KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

DIPLOMA IN TEACHER EDUCATION
PRE-PRIMARY AND PRIMARY

MANDARIN CURRICULUM DESIGN

2024

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INTRODUCTION

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level **(DTE–PP&P)** is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

Professional Learning areas
1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources

4. ICT Integration in Education
5. Educational Assessment
6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management
9. Sociological and Philosophical Foundations of Education
10. Historical and Comparative Foundations of Education
11. Micro Teaching
12. Practicum

Integrated Content and Pedagogy Learning areas
1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education
10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)

Entry Requirements
The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent

Duration of Training
The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

Subjects Offered
The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

Micro-Teaching and Practicum
Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

Award of the Diploma
To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:
i)   Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).
ii)   Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

Note: If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

Grading

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
PROFESSIONAL LEARNING AREAS												**PROFESSIONAL LEARNING AREAS (420 Hours)**
1.	**Child Development and Psychology**	10	10	10	10	10	10	60				
2.	**Curriculum Studies**	30	20	20	20			90				
3.	**Educational Resources**	10	10	10				30				
4.	**ICT Integration in Education**	10	10	10				30				
5.	**Educational Assessment**	10	10	10				30				
6.	**Research Skills**	10	10	4				24				
7.	**Inclusive Education**	10	10	10				30				
8.	**Educational Leadership and Management**				10	10	10	30				
9.	**Sociological and Philosophical Foundations of Education**				10	10	10	30				
10.	**Historical and Comparative Foundations of Education**				10	10	10	30				
11.	**Micro Teaching**	30						30				
SUB TOTAL		**120Hrs**	**80Hrs**	**80Hrs**	**60Hrs**	**40Hrs**	**40Hrs**	**414Hrs**				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	Practicum	Practicum	CONTENT& PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30	300 Hours	300 Hours	
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

2. **Promote the social, economic, technological and industrial needs for national development.**
   Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

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

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

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

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

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

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

5. **Promote social equity and responsibility.**

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

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

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

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

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

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

LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

Kenya as part of the international community shall give the Diploma teacher trainee an opportunity to learn Mandarin apart from the national, official and indigenous languages learnt in teachers training colleges. Mandarin should be learned as an academic discipline that will form a spring board for future advancement in education, social, economic, cultural and technological spheres. This will promote equitable access to learning and career support, while promoting intercultural knowledge, skills and values.

Mandarin learning at this level will focus on the four language skills: listening, speaking, reading and writing. This will lead to the advancement of trainee`s linguistic and professional development. Additionally, it will promote international consciousness and appreciation of one's culture and other people's cultures. The content areas will be delivered through formal, non-formal and informal tutor guided experiences, including classroom interactions, research, projects, seminar presentations and individual and group assignments.

GENERAL LEARNING OUTCOMES

By the end of the Diploma in Teacher Education –Pre-Primary and Primary programme, the teacher trainee should be able to:
1. Construct Communicative dialogue to effectively engage in day-to- day interactions using Mandarin
2. Develop and plan knowledge on language theories and pedagogy to guide the learner to acquire relevant knowledge, skills, attitudes and values
3. Collect and examine selected Mandarin literary genres for information and enjoyment in order to infuse thinking and learning
4. Demonstrate appreciation of a variety of Chinese culture to provide an interactive forum to share ideas
5. Experiment and demonstrate the ability to use a range of resources, including ICT, that engage the trainees in the learning process
6. Mainstream Pertinent and Contemporary Issues in the teaching of Mandarin in order to achieve the national goals of education
7. Appreciate and defend Mandarin as a medium for talent development as enshrined in Competency Based Curriculum

STRANDS AND SUB STRANDS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.1 Chinese Society and Culture** (2 hours)	By the end of the sub strand the teacher trainee should be able to: a) compile general information on Chinese society and culture, b) compare Chinese with Kenyan cultures for enhanced understanding, c) relate information on Chinese society and culture to other subjects, d) develop tools to assess knowledge of Chinese society and culture, e) appreciate the diversity of cultures to foster international mindedness.	Teacher trainee to: • discuss and list general information of Chinese society and culture with peers (*geography, people, climate, religion, landmarks, government, other facts, current affairs*) , • watch clips on Kenyan and Chinese way of life then make commentaries, • work collaboratively to identify commonalities in their study of Chinese with other subjects, • formulate questionnaires to evaluate acquisition of knowledge and skills acquired on topics covered, • debate on stereotypes between Kenya and China in order to foster healthy intercultural relationships, • attend or participate in various Chinese cultural activities and events to experience the dynamics of the culture.	1. Why is it important to learn Chinese culture? 2. What are some of the unique geographical features to China?

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Core Competencies to be developed:
- Communication and collaboration: the trainee creates an inclusive learning environment as they join group discussions on the general knowledge of China.
- Learning to learn and reflective practice: the trainee develops reflective skills as they examine the commonalities in their study of Chinese with other subjects.
- Citizenship and leadership: the trainee develops intercultural sensitivity and respect of other cultures as they debate on stereotypes between Kenya and China to foster healthy intercultural relationships.

Values:
- Patriotism: the trainee deepens understanding of their own culture as they debate on the stereotypes between Kenya and China.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to compile general information on Chinese society and culture.	Compiles general information on Chinese society and culture exhaustively.	Compiles general information on Chinese society and culture.	Compiles general information on Chinese society and culture with a few details that require clarification.	Compiles general information on Chinese society and culture with many details that require clarification and correction.

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to compare Chinese with Kenyan cultures for enhanced understanding.	Analytically compares Chinese with Kenyan cultures for enhanced understanding.	Compares Chinese with Kenyan cultures for enhanced understanding.	Compares Chinese with Kenyan cultures with a few unclear details.	Compares Chinese with Kenyan cultures with many unclear details.
Ability to relate information on Chinese society and culture to other subjects.	Relates information on Chinese society and culture to other subjects comprehensively.	Relates information on Chinese society and culture to other subjects.	Relates some information on Chinese society and culture to other subjects.	Relates information on Chinese society and culture to other subjects with guidance.
Ability to develop tools to assess knowledge of Chinese society and culture.	Meticulously develops tools to assess knowledge of Chinese society and culture.	Develops tools to assess knowledge of Chinese society and culture.	Develops some tools to assess knowledge of Chinese society and culture.	Develops tools to assess knowledge of Chinese society and culture with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Listening and Speaking	**2.1 Phonetics and Phonology** (7 hours)	By the end of the sub strand the teacher trainee should be able to: a) distinguish the articulation of the Mandarin Chinese phonemes, b) analyse the components of the *pinyin* system as a foundation for proficiency in Chinese, c) choose appropriate strategies for teaching common difficulties in pronunciation, d) recognise the importance of correct pronunciation in communication.	Teacher trainee to: • look for IPA and Mandarin phonetic charts and pronounce initials and finals using the correct tones, • articulate the problematic Mandarin Chinese sounds (*d, t, j, q, x, zh, ch, sh, r, z, c, s, e, ü, er*) for peer feedback, • examine the components of a Chinese syllable and the principles that govern its formation and pronunciation *(initials, finals, tones, rules of pinyin, tone sandhi)*, • listen to audio clips and identify common pronunciation errors (*e.g. incorrect tones, aspirated vs. unaspirated sounds,*	1. Why is the Chinese *pinyin* system important in pronunciation? 2. What strategies can one employ in teaching Chinese pronunciation?

			retroflex consonants, tone sandhi etc.*), • develop appropriate strategies for teaching and assessing common difficulties in pronunciation collaboratively (*i.e. modelling, repetition, tone practice, minimal pairs, demonstrations, imitations etc.*) • discuss the value of using correct pronunciation in Mandarin Chinese and how it affects communication.	

Core Competencies to be developed:
- Creativity and Innovation: the teacher trainee designs techniques to help tackle unique sounds that would hinder comprehension in Mandarin.
- Pedagogical Content Knowledge: teacher trainee displays an understanding of how learners learn as they use a variety of activities and strategies to address challenges in pronunciation.
- Critical Thinking and Problem Solving: the teacher trainee uses logic and evidence to articulate problematic Mandarin sounds using the Mandarin phonetic charts.

Values:
Unity is enhanced when the teacher trainee works with peers to develop appropriate strategies for teaching and assessing common difficulties in pronunciation.

