are promoted as learners use appropriate Mandarin courtesy words in communication			Values : Unity- When learners can use courtesy words appropriately, misunderstandings during communication will be eliminated	
Links to other learning areas Physical and health education – Names of sports are also taught in Chinese English, Kiswahili, foreign and indigenous languages - Courtesy words are also taught			Suggested Community Service Learning Activities: Learners visit children’s homes and teach them to use courtesy words in communication	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Articulation	Consistently reads courtesy words, sentences and texts with courtesy words in <i>pinyin</i> with correct articulation	Reads courtesy words, sentences and texts with courtesy words in <i>pinyin</i> with correct articulation most of the time	Reads words, sentences and texts with courtesy in <i>pinyin</i> with correct articulation some of the time	Requires support to articulate words, sentences and texts correctly
2. Fluency	Consistently reads dialogues in <i>pinyin</i> fluently with ease	Reads dialogues in <i>pinyin</i> with some considerable fluency	Fluently reads dialogues in <i>pinyin</i> with some fluency	Reads hesitantly and requires some support

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Writing	School Life 3 lessons	By the end of this sub strand the learner should be able to; a) write words, sentences and simple in <i>pinyin</i> b) distinguish the various Chinese tones in communication.	<ul style="list-style-type: none"> • learners match English courtesy words with their Mandarin meanings using flashcards • learners compose a song on Mandarin courtesy words and make presentations • learners match pictures on sports with the correct sentences • in pairs learners write sentences introducing their friends in Mandarin 	1. What aspects are important when one writes words / sentences?
Core Competencies to be developed: Creativity and imagination: Learners compose songs and present to peers				
PCI's Life Skills: When the learner acquires knowledge on the importance of courtesy words when engaging with others			Values : Respect is heightened when the learner can use courtesy words appropriately	
Links to other learning areas English, Kiswahili, foreign and indigenous languages – Learners compare courtesy words with other languages they have learnt			Suggested Community Service Learning Activities: Learners write poems and recite them during community functions as a way of creating awareness on the need for courtesy	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Spelling	Accurately and consistently spells courtesy words and sports activities in <i>pinyin</i>	Spells correctly courtesy words in <i>pinyin</i> with minimal support	Spells correctly courtesy words in <i>pinyin</i> with some support	Spells a few words in <i>pinyin</i> correctly and requires a lot of assistance with others
2. Level of expression	Consistently expresses oneself with ease in <i>pinyin</i> when introducing others in written form	Expresses oneself with ease in <i>pinyin</i> most of the time when introducing others in written form	Sometimes expresses oneself in <i>pinyin</i> when introducing others in written form	Needs support to introduce oneself in <i>pinyin</i> in written form

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Listening and Speaking	Food and Beverage 3 lessons	By the end of this sub strand the learner should be able to; a) pronounce names of foodstuff in Mandarin correctly b) speak in Mandarin with correct sentence melody c) appreciate the role of correct articulation in language learning.	<ul style="list-style-type: none"> learners to watch videos about names of fruits and pronounce the names in Chinese learners listen to audio visual about names of foodstuff in Mandarin and pronounce the names correctly in pairs, learners articulate sentences with names of food and drinks in Mandarin learner are guided to role play situations related to foodstuff learners discuss the importance of healthy eating 	1. Why do we eat?
Core Competencies to be developed:				
<ul style="list-style-type: none"> Self-efficacy: When the learners can talk about foods, fruits and drinks in Chinese, their self-confidence is heightened Communication and collaboration: When learners are discussing the importance of healthy eating 				
PCI's Health Education: When learners acquire the knowledge on healthy eating to avoid non communicable diseases			Values : Responsibility- Learners learn to responsibly eat healthy	
Links to other learning areas Agriculture- Learners link to agriculture when comparing with the topic food production			Suggested Community Service Learning Activities: Learners organize a sensitization campaign on healthy eating within the school community	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Correct pronunciation	Consistently pronounces foodstuff in Mandarin correctly with ease	Pronounces foodstuff in Mandarin correctly most of the time	Pronounces foodstuff in Mandarin correctly some of the time	Has difficulty pronouncing names of foodstuff in Mandarin correctly
2. Sentence melody	Consistently uses the correct sentence melody in communication	Uses the correct sentence melody most of the time	Uses correct sentence melody some of the time	Has difficulty using correct sentence melody

