



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

**DIPLOMA IN TEACHER EDUCATION (DTE)
PRE-PRIMARY AND PRIMARY**

FRENCH 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).

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TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TER M 2	TER M 3	TER M 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TE RM 8	TER M 9	TOTAL FOR COURSE
PROFESSIONAL LEARNING AREAS												
1.	Child Development and Psychology	10	10	10	10	10	10	60				PROFESSIONAL LEARNING AREAS (420 Hours)
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	300 Hours	300 Hours	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			
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

French is an international language widely spoken in the African continent and the world over. The countries that speak French make up the Francophone community, a community that shares a common culture. French at Diploma in Teacher Education - Pre-Primary and Primary (DTE – PP&PP) level is designed to equip the teacher trainee with the appropriate knowledge, skills, and attitudes to assist the trainee in developing the required competencies. The teacher trainee is expected to have, after three years, acquired a good command of the French language for effective communication in a variety of contexts. The DPTE French curriculum covers background information to French language learning, approaches to foreign language learning, teaching and assessing the four language skills, integration of Information and Communication Technologies (ICTs), and micro-teaching. A practical approach to learning through social interaction is emphasised, allowing the trainee to develop professionally during the training. The training aims to enhance self-motivation for lifelong learning and self-reliance, enabling the trainee to advance to the next level with ease.

GENERAL LEARNING OUTCOMES

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

1. Communicate in the French language effectively in varied contexts.
2. Use appropriate strategies to enable the learner to develop the requisite skills.
3. Expose learners to francophone cultures to make them appreciate cultural diversity.
4. Integrate ICT in French language learning and teaching.
5. Review and select appropriate reading materials to promote a good reading culture.
6. Cultivate a positive attitude towards the French language through community service learning.
7. Use appropriate methods to solve problems in the learning environment.
8. Appreciate and respond to contemporary issues in day-to-day life.

STRANDS AND SUB STRANDS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Introduction to French	1.1. French in Kenya (3hrs)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) examine the importance and benefits of French in Kenya, b) interpret the curriculum design for effective facilitation of learning, c) value the opportunity to learn French. 	The teacher trainee to: <ul style="list-style-type: none"> • discuss the status of French in Kenya, • explain the importance of learning French in Kenya, • research in the library or online, on the benefits of learning French and present and discuss the findings with peers, • explain to peers how learning French is linked to the development of Kenya as a country, • outline the benefits of including French in the primary education curriculum. • identify the components of the curriculum design, • analyse the essence statement in the French language curriculum. 	What determines the status of a language?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Trainees share information gathered and assist each other in doing assigned tasks. 				

- **Digital literacy skills:** Trainees research on French in Kenya using digital devices.

Values

- **Patriotism:** Trainees appreciate their role in contributing to the development of their country.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine the importance of learning French	Has excellent knowledge of the importance and benefits of French in Kenya and the rest of the world.	Has good knowledge of the importance and benefits of French in Kenya	Has some knowledge of the importance and benefits of French in Kenya	Has very little knowledge of the importance and benefits of French in Kenya

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	1.2 French in the rest of the world (2hrs)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) examine the status of French in the rest of the world, b) outline opportunities and benefits of learning French, c) employ intercultural knowledge in French language learning, d) appreciate our unique identity as Kenyans. 	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on the status of French in the world (East African region, global), • discuss the importance of learning French as a foreign language, • use digital devices to research and present information on the opportunities and benefits of learning French as a foreign language, • explain the intercultural knowledge approach to learning, • identify where to plug in intercultural awareness activities in French language lessons, • model using the intercultural 	Why do we learn foreign languages?

			approach.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn and reflective practice: Trainees search for information on the opportunities and benefits of learning French as a foreign language and appraise their findings. • Digital Literacy skills: Trainees use digital devices to access the required information. 				
Values <ul style="list-style-type: none"> • Citizenship: As trainees develop a deeper appreciation of global socio-cultural diversity. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the status of French internationally	Describes the status of French internationally, with giving examples.	Describes the status of French internationally.	Describes the status of French internationally with little assistance.	Describes the status of French internationally with considerable assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Listening	2.1 Introduction to listening (2hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) distinguish and transcribe sounds to demonstrate mastery of the international phonetic alphabet and the French phonetic alphabet,</p> <p>b) select suitable learning experiences to improve listening skills,</p> <p>c) develop and use appropriate strategies to improve listening,</p> <p>d) analyse and interpret the class attendance register to improve instructional management,</p> <p>e) enjoy listening to French sounds.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • discuss the place of phonetics in language learning, • explain the importance of phonetics in language learning, • listen to the tutor model the pronunciation of the French sounds (<i>vowels, semi-vowels, consonants</i>), • listen to the nasalized French sounds and sentence melodies (<i>nasalisation, minimal pairs, enchainement, liaison</i>), available in pronunciation videos online, • practise auditory discrimination of different French sounds in different words, for example. <i>Tu -/y/ and Tous - /u/</i>, • listen to sounds and write the corresponding phonetic transcriptions, 	<p>Why is it essential to master the French sounds?</p>

			<ul style="list-style-type: none"> • research on the pronunciation difficulties in French, • choose one or two areas that present pronunciation difficulties and discuss how to address the difficulties, • model correcting the pronunciation difficulties, • brainstorm on the concept of <i>learning experiences</i>, • role-play relevant experiences for teaching listening, • research and present findings on how to teach listening skills, • keep a daily record of their class attendance. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content knowledge: Trainees acquire knowledge of introductory phonetics. • Assessment competence: Trainees assess each other's pronunciation habits. • Critical thinking and problem solving: Trainees model how to correct specific pronunciation difficulties. 				
<p>Values</p> <ul style="list-style-type: none"> • Patriotism: As trainees compare varying sounds and alphabets in different languages and appreciate their own. 				

Suggested Formative Assessment Rubric

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to transcribe phonetic sounds	The trainee writes all the French language phonetic symbols with ease and accuracy	The trainee writes all the French language phonetic symbols	The trainee writes some of the French language phonetic symbols with a few errors	The trainee writes the French language phonetic symbols with many errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Speaking	3.1 Introduction to speaking (5hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) pronounce French words correctly for effective communication, b) use appropriate methods to improve pronunciation of French words, c) assess pronunciation using relevant tools, d) value the use of correct pronunciation in communication. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • listen actively and imitate the tutor model the pronunciation of the French sounds (<i>vowels, semi-vowels, consonants</i>) • listen to pronunciation audios (CDs. Radio, TV lessons), • practise saying the nasalized French sounds and sentence melodies (<i>nasalisation, minimal pairs, etc</i>), • research on how to teach speaking (<i>methods, strategies</i>) • discuss how to teach speaking (<i>methods, techniques</i>), • investigate some of the pronunciation difficulties in French, • practise using the checklist in assessing speaking, • model and record peers guiding learners to pronounce French sounds, • peer assesse by reflecting on the 	<ol style="list-style-type: none"> 1. Why should words and sentences be pronounced correctly? 2. How does French differ in pronunciation from your mother tongue? 3. What makes it difficult to pronounce some words?

			model lesson.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Digital literacy skills: Trainees use readily available digital devices to record each other pronouncing words for purposes of critique while at the same time demonstrating appropriate use of ICTs for learning. • Assessment competence: Trainees assess each others' pronunciation. • Learning to learn and reflective practice: Trainees model, reflect, and give feedback on the model lesson. 				
Values				
<ul style="list-style-type: none"> • Patriotism: As trainees compare typical sounds in different languages and appreciate their own. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to pronounce French words correctly	Pronounces French words correctly approaching that of a native speaker	Pronounces French words correctly	Pronounces French words with minimal errors	Pronounces French words with many errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Reading	4.1 Introduction to reading (2hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) discuss the principles of reading to demonstrate understanding, b) apply the best practices for teaching reading, c) assess the reading levels using appropriate tools, d) enjoy reading short texts aloud. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • discuss the importance of reading fluently in French, • use a mind map to brainstorm on the principles of reading, • read sounds, syllables, words, and sentences aloud, • discuss the reading challenges among learners and how to deal with them, • develop or adapt learning activities in reading, • make flashcards to teach reading, • make use of phonics, whole-word, language experience, and context support in teaching reading, • research and present findings on the strategies of reading, • discuss on how to create a conducive learning environment for reading. 	<ol style="list-style-type: none"> 1. Why do we read? 2. How do you become a good reader? 3. Why is it important to develop reading skills early?