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to distinguish the articulation of Mandarin Chinese phonemes.	Distinguishes the articulation of the Mandarin Chinese phonemes creatively.	Distinguishes the articulation of the Mandarin Chinese phonemes.	Distinguishes the articulation of the Mandarin Chinese phonemes with few errors.	Distinguishes the articulation of the Mandarin Chinese phonemes with many errors.
Ability to analyse the components of the pinyin system as a foundation for proficiency in Chinese.	Comprehensively analyses the components of the pinyin system as a foundation for proficiency in Chinese.	Analyses the components of the pinyin system as a foundation for proficiency in Chinese.	Analyses some components of the pinyin system as a foundation for proficiency in Chinese.	Analyses the components of the pinyin system as a foundation for proficiency in Chinese.
Ability to choose appropriate strategies for teaching common difficulties in pronunciation.	Chooses appropriate strategies for teaching common difficulties in pronunciation with reasons.	Chooses appropriate strategies for teaching common difficulties in pronunciation.	Chooses many appropriate strategies for teaching common difficulties in pronunciation.	Chooses a few appropriate strategies for teaching common difficulties in pronunciation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.1 Introduction to Chinese Characters I** (5 hours)	By the end of the sub strand the teacher trainee should be able to: a) explain the history and development of Chinese characters, b) examine the types of Chinese characters to deepen understanding of the writing system, c) distinguish the fundamental strokes of Chinese characters for mastery, d) use ICT in their professional practice to enrich the learning process, e) design learning experiences to facilitate the teaching of Chinese characters,	Teacher trainee to: • research on the evolution of Chinese characters and make presentations of their findings, • collaborate with peers to distinguish the types of Chinese characters (象形字，指事字，会意字，形声字）and give examples for each, • apply the correct basic stroke order or sequence of 笔画 in writing Chinese characters and indicate their *pinyin* correctly on varied themes, • creatively use ICT to teach Chinese characters and share best practices, • use the Chinese curriculum designs to come up with	1. Why is the knowledge of the history and development of Chinese characters important in learning the language? 2. What strategies can we use to facilitate the teaching and learning of Chinese characters?

		f) select a variety of methods to assess Chinese characters, g) appreciate the uniqueness of the Chinese writing system.	learning experiences that cater to the diverse writing needs of the learners, • model various methods for assessing knowledge of Chinese characters, • create interactive timeline posters or digital slide analysing the evolution of Chinese characters in various historical forms (*oracle bone script, seal script, clerical script, regular script*) for awareness creation.	

Core Competencies to be developed:
- Learning to learn and reflective practise: the teacher trainee uses ICT tools interactively to teach Chinese characters and share best practices with peers.
- Pedagogical Content Knowledge: teacher trainee demonstrates knowledge of competency based education as they come up with differentiated learning experiences suitable for teaching Chinese characters.
- Communication and collaboration: teacher trainee uses knowledge, skills and values acquired in training to create interactive timeline posters or digital slides displaying the evolution of Chinese characters.

Values:
Unity is strengthened when trainees collaborate with each other to examine the types of Chinese characters.

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the history and development of Chinese characters.	Explains the history and development of Chinese characters exhaustively.	Explains the history and development of Chinese characters.	Explains the history and development of Chinese characters with a few unclear details.	Explains the history and development of Chinese characters with many unclear details.
Ability to examine the types of Chinese characters to deepen understanding of the writing system.	Comprehensively examines the types of Chinese characters and gives relevant illustrations.	Examines the types of Chinese characters to deepen understanding of the writing system.	Examines types of Chinese characters to deepen understanding of the writing system but leaves out some information.	Examines the types of Chinese characters to deepen understanding of the writing system with assistance.
Ability to distinguish the fundamental strokes of Chinese characters for mastery.	Exhaustively distinguishes the fundamental strokes of Chinese characters for mastery.	Distinguishes the fundamental strokes of Chinese characters for mastery.	Distinguishes the fundamental strokes of Chinese characters for mastery.	Distinguishes the fundamental strokes of Chinese characters for mastery.
Ability to use ICT in their professional	Creatively uses ICT in their professional	Uses ICT in their professional practice	Uses some ICT in their professional practice to	Uses ICT in their professional practice to

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
practice to enrich the learning process.	practice to enrich the learning process.	to enrich the learning process.	enrich the learning process.	enrich the learning process with guidance.
Ability to select a variety of methods to assess Chinese characters.	Meticulously selects a variety of methods to assess Chinese characters.	Selects a variety of methods to assess Chinese characters.	Selects some variety of methods to assess Chinese characters.	Selects a variety of methods to assess Chinese characters with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	**4.1 Nouns, Pronouns and Numerals** (7 hours)	By the end of the sub strand the teacher trainee should be able to: a) distinguish nouns, pronouns and numerals in various contexts for effective communication, b) apply nouns, pronouns and numerals appropriately in varied contexts, c) select appropriate teaching methods to facilitate learning, d) incorporate digital technology in learning for vocabulary development, e) choose appropriate methods to assess language learning,	Teacher trainee to: • collaboratively identify nouns, pronouns and numerals in sentences *(nouns: proper; common; pronouns: personal; demonstrative, interrogative),* • assign measure words (个, 张, 本 ,只, 口, 台, 杯 ,辆 etc.) to their corresponding nouns in texts, • develop appropriate activities or games to help learners acquire knowledge on numerals *(cardinal numbers, ordinal numbers, estimations, fractions, number related expressions),* • use correct numerical structures when expressing dates, times, and quantities in Chinese both orally and in writing, • compose texts using the nouns, pronouns and numerals then share	1. Why is the mastery of Chinese measure words important? 2. How can one incorporate digital technology in vocabulary learning?

		f) exhibit fluency in use of nouns, pronouns and numerals in interactions.	with peers on various online platforms for feedback, • recommend useful online sites or digital applications for vocabulary development to their learners (*Kahoot, Quizizz, Pleco, Hanping etc.*), • discuss how to accurately assess learners on grammatical components and monitor their progress to facilitate language learning, • participate in real life conversation scenarios by applying their grammatical knowledge to communicate effectively in everyday interactions.	

Core Competencies to be developed:
- Digital literacy: the teacher trainee evaluates digital resources, tools and services and recommends to their learners useful sites and applications for vocabulary development.
- Communication and collaboration: teacher trainee develops their communication skills as they participate in real life conversational practise in Mandarin Chinese.
- Creativity and innovation: teacher trainee creates a constructive learning environment as they formulate games that cater for the needs of different learners.

Suggested Formative Assessment Rubrics

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to distinguish nouns, pronouns and numerals in various contexts for effective communication.	Exhaustively distinguishes nouns, pronouns and numerals in various contexts for effective communication.	Distinguishes nouns, pronouns and numerals in various contexts for effective communication.	Distinguishes nouns, pronouns and numerals in various contexts with some errors.	Distinguishes nouns, pronouns and numerals in various contexts with assistance.
Ability to apply nouns, pronouns and numerals appropriately in varied contexts.	Innovatively applies nouns, pronouns and numerals appropriately in varied contexts using relevant examples.	Applies nouns, pronouns and numerals appropriately in varied contexts.	Applies nouns, pronouns and numerals in varied contexts with few errors.	Applies nouns, pronouns and numerals in varied contexts with many errors.
Ability to select appropriate teaching methods to facilitate learning.	Selects appropriate teaching methods to facilitate learning with justification.	Selects appropriate teaching methods to facilitate learning.	Selects many appropriate teaching methods to facilitate learning.	Selects a few appropriate teaching methods to facilitate learning.

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to incorporate digital technology for vocabulary development.	Creatively incorporates multiple digital technologies for vocabulary development.	Incorporates digital technology for vocabulary development.	Incorporates some digital technology for vocabulary development.	Incorporates some digital technology for vocabulary development with guidance.
Ability to choose appropriate methods to assess language learning.	Chooses appropriate methods to assess language learning giving reasons for their choice.	Chooses appropriate methods to assess language learning.	Chooses some appropriate methods to assess language learning.	Chooses appropriate methods to assess language learning with prompting.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.2 Chinese as a Second Language** (2 hours)	By the end of the sub strand the teacher trainee should be able to: f) explain the development and nature of Mandarin Chinese, g) elaborate on the theories of teaching Mandarin Chinese as a second language, h) apply the theories of second language learning in teaching Mandarin Chinese, i) justify the essence statements in the curriculum designs for learning Mandarin, j) appreciate the opportunities and benefits of learning Mandarin Chinese.	Teacher trainee to: • watch videos and describe the development and nature of Mandarin Chinese (*language family, standardisation of Mandarin, tonal nature of the language, writing system etc.*), • research on the theories of second language acquisition (*Chomsky and Krashen, Vyogystky*) and make presentations, • brainstorm on the different strategies for teaching Chinese as a foreign language and apply the knowledge in teaching and assessing their peers, • review the curriculum designs for Primary School and make presentations on the importance of learning Mandarin Chinese, • debate on the pros and cons of studying Chinese as a second language,	1. How is the knowledge on theories of second language acquisition important in language learning? 2. Why is learning Mandarin Chinese important?

				• invite a guest speaker to talk about their experiences and the advantages they have gained from learning Mandarin.	

Core Competencies to be developed:
- Creativity and Innovation: teacher trainee uses the knowledge and skills acquired to select appropriate methods of teaching and assessing Mandarin Chinese efficiently.
- Citizenship and Leadership: teacher trainee develops intercultural sensitivity and respect of diverse languages and cultures as they debate on the advantages and disadvantages of studying Mandarin Chinese.
- Communication and collaboration: teacher trainee works collaboratively with their community when they invite a guest speaker to talk about their experiences in learning Chinese.

