



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

**DIPLOMA IN TEACHER EDUCATION
PRE-PRIMARY AND PRIMARY**

GERMAN 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

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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).

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- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

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

Grading

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

TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

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

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

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

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

3. **Promote individual development and self-fulfilment**

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

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

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

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

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

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

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

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

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

8. **Promote positive attitudes towards good health and environmental protection.**

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

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

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

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

ESSENCE STATEMENT

German language learning promotes international consciousness and appreciation of one's own and other people's cultures. At this level, the teacher trainee will be equipped with linguistic abilities and pedagogical skills to enhance his or her learning and teaching of the German language and professional development. This will focus on the four language skills, structure of the German language, foreign language methods of learning, and literary appreciation of selected genres. The teacher trainee will be provided with opportunities to individually and collaboratively interact with the German language in formal, informal and non-formal dimensions of learning. They will also practise their pedagogical skills through micro and shadow teaching activities. The course lays a foundation for further studies.

GENERAL LEARNING OUTCOMES

By the end of the Diploma in Teacher Education – Pre-Primary and Primary course, the teacher trainee should be able to:

1. Communicate in the German language effectively in varied contexts,
2. Apply acquired pedagogical skills in a creative and innovative manner to facilitate learning,
3. Create professional documents for effective classroom management,
4. Analyse selected German literary genres for information and enjoyment,
5. Use varied media to access and create information to enhance German language learning,
6. Employ social and adaptive skills to facilitate learning of the German language,
7. Appreciate his or her own and others' culture for national cohesion and international consciousness,
8. Apply acquired knowledge and skills to address emerging issues in everyday life.

STRANDS AND SUBSTRANDS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1. Listening and Representation (3 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) communicate effectively on situations related to family and school, b) articulate typical German sounds correctly to enhance communication.	The teacher trainee: <ul style="list-style-type: none"> • listens to recorded conversations, monologues, factual texts and extracts information on family and school • communicates information listened to using varied modes • prepares presentations using varied modes on school and family and presents to peers • isolates appropriate vocabulary and expressions • discusses how to enhance school safety • articulates typical German sounds • records audio and video clips of typical German sounds and shares with peers for feedback 	Why are sounds important in a language?

Core Competencies to be developed

- Self-efficacy: Teacher trainees enhance presentation skills through varied modes.
- Digital Literacy Skills: They record audio and video clips of typical German sounds and share with peers.

Values:

Peace: Trainee demonstrates peace when role playing different contexts on how they would best develop listening and speaking skills

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to communicate effectively	Consistently communicates on situations related to family and school with ease.	Communicates on situations related to family and school effectively.	Communicates on situations related to family and school, some gaps in expression that affect communication to a minimal extent.	Communicates on situations related to family and school, has vocabulary gaps, hesitates considerably.
Ability to articulate typical German sounds	Uses the correct pronunciation with ease and varies the voice to bring out the intended meaning.	Uses the correct pronunciation and intonation	Mostly uses the correct pronunciation and intonation, makes a few mistakes and lacks the ability to recognise and correct them.	Distorts articulation of most German sounds and words in segmenting syllables, sentence melody and stress.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Scanning and Skimming Skills (5 hours)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <p>a) decode meaning of texts using scanning and skimming reading skills for representation,</p> <p>b) analyse the essence statement in the German language Curriculum Design for learning,</p> <p>c) employ intercultural awareness in German language learning,</p> <p>d) recognise and value differences between the Kenyan and German culture.</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> • reads literary and non-literary texts within stipulated time for information • represents the content in the texts orally • looks up texts in the internet and uses scanning and skimming reading skills to write sentences about them • analyses the essence statement for German Language at upper Primary and discusses in plenary • identifies link between essence statement and intercultural awareness • watches and records videos depicting cultural contexts in Kenya and German speaking countries 	<p>What role does intercultural awareness play in learning?</p>

			<ul style="list-style-type: none"> analyses contexts of learning with intercultural differences and come up with strategies to facilitate learning in the classroom 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital Literacy Skills: Developed when teacher trainee watch videos and record videos depicting cultural contexts in Kenya and German speaking countries Critical Thinking and Problem Solving: Teacher trainee enhances their problem solving skills as they identifies link between essence statement and inter cultural awareness Creativity and Innovation: Developed when the teacher trainee records videos depicting cultural contexts in Kenya and German speaking countries. 				
<p>Values:</p> <ul style="list-style-type: none"> Patriotism: This is enhanced as the teacher trainee watches and records videos depicting cultural contexts in Kenya and German speaking countries. 				