Core Competencies to be developed:

- **Communication and collaboration:** Trainees involve peers in brainstorming on the principles of reading and discussing the reading challenges young learners face.
- **Learning to learn and reflective practice:** Trainees engage in action research to find practical solutions to their learner's reading problems.
- **Creativity and innovation:** As trainees design learning activities (tasks, games, songs) to facilitate reading.

Values

- **Responsibility:** As trainees initiate and take responsibility for developing their own and learners' reading skills.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the principles of reading	Identifies the principles of reading explaining each principle	Identifies the principles of reading	Identifies most of the principles of reading	Identifies a minimal number of the principles of reading.
Ability to read syllables and words	Demonstrates mastery of reading all words and syllables accurately and fluently	Reads most sounds, syllables, and words correctly	Reads some sounds, syllables and words correctly	Reads very few sounds, syllables and words correctly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Writing	5.1 Introduction to writing (2hrs)	By the end of the sub strand, the teacher trainee should be able to: a) appraise the use of the rules of writing in French, b) plan and facilitate an ICT integrated lesson in French, c) enjoy writing texts in French.	The teacher trainee to: <ul style="list-style-type: none"> • explain the importance of developing the writing skill, • enumerate the rules of writing in French (letter formation, accentation, capitalization, punctuation), • identify and explain the use of the the diachritical marks (<i>trema, cedille, apostrophe, trait d'union, accents</i>) and the punctuation marks(<i>virgule, point virgule, point d'eclamation, les deux points, points de suspension, guillemets, crochets, parentheses, asterix</i>), • take dictation of short texts, • practise teaching how to write (<i>handwriting-lower case, upper case, and cursive letters, punctuation, word and sentence formation</i>), • transcribe short sentences using the French phonetic alphabet, • discuss the importance of ICT in teaching the French language, • practisetyping using the French keyboard, • search for useful sites for facilitation resources, 	Why is it essential to write accurately?

			<ul style="list-style-type: none"> • model an ICT integrated lesson, • reflect on the model ICT integrated lesson. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship and leadership competencies: Trainees facilitate writing activities. • Assessment competence: Trainees assess peers' ability to integrate ICT in French language learning. 				
Value <ul style="list-style-type: none"> • Unity: Trainees assist those with challenges in making use of the rules of writing. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to apply rules of writing	The trainee applies the rules of writing with ease	The trainee applies the rules of writing	The trainee applies the rules of writing most of the time	The trainee applies the rules of writing in a few instances
Ability to integrate ICT in learning	The trainee consistently identifies appropriate ICT resources and uses them effectively in the French language classroom	The trainee integrates appropriate ICT resources in learning	The trainee integrates appropriate ICT resources in learning leaving out a few	The trainee identifies appropriate ICT resources but requires considerable assistance to use them in the French language classroom

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Grammar	6.1 Language structures (2hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) employ the discovery method to improve grammar skills,</p> <p>b) use language learning applications to test and enrich grammar skills,</p> <p>c) use appropriate language structures to communicate in French,</p> <p>d) value the importance of expressing self correctly.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • search for useful sites or print material on the selected areas and practisespecific skills from the following { <i>Les noms et les articles, -er verbes, le présent, pronoms sujets, les chiffres (cardinaux)</i>} • identify activities for learning the required language structures (<i>hot seating, making simple sentences, skits, dialogues, classifying nouns and articles in terms of gender</i>), • create grammar activities, • compose and sing songs to teach the language structures. 	<p>Why is grammar essential in language learning?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and innovation: Trainees create pictures/images, verb cut-outs, and songs for instructional use. • Digital literacy skills: Trainees source materials online to test and enrich the use of the language structures. • Assessment competence: Trainees practisemaking activities and assessing grammar. 				

Values

- **Responsibility:** Trainees carry out a self-evaluation of their grammar skills and decide the steps to improve.

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the correct language structures	The trainee uses correct French language structures, employs the correct word order in simple sentences	The trainee uses correct French language structures	The trainee uses correct French language structures with minimal errors	The trainee uses correct French language structures with many errors
Ability to use the discovery method to facilitate grammar	The trainee uses the discovery method to facilitate grammar always and accepts varied responses	The trainee uses the discovery method to facilitate grammar	The trainee uses some elements of the discovery method to facilitate grammar frequently	The trainee few elements of the discovery method to facilitate grammar occasionally

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Listening	7.1 Types of listening (4hrs)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) differentiate between active and passive listening to demonstrate comprehension b) choose a method of teaching listening based on the purpose c) assess the oral skills of the learners. d) plan for learning by preparing a scheme of work and lesson plan e) appreciate the function of each type of listening. 	The teacher trainee to: <ul style="list-style-type: none"> • discuss the difference between <i>active</i> and <i>passive</i> listening • practise sentence melodies (<i>enchainement</i>) • select answers from an audio-visual material to fill in blanks • source for activities to build active and passive listening skills • researche on how to teach oral skills • participate in designing tools for assessment of active and passive listening. • brainstorm on the components of a scheme of work and lesson plan • prepare a sample scheme of work (one week) and a lesson plan • model teaching active listening • peer assess the model lesson. 	<ol style="list-style-type: none"> 1. How do you ensure you can hear everything someone is saying? 2. How do you know that someone is paying attention?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: Trainees discuss the types of listening. 				

- **Digital literacy:** Trainees use digital devices to source information on types of listening and present their findings.
- **Pedagogical content knowledge:** Trainees display mastery of the strategies for developing the types of listening in learners.
- **Assessment competence:** Trainees assess how well peers are listening while taking care of those with hearing impairment.

Values

- **Unity:** Trainees carry out assigned tasks in groups.

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to differentiate types of listening	The trainee differentiates the types of listening with appropriate examples to support the answers	The trainee clearly differentiates the types of listening	The trainee differentiates the types of listening with some clarity	The trainee differentiates the types of listening with some ambiguity
Ability to design professional documents	The trainee designs professional documents with the correct structure	The trainee designs professional documents	The trainee designs professional documents with a few errors	The trainee designs professional documents with many structural errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.0 Speaking	8.1 Barriers to expressing self orally (5hrs)	<p>By the end of the sub strand, the trainee should be able to:</p> <ul style="list-style-type: none"> a) develop Suggested Key Inquiry Question(s) that meet the set criteria b) apply the inquiry-based learning approach to facilitate learning c) evaluate the barriers to expressing oneself orally in French d) use strategies for promoting speaking to develop oral expression in French e) appreciate the value of speaking 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • analyse the Suggested Key Inquiry Question(s) (KIQ) in this sub strand • state whether the KIQs in this sub strand meets the criteria of an excellent key inquiry question • formulate Suggested Key Inquiry Question(s) for a lesson on barriers to expressing self • discuss the obstacles to speaking French in the classroom • develop activities that promote speaking (<i>repetition, simulation, prompting, singing songs, storytelling, tongue twisters, language games</i>) • model how to engage learners in speaking activities • reflect on the model lesson • research on strategies for improving listening and speaking • interview peers on their challenges to expressing self orally in French(context, 	<ol style="list-style-type: none"> 1. What are the barriers to expressing oneself orally in French? 2. How can one overcome these barriers?