Values:
- Respect: teacher trainee respects the opinion of others as they brainstorm strategies of teaching Mandarin Chinese as a foreign language.
- Unity is developed as teacher trainee works harmoniously with peers in group activities.

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Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the development and nature of Mandarin Chinese.	Explains the development and nature of Mandarin Chinese in depth with illustrations.	Explains the development and nature of Mandarin Chinese.	Explains the development and nature of Mandarin Chinese but leaves out few details.	Explains the development and nature of Mandarin Chinese but leaves out many details.
Ability to elaborate on the theories of teaching Mandarin Chinese as a second language.	Exhaustively elaborates the theories of teaching Mandarin Chinese as a second language.	Elaborates the theories of teaching Mandarin Chinese as a second language.	Elaborates some theories of teaching Mandarin Chinese as a second language.	Elaborates the theories of teaching Mandarin Chinese as a second language with prompting.
Ability to apply the theories of second language learning in teaching Mandarin Chinese.	Elaborately applies the theories of second language learning in teaching Mandarin Chinese.	Applies all the theories of second language learning in teaching Mandarin Chinese.	Applies some of the theories of second language learning in teaching Mandarin Chinese.	Applies the theories of second language learning in teaching Mandarin Chinese with assistance.
Ability to justify the essence statements in the	Justifies the essence statements in the Mandarin curriculum	Justifies the essence statements in the	Justifies interprets the essence statements in the	Justifies the essence statements in the

Level　Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
curriculum designs for learning Mandarin.	designs exhaustively with relevant examples.	Mandarin curriculum designs.	Mandarin curriculum designs.	Mandarin curriculum designs with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.2 Reading Skills** (5 hours)	By the end of the sub strand the teacher trainee should be able to: a) elaborate the types of reading in language learning, b) apply reading skills in various contexts, c) choose appropriate learning resources for various reading contexts, d) implement differentiated reading instruction for language teaching and learning, e) determine criteria for assessing reading skills, f) acknowledge the importance of different types of reading in language learning.	Teacher trainee to: • discuss reading skills applicable in different contexts (*reading aloud, reading fluency, appreciative reading, intensive reading, extensive reading etc.*), • engage peers in higher-order thinking activities and reading tasks, such as analysing, synthesizing, deducing and evaluating information from texts, • develop and apply suitable methods for improving students' reading fluency, including phonemic awareness, vocabulary development, and reading rate, • critically assess reading materials for suitability, bias, and alignment to the diverse needs of the learners, • design and implement differentiated reading instruction to cater to learners with varying reading levels and needs,	1. How can one improve their reading skills? 2. Why are reading skills important in studying Mandarin Chinese?

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choose appropriate tools and techniques to assess learners' reading progress, identify difficulties, and provide targeted support,
develop and engage in reading activities and tasks for self and peer assessment,
create an awareness campaign in their community on the importance of reading for language proficiency.

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</table>

Core Competencies to be developed:
- Self-efficacy: the teacher trainee utilises resources that reflect diversity of learners, their knowledge, attributes and capabilities to develop varied reading abilities at various levels.
- Communication and collaboration: the trainee contributes to collaborative participation of the community as they create an awareness campaign on the importance of reading.
- Promote critical thinking through reading:

Values:
- Responsibility: the trainee takes the initiative to find solutions to challenges they face in their school concerning reading resources.
- Unity: the trainee collaboratively brainstorms strategies to develop the different reading abilities of learners at various levels.

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to elaborate types of reading in language learning.	Elaborates all types of reading in language learning meticulously.	Elaborates all types of reading in language learning.	Elaborates some types of reading in language learning.	Elaborates types of reading in language learning with guidance.
Ability to apply reading skills in various contexts.	Systematically applies reading skills in various contexts.	Applies reading skills in various contexts.	Applies reading skills fairly well in various contexts.	Applies reading skills poorly in various contexts.
Ability to choose appropriate learning resources for various reading contexts.	Chooses appropriate learning resources for various reading contexts with justification.	Chooses appropriate learning resources for various reading contexts.	Chooses some appropriate learning resources for various reading contexts.	Chooses appropriate learning resources for various reading contexts with assistance.
Ability to implement differentiated reading instruction for language teaching and learning.	Skillfully implements differentiated reading instructions for language teaching and learning. Instructions cater to different learning styles and interests.	Implements differentiated reading instructions for language teaching and learning for different levels.	Implements reading instructions for language teaching and learning. Instructions are differentiated but not fully aligned with individual needs.	Implements reading instructions for language teaching and learning. Instructions have minimal differentiation for the varying levels.

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to determine criteria for assessing reading skills.	Elaborately determines criteria for assessing reading skills.	Determines criteria for assessing reading skills.	Determines criteria for assessing reading skills but a few details are missing.	Determines criteria for assessing reading skills but many details are missing.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.2 Introduction to Chinese Characters II** (5 hours)	By the end of the sub strand the teacher trainee should be able to: a) distinguish the different strokes of Chinese characters for mastery, b) apply the correct stroke order in writing Chinese characters for effective communication, c) analyse the structure of Chinese characters to enhance language comprehension, d) develop a variety of tools and methods for assessing the writing of Chinese characters, e) appreciate the Chinese writing system for effective language learning and teaching.	Teacher trainee to: • examine and differentiate the strokes of Mandarin Chinese（横，竖，撇,捺，提，点，，横折，横折提，横撇，横折钩etc.), • write Chinese characters observing the principles of stroke order, • design activities (*imitation, simulation, dictation, character generation drills etc.)* for writing of Chinese characters and present for peer review, • collaborate with peers to examine the components and structure of Chinese characters (strokes, radicals, types: 象形字，指事字，会意字，形声字）and give examples for peer feedback,	1. Why is stroke order important in writing Chinese characters? 2. What strategies can be used to master characters?

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			- creatively use ICT to teach Chinese characters and share best practices , - create and model different methods and tools to assess character writing proficiency of learners, - organise inter class writing competitions to appreciate how meaning is constructed in Chinese and the Chinese orthography.	

Core Competencies to be developed:
- Self-efficacy: the trainee identifies and nurtures the learner's ability to write Chinese characters by organising an inter class writing competition to develop writing fluency.
- Creativity and imagination: the trainee uses knowledge, skills and values acquired to come up with suitable activities for writing characters in an effective and efficient way.
- Assessment competency: the trainee designs assessment of learning by using observation schedules to establish if learners know and can write Chinese characters in various tasks.

Values:
- Social justice is fostered as trainee develops appropriate tools and methods to fairly assess the learners' character writing ability.
- Unity is strengthened when the trainee works together with peers to design different writing tasks.

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to distinguish the different strokes of Chinese characters.	Creatively distinguishes the different strokes of Chinese characters with varied illustrations.	Distinguishes all the different strokes of Chinese characters.	Distinguishes some of the different strokes of Chinese characters.	Distinguishes the different strokes of Chinese characters with cues.
Ability to apply the correct stroke order in writing Chinese characters.	Systematically applies the correct stroke order in writing Chinese characters.	Applies the correct stroke order in writing Chinese characters.	Applies the correct stroke order in writing Chinese characters with few errors.	Applies the correct stroke order in writing Chinese characters with many errors.
Ability to analyse the structure of Chinese characters to enhance language comprehension.	Comprehensively analyses the structure of Chinese characters to enhance language comprehension.	Analyses the structure of Chinese characters to enhance language comprehension.	Analyses the structure of Chinese characters to enhance language comprehension with some errors.	Analyses the structure of Chinese characters to enhance language comprehension with many errors.
Ability to develop appropriate tools for assessing writing of Chinese characters.	Develops appropriate tools for assessing writing of Chinese characters elaborately.	Develops appropriate tools for assessing writing of Chinese characters.	Develops some appropriate tools for assessing writing of Chinese characters.	Develops appropriate tools for assessing writing of Chinese characters with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	**4.2 Verbs, Adverbs and Adjectives** (5 hours)	By the end of the sub strand the teacher trainee should be able to: a) classify verbs, adverbs and adjectives in Mandarin Chinese, b) make use of the selected parts of speech in varied contexts, c) select learning methods most suited to the learners, d) integrate values in the teaching and learning process, e) select appropriate tools and methods of assessing verbs, adverbs and adjectives, f) exhibit interest in using the selected parts of	Teacher trainee to: • analyse verbs *(action, modal, static)*, adverbs *(adverbs of time, degree, frequency and their negative forms)* and adjectives *(attributives, predicates)* in texts to distinguish their usage, • compose accurate texts on varied themes using the selected parts of speech for peer feedback, • identify the challenges learners face when learning verbs, adverbs and adjectives then come up with suitable teaching methods to address them, • guide learners in higher order thinking activities to assess their knowledge of verbs,	What strategies would one use to teach verbs, adverbs and adjectives in a language class?

		speech to communicate on familiar topics.	adverbs and adjectives through various tasks, participate in activities (*e.g. debates, cultural events, spelling bee, Chinese corner etc.*) to promote the use of Mandarin Chinese in communication.	