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to decode texts for meaning	Consistently makes meaning of reading texts and communicates the content therein orally	Makes meaning of reading texts and communicates the information orally	Makes meaning of the content in reading texts and communicates the content therein orally	Is limited in decoding information contained in reading texts and

	and in summary with ease.	and in summary form.	and in summary, exhibits some gaps.	struggles to communicate the content therein.
Ability to analyse the Essence statement	Exhaustively identifies the components addressed in the essence statement, explains them, refers to other related literature and identifies these in the German language curriculum design.	Identifies the components addressed in the essence statement, explains them, and identifies these in the German language curriculum design.	Identifies most of the components addressed in the essence statement, explains some of them, and identifies these in the German language curriculum design.	Identifies a few of the components addressed in the essence statement, is not able to explain most of them and has challenges identifying these in the German language curriculum design.
Ability to employ Intercultural awareness in learning	Consistently identifies and interprets cultural aspects of varied contexts with ease and uses them to enhance learning.	Identifies and interprets cultural aspects of all given contexts and uses them to enhance learning.	Identifies and interprets cultural aspects of most of the given contexts and uses them to enhance learning sometimes.	Identifies cultural aspects of some of the given contexts, however exhibits difficulty in interpreting and using them to enhance learning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Monologues, Factual Texts and Reports (5 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) communicate effectively in written form on different situations, b) establish the link between German Language learning and other learning areas, c) value the interconnectedness of various learning areas.	The teacher trainee: <ul style="list-style-type: none"> • researches on a given topic and writes a report, uploads to class online forum for critique • writes factual texts on family and school • discusses how German relates to other learning areas • makes presentations on the similarities and differences between German and other languages and critique each other • evaluates how German learning is linked to other learning areas 	What role do other learning areas play in the learning of German Language?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Innovation: This is developed as teacher trainees write texts on a range of topics. • Learning to Learn and Reflective Practice: They research on given topics and consider input from peers. 				

Values:

Respect: Teacher trainees cultivate respect for each other as they critique each other's work and present input for improvement.

Assessment Rubric

Level Indicator	Exceeding Expectations Teacher Trainee:	Meeting Expectations Teacher Trainee:	Approaching Expectations Teacher Trainee:	Below Expectations Teacher Trainee:
Ability to communicate effectively in written form	Writes texts related to family and school using varied and appropriate vocabulary, no errors.	Writes texts related to family and school with no errors using appropriate vocabulary.	Writes texts related to family and school with appropriate vocabulary most of the time, some errors that affect communication to some little extent.	Writes texts on school and family with appropriate vocabulary some of the time, makes errors that affect communication to a great extent.
Ability to link German to other learning areas	Identifies and explains the linkages between the German language and other learning areas with ease and applies these in varied contexts.	Identifies the linkages between the German language and other learning areas and applies these in given contexts.	Identifies most linkages between the German language and other learning areas and applies these in some given contexts.	Demonstrates limited ability to identify linkages between the German language and other learning areas and therefore struggles to apply these in given contexts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.1 Nouns and Pronouns (7 hours)	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> identify nouns and pronouns in German for learning, employ appropriate language structures for communication, value language correctness in communication 	The teacher trainee: <ul style="list-style-type: none"> researches from various sources the different types of nouns and pronouns and how they are used in the German language discusses the different types of nouns and pronouns and how they are used writes sentences and texts using singular, plural, definite, indefinite and compound nouns using correct word order uses the indefinite article in different cases critiques sentences, texts and gives feedback to their peers 	Why is the language correctness important?
Core Competencies to be developed: Critical Thinking and Problem Solving. Developed when the trainees research on the internet on different types of pronouns and how they are used in the German language				
Values: Teacher trainees cultivate respect for varied opinions during sessions of interaction.				

Assessment Rubric

Level Indicator	Exceeding expectations	Meeting Expectations	Approaching Expectations	Below expectations
Ability to identify nouns and pronouns in German	Correctly and consistently identifies all given nouns and pronouns in German	Correctly identifies all given nouns and pronouns in German	Correctly identifies most of the given nouns and pronouns in German	Correctly identifies some of the given nouns and pronouns in German
Ability to employ appropriate language structures	Consistently uses correct nouns and pronouns, employs the correct word order with ease	Uses correct nouns and pronouns, employs the correct word order.	Uses correct nouns and pronouns, employs the correct word order, makes a few errors	Uses only a few correct nouns and pronouns and correct word order, makes some errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Listening and Speaking	5.1 Selective Listening and Making Presentations (3 hours)	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) identify selective content from listening texts using varied strategies, b) make presentations on various themes, c) apply the communicative approach in foreign language learning, d) articulate unique German sounds and words for effective communication. 	The teacher trainee: <ul style="list-style-type: none"> • listens to audio interviews about people and places across different themes including environmental protection • responds to questions on listening texts • communicates the information contained in texts creatively • simulates interviews on different themes about people and places using different tenses • prepares presentations on themes and record them • discusses the principles of the communicative approach to language teaching 	Why is correct articulation important in a language?