		without inhibition.	audience).	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Self-efficacy: Trainees express themselves orally, in French, with confidence. • Learning to learn and reflective practice: Trainees devise strategies to overcome their own and peer's challenges in expressing self orally in French. • Creativity and innovation: Trainees develop activities for improving speaking skills in learners. 				
Values				
<ul style="list-style-type: none"> • Responsibility: Trainees take charge of improving their speaking skills. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to evaluate barriers to oral expression	Evaluates barriers to oral expression and comes up with strategies on how to overcome them	Evaluates barriers to oral expression	Evaluates most barriers to oral expression	Evaluates few barriers to oral expression
Ability to formulate Suggested Key Inquiry Question(s)	Formulates Suggested Key Inquiry Questions	Formulates Suggested Key Inquiry Questions	Formulates Suggested Key Inquiry Questions	Formulates Suggested Key Inquiry Questions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Reading	9.1 Skimming and scanning skills (5hrs)	By the end of the sub strand, the teacher trainee should be able to: a) develop the different reading skills in learners b) use appropriate strategies to develop learner's reading skills c) determine the level of mastery of the skimming and scanning skills d) value the importance of developing reading skills.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on types of reading (<i>skimming, scanning Intensive, extensive</i>) • discuss the different strategies of reading • practise skimming and scanning reading texts (<i>informational, factual narrations, descriptions</i>) • peer assess their skimming and scanning skills • discuss how to develop skimming and scanning skills in learners • search for information on skimming and scanning online • model teaching skimming and scanning texts • reflect and give feedback on the model lesson • promote a reading culture by creating a suitable learning environment. 	Why is reading important?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: Trainees reflect and share how to develop the reading skills in young learners. • Digital literacy skills: Trainees use digital devices to source information on their reading skills. 				

- **Assessment competence:** Trainees observe and assess reading, skimming, and scanning skills.

Values

- **Responsibility:** Trainees create a conducive environment for reading.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use appropriate reading strategies	Uses the appropriate reading strategies at all times. Reads texts.	Uses the appropriate reading strategies	Uses the appropriate reading strategies in most instances	Uses the appropriate reading strategies in a few instances

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.0 Writing	10.1 Guided writing (4hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) choose appropriate guided writing activities for young learners</p> <p>b) assess guided writing using relevant learning experiences</p> <p>c) appreciate the value of guided writing activities.</p>	<p>The teacher trainees:</p> <ul style="list-style-type: none"> • brainstorm on the concept of guided writing • identify guided writing activities (<i>making simple descriptions of images, sounds, and objects, constructing simple sentences from a set of given images, sounds, or objects; re-arranging jumbled up words to form correct sentences;</i>) • design instructions for guided writing activities • use varied media to create materials for guided writing (<i>word and sentence formation, drawing and coloring, filling in blanks using words derived from images, forming simple sentences from words, word-joining games</i>) • research on methods of teaching and assessing guided writing • model a guided writing lesson • reflect on the model lesson. 	What is guided writing?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Trainees explore different ways to facilitate guided writing. • Pedagogical content knowledge: Trainees display mastery of the art of facilitating guided writing. 				

- **Assessment competence:** Trainees use appropriate methods to assess guided writing.

Values

- **Unity:** As trainees engage in collaborative research on guided writing.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to facilitate guided writing	Facilitates most attributes of guided writing, gives and varies prompts according to learner's ability.	Facilitates guided writing	Facilitates some attributes of guided writing	Facilitates a few attributes guided writing

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 Grammar	11.1 Language structures (2hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> employ the discovery method to improve grammar skills use language learning applications to test and enrich grammar skills assess grammar using appropriate tools use the selected language structures to communicate effectively enjoy expressing self correctly using the learnt language structures. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> identify the areas of grammar they have not mastered among the following <i>(le genre et le nombre, le futur proche, négation ne... pas, les chiffres ordinaux)</i> search for useful sites or print material on the selected areas and practices them construct relevant activities on the identification of different tenses, conjugation of verbs, etc.) practise using <i>the language structures</i> in other contexts. practise simulation and role play. 	Why are tenses important in language learning?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Pedagogical content knowledge: Trainees display mastery of using tenses. 				

- **Creativity and innovation:** Trainees create support material that facilitates pleasurable learning and retention of language structures.
- **Assessment competence:** Trainees use appropriate methods to assess the language structures.

Values

- **Responsibility and Unity:** Trainees self-assess the level of mastery of the language structures and work with others to improve their competence in Grammar.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the correct language structures	The trainee uses correct French language structures, employs the correct word order in simple sentences	The trainee uses correct French language structures	The trainee uses correct French language structures with minimal errors	The trainee uses correct French language structures with many errors
Ability to use the discovery method to facilitate grammar	The trainee uses the discovery method to facilitate grammar always and accepts varied responses	The trainee uses the discovery method to facilitate grammar	The trainee uses some elements of the discovery method to facilitate grammar frequently	The trainee few elements of the discovery method to facilitate grammar occasionally

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.0 Listening	12.1 Listening for gist (5hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) deduce the main idea in a listening comprehension text</p> <p>b) assess and give feedback to improve listening comprehension skills</p> <p>c) apply the reflective approach in learning</p> <p>d) use appropriate strategies to develop listening comprehension skills</p> <p>e) listen to comprehension texts for enjoyment.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • listen to recorded audio material on varied thematic areas • identify the main ideas in the recorded texts using various activities (<i>using sentence strips. True false questioning</i>) • discuss the challenges in listening comprehension • brainstorm on the strategies for improving listening comprehension • use digital devices to record passages for listening comprehension • formulate listening comprehension questions • examine the core competency of learning to learn • model teaching the skill of listening for gist • use observation schedules to record progress on mastery of the skill of 	<ol style="list-style-type: none"> 1. Why do we learn to listen? 2. What is listening for gist?

			listening for gist	
			<ul style="list-style-type: none"> reflect on the model lesson and gives feedback to peers. 	
Core Competencies to be develop				
<ul style="list-style-type: none"> Communication and collaboration: Trainees work together to prepare material for listening comprehension. Assessment competence: Trainees assess the quality of activities and the procedure to teach listening comprehension. Citizenship and leadership competency: Trainees choose differentiated comprehension texts to respond to different learning abilities. Learning to learn and reflective practice: Trainees reflect on the model lesson and share the lessons learnt with peers. 				
Values				
<ul style="list-style-type: none"> Respect: Trainees listen to each other without interrupting. 				

Suggested Formative Assessment Rubric

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to respond to listening comprehension questions	The trainee responds to listening comprehension questions with varied and new vocabulary	The trainee responds to listening comprehension questions	The trainee responds to listening comprehension questions with a few errors	The trainee responds to listening comprehension questions with many errors
Ability to use appropriate listening comprehension strategies	The trainee always uses appropriate listening comprehension strategies including those not learnt.	The trainee uses appropriate listening comprehension strategies	The trainee uses appropriate listening comprehension strategies in most instances	The trainee uses appropriate listening comprehension strategies in few instances

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.0 Speaking	13.1 Speaking (6hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) choose suitable vocabulary in different situations to demonstrate clarity of thought</p> <p>b) use appropriate methods to build vocabulary and fluency</p> <p>c) assess vocabulary development and fluency in speech using proper tools</p> <p>d) create and maintain a record of work for monitoring</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • ask and answers questions orally on vocabulary and fluency (importance, tone, intonation, articulation, rhythm) • engage in vocabulary building games (e. g paragraph building game in the form of a story) • explain how the value of honesty and trustworthiness can be determined • make vocabulary portfolios and present to peers • research on strategies for building vocabulary and fluency • design vocabulary building activities (<i>word games, Jeux de role, expose</i>) to boost clarity in speech • construct vocabulary portfolio and present to peers • make a sample record of work and use it to document the learning experiences • use an appropriate tool to assess vocabulary and fluency 	<ol style="list-style-type: none"> 1. Why is knowledge of vocabulary essential? 2. How would you boost mastery of vocabulary?