Core Competencies to be developed:
- Citizenship and leadership: teacher trainee takes responsible action towards collective wellbeing when they create a campaign on the importance of physical fitness for wellness.
- Assessment competency: teacher trainee designs assessment as learning when they guide learners to assess their knowledge of verbs, adverbs and adjectives through various tasks in order to make adaptations where necessary.
- Creativity and innovation: the trainee uses the knowledge acquired in training to come up with efficient ways of facilitating learning as they participate in activities that promote use of Mandarin in communication.

Values:
- Responsibility is fostered when trainee takes the initiative of organising activities that promote the learning of Chinese in groups.
- Love is nurtured as the trainee cares for themselves and others by creating a campaign to sensitise them on the value of taking care of their health.

Suggested Formative Assessment Rubric

Level \ Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to classify verbs, adverbs and adjectives in Mandarin Chinese.	Classifies verbs, adverbs and adjectives in Mandarin Chinese exhaustively.	Classifies verbs, adverbs and adjectives in Mandarin Chinese.	Classifies some verbs, adverbs and adjectives in Mandarin Chinese.	Classifies some verbs, adverbs and adjectives in Mandarin Chinese with guidance.
Ability to make use of the selected parts of speech in varied contexts.	Meticulously makes use of the selected parts of speech in varied contexts.	Makes use of the selected parts of speech in varied contexts.	Makes use of the selected parts of speech in varied contexts with few errors.	Makes use of the selected parts of speech in varied contexts with many errors.
Ability to select learning methods most suited to the learners.	Selects learning methods most suited to the learners meticulously.	Selects learning methods most suited to the learners.	Selects some learning methods most suited to the learners.	Selects learning methods most suited to the learners with assistance.
Ability to integrate values in the teaching and learning process.	Creatively integrates values in the teaching and learning process.	Integrates values in the teaching and learning process.	Partially integrates values in the teaching and learning process.	Integrates values in the teaching and learning process with prompts.
Ability to select appropriate tools and methods of assessing	Selects appropriate tools and methods of assessing verbs, adverbs	Select appropriate tools and methods of assessing verbs,	Selects some appropriate tools and methods of	Selects appropriate tools and methods of assessing verbs,

Indicator \ Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
verbs, adverbs and adjectives.	and adjectives giving justifications for their choice.	adverbs and adjectives.	assessing verbs, adverbs and adjectives.	adverbs and adjectives with cues.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening	**1.3 Listening Skills** (7 hours)	By the end of the sub strand the teacher trainee should be able to: a) distinguish the types of listening skills in language teaching and learning, b) apply the different types of listening skills in various contexts, c) propose strategies to overcome barriers to effective listening, d) create suitable activities to build on capacities and skills of effective listening, e) formulate questions to critically reflect on the learning process,	Teacher trainee to: • discuss the types of listening skills in Chinese (*intensive, selective, active, interactive, extensive, responsive* etc.) and make presentations, • analyse different classroom scenarios and determine the most appropriate type of listening to use collaboratively, • outline activities and tasks to model and practise the different listening skills, • recommend effective listening strategies (*modelling, practicing, explaining etc.*) to develop the linguistic abilities of learners • prepare and participate in formal and non-formal activities *(e.g. language exchange programmes, field trips, Chinese clubs etc.)* that	1. What strategies can one employ to obtain information while listening? 2. Why is it important to have good listening skills? 3. How can one overcome the barriers to effective listening?

| | | f) select appropriate methods to assess listening skills,
g) value the role that listening play in language acquisition. | expose them to different listening situations,
• develop Key Inquiry Questions to evaluate the learners ability to comprehend listening comprehension,
• discuss, prepare and present appropriate digital assessment tools and methods to assess learners listening abilities,
• promote a culture of listening among peers by modelling and reinforcing good listening practices in the classroom. | |

Core Competencies to be developed:
- Assessment competency: this is developed as the teacher trainee designs appropriate assessment tools and methods to evaluate the learners' listening abilities.
- Digital literacy: teacher trainee uses digital resources as they prepare appropriate tools and methods to assess their learners listening abilities.

Values:
- Integrity is enhanced as the trainee demonstrates a sense of honesty as they assess learners' listening skills.
- Respect is fostered as the trainees acknowledge the perspectives and opinions shared by their peers on functions of listening.

Suggested Formative Assessment Rubric

Level \ Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to distinguish types of listening skills in language teaching and learning.	Exceptionally distinguishes types of listening skills in language teaching and learning.	Distinguishes types of listening skills in language teaching and learning.	Distinguishes types of listening skills in language teaching and learning with few errors.	Distinguishes types of listening skills in language teaching and learning with many errors.
Ability to apply the different types of listening skills in various contexts.	Comprehensively applies the different types of listening skills in various contexts.	Applies the different types of listening skills in various contexts.	Partially applies the different types of listening skills in various contexts.	Applies the different types of listening skills in various contexts with prompts.
Ability to propose strategies to overcome barriers to effective listening.	Proposes relevant and appropriate strategies to overcome barriers to effective listening.	Proposes strategies to overcome barriers to effective listening.	Proposes some strategies to overcome barriers to effective listening.	Proposes strategies to overcome barriers to effective listening with assistance.
Ability to create suitable activities to build on capacities	Exceptionally create suitable activities to build on capacities and	Creates suitable activities to build on capacities and skills of effective listening.	Creates some suitable activities to build on capacities and skills of effective listening.	Creates suitable activities to build on capacities and skills of effective listening with guidance.

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
and skills of effective listening.	skills of effective listening.			
Ability to formulate questions that critically reflect on the learning process.	Meticulously formulates questions that critically reflect on the learning process.	Formulates questions that critically reflect on the learning process.	Formulates questions that critically reflect on the learning process with few details missing.	Formulates questions that critically reflect on the learning process with many details missing.
Ability to select appropriate methods to assess listening skills.	Selects appropriate methods to assess listening skills giving justifications for their choice.	Selects appropriate methods to assess listening skills.	Selects some appropriate methods to assess listening skills some of the time.	Selects appropriate methods to assess listening skills with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	**2.3 Reading Strategies** (7 hours)	By the end of the sub strand the teacher trainee should be able to: a) differentiate various strategies used in various reading contexts, b) apply appropriate reading strategies for various reading tasks, c) employ suitable methods to facilitate the acquisition of reading strategies, d) assess learner competencies in applying reading strategies, e) acknowledge the use of different reading strategies for comprehension.	Teacher trainee to: • discuss and identify which reading strategy (*skimming, scanning, predicting, previewing, summarising, inferring*) is most effective for each text type and explain why, • work collaboratively to analyze the structure of a text and determine the best strategy for understanding the main ideas and details, • predict the content and key points of a text based on titles, headings, and introductory paragraphs, • model a lesson on how to utilise the different strategies in a reading class for feedback, • reflect on the effectiveness of the reading strategies they used and modify them for better outcomes in future reading tasks, • design formative and summative assessments to evaluate learners	How do you extract key information from a text?

			proficiency in applying reading strategies, • organise reading activities (*reading picnics, reading competition)* to make use of the various strategies in reading with peers.	

Core Competencies to be developed:
- Assessment competency: the teacher trainee facilitates assessment as learning as they monitor learners and give feedback from reading activities.
- Learning to learn and reflective practice: the teacher trainee develops reflective skills in teaching and learning as they model a lesson on how to utilise different reading strategies in class.

Values:
Unity is enhanced as trainee works peacefully with peers to organise reading tasks.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to differentiate various strategies used in various reading contexts.	Differentiates various strategies used in various reading contexts innovatively.	Differentiates various strategies used in various reading contexts.	Differentiates various strategies used in various reading contexts with few errors.	Differentiates various strategies used in various reading contexts with many errors.

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to apply appropriate reading strategies for various reading task.	Meticulously applies appropriate reading strategies for various reading tasks.	Applies appropriate reading strategies for various reading tasks.	Applies some appropriate reading strategies for various reading tasks.	Applies some appropriate reading strategies for various reading tasks with assistance.
Ability to employ suitable methods to facilitate the acquisition of reading strategies.	Innovatively employs suitable methods to facilitate the acquisition of reading strategies.	Employs suitable methods to facilitate the acquisition of reading strategies.	Employs many suitable methods to facilitate the acquisition of reading strategies.	Employs some suitable methods to facilitate the acquisition of reading strategies.
Ability to assess learner competencies in applying reading strategies.	Assesses learner competencies in applying reading strategies comprehensively.	Assesses learner competencies in applying reading strategies.	Assesses learner competencies in applying reading strategies with a few errors.	Assesses learner competencies in applying reading strategies with many errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.3 Writing Skills** (7 hours)	By the end of the sub strand the teacher trainee should be able to; a) distinguish types of writing for various purposes, b) compose texts employing various types of writing, c) employ task based approach in teaching, d) integrate ICT in writing to enrich learning, e) exhibit interest in writing for specific purposes.	Teacher trainee to: • collect written texts and categorise them into the different types *(e.g. functional; CV, invitations, recipes, budgets, Emails, posters, shopping list, menu, maps, descriptive, creative)*, • use given prompts to compose texts for different purposes, receive peer feedback and revise their work to improve clarity • assign different tasks with various instructions to practise writing, • use various digital tools such as blogs, collaborative platforms (e.g. Google Docs) and multimedia apps to create written works and share on online platforms for peer review, • create articles, short stories or reflective journals to be included in	What do you consider when writing texts for different purposes?

			the weekly, monthly, quarterly school magazine or journal.	