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Reading	Food and Beverages 3 lessons	By the end of this sub strand the learner should be able to; a) read names of foodstuff in Mandarin with the correct pronunciation and intonation b) demonstrate appreciation of correct pronunciation for effective communication.	<ul style="list-style-type: none"> watch videos on foodstuff in Mandarin and read the words aloud learners watch and read the names of foodstuff in the videos learners discuss the importance of pronouncing words and sentences on foodstuff in Mandarin 	1. Why do we read names of foodstuff correctly?
Core Competencies to be developed:				
<ul style="list-style-type: none"> Self efficacy: When the learners can read names of food, drinks and fruits in Chinese, their self efficacy is enhanced Communication and collaboration: When learners are discussing the role of correct pronunciation in communication 				
PCI's Health Education: When the learners understand about the benefits of a balanced diet, they can maintain good health			Values : Responsibility- When the learners read about food and beverages, they gain knowledge on nutrition and become responsible	
Links to other learning areas Foreign languages : Learners compare to aspects of pronunciation with other foreign languages			Suggested Community Service Learning Activities: : Learners to visit a farm and label the food plants in Chinese which can be used as a learning aid by classmates in their school	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Articulation	Consistently reads names of foodstuff with correct pronunciation and intonation with ease	Accurately reads names of foodstuff with correct pronunciation and intonation most of the time	Sometimes reads names of foodstuff with correct pronunciation and intonation	Has difficulty articulating names of foodstuff

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Writing	Food and Beverages 4 lessons	By the end of this sub strand the learner should be able to; a) write names of foodstuff in <i>pinyin</i> b) demonstrate ability to write Mandarin sentences correctly.	<ul style="list-style-type: none"> in pairs, learners write names of foodstuff in Chinese <i>Pinyin</i> in groups, learners watch a video on names of foodstuff and write down the names learners write sentences on foodstuff and share with peers learners discuss importance of healthy eating 	1. What is the importance of eating healthy?
Core Competencies to be developed:				
Digital literacy: Learners use digital devices to improve vocabulary on foodstuff				
PCI's Non- communicable diseases : When the learners discuss the importance of healthy eating they avoid diseases			Values : Responsibility- When the learners write about food and beverages, they gain knowledge on nutrition and become responsible	
Links to other learning areas Agriculture –Learners compare with Agriculture in relation to food production			Suggested Community Service Learning Activities: : Learners to visit a farm and label the food plants in Chinese, also during public holidays learners can have public exhibitions of their writings	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Sentence structure	Consistently and accurately writes sentences on foodstuff in <i>pinyin</i> with ease	Correctly writes sentences on foodstuff in <i>pinyin</i> most of the time	Correctly writes sentences on foodstuff in <i>pinyin</i> with some support	Correctly writes sentences on foodstuff in <i>pinyin</i> with a lot of assistance

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Listening and Speaking	Time and Date 2 lessons	By the end of this sub strand the learner should be able to; a) state time and date using the correct articulation b) distinguish differences in stating time between Mandarin and other languages.	<ul style="list-style-type: none"> • learners in turn pronounce names of years, months, weeks and days from charts • in pairs learners role play asking and telling time and date using a digital device • learners to watch a DVD on years, months, weeks and days in Mandarin and role play • learners to watch a DVD on asking and telling the date in Mandarin and imitate the words • learners view charts indicating different times and to tell time in turns • learners discuss the role time plays in life 	1. How do you tell the time of the day, date, week, month and year in Mandarin using digital clock?
Core Competencies to be developed: Self-Efficacy : As learners acquire the knowledge of keeping and managing time, punctuality is advanced				
PCI's Life skills: Time management and how one can avoid unpleasant situations			Values :Responsibility- When the learners can discuss the need for utilizing time responsibly	
Links to other learning areas Mathematics: Mandarin Chinese is related to Mathematics as dates are also taught			Suggested Community Service Learning Activities: Learners visit the community during a function and assist to manage time as scheduled	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Vocabulary	Consistently uses appropriate vocabulary to state time	Uses appropriate vocabulary to state time most of the time	Uses appropriate vocabulary to state time some of the time	Needs support to state time correctly
2. Pronunciation	Pronounces names of years, months, weeks and days correctly with ease	Pronounces names of years, months, weeks and days correctly With minimal support	Correctly pronounces names of years, months, weeks and days with some assistance	Correctly pronounces names of years, months, weeks and days with a lot of support