		progress e) show interest in building vocabulary for fluency in speech.	<ul style="list-style-type: none"> • peer assess vocabulary use and speech fluency • model teaching vocabulary • reflect on the model lesson. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: Trainees acquire and use a wide range of vocabulary. • Learning to learn and reflective practice: Trainees source strategies to improve fluency and determine suitability for young learners. • Digital literacy skills: As trainees source for tools to assess vocabulary development in learners. 				
Values <ul style="list-style-type: none"> • Honesty and trustworthiness: Trainees carry out peer assessment. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the correct vocabulary	The trainee consistently uses a wide range of vocabulary that is appropriate to the situation of communication	The trainee uses vocabulary that is appropriate to the situation of communication	The trainee uses most vocabulary that is appropriate to the situation of communication	The trainee uses limited vocabulary that is appropriate to the situation of communication
Ability to facilitate vocabulary and fluency	The trainee always uses the correct strategies and relevant activities to build learners' vocabulary and fluency including those not learnt.	The trainee uses the correct strategies and relevant activities to build learners' vocabulary and fluency	The trainee uses the correct strategies and activities to build learners' vocabulary and fluency, sometimes	The trainee uses the correct strategies and relevant activities to build learners' vocabulary and fluency in a few instances

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.0 Reading	14.1 Types of reading (3hrs)	By the end of the sub strand, the teacher trainee should be able to: a) distinguish the types of reading to demonstrate comprehension b) use appropriate methods to develop reading skills c) value reading fluently for comprehension.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on the types of reading (<i>skimming, scanning, reading aloud, silent reading, Intensive, extensive</i>) • state the objectives of each type of reading • discuss the purpose of each kind of reading • ask and answer questions on the types of reading • research on the activities that will enable learners to practise each type of reading • explain the importance of reading fluently • model different ways of reading • reflect on the model lesson. 	<ol style="list-style-type: none"> 1. What are the types of reading? 2. Why is reading important?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: Trainees use their observations to improve reading. • Learning to learn and reflective practice: Trainees reflect and share how to develop the reading skills in young learners. • Digital literacy skills: Trainees use digital devices to source information on the different types of reading. • Assessment competence: Trainees practise assessing reading skills. 				
<p>Values</p> <p>Responsibility: Trainees take the initiative to devise methods of creating a conducive environment for reading.</p>				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to differentiate types of reading	The trainee differentiates types of reading with ease giving concrete examples	The trainee differentiates types of reading	The trainee differentiates most types of reading	The trainee differentiates very few types of reading
Ability to read fluently and accurately	The trainee reads fluently with proper pronunciation even unfamiliar words	The trainee reads fluently with proper pronunciation	The trainee reads with a few errors of pronunciation	The trainee reads with many errors of pronunciation
Ability to use appropriate reading strategies	The trainee always uses appropriate reading strategies including those not learnt	The trainee uses appropriate reading strategies	The trainee uses appropriate reading strategies in most instances	The trainee uses appropriate reading strategies in a few instances

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.0 Writing	15.1 Study writing (4hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) develop skills in study writing</p> <p>b) assess the forms of study writing using relevant tools</p> <p>c) enjoy study writing to show comprehension of texts.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● state the forms of study writing (<i>note-taking, summary writing, report writing</i>) ● research and make a presentation on each form of study writing ● practise writing notes, summaries, and reports ● identify and explain different types of report writing. ● analyse reports and classifies the content (<i>introduction, development, and conclusion.</i>) ● undertake a project to write a story on a selected topic <i>un fait divers</i> on a situation outside the classroom. ● develop and use tools for assessment of note-taking, summary, and report writing ● model how to teach note-taking, summary writing, and report writing ● reflect on the model lesson. 	What is study writing?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Trainees discuss the importance of mastering study writing. ● Digital literacy skills: Trainees research and present their research findings on note-taking, summary, and report writing. ● Citizenship and leadership competency: Trainees make notes and write reports on instructional issues. 				

Values

- **Integrity and responsibility:** Trainees learn to report responsibly on various issues.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to observe study writing in learners	The trainee observes study writing in learners and supports learners to improve their study writing skills with confidence	The trainee observes study writing in learners	The trainee observes study writing in learners in most instances	The trainee observes study writing in learners in a few instances

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
16.0 Grammar	16.1 Language structures (2hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) use the language structures meaningfully and appropriately in oral and written production</p> <p>b) employ the discovery method to facilitate the acquisition of language structures</p> <p>c) appreciate correct use of grammar in communication.</p>	<p>The teacher trainee to:</p> <p>define and state the functions of the language structures (<i>negation ne ... rien, ne...jamais, -re and -ir verbes, le passé récente, le passé compose, adjectifs qualificatifs, adverbes</i>)</p> <ul style="list-style-type: none"> • play conjugation games • use the negative forms correctly in situations of communication (<i>ne... rien, ne ...jamais</i>) • state the functions of the language structures • narrate events in the past • distinguish adverbs from other parts of speech • research on teaching grammar through guided discovery to young learners (conjugation games etc.) • model interactive methods of teaching grammar. 	<ol style="list-style-type: none"> 1.How do we narrate events that took place in the past? 2.What role does grammar play in language learning?

Core Competencies to be developed:

- **Communication and collaboration:** Trainees practise using the language structures in various situations of communication.
- **Creativity and innovation:** Trainees create assessment tasks on language structures.
- **Pedagogical content knowledge:** Trainees display mastery of the rules governing the use of past tenses, adverb formation, and the selected forms of negation.

Values

- **Responsibility:** As trainees source for information and correct each other to improve facilitation skills.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the correct language structures	The trainee uses correct French language structures, employs the correct word order in simple sentences	The trainee uses correct French language structures	The trainee uses correct French language structures with minimal errors	The trainee uses correct French language structures with many errors
Ability to use the discovery method to facilitate grammar	The trainee uses the discovery method to facilitate grammar always and accepts varied responses	The trainee uses the discovery method to facilitate grammar	The trainee uses some elements of the discovery method to facilitate grammar frequently	The trainee few elements of the discovery method to facilitate grammar occasionally

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
17.0 Listening	17.1 Selective listening (4hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) extract information on varied themes from listening texts b) appraise the utility of selective listening c) employ the collaborative approach to facilitate learning d) assess selective listening skills of the learners. e) value selective listening in communication. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • discuss the difference between <i>active</i>, <i>passive</i>, and <i>selective</i> listening • listen and select specific information or details from audio and audio-visual materials (<i>airport announcements, radio news, sports news, advertisements, speeches, etc.</i>) • participate in making activities for selective listening. • identify the indicators of communication and collaboration as they carry out tasks • discuss the usefulness of selective listening • use digital devices to record passages for selective listening • research on the barriers to intensive listening and activities to promote collaboration • model teaching selective listening • reflect and give feedback on the model lesson. 	<ol style="list-style-type: none"> 1. Why should we select information? 2. When do we select information?

Core Competencies to be developed:

- **Communication and collaboration:** Trainees discuss the usefulness of selective listening.
- **Digital literacy:** Trainees use digital devices to source information on selective listening and present their findings.
- **Pedagogical content knowledge:** Trainees display mastery of the strategies for developing the listening skill in learners.
- **Assessment competence:** Trainees assess how well peers are listening while taking care of those with hearing impairment.