Core Competencies to be developed:
- Digital literacy: the trainee demonstrates digital literacy skills as they publish and share their written work on digital platforms.
- Creativity and innovation: the trainee uses knowledge, skills and values acquired on types of writing to create articles or short stories for the school magazines or journals.

Values:
Integrity is fostered as the trainee ensures originality of their written work before publishing them online.

Pertinent and Contemporary Issues (PCIs):
Creative thinking skills are exhibited as the trainee comes up with texts that exhibit different types of writing.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to distinguish types of writing for various purposes.	Creatively distinguishes types of writing for various purposes.	Distinguishes types of writing for various purposes.	Distinguishes types of writing for various purposes with few errors.	Distinguishes types of writing for various purposes with many errors.
Ability to compose texts employing various types of writing.	Methodically composes texts employing various types of writing.	Composes texts employing various types of writing.	Composes texts employing various types of writing with some errors.	Composes texts employing various types of writing with assistance.
Ability to employ task based approach in teaching.	Comprehensively employs task based approach in teaching.	Employs task based approach in teaching.	Partially employs task based approach in teaching.	Employs task based approach in teaching with guidance.
Ability to integrate ICT in writing to enrich learning.	Innovatively integrates ICT in writing to enrich learning.	Integrates ICT in writing to enrich learning.	Integrates ICT in writing to enrich learning with some setbacks.	Needs prompting to integrate ICT in writing to enrich learning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	**4.3 Conjunctions, and Interjections** (5 hours)	By the end of the sub strand the teacher trainee should be able to: a) explain the types of conjunctions, and interjections in Chinese grammar, b) utilise conjunctions and interjections in various contexts, c) mainstream PCIs in the teaching and learning process, d) appreciate the use of conjunctions and interjections in improving language proficiency**.**	Teacher trainee to: • research the types and functions of conjunctions and interjections and present findings in class, • create texts related to daily activities making use of conjunctions and interjections, • model a lesson on Pertinent and Contemporary Issues on various themes using the selected parts of speech for review by peers, • give varied tasks to determine the learners understanding of conjunctions and interjections, • collaboratively simulate dialogues making use of	1. What is the importance of conjunctions and interjections in speech and writing? 2. How would one teach conjunctions and interjections?

			conjunctions and interjections.	

Core Competencies to be developed:
- Communication and collaboration: teacher trainee develops their communication skills when they model a lesson on Pertinent and Contemporary Issues on various themes.
- Digital literacy: teacher trainee accesses the internet to find information on the types and functions of conjunctions and interjections.

Values:
- Unity is enhanced when the teacher trainee collaborates with peers to simulate dialogues.
- Integrity is fostered when the trainee gives unbiased peer review for lessons modelled by peers.

Suggested Formative Assessment Rubric

Level \ Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the types of conjunctions and interjections in Chinese grammar.	Comprehensively explains the types of conjunctions and interjections in Chinese grammar.	Explains the types of conjunctions and interjections in Chinese grammar.	Partially explains the types of conjunctions and interjections in Chinese grammar.	Explains the types of conjunctions and interjections in Chinese grammar with prompting.
Ability to utilise conjunctions and interjections in various contexts.	Elaborately utilises conjunctions and interjections in various contexts.	Utilises conjunctions and interjections in various contexts.	Utilises conjunctions and interjections in various contexts with a few errors.	Utilises conjunctions and interjections in various contexts with many errors.
Ability to mainstream PCIs in the teaching and learning process.	Excellently mainstreams PCIs in the teaching and learning process.	Mainstreams PCIs in the teaching and learning process.	Mainstreams PCIs in the teaching and learning process with some flaws.	Mainstreams PCIs in the teaching and learning process with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.4 Conversational Skills** (4 hours)	By the end of the sub strand the teacher trainee should be able to: a) explain key features of effective conversations, b) converse on various topics using appropriate language, c) apply active listening techniques in conversations, d) use non-verbal communication to enhance verbal interaction, e) design a lesson plan for teaching conversational Chinese,	Teacher trainee to: • listen to real life conversations related to daily life and analyse the interaction for conversational features (*turn-taking, politeness strategies, use of non-verbal cues*), • simulate different conversation scenarios by adapting their conversational tone and style to diverse settings, • employ active listening techniques (*paraphrasing, asking clarifying questions, and providing appropriate feedback*) in listening tasks for effective communication, • model using non-verbal cues effectively to complement verbal communication with peers for improved conversational abilities, • prepare a lesson plan using ICT that would be used to achieve the lesson	What factors determine our effectiveness in conversations?

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| | | f) observe social conventions in daily communication. | objectives and accommodate differentiated learning,
• use non-linguistic cues (*gestures, mimes etc.*) to enhance effectiveness of communication with their peers. | |

Core Competencies to be developed:
- Digital literacy: the trainee uses digital resources, tools and services develop a lesson plan for differentiated learning.
- Pedagogical Content knowledge: trainee demonstrates knowledge and capability to plan learning and teaching when they prepare a lesson plan.
- Communication and Collaboration: the trainee enhances their communication skills as they employ active listening techniques for effective conversation with peers.

Values:
Respect: enhanced as the trainee collaborates with peers to initiate and sustain conversations.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain key features of effective conversations.	Meticulously explains all the key features of effective conversations,	Explains all the key features of effective conversations.	Explains most of the key features of effective conversations but lacks details on a few.	Explains some of the key features of effective conversations but

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Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
	including examples and real word applications.			struggles with the more complex details.
Ability to converse on various topics using appropriate language.	Converses on a wide range of topics, using language that is well suited to the context, audience and purpose.	Converses on various topics using appropriate language for the context.	Converses on various topics using language that is generally appropriate for most of the context.	Converses on various topics, but may struggle with appropriate language in some contexts.
Ability to apply active listening techniques in conversations.	Applies active listening techniques consistently enhancing understanding, engagement and conversation flow.	Applies active listening techniques consistently in conversations.	Applies active listening techniques occasionally in conversations.	Rarely applies active listening techniques in conversations.
Ability to use non-verbal communication to enhance verbal interaction.	Skilfully uses and integrates non-verbal communication to effectively enhance verbal interaction.	Uses non-verbal communication to effectively enhance verbal interaction.	Uses non-verbal communication, but it may not always align with verbal messages or be effective in enhancing interaction.	Uses non-verbal communication, but body language or gestures may be inconsistent or inappropriate.

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to design a lesson plan for teaching conversational Chinese.	Designs an elaborate lesson plan for teaching conversational Chinese.	Designs a lesson plan for teaching conversational Chinese.	Designs a lesson plan for teaching conversational Chinese but a few details are missing.	Designs a lesson plan for teaching conversational Chinese but many details are missing.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.4 Reading Proficiency** (5 hours)	By the end of the sub strand the teacher trainee should be able to: a) explain the importance of reading proficiency, b) draw inferences from texts before, during and after reading, c) implement appropriate reading programs at various levels of learning, d) formulate strategies to enhance learners' reading proficiency, e) appreciate the importance of reading proficiently for self-development.	Teacher trainee to: • discuss the role of reading proficiency in groups and present in class, • work collaboratively to come up with suggestions for improving their reading proficiency with peers, • distinguish between fact and fiction when reading texts related to types of media, • come up with individualised reading tasks to accommodate differentiated learning, • organise activities (*book clubs etc.)* to foster the reading culture in their school community, • compile a list of reading resources to recommend to peers to improve their proficiency.	1. How can you draw information from a reading text? 2. How can one improve their reading proficiency?
Core Competencies to be developed: • Self-efficacy: trainee utilises learning resources, which reflect and accommodate the different capabilities of their learners.					

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•	Creativity and innovation: trainee makes teaching interesting for themselves and others around them by organising activities to foster the reading culture in their school community.
•	Critical thinking and problem solving: trainee uses logic and evidence to distinguish between fact and fiction when reading a variety of materials.

Values:
- Responsibility is enhanced when the trainee takes initiative to design appropriate reading tasks to accommodate differentiated learning.
- Love is enhanced when the trainee shows care to their peers by recommending to them a list of reading materials to improve their proficiency.
- Unity is enhanced when the trainee works collaboratively to come up with suggestions for improving their reading proficiency.

Suggested Formative Assessment Rubric

Level ⟋ Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the importance of reading proficiency.	Explains the importance of reading proficiency exhaustively.	Explains the importance of reading proficiency.	Explains the importance of reading proficiency but few details are unclear.	Explain the importance of reading proficiency but many details are unclear.
Ability to draw inferences from texts before, during and after reading.	Elaborately draws inferences from written texts before,	Draws inferences from texts before, during and after reading.	Draws some inferences from written texts before, during and after reading.	Draws inferences from written texts before, during and after reading with guidance.