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Reading	Time and Date 2 lessons	By the end of this sub strand the learner should be able to; a) read time in hours and minutes in <i>pinyin</i> b) read years, months, weeks and days in <i>pinyin</i> c) appreciate time as a resource.	<ul style="list-style-type: none"> learners discuss how they spent their time on the previous day learner read the time on a clock watch an audio visual about dates in Chinese and read the sentences in pairs learners make a calendar and read the details in Mandarin as they discuss importance of time learners model a clock and make presentations on reading time 	1. What is the importance of keeping time?
Core Competencies to be developed:				
Imagination and creativity: As the learners make calendars in pairs				
PCI's Learner support programmes: During guidance and counseling programmes learners will be taught the importance of time management			Values : Responsibility- When the learners can manage their time well, punctuality is fostered	
Links to other learning areas Kiswahili, English, Foreign and indigenous languages: Tones compare to the sounds of Kiswahili, English, Foreign and some indigenous languages			Suggested Community Service Learning Activities: Learners visit the community members and tell them dates in Kiswahili, English, Foreign and indigenous languages and Mandarin	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Comprehension	Reads time, months, weeks and days and makes meaning with ease	Reads time, months, weeks and days and makes meaning with little support	Reads time, months, weeks and days and makes meaning with some support	Requires a lot of support to read time, months, weeks and days

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Writing	Time and Date 2 lessons	By the end of this sub strand the learner should be able to; a) write time in hours and minutes in <i>pinyin</i> b) write sentences and simple dialogues on the year, month, week and day in <i>pinyin</i> .	<ul style="list-style-type: none"> learners watch a video clip write days of the week in <i>pinyin</i> listen to an audio CD on the year, month, week and day and write down the dates they hear in <i>pinyin</i> learners use their school time table to model clock faces and write the time in <i>pinyin</i> learners keep a record of their daily activities and make presentations in a journal 	1. How do you organize activities in your daily life?
Core Competencies to be developed: Self-Efficacy: Learners acquire the competency of organizing their time in their day to day activities				
PCI's Life skills: As learners manage their time and organize how to spend their time wisely			Values : Responsibility- When the learners can manage their time, punctuality is fostered	
Links to other learning areas Home science: Chinese is related to Home science in the use of the concept of time when preparing meals			Suggested Community Service Learning Activities: During community functions the learners assist to manage time as scheduled	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Spelling	Consistently writes years, months, weeks, days and time in <i>pinyin</i>	Writes years, months, weeks, days and time in <i>pinyin</i> with little support	Writes years, months, weeks, days and time in <i>pinyin</i> with some support	Requires a lot of support to write years, months, weeks, days and time

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Listening and Speaking	Colours 2 lessons	By the end of this sub strand the learner should be able to; a) pronounce words correctly to enhance meaning b) describe home and school facilities using colours c) appreciate the importance of colours in our day to day lives.	<ul style="list-style-type: none"> • learners use print media to look for pictures with different colours and make a picture book on colours and make oral presentations • the learners listen to an audio visual on names of colours and make sentences in Mandarin • learners take a learning walk outside the classroom and say the colours they see • in pairs learners make a colour wheel and use it construct sentences in Mandarin • In groups learners discuss their favourite colours and name them in Mandarin • discuss the importance of keeping school clean and not dirtify painted walls 	1. How does the knowledge of colours help us in our daily lives?
Core Competencies to be developed: Creativity and Imagination: When learners through various class activities create appropriate tools to help enhance their knowledge on colours				
PCI's Education for sustainable development: When learners know the importance of colour in the environment, they are sensitized on being part of conserving the environment			Values : Love and care for the environment is fostered when the learners acquire knowledge, skills and attitude on the importance of colours	
Links to other learning areas Art and Design: Learners also learn about colours			Suggested Community Service Learning Activities: Learners participate in community tree planting to encourage environmental sustainability as they tell others about colours in Mandarin	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Pronunciation	Reads sentences describing home and school facilities using colours with ease	Reads sentences describing home and school facilities using colours with minimal support	Reads sentences describing home and school facilities using colours with some support	Reads sentences describing home and school facilities using colours with a lot of assistance
2. Description of places	Use the appropriate adjectives to describe rooms, school and household items with ease	Correctly uses adjectives describing rooms, school and household items with little support	Correctly uses adjectives describing rooms, school and household items with some support	Requires a lot of support to use adjectives to describe rooms, school and household items