Values

- **Unity:** Trainees carry out assigned tasks in groups.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to filter information	The trainee consistently and efficiently discriminates between relevant and irrelevant information by selecting keywords and phrases in a text	The trainee can discriminate between relevant and irrelevant information by selecting keywords and phrases in a text	The trainee can partially discriminate between relevant and irrelevant information by selecting keywords and phrases in a text	The trainee can discriminate between relevant and irrelevant information by selecting keywords and phrases in a text with assistance
Ability to assess selective listening	The trainee consistently and accurately observes, records, and gives helpful feedback on learner's progress in filtering information	The trainee observes, records, and gives helpful feedback on learner's progress in filtering information	The trainee observes and records with some inaccuracies and gives some helpful feedback on the learner's progress in filtering information	The trainee observes and records haphazardly, gives very little helpful feedback on the learner's progress in filtering information

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
18.0 Speaking	18.1 Presentation skills (4hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) adapt their presentations to the audience</p> <p>b) assess and improve own and learners' presentation skills for effective communication</p> <p>c) recognise the value of visual aids in enhancing clarity in the expression of information.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on oral presentation skills (topic, <i>strategy, purpose, structure, etc.</i>), • practise presenting information on different thematic areas • create materials that enhance reasoning and creativity in speaking (<i>public speaking, reading and narrating stories, giving rules and regulations, describing objects and events, posters, pictures</i>) • take part in oral activities (<i>role play, reciting poems, storytelling, interviews</i>) to improve speaking skills • make presentations in class on varied thematic areas (<i>family, friends, etiquette, food, animals, health, etc.</i>) • peer assess the presentation skills. 	<p>What makes good presentation skills?</p>

Core Competencies to be developed:

- **Creativity and innovation:** Trainees adapt the methods of presenting the information.

Values

Responsibility: Trainees undertake to self instruct on practical presentation skills.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to adapt presentations to the audience	The trainee always adapts presentations to the audience paying attention to details	The trainee adapts presentations to the audience	The trainee adapts presentations to the audience most of the time	The trainee adapts presentations to the audience in a few instances
Ability to assess presentation skills	The trainee assesses presentation skills showing great attention to details.	The trainee assesses presentation skills	The trainee assesses presentation skills leaving out a few details	The trainee assesses presentation skills leaving out many details

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
19.0 Reading	19.1 Reading for leisure (5hrs)	By the end of the sub strand, the teacher trainee should be able to: a) deduce the meaning of reading for leisure b) examine pertinent and contemporary issues in the reading material c) adapt criteria to select and support reading for leisure d) support collaborative reading using digital devices e) enjoy reading for leisure	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on the meaning of reading for leisure • identify sources of documents for leisure reading (<i>picture books, e-books, comics, newspapers, fiction, non-fiction</i>) • discuss pertinent and contemporary issues in the reading material • outline the criteria for selecting reading materials • discuss the benefits of reading for leisure • provide opportunities for leisure reading by creating reading corners • organise collaborative reading activities • model collaborative reading 	<ol style="list-style-type: none"> 1. What is leisure? 2. What kind of material makes good reading for leisure? 3. What do you consider when selecting reading material for leisure?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn and reflective practice: Trainees choose and review material for leisure reading. • Digital literacy skills: Trainees search online for leisure reading materials in French. • Pedagogical content knowledge: Trainees display mastery of criteria of what constitutes reading for leisure. • Self-efficacy: Trainees develop the ability to make suitable reading materials for recreation and provide support for selecting books. 				

Values

- **Social justice:** Trainees accommodate the differences in the choice of leisure reading texts.

Suggested Formative Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability select reading materials	Selects reading materials using the elements of selection criteria	Selects reading materials using the elements of selection criteria	Selects reading materials using most elements of selection criteria	Selects reading materials using a few elements of selection criteria
Ability to facilitate reading for leisure	Provides opportunities to facilitate reading for leisure and involves parents in extended leisure reading activities at home	Provides opportunities to facilitate reading for leisure	Provides some opportunities to facilitate reading for leisure	Provides few opportunities to facilitate reading for leisure

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
20.0 Writing	20.1 Creative writing (5hrs)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> distinguish forms of creative writing create short texts for children support cooperative writing of creative texts develop tools for assessing creative writing develop an interest in writing original texts for children. 	The teacher trainee to: <ul style="list-style-type: none"> discuss types of creative writing (<i>descriptive, imaginative, and argumentative essay</i>) explain the steps in preparing creative texts (<i>planning, drafting, revising, publishing</i>) discuss cooperative writing source for strategies of collaborative writing online cooperate with peers in writing short texts for children (<i>poem, rhymes, and stories</i>) using varied media model teaching creative writing give feedback through a non-judgmental assessment of the created texts. 	<ol style="list-style-type: none"> What is creativity? What makes writing creative?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: Trainees discuss types of creative writing. Creativity and innovation: Trainees write creative texts for use in class. Digital literacy skills: Trainees look for relevant pieces of creative writing using digital devices. Assessment competence: Trainees assess peers' creative writing skills. 				

Values

- **Responsibility:** Trainees take up the responsibility of creating texts for learners.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish forms of creative writing	Distinguishes forms of creative writing with concrete examples	Distinguishes forms of creative writing	Distinguishes most forms of creative writing	Distinguishes a few forms of creative writing
Ability to create short texts for children	Creates short texts for children with excellent choice of words	Creates short texts for children	Creates short texts for children with a few errors	Creates short texts for children with many errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
21.0 Grammar	21.1 Language structures (2hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> employ the discovery method to improve grammar skills test and enrich grammar skills using language learning applications assess grammar using appropriate tools. appreciate the importance of grammar in language learning. 	<p>The teacher trainee to:</p> <p>identify the grammar areas they have not mastered from the following (<i>l'impératif, l'imparfait, les adjectifs possessifs, les pronoms personnel, les prepositions, la negation ne...plus</i>)</p> <ul style="list-style-type: none"> search for useful sites or print material on the selected areas and practisespecific skills select suitable language games; to facilitate learning of the grammar aspects listed in this sub strand, for example, (<i>Scavenger Hunt, Pronouns memory game, pronouns jumping game</i>) build a bank of texts on the language structures compose songs and poems on the rights of children using the language structures. 	<p>Why is grammar essential in language learning?</p>

Core competencies to be developed:

- **Pedagogical content knowledge:** Trainees make activities and games using adverbs of frequency and time, pronouns, and negation.
- **Learning to learn and reflective practice:** Trainees reflect on how to facilitate the acquisition of the elements of grammar cited in this sub strand.
- **Assessment competence:** Trainees practise using varied methods to assess grammar.

Values

- **Respect:** Trainees listen to each other's opinions and appreciate their efforts.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the correct language structures	The trainee uses correct French language structures, employs the correct word order in simple sentences	The trainee uses correct French language structures	The trainee uses correct French language structures with minimal errors	The trainee uses correct French language structures with many errors
Ability to use the discovery method to facilitate grammar	The trainee uses the discovery method to facilitate grammar always and accepts varied responses	The trainee uses the discovery method to facilitate grammar	The trainee uses some elements of the discovery method to facilitate grammar frequently	The trainee few elements of the discovery method to facilitate grammar occasionally

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
22.0 Four language skills	22.1 Critical listening (2hrs)	By the end of the sub strand, the teacher trainee should be able to: a) evaluate and interpret information in listening texts b) solve problems encountered in the day to the day teaching environment c) employ the task-based approach to facilitate learning d) desire the improvement of their critical listening skills.	The teacher trainee to: <ul style="list-style-type: none"> • discuss the concept of critical thinking • practise inferring attitude and tone of speakers from listening texts • generate problem situations for critical thinking activities • research on strategies for teaching critical thinking • analyse the task-based approach • define a task • model using the task-based approach • reflect on the model lesson. 	Why is critical listening essential?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem-solving: Trainees reason and make decisions on the speakers' attitude in the listening texts. 				
Values <ul style="list-style-type: none"> • Responsibility: Trainees find solutions to learning problems. 				