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Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
	during and after reading.			
Ability to implement appropriate reading programs at various levels of learning.	Implements appropriate reading programs at various levels of learning comprehensively.	Implements appropriate reading programs at various levels of learning.	Implements some appropriate reading programs at various levels of learning.	Implements appropriate reading programs at various levels of learning with assistance.
Ability to formulate strategies to enhance learners' reading proficiency.	Exceptionally formulates effective strategies to enhance learners' reading proficiency.	Formulates strategies to enhance learners' reading proficiency.	Formulates some strategies to enhance learners' reading proficiency.	Formulates strategies to enhance learners' reading proficiency with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.4 Chinese Punctuation** (7 hours)	By the end of the sub strand the teacher trainee should be able to: a) differentiate the usage of key punctuation marks in Chinese, b) examine the rules of punctuation in Mandarin Chinese, c) apply punctuation correctly in texts for effective communication, d) choose methods of teaching punctuation in Mandarin Chinese, e) formulate assessment methods and tools to evaluate punctuation, f) acknowledge the role of punctuation in language learning.	Teacher trainee to: • collaboratively identify key punctuation marks in Chinese and explain their usage with relevant examples in written texts, • collaboratively insert Chinese punctuation marks in various written tasks and activities according to the rules of Chinese grammar, • use a Chinese keyboard to write a variety of texts using punctuation marks in the appropriate place, • select, justify and model effective punctuation teaching strategies based on practical classroom scenarios to their peers, • develop assessment tools for evaluating punctuation proficiency and collaboratively	1. What is the role of punctuation in communication? 2. How is Chinese punctuation unique?

			review through ongoing reflection and feedback, • identify and correct punctuation mistakes from short Chinese texts or excerpts with deliberate punctuation errors, • make presentations on ambiguities and change of meaning that may arise from punctuating sentences.	

Core Competencies to be developed:
- Learning to learn and reflective practice: trainee designs appropriate assessment tools that to be used in the teaching and learning of punctuation in Mandarin Chinese.
- Citizenship and leadership: trainee builds a collaborative school culture as they work together with peers to insert Chinese punctuation marks in various written tasks and activities.

Values:
- Unity is strengthened as trainees work together to identify key punctuation marks in Chinese and explain their usage in groups and pairs.
- Responsibility is attained when the trainees accomplish all assigned tasks.

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to differentiate the usage of key punctuation marks in Chinese.	Exhaustively differentiates the usage of key punctuation marks in Chinese.	Differentiates the usage of key punctuation marks in Chinese.	Partially differentiates the usage of key punctuation marks in Chinese.	Differentiates the usage of key punctuation marks in Chinese with prompting.
Ability to examine the rules of punctuation in Mandarin Chinese.	Elaborately examines the rules of punctuation in Mandarin Chinese.	Examines the rules of punctuation in Mandarin Chinese.	Examines the rules of punctuation in Mandarin Chinese a few errors.	Examines the rules of punctuation in Mandarin Chinese with many errors.
Ability to apply punctuation in texts for effective communication.	Meticulously applies punctuation in texts for effective communication.	Applies punctuations in texts for effective communication.	Applies punctuations in texts for effective communication with few errors.	Applies punctuations in texts for effective communication with many errors that distort the meaning.
Ability to choose methods of teaching punctuation in Mandarin Chinese.	Chooses methods of teaching punctuation in Mandarin Chinese with justification.	Chooses methods of teaching punctuation in Mandarin Chinese.	Chooses some methods of teaching punctuation in Mandarin Chinese.	Chooses methods of teaching punctuation in Mandarin Chinese with guidance.

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to formulate assessment methods and tools to evaluate punctuation.	Formulates assessment methods and tools comprehensively to evaluate punctuation.	Formulates assessment methods and tools to evaluate punctuation.	Formulates assessment methods and tools to evaluate punctuation but a few key details are missing.	Formulates assessment methods and tools to evaluate punctuation but many key details are missing.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	**4.4 Chinese Sentence Structures** (7 hours)	By the end of the sub strand the teacher trainee should be able to: a) explain the components of a Chinese sentence, b) combine components of Chinese sentence into different sentence structures, c) model teaching of Chinese sentence structures using the deductive and inductive approach, d) appreciate the use of the various sentence structures to effectively express one's ideas.	Teacher trainee to: • define the function of the six basic components of Chinese sentences *(Subject, Predicate, Object, Attributive, Adverbial, Complement)*, • form sentences using various structural components, • model teaching Chinese sentence structures for review by peers ("是"字句，"有"字句，动词谓语句，是非问句，连动句 etc.), • formulate exercises and questions to guide the learner in understanding the rules of Chinese sentence structures, • create interactive games or activities to rearrange jumbled sentences, combine simple sentences into more complex	Why is it important to understand the components of the Chinese sentence structure?

			structures, or complete sentence patterns.	

Core Competencies to be developed:
- Assessment competency: the trainee designs assessment as learning when they formulate exercises and questions to guide learners to self-monitor their knowledge of Chinese sentence structures.
- Learning to learn and reflective practice: the trainee engages in collective learning from each other as they micro-teach Chinese sentence structures for review by peers.

Values:
Respect: the teacher trainee listens attentively to their peers as they present their work for review.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the components of a Chinese sentence.	Explains the components of the Chinese sentence exhaustively.	Explains the components of a Chinese sentence.	Explains some components of a Chinese sentence.	Explains the components of a Chinese sentence with assistance.
Ability to combine components of Chinese sentence	Meticulously combines components of Chinese sentence into different sentence structures.	Combines components of Chinese sentence into different sentence structures.	Combines components of Chinese sentence into some different sentence	Combines components of Chinese sentence into simple sentence

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
into different sentence structures.			structures with few repetitions.	structures that are mostly repetitious.
Ability to model teaching of Chinese sentence structures using the deductive and inductive approach.	Skilfully models teaching of Chinese sentence structures using the deductive and inductive approach.	Models teaching of Chinese sentence structures using the deductive and inductive approach.	Models teaching of Chinese sentence structures using the deductive and inductive approach with some setbacks.	Models teaching of Chinese sentence structures using the deductive and inductive approach with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.5 Conversational Skills** **(7 hours)**	By the end of the sub strand the teacher trainee should be able to: a) examine the types of speaking skills in language learning, b) develop competencies in speaking with different audiences, c) compile strategies of assessing speaking skills, d) appreciate speaking for different purposes in daily life.	Teacher trainee to: • research online and offline on the types of speaking skills and make presentations of their various characteristics, • make oral presentations on environmental conservation putting into consideration the elements of speaking competency (*appropriate topic, engaging introduction etc.*), • obtain language resources to assist learners improve their speaking skills, • list and discuss assessment methods most suited for diverse needs of the learners, • make recordings on various speaking situations and share them on educational platforms.	How can one improve their speaking competency?

Core Competencies to be developed:
• Digital literacy skills: the teacher trainee exhibits digital literacy skills as they make and share recordings on various speaking situations. • Communication and collaboration: the trainee collaboratively lists and discusses assessment methods most suited for diverse needs of the learners.

Values:
Respect is enhanced as the trainee listens attentively to their peers as they make oral presentations.

Pertinent and Contemporary Issues (PCIs):
Decision making skills are exhibited as trainee obtains language resources to assist learners improve their speaking skills.

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to examine the structures of Chinese special sentences.	Exhaustively examines the structures of Chinese special sentences.	Examines the structures of Chinese special sentences.	Examines some of the structures of Chinese special sentences.	Examine the structures of Chinese special sentences with assistance.
Ability to apply Chinese special sentence structures in communication.	Excellently applies Chinese special sentence structures in	Applies Chinese special sentence structures in communication.	Applies Chinese special sentence structures in communication with few errors.	Applies Chinese special sentence structures in

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
	communication with no errors.			communication with many errors.
Ability to employ communicative approach in teaching and learning.	Elaborately employs communicative approach in teaching and learning.	Employs communicative approach in teaching and learning.	Employs communicative approach in teaching and learning partially.	Employs communicative approach in teaching and learning with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.5 Factual and literary texts** (2 hours)	By the end of the Sub strand the teacher trainee should be able to: a) Articulate stress in quadric-syllabic b) words, c) Organize and read literary and non-literary texts for comprehension, representation and enjoyment, d) Assess Mandarin reading skills.	The Teacher trainee: • Watches a DVD on stress in quadric-syllabic words and practices reading them aloud • Listens to audio visual recordings on tourist and scenic places in China and answers questions about it • Role plays reading the selected situational dialogues • Views shopping lists, travel itinerary, hand maps and weather forecast using digital devices then reads them aloud • Looks up fairy-tales and analyses them in class • Conducts an assessment on Mandarin reading skills and present to peers	1. How do you teach reading skills? 2. Why are literary texts important in learning a language?