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Reading	Colour 2 lessons	<p>By the end of this sub strand the learner should be able to;</p> <p>a) read words correctly to enhance meaning</p> <p>b) read words, sentences and simple texts describing home and school facilities using colours</p> <p>c) appreciate the use of colours in our day to day lives to convey meaning.</p>	<ul style="list-style-type: none"> • learners read aloud colours on flash cards • learners watch a video clip on colours and read the names aloud • in groups read a fun story in Mandarin about colours and do a colouring activity worksheet <p>learner in turns read dialogues about the different colours in <i>pinyin</i></p>	<p>1. What is the meaning of the colours in our daily lives?</p>
<p>Core Competencies to be developed: Communication and collaboration: When learners are participating in activities related to colours in pairs, groups and as a class their communication skills are enhanced</p>				
<p>PCI's Learner support programmes: The skills , knowledge and attitudes learnt on colours can help promote sports and games</p>			<p>Values :Patriotism - The knowledge skills and attitudes on the national colours can promote patriotism</p>	
<p>Links to other learning areas Art and craft: The learners also engage in activities in drawing, colouring and painting</p>			<p>Suggested Community Service Learning Activities: Learners participate in music festivals and sing songs on colours to sensitize the community on the meaning of colours</p>	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Articulation	Consistently reads words, sentences and simple texts describing home and school facilities using colours with correct pronunciation and intonation with ease	Accurately reads words, sentences and simple texts describing home and school facilities using colours with correct pronunciation and intonation most of the time	Sometimes reads words, sentences and simple texts describing home and school facilities using colours with correct pronunciation and intonation with some support	Requires a lot of support to read words, sentences and simple texts describing home and school facilities using colours

Strand	Sub strand	Specific Learning outcomes	Suggested Learning Experiences	Key inquiry Question(s)
Writing	Colours 2 lessons	By the end of the sub strand the learner should be able to; a) write words, sentences and simple texts describing home and school facilities using colours in <i>pinyin</i> b) display recognition of the value of colours in different social contexts.	<ul style="list-style-type: none"> learners draw shapes, colour and write their <i>pinyin</i> names learners use cards and picture charts to construct sentences on colours play a game of flash cards with different colours using digital devices learners write short poems and stories on colours and make presentation in groups learners discuss the value of colours in different social contexts 	1. What is the importance of colours in our lives?
Core Competencies to be developed:				
Digital literacy skills are acquired when learners use digital devices to interpret and represent their knowledge on colours				
PCI's Life skills and value education: Learners use colour to decipher information being communicated in daily life e.g. traffic lights			Values : Responsibility- Learners responsibly use information depicted in various colours for safety purposes	
Links to other learning areas Art and craft: concept of colours are used to convey different emotions in different contexts			Suggested Community Service Learning Activities: Learners sensitize community members on the meaning of colours e.g. meaning of the colours in traffic light	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
1. Sentence structure	Consistently and accurately writes words, sentences and simple texts describing home and school facilities using colours in <i>pinyin</i> with ease	Accurately writes words, sentences and simple texts describing home and school facilities using colours in <i>pinyin</i> most of the time	Accurately writes words, sentences and simple texts describing home and school facilities using colours in <i>pinyin</i> some of the time	Needs support to writes words, sentences and simple texts describing home and school facilities using colours in <i>pinyin</i>