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to evaluate and interpret information	The trainee accurately analyses and interprets information and uses evidence to support the judgement	The trainee evaluates and interprets information	The trainee evaluates and interprets information with minimal errors	The trainee evaluates and interprets information with many errors
Ability to apply task-based learning	The trainee applies the task-based approach to facilitate learning paying attention to the minute details	The trainee applies the task-based approach to facilitate learning	The trainee uses the task-based approach to facilitate learning leaving out a few steps in the procedure	The trainee uses the task-based approach to facilitate learning leaving out many steps in the procedure

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
23.0 Speaking	23.1 Conversation skills (4hrs)	By the end of the sub strand, the teacher trainee should be able to: a) use the acquired conversation skills to communicate effectively b) build learners' conversation skills for effective communication c) show respect for different cultural conversational practices.	The teacher trainee to: <ul style="list-style-type: none"> • state the conversational skills (<i>turn-taking, asking for clarification, staying focused, not interrupting</i>) • watch a video and identify the various conversation skills used • model good conversation skills as they participate in dialogue with peers • role play/dramatise conversations in multiple contexts • interview peers on their challenges to expressing themselves in French during a conversation. 	What makes for a good conversation?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Trainees learn to give everyone a chance to express themselves and adhere to the conversation norms. • Self-efficacy: Trainees acquire good conversational skills. • Creativity and innovation: Trainees devise ways of improving learner's conversation skills. • Citizenship and leadership competency: Trainees apply conversational skills to ensure effective interaction in all situations of communication. 				

Values**Respect:** Trainees practise the rules of good conversation skills.**Suggested Formative Assessment Rubric**

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to get listeners' attention	The trainee gains and retains listeners' attention and does not require prompting.	The trainee gains listeners' attention with minimal prompting	The trainee gains listeners' attention through consistent prompting	The trainee speaks without gaining listeners' attention
Ability to communicate effectively	The trainee communicates effectively with the ability to adapt to the type of audience	The trainee communicates effectively	The trainee communicates effectively leaving out a few of the communication skills	The trainee communicates effectively leaving out most of the communication skills
Ability to facilitate conversation skills	The trainee skillfully and confidently models good conversation skills, provides opportunities to practise the conversation skills, and gives prompt feedback to help learners improve	The trainee models good conversation skills, provide opportunities to practise the conversation skills, and gives prompt feedback to help learners improve	The trainee models good conversation skills with some confidence, provides some opportunities to practise the conversation skills, and gives prompt feedback to help learners improve	The trainee hardly models good conversation skills, provides opportunities to practise the conversation skills, and gives prompt feedback to help learners improve

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
24.0 Reading	24.1 Children's literature in French (5hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) appraise and select suitable reading materials for young learners</p> <p>b) integrate the values portrayed in the children's literature in the learning experiences</p> <p>c) conduct thematic and character analysis of characters in literary works</p> <p>d) enjoy guiding learners to read at the right level.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on the importance of literature • search for different types of children's literature in French • isolate the values brought out in the children's literature • practise use of reading strategies to activate background knowledge, questioning, and visualization • study and explain the literary devices of sound (<i>onomatopoeia, alliteration, consonance, liaison, rhythm, and cadence</i>) in children's literature • create suitable reading texts for learners in primary school (<i>poems, rhymes, short stories</i>) • research on how to involve learners in selecting reading material that appeals to them • create a class blog and posts the stories on 	<ol style="list-style-type: none"> 1. What is children's literature? 2. What do children like to read? 3. Why should children read?

			the blog <ul style="list-style-type: none"> • read varied genres of literary works in French (<i>novels, plays, short stories, etc.</i>) • read on value-based education. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy skills: Trainees review and select relevant reading materials from the Internet. • Pedagogical content knowledge: Trainees display knowledge on types of children’s literature in French and select reading materials that reflect learner diversity. • Citizenship and leadership: Trainees collaborate to promote a reading culture in young learners and support learners at different reading levels. 				
Values <ul style="list-style-type: none"> • Responsibility: Trainees encourage the reading of materials that promote values. 				

Suggested Formative Assessment Rubric

Level \ Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe children’s literature	The trainee defines children’s literature giving characteristics and differentiates it from adult literature.	The trainee defines children’s literature and gives characteristics and examples of text for children.	The trainee defines children literature and gives some characteristics and some examples of texts for children	The trainee defines children literature but is unable to give characteristics and has a lot of difficulty in providing examples

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify knowledge of qualities of children's literature	The trainee identifies all features of sound in children's literature with ease	The trainee identifies most features of sound in children's literature.	The trainee identifies a few features of sound, rhythm, and tone in children's literature.	The trainee identifies only one feature of sound in children's literature. They are barely able to identify features of sound, rhythm, and tone in Children's literature.
Ability to analyse a literature book	The trainee reads and analyses themes, plot, characters, setting, and tone in a literary text correctly all the time	The trainee reads and analyses themes, plot, characters, setting, and tone most of the time	The trainee reads and analyses themes, plot, and characters in a literary text with few errors	The trainee reads literary texts but has difficulties analysing them
Ability to writes short stories and posts on the internet	The trainee writes interesting short stories, creates a blog, and posts them on the Internet all the time	The trainee writes short stories, starts and maintains a blog, and publishes them on the Internet most of the time	The trainee writes short stories but is unable to create a blog and posts on the Internet	The trainee writes short stories with very many errors and has difficulty in posting on the internet
Ability to guide learners to read at the right level	Accurately and consistently assesses the learners and groups them according to level for individualised support	Assesses the learners and groups them according to level for individualised support	assesses the learners and groups them according to level but gives little individualized support	Initial assessment of learners is not done, and learners do not get individualized support

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
25.0 Writing	25.1 Functional writing (7 hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) distinguish between personal and official written forms of communication</p> <p>b) adapt the functional writing formats to suit the purpose of writing</p> <p>c) facilitate and assess skill development in functional writing</p> <p>d) value teaching functional writing.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • describe the purposes of various documents (<i>formal letters, e-mails, journals, diaries, Curriculum Vitae, passports, notices, memos, schedules, posters, programmes, reports, forms, and identity cards</i>) • explain how the purpose of the document may influence the choice of format • describe variations in designs of the selected functional writing documents • identify critical expressions used in the materials (<i>polite language for official letter</i>) • practise writing the different documents • uses digital devices to prepare various documents and sources for samples • research on the best strategies for teaching each of the functional writing documents. 	<ol style="list-style-type: none"> 1. What is functional writing? 2. What differentiates functional writing from other forms of writing?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Trainees use digital devices to prepare various documents. 				

- **Learning to learn and reflective practice:** Trainees research and present findings on various types of functional writing.
- **Pedagogical content knowledge:** Trainees display mastery of content on functional writing.
- **Assessment competence:** Trainees prepare tools with clear criteria for assessing functional writing.