Core Competencies to be developed:
- Communication and collaboration: - Teacher trainees acquire communication skills as they role play and work in pairs in resource development and utilization.
- Digital literacy: as trainees use digital devices to access online information on reading activities.
- Pedagogical content Knowledge: as teacher trainees acquire knowledge on Mandarin reading skills.

Values:
Responsibility: is enhanced as teacher trainees carry out research on reading skills, designs and originate a project.

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Reading stress in quadric-syllabic words, compound sentences, situational dialogues, short texts, shopping lists, travel itinerary, hand maps and weather forecast	Consistently and accurately reads stress in quadric-syllabic words, compound sentences, situational dialogues, short texts, shopping lists, travel itinerary, hand maps and weather forecast in Mandarin.	Correctly reads stress in quadric-syllabic words, compound sentences, situational dialogues, short texts, shopping lists, travel itinerary, hand maps and weather forecast in Mandarin.	With assistance reads stress in quadric-syllabic words, compound sentences, situational dialogues, short texts, shopping lists, travel itinerary, hand maps and weather forecast correctly in Mandarin.	Has difficulty reading stress in quadric-syllabic words, compound sentences, situational dialogues, short texts, shopping lists, travel itinerary, hand maps and weather forecast in Mandarin.
Assessing Mandarin reading skills.	Easily assesses Mandarin reading skills effectively.	Assesses Mandarin reading skills effectively.	Assesses Mandarin reading skills with assistance.	Has difficulty assessing Mandarin reading skills.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.5 Functional and creative writing** (4 hours)	By the end of the Sub strand the teacher trainee should: a) Classify journals with compound sentences in characters for appreciation, b) Assess Mandarin writing skills.	The Teacher trainee: ● Watches video clips and imitates the order of writing combined character strokes ● Composes journals with compound sentences in characters ● Practices writing compound sentences in characters ● Designs flashcards to match radicals to their character meaning. ● Listens and writes words, radicals, strokes during dictation ● Researches on the characters that contain these radicals 心/忄 *xīnzìpáng,* 竹 *,zhúzìtóu,* 辶 *zǒuzhīpáng,* 宀 *bǎogàier,* 穴 *xuébǎogài* and lists them ● Uses digital devices to search for poems, shopping lists, to do lists and journals in Mandarin and practices writing them down	1. How do you develop the skill of writing characters using the Competency Based Approach? 2. How do you Assess Mandarin writing skills?

			Views video clips on how to assess Mandarin writing skills	

Core Competencies to be developed:
- Critical thinking and problem solving: is demonstrated when the teacher trainees engage in writing activities and acquire the skills of writing.
- Pedagogical content knowledge: Trainees acquire skills and techniques of strokes and character writing.
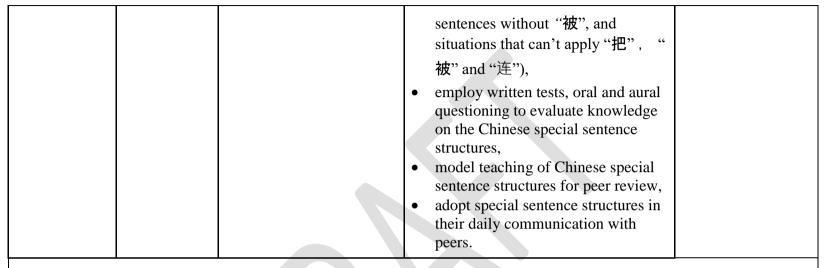- Digital literacy: Teacher trainees carry out online research on radicals and assessing Mandarin writing skills.

Values:
Respect, Love and unity is enhanced when teacher trainees work in groups and pairs. They are united in order to achieve the objectives of a designed project.

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds expectations	Meets expectation	Approaching expectation	Below expectation
Writing a journal with compound sentences in characters	Consistently and accurately writes a journal with compound sentences in characters.	Correctly writes a journal with compound sentences in characters.	Sometimes writes a journal with compound sentences in characters.	Rarely writes a journal with compound sentences in characters.
Writes compound Mandarin sentences.	Accurately writes compound Mandarin sentences.	Writes compound Mandarin sentences correctly.	Writes some compound Mandarin sentences correctly.	Has difficulty writing compound Mandarin sentences.
Relates radicals 心/忄, 竹, 辶, 宀, 穴 to their meaning	Accurately relates radicals 心/忄, 竹, 辶, 宀, 穴 to their meaning with ease.	Relates radicals 心/忄, 竹, 辶, 宀, 穴 to their meaning correctly.	Relates some radicals 心/忄, 竹, 辶, 宀, 穴 to their meaning correctly.	Has difficulty relating radicals 心/忄, 竹, 辶, 宀, 穴 to their meaning.

Level Indicator	Exceeds expectations	Meets expectation	Approaching expectation	Below expectation
Assessing Mandarin writing Skills	Effectively and accurately assesses Mandarin writing skills.	Effectively assesses Mandarin writing skills.	Assesses Mandarin writing Skills with assistance.	Has difficulty assessing Mandarin Writing Skills.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	**4.5 Chinese Special Sentence Structures**	By the end of the sub strand the teacher trainee should be able to: a) examine the structures of Chinese special sentences, b) apply Chinese special sentence structures in communication, c) employ communicative approach in teaching and learning, d) acknowledge the uniqueness of Chinese special sentence structures.	Teacher trainee to: • identify and analyse the structural components of the special sentences in texts related to social life; "把" 字句、"被" 字句 and "连" 字句, • observe the basic structures (*S* + 把 + *O* + *V* + *others; O* + 被 + *S* + *V* + *others; and* 连......+ 都/也......+ *V* + *others*) to construct sentences interchangeably, • prepare activities to practice the negative forms of the special sentences (*S neg.* + 把 + *O* + *V* + *others; O neg.* + 被 + *S* + *V* + *others; and* 连......+ 都/也......*neg.* + *V* + *others*), • research and make presentations on the exemptions associated with the special structures (i.e. passive	1. Why do we use the particles 把, 被 and 连 in Chinese sentences? 2. What are the challenges associated with the special structures in Chinese?

			sentences without *"被"*, and situations that can't apply "把" , " 被" and "连"), • employ written tests, oral and aural questioning to evaluate knowledge on the Chinese special sentence structures, • model teaching of Chinese special sentence structures for peer review, • adopt special sentence structures in their daily communication with peers.	

Core Competencies to be developed:
- Assessment competency: the trainee facilitates assessment of learning as they make use of written tests, oral and aural questioning, to evaluate knowledge on the Chinese special sentence structures.
- Critical thinking and problem solving: the trainee uses logic and evidence to identify and analyse the structural components of the special sentence structures.

Values:
Integrity: is enhanced when the teacher trainee gives honest reviews of peer's performance as they model teaching of Chinese special sentence structures.

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to examine the structures of Chinese special sentences.	Exhaustively examines the structures of Chinese special sentences.	Examines the structures of Chinese special sentences.	Examines some of the structures of Chinese special sentences.	Examine the structures of Chinese special sentences with assistance.
Ability to apply Chinese special sentence structures in communication.	Excellently applies Chinese special sentence structures in communication with no errors.	Applies Chinese special sentence structures in communication.	Applies Chinese special sentence structures in communication with few errors.	Applies Chinese special sentence structures in communication with many errors.
Ability to employ communicative approach in teaching and learning.	Elaborately employs communicative approach in teaching and learning.	Employs communicative approach in teaching and learning.	Employs communicative approach in teaching and learning partially.	Employs communicative approach in teaching and learning with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.6 Children's Literature** (7hrs)	By the end of the sub strand, the trainee teacher should be able to: a) analyse imagery in riddles and tongue twisters in language learning b) identify and use riddles and tongue twisters in facilitating acquisition of correct pronunciation and articulation c) explain and prepare relevant resources to develop learners' critical thinking using imagery in riddles d) assess learners' participation in activities on riddles and tongue twisters e) enjoy using riddles and tongue twisters to	The teacher trainee: • discuss and practice to help learners understand the imagery in riddles • outline the characteristics of riddles and tongue-twisters and explains how they facilitate acquisition of correct articulation and pronunciation in Chinese, • source for riddles and tongue-twisters in Chinese and uses them to facilitate acquisition of listening and speaking skills, • discuss ways through which learners can be assessed during lessons featuring riddles and tongue twisters, • prepare and model a lesson on riddles and tongue twisters using suitable instructional strategies,	1. Why are riddles and tongue twisters important in language learning? 2. What is the relationship between imagery and critical thinking skills? 3. How do tongue twisters contribute to development of correct articulation and pronunciation?

		develop listening and speaking skills.	• evaluate the place of riddles and tongue twisters in learning how to read sounds and words in language proficiency.	