Values

- **Responsibility:** Trainees display respect for each other's opinions.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to write accurately	Writing has no factual, grammatical, or spelling errors	Writing has minimal factual, grammatical, or spelling errors	Writing has some factual, grammatical, or spelling errors	Writing has several factual, grammatical, or spelling errors
Ability to organize ideas	Ideas are very well developed and easy to understand contextually	Ideas are adequately developed and well organized	Ideas are reasonably well developed and organized	Ideas are neither developed nor well organised
Ability to explain functional writing	Confidently explains functional writing with clarity and precision, assesses using valid criteria for the document format	explains functional writing with clarity and assesses using good standards for the document format	explains functional writing somewhat clearly and assesses using valid criteria for the document format	explains functional writing with very little clarity and precision, assesses haphazardly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
26.0 Grammar	26.1 Language structures (2 hrs)	By the end of the sub strand, the teacher trainee should be able to: a) employ the discovery method to improve grammar skills b) test and enrich grammar skills using language learning applications c) use the language structures orally and in writing d) assess grammar using appropriate tools e) show interest in using correct language structures.	The teacher trainee to: • identify the areas of grammar they have not mastered from the list provided (le gérondif, le conditionnelle le plus que parfait, les adjectifs interrogatifs, le cod, le coi, les pronoms impersonnels) • source for exercises and practise the areas not yet mastered • prepare activities to practise the language structures (matching objects to quantity, completing sentences with the appropriate language structures, etc.) • create activities to practise using the language structures (<i>mimes, dramatization, matching, etc.</i>) • peer-teach selected grammar points.	1. Why is correct language use necessary? 2. How does one compare objects, people, and places?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Trainees work in teams to design language structure activities to animate peer-teaching sessions. • Critical thinking and problem solving: Trainees examine the language structures in oral and written work and propose 				

remedies where need be.

- **Citizenship and leadership competency:** Trainees evaluate peers' work to support learning and professional growth.

Values

- **Responsibility:** Trainees take charge of their daily learning activities.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the correct language structures	The trainee uses correct French language structures, employs the correct word order in simple sentences	The trainee uses correct French language structures	The trainee uses correct French language structures with minimal errors	The trainee uses correct French language structures with many errors
Ability to use the discovery method to facilitate grammar	The trainee uses the discovery method to facilitate grammar always and accepts varied responses	The trainee uses the discovery method to facilitate grammar	The trainee uses some elements of the discovery method to facilitate grammar frequently	The trainee few elements of the discovery method to facilitate grammar occasionally

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
27.0 Listening	27.1 Strategies for enhancing listening skills (4hrs)	By the end of the sub strand, the teacher trainee should be able to: a) apply the task-based approach to facilitate learning b) discover strategies that enhance listening skills c) measure knowledge using suitable assessment methods and tools d) develop items that promote listening e) appreciate the importance of having good listening skills.	The teacher trainee to: • research on strategies for teaching and assessing listening • discuss the strategies for promoting listening • discuss the assessment methods and tools proposed in the competency-based curriculum • prepare sample items for testing listening • practise using the tools to assess listening • model using the strategies to enhance listening skills.	How would you improve your listening skills?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Trainees team up in small groups to develop items that enhance listening. • Assessment competence: Trainees prepare tools for assessing listening skills. • Citizenship and leadership: Trainees evaluate and decide when to enhance their listening skills. 				
<p>Values</p> <ul style="list-style-type: none"> • Responsibility: Trainees keep practicing to improve their listening skills. 				

Honesty and truthfulness: Trainees strive to give an objective assessment of learners' ability to listen

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Feedback	Consistently provides accurate and precise feedback on the listening activities	Provides clear and accurate feedback on the listening activities	Provides clear but somewhat accurate feedback on the listening activities	Provides feedback that is not clear and sometimes inaccurate
Ability to develop items that promote listening	The teacher trainee consistently develops exemplary task-based items that promote listening skills	The teacher trainee develops good task-based items that promote listening skills	The teacher trainee develops some fairly good task-based items that promote listening skills	The teacher trainee develops task-based items that do not always promote listening skills

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
28.0 Speaking	28.1 Strategies for enhancing speaking skills (3 hrs)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) discover strategies that enhance speaking skills b) develop items that promote speaking c) appreciate having good speaking skills. 	The teacher trainee to: <ul style="list-style-type: none"> • respond to questions orally • discuss strategies for promoting speaking • discuss the assessment methods and tools proposed in the competency-based curriculum • prepare sample items for testing the speaking skill • source for varied activities to promote speaking in young learners. 	How would you improve your speaking skills?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: Trainees team up in small groups to develop items to enhance speaking. • Assessment competence: Trainees prepare tools for assessing speaking skills. • Citizenship and leadership: Trainees evaluate and decide when to enhance their speaking skills. 				
Values <ul style="list-style-type: none"> • Responsibility: Trainees keep practicing to improve their listening skills. • Honesty and truthfulness: Trainees strive to give an objective assessment of learners' ability to listen. 				

Suggested Formative Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use vocabulary appropriately	The trainee uses a range of self learnt vocabulary to enrich communication	The trainee uses learnt words that are appropriate for the context	The trainee uses a limited range of words that is appropriate for the context	The trainee uses minimal vocabulary that is sometimes inappropriate for the context
Ability to communicate appropriately	Consistently communicates ideas effectively on issues relating to various thematic areas orally and in written form with ease	Communicates ideas effectively on issues relating to various thematic areas orally and in the written form most of the time	Communicates ideas effectively to some extent on issues relating to various thematic areas	Communicates ideas on issues related to various thematic areas with difficulty have vocabulary gaps, hesitates considerably
Ability to pronounce words	Consistently uses the correct pronunciation and varies the voice to bring out the intended meaning	Uses the correct pronunciation and intonation and corrects errors	Uses the correct pronunciation and intonation correctly with limited support	Articulates French sounds and words with difficulty, requires frequent support
Ability to use correct language structures	Consistently uses correct French language structures, employs the correct word order in complex sentences and appropriate expressions with ease	Uses correct French language structures, employs the correct word order in complex sentences and appropriate expressions	Uses some correct French language structures, employs the correct word order in some complex sentences and appropriate expressions	Uses only a few correct French language structures, frequently uses incorrect word order and inappropriate expressions

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to develop items that promote speaking	The teacher trainee consistently develops exemplary task-based items that promote speaking skills	The teacher trainee develops good task-based items that promote speaking skills	The teacher trainee develops some fairly good task-based items that promote speaking skills	The teacher trainee develops task-based items that do not always promote speaking skills

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
29.0 Reading	29.1 Extensive reading (6 hrs)	By the end of the sub strand, the trainee should be able to: a) conduct a thematic and character analysis of set books b) use appropriate strategies to facilitate extensive reading c) appreciate the benefits of extensive reading.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on the importance of literature • explain the difference between extensive and intensive reading • read and do thematic and character analysis of a variety of set books (short stories, novels, poems) • identify literary elements in a short text; characters, setting, plot, theme, and tone • read and summarise short texts • discuss the devices of style; connotation, imagery, figurative language, hyperbole, and symbol in pairs • make a presentation of an online novel they have read • write short stories, creates a class blog, and posts them on the blog. 	Why is extensive reading critical?

Core Competencies to be developed:

- **Digital literacy skills:** Trainees source for e-resources for extensive reading.
- **Citizenship and leadership competency:** Trainees define the criteria to use when choosing reading materials.

Values

- **Responsibility:** Trainees source for and read extra material to improve their skills.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse a literature book	The trainee reads and analyses themes, plot, characters, setting, and tone in a literary text correctly all the time	The trainee reads and analyses themes, plot, characters, setting, and tone most of the time	The trainee reads and analyses themes, plot, and characters in a literary text with few errors	The trainee reads literary texts but has difficulties analyzing them
Ability to write short stories and post on the internet	The trainee writes interesting short stories, creates a blog, and posts them on the Internet all the time	The trainee writes short stories, creates a blog, and posts them on the Internet most of the time	The trainee writes short stories but is unable to create a blog and posts on the Internet	The trainee writes short stories with very many errors and has difficulty in posting on the internet
Ability to facilitate extensive reading	The trainee skillfully and confidently connects extensive reading to language development and provides appropriate activities to learners	The trainee adequately relates extensive reading to language development and offers appropriate activities for learners	The trainee partially connects extensive reading to language development and offers appropriate activities for learners	The trainee hardly connects extensive reading to language development and offers proper activities to learners

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
30.0 Writing	30.1 Documentation and referencing (4 hrs)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) differentiate between the various types of computer keyboards b) type correctly using the French keyboard or shortcuts c) identify different academic referencing styles used in writing d) cite academic documents in writing correctly e) appreciate the value of accurate citation of documents. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • discuss the importance of ICT in teaching • type texts in French accurately • research and present on the importance of ICT integration in teaching French; • search for useful sites for facilitation resources • prepare and review an ICT integrated lesson • assess the use of ICT in the French classroom • practise using referencing styles in written documents • select a Community Service Learning project relevant to the sub strand • distinguish the learning and the community service components of their project. 	<ol style="list-style-type: none"> 1. How do you integrate ICT in the language classroom? 2. How do you refer a person to something you have read? 3. How do you keep a record of documents you have read?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Trainees collaboratively source for information on referencing, documentation, and 				

<p>integration of ICT.</p> <ul style="list-style-type: none"> • Self-efficacy: Trainees integrate ICT in teaching and learning French with ease. • Digital literacy skills: Trainees use digital devices to research and present work and produce documents that conform to the standard formats. • Pedagogical content knowledge: Trainees demonstrate referencing styles and integration of ICT in French language learning.
<p>Values:</p> <ul style="list-style-type: none"> • Honesty and trustworthiness: Trainees acknowledge others' intellectual property rights by citing references where applicable.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different academic referencing styles	Consistently identifies academic referencing styles and applies them in their work	Can explain critical differences between most of the academic referencing styles	Recall traits common to widely used academic referencing styles	Struggles to differentiate between basic academic referencing styles
Ability to cite documents using various citation styles	Able to correctly cite documents using various citation styles	Compiles cited documents accurately	Compiles cited documents with errors in chronological presentation and punctuation	Cites documents but constantly mixes up the citation styles

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
31.0 Grammar	31.1 Language structures (2hrs)	By the end of the sub strand, the teacher trainee should be able to: a) employ the discovery method to improve grammar skills b) test and enrich grammar skills using language learning applications c) assess grammar using appropriate tools d) use the language structures appropriately e) appreciate coherence and logic in oral and written communication.	The teacher trainee to: identify the areas of grammar they have not mastered from the following list (<i>le subjonctif, le conditionnel présent, le conditionnel passé, les pronoms interrogatives, les pronoms démonstratifs, la négation ne...personne, les connecteurs et les conjonctions</i>) <ul style="list-style-type: none"> • search for useful sites or print material on the selected areas and practisespecific skills • explain the use of the language structures (<i>subjunctive, active and passive voice</i>) in sentences • watch a video on <i>les mots d'argumenter</i> • debate on a topic using the terms of argument:(<i>a mon avis, selon moi, par contre, en outre, d'apres-moi, etc.</i>) • make debate topics chart on 	<ol style="list-style-type: none"> 1. How do you use connectors? 2. How do you express necessity in French?

			contemporary issues for weekly debates <ul style="list-style-type: none"> • listen to audio material on the use of <i>subjonctif present active and passive voice</i> • source or create songs to learn the language structures • make flashcards to facilitate the learning of language structures • source for games, for example, create a wish box and pick a wish and tell the class: <i>Je souhaite que</i> • differentiate the active and passive voice in texts. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Trainees discuss and use assessment feedback to improve instruction. • Self-efficacy: Trainees maintain logic and coherence in speech and writing. • Pedagogical content knowledge: Trainees display mastery of the language structures and their use. • Assessment competency: Trainees identify the difficulties in the acquisition of language structures and design appropriate remedial activities. 				
<p>Values</p> <ul style="list-style-type: none"> • Responsibility: As trainees take charge of their learning by assessing what they have not mastered and looking for activities to improve the skill 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the correct language structures	The trainee uses correct French language structures, employs the correct word order in simple sentences	The trainee uses correct French language structures	The trainee uses correct French language structures with minimal errors	The trainee uses correct French language structures with many errors
Ability to use the discovery method to facilitate grammar	The trainee uses the discovery method to facilitate grammar always and accepts varied responses	The trainee uses the discovery method to facilitate grammar	The trainee uses some elements of the discovery method to facilitate grammar frequently	The trainee few elements of the discovery method to facilitate grammar occasionally

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
32.0 Professional outlook	32.1 How young children learn (2 hrs)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> employ principles of multi-sensory learning in instruction demonstrate knowledge of children’s learning styles in the choice of lesson activities design learning activities that are coherent with the child’s natural approach to knowledge show interest in how young children learn. 	The teacher trainee to: <ul style="list-style-type: none"> experiment with varied sensory stimuli select learning activities according to learner age clusters design lessons that emphasize multi-sensorial activities analyse feedback from learners to improve learning auto-evaluate his/her ability to engage young children effectively. 	<ol style="list-style-type: none"> How do children learn? Do all children learn in the same way?
Core Competencies to be developed: <ul style="list-style-type: none"> Creativity and innovation: Trainees create appropriate activities for young learners. Assessment competency: Trainees observe learners and give feedback on how they learn. Citizenship and leadership: Trainees analyse the learner's needs and decide how to respond to the conditions. 				
Values <ul style="list-style-type: none"> Social justice: Trainees learn how to take care of every learner’s need by providing differentiated activities to cater to the varied learning styles. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and categorise learning styles	The trainee efficiently identifies and categorises children's learning styles.	The trainee identifies and accurately categorises children's learning styles.	The trainee identifies and categorises some learning styles specific to children.	The trainee is hardly able to identify and categorise children's learning styles.
Ability to design a lesson	The trainee always uses multi-sensorial learning principles in designing a wide range of lessons.	The trainee regularly uses multi-sensorial learning principles in lesson design.	The trainee makes irregular use of multi-sensorial learning principles in lesson design.	The trainee rarely uses multi-sensorial learning principles in lesson design.
Ability to create a favourable atmosphere that caters to different learning styles	The trainee consistently maintains a vibrant learning atmosphere that caters to individual learner needs.	The trainee effectively modifies the learning atmosphere to sustain the learner's interest.	The trainee occasionally modifies the learning atmosphere without taking into account the learner's needs.	The trainee maintains a static and predictable learning atmosphere to the detriment of learners.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	32.2 Teacher of French language (1 hr)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) explain aspects of professionalism valued as a teacher of French b) demonstrate the essential qualities that enable the teacher of French to perform efficiently c) formulate a draft career progression plan d) enjoy being a teacher of French at the primary level. 	The teacher trainee to: <ul style="list-style-type: none"> • compare and contrast societal expectations of the teacher of French vis-à-vis other teaching-learning areas • plan contact sessions with practicing teachers • model etiquette • attend seminars for professional development • research cooperatively on how to progress in the teaching career • discuss what it takes to teach primary school learners. 	What are the qualities of a good teacher of French?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn and reflective practice: Trainees show commitment to improving their instructional management skills. • Citizenship and leadership: Trainees show integrity and project a positive teacher image. 				
Values <ul style="list-style-type: none"> • Honesty and trustworthiness: Trainees comply with the rules, regulations, and the teaching code of conduct. • Responsibility: As trainees analyse the learning situation and respond to learner needs. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss different views related to societal expectations of the teacher of French.	The trainee elaborately expresses their own and others' views of societal expectations of the teacher of French.	The trainee readily discusses a wide range of views related to societal expectations of the teacher of French.	The trainee selectively discusses specific components of societal expectations of the teacher of French.	The trainee finds it challenging to sustain a coherent discussion on expectations of the teacher of French.
Ability to demonstrate qualities of a teacher of French.	The trainee consistently advocates for and demonstrates excellence as a professional teacher of French.	The trainee consistently demonstrates, in speech and conduct, the qualities of a professional teacher of French.	The trainee sometimes demonstrates awareness of some qualities of a professional teacher of French.	The trainee seems unaware of the qualities of a professional teacher of French.