Core competencies to be developed:
- Pedagogical content knowledge – as teacher trainees prepare and model a lesson on riddles and tongue twisters using suitable instructional strategies
- Learning to learn and reflective practice–as trainee teachers evaluate the place of riddles and tongue twisters in learning how to articulate and pronounce words correctly in Chines.
- Creativity and innovation and critical thinking and problem solving – as the trainee teachers solicit for riddles and tongue-twisters in the local environment and use them to facilitate acquisition of reading skills

Value:
Integrity – as trainee teachers prepare and model a lesson on riddles and tongue twisters using suitable instructional strategies

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to classify Chinese literary works according to their themes.	Exhaustively classifies Chinese literary works according to their themes.	Classifies Chinese literary works according to their themes.	Classifies Chinese literary works according to their themes with few errors.	Classifies Chinese literary works according to their themes with many errors.

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to analyse information from selected Chinese literary works.	Comprehensively analyses information from selected Chinese literary works.	Analyses information from selected Chinese literary works.	Analyses information from selected Chinese literary works with some inaccurate details.	Analyses information from selected Chinese literary works with assistance.
Ability to adopt communicative approach to teach literary works.	Ingeniously adopts communicative approach to teach literary works.	Adopts communicative approach to teach literary works.	Adopts communicative approach to teach literary works, but some few areas are lacking.	Adopts communicative approach to teach literary works, but many areas are lacking.
Ability to evaluate knowledge on Chinese literature using appropriate tools.	Comprehensively evaluates knowledge on Chinese literature using appropriate tools.	Evaluates knowledge on Chinese literature using appropriate tools.	Evaluates knowledge on Chinese literature using appropriate tools with few setbacks.	Evaluates knowledge on Chinese literature using some appropriate tools with many setbacks.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.6 Introduction to Chinese literature** **(7 hours)**	By the end of the sub strand the teacher trainee should be able to: a) classify Chinese literary works according to their themes, b) analyse information from selected Chinese literary works, c) adopt communicative approach to teach literary works, d) evaluate knowledge on Chinese literature using appropriate tools, e) recommend Chinese literary works to their learners.	Teacher trainee to: • compile a list of famous Chinese literary works (*short stories, poems*) on various themes and present in groups, • read various literary works and give analysis for review by peers, • model communicative learning activities *(role play, interviews, reporting, dialogues, games)* in teaching, • create portfolios for learners to assess their knowledge of various thematic areas in selected literary works, • research and recommend interesting literary works to their learners and peers.	1. What are the major themes that come up in Chinese literary works? 2. Why are literary works important in language learning? 3. How do you teach Chinese literature?

Core Competencies to be developed:
• Critical thinking and problem solving: the teacher trainee carefully evaluates the various literary works and draws conclusions for review by their peers.
• Citizenship and leadership: the teacher trainee utilises assessment data drawn from learners' portfolio to monitor their knowledge of various thematic areas in selected literary works.

Values
• Unity is enhanced when the teacher trainee works together with others to accomplish various tasks.
• Respect: the teacher trainee listens attentively to their peers as they review and give analysis for literary works read.

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to classify Chinese literary works according to their themes.	Exhaustively classifies Chinese literary works according to their themes.	Classifies Chinese literary works according to their themes.	Classifies Chinese literary works according to their themes with few errors.	Classifies Chinese literary works according to their themes with many errors.
Ability to analyse information from selected Chinese literary works.	Comprehensively analyses information from selected Chinese literary works.	Analyses information from selected Chinese literary works.	Analyses information from selected Chinese literary works with some inaccurate details.	Analyses information from selected Chinese literary works with assistance.

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to adopt communicative approach to teach literary works.	Ingeniously adopts communicative approach to teach literary works.	Adopts communicative approach to teach literary works.	Adopts communicative approach to teach literary works, but some few areas are lacking.	Adopts communicative approach to teach literary works, but many areas are lacking.
Ability to evaluate knowledge on Chinese literature using appropriate tools.	Comprehensively evaluates knowledge on Chinese literature using appropriate tools.	Evaluates knowledge on Chinese literature using appropriate tools.	Evaluates knowledge on Chinese literature using appropriate tools with few setbacks.	Evaluates knowledge on Chinese literature using some appropriate tools with many setbacks.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.6 Chinese Calligraphy and Art (7 hours)**	By the end of the sub strand the teacher trainee should be able to: a) describe basic types of Chinese art, b) compare aspects of art in Kenya and China, c) employ inter cultural awareness in teaching to foster critical thinking, d) evaluate learners knowledge using appropriate tools, e) appreciate the differences and similarities of art between Kenya and China.	Teacher trainee to: • watch videos on Chinese Art (书法, 折纸，剪纸，中国结，绘画) and discuss their characteristics with peers, • research the differences and similarities between Chinese and Kenyan art and make presentations of their findings, • model a lesson using the inter cultural approach in teaching for review by their peers, • organise an online exhibition forum for learners to share their views on aspects of Kenyan and Chinese art, • prepare activities for learners to produce their own pieces of Chinese art to nurture their talents, • outline the criteria to evaluate quality of execution of art pieces in groups, • organise a competition on Chinese art and calligraphy to underscore its	1. What are the features of Chinese art? 2. Why is Chinese art important in language learning?

			importance in understanding Chinese culture.	

Core Competencies to be developed:
- Assessment competency: the trainee facilitates assessment as learning to confirm what the learners know and can do as they prepare activities for learners to produce their own pieces of art on Chinese art.
- Citizenship and leadership: trainee appreciates diverse cultures as they organise an online exhibition forum for learners to share their views on aspects of Kenyan and Chinese art.
- Communication and collaboration: the trainee enhances their skills in communication, team building and problem solving when they model a lesson using the intercultural approach in teaching for review by their peers.

Values:
- Respect is enhanced as the trainee compares Kenyan with Chinese art and acknowledges the various cultural differences.
- Patriotism is fostered as the trainee shares their views on aspects of Kenyan and Chinese art in forums.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe basic types of Chinese art.	Exhaustively describes the basic types of Chinese art with relevant illustrations.	Describes the basic types of Chinese art.	Describes some basic types of Chinese art.	Describes basic types of Chinese art with guidance.
Ability to compare aspects of art in Kenya and China.	Compares aspects of art in Kenya and China elaborately giving appropriate examples.	Compares aspects of art in Kenya and China.	Compares aspects of art in Kenya and China; however the information contains few errors.	Compares aspects of art in Kenya and China; however the information contains many errors.
Ability to employ inter cultural awareness in teaching to foster critical thinking.	Skilfully employs inter cultural awareness in teaching to foster critical thinking.	Employs inter cultural awareness in teaching to foster critical thinking.	Employs inter cultural awareness partially in teaching.	Employ inter cultural awareness in teaching with prompting.
Ability to evaluate learners' knowledge using appropriate tool.	Evaluates learners' knowledge comprehensively using appropriate tools.	Evaluates learners' knowledge using appropriate tools.	Evaluates learners' knowledge using some appropriate tools.	Evaluates learners' knowledge using appropriate tools only with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Chinese Culture	**4.6 Social Relations**	By the end of the sub strand the teacher trainee should be able to: a) examine aspects of social interactions in Chinese culture, b) compare Chinese social relations in light of their own, c) use a variety of instructional strategies in teaching social relations, d) acknowledge the dynamics of social interactions in various cultures.	Teacher trainee to: • explore various social dimensions in Chinese culture (*tea culture, gift giving, dining*), • watch video clips related to social relations and note the differences between Kenya and China in groups, • design activities (*presentations, tactile activities, creative projects,*) for teaching various aspects of social relations in Kenya and China with peers, • simulate an event in a restaurant and apply the various aspects of Chinese social interactions.	1. Why is the knowledge of social interactions important in understanding various cultures? 2. What are the similarities and differences in how Kenyan and Chinese interact socially?

Core Competencies to be developed:
- Communication and collaboration: trainee develops communication, team building and problem solving skills as they create a variety of activities for teaching various aspects of social interaction with peers.
- Citizenship and leadership: the trainee develops respect for diverse cultures as they explore various social dimensions in Chinese society.

Values:
- Respect is enhanced as the trainee acquires knowledge on the differences in social relations between Kenya and China.
- Unity: the trainee appreciates cultural diversity in social relations, therefore, becoming more accommodative to other cultures.

Suggested Formative Assessment

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to examine aspects of social interactions in Chinese culture.	Exhaustively examines aspects of social interactions in Chinese culture and gives many relevant examples.	Examines aspects of social interactions in Chinese culture.	Examines aspects of social interactions in Chinese culture with a few inconsistencies.	Examines aspects of social interactions in Chinese culture with many inconsistencies.
Ability to compare Chinese social relations in light of their own.	Systematically compares aspects of Chinese social relations in light of their own.	Compares Chinese social relations in light of their own.	Compares some aspects of Chinese social relations in light of their own.	Compares aspects of Chinese social relations with in light of their own with assistance.
Ability to use a variety of instructional strategies in teaching social relations.	Uses a variety of instructional strategies in teaching social relations giving justifications for their choice.	Uses a variety of instructional strategies in teaching social relations.	Uses some variety of instructional strategies in teaching social relations.	Uses a variety of instructional strategies in teaching social relations with guidance.