			<ul style="list-style-type: none"> • practises communicative principles on language learning activities • pronounces the sounds <i>p/d</i>, <i>z</i>, <i>sp,st</i>, <i>ch</i> and <i>β</i> correctly 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Communication and Collaboration: as the teacher trainees respond to questions and prepare presentations. • Pedagogical Content Knowledge: Trainees develop competencies in the usage of the communicative approach to Foreign language learning. • Learning to Learn and Reflective Practice: as trainees research from different sources on the communicative approach and present to their peers. 				
<p>Values: Unity: Trainee works collaboratively as they simulate interviews on different themes about people and places using different tenses.</p>				

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify selective content from listening	Correctly identifies more than the required selective content from listening texts	Correctly identifies all the required selective	Correctly identifies most of the required selective content from listening texts	Correctly identifies some of the required selective content from listening texts

texts using varied strategies		content from listening texts		
Ability make presentations on various themes	Communicates ideas comprehensively, creatively and with ease on issues relating to people and places across different themes.	Communicates ideas on issues relating to people and places across different themes.	Communicates ideas on some issues relating to people and places across different themes.	Demonstrates limited grasp of vocabulary and expressions on people and places across different themes.
Ability to apply the communicative approach	Consistently applies and explains the communicative approach principles appropriately in varied contexts.	Applies the communicative approach principles appropriately.	Applies the communicative approach principles appropriately in some contexts.	Requires support in applying the communicative approach principles.
Ability to articulate unique German sounds and words	Consistently uses the correct pronunciation with ease and varies the intonation to communicate effectively.	Uses the correct pronunciation and intonation to communicate effectively.	Uses the correct pronunciation most of the time and exhibits limited challenges with intonation while communicating some of the time.	Exhibits considerable articulation challenges in segmenting syllables in words, using stress and intonation that distorts communication considerably.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Reading	6.1 Extensive Reading (7 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) analyse literary and non-literary texts for comprehension, representation and enjoyment, b) analyse core competencies in the German language, Curriculum Design, c) apply principles of reading skills to facilitate learning.	The teacher trainee: <ul style="list-style-type: none"> • looks up poems and fairy-tales from Kenya and German speaking countries from different sources and analyses them • reads poems aloud • analyses core competencies for basic education • discusses how core competencies can be developed in the German language • researches from varied sources on different types of reading and discusses them with peers • reads different texts and uses methods learnt in class to assess each other's reading skills 	Why are literary texts important in learning a language?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Pedagogical Content Knowledge: Trainee enhances their pedagogical knowledge as they analyse core competencies and apply principles of teaching reading skills. 				

- Critical thinking and Problem solving: developed when trainees discuss and write how core competencies can be developed in the German language.
- Learning to Learn and Reflective Practice: Developed when trainees read different texts in class and use methods acquired to assess each other's reading skills.

Values:

Patriotism: Citizenship as trainees examine content in literary and non-literary texts and discuss them in groups.

Assessment Rubric

Level Indicator	Exceeding Expectations Teacher Trainee:	Meeting Expectations Teacher Trainee:	Approaching Expectations Teacher Trainee:	Below Expectations Teacher Trainee:
Ability to analyse literary and non-literary texts	Consistently makes meaning of literary and non-literary texts and communicates the content therein with ease.	Makes meaning of literary and non-literary texts and communicates the content therein.	Makes meaning of some of the content in literary and non-literary texts and communicates some of the content therein.	Is limited in decoding information contained in literary and non-literary texts and struggles to communicate the content therein.
Ability to analyse core competencies	Demonstrates excellent mastery in the analysis of competencies in the German Language curriculum design.	Demonstrates good mastery in the analysis of core competencies to German Language curriculum design.	Demonstrates some mastery in the analysis of core competencies to German Language curriculum design.	Analyses core competencies in the German Curriculum Design with support.

Ability to apply principles of reading skills	Consistently applies and explains appropriate principles of teaching reading skills with ease.	Applies appropriate principles of teaching reading skills.	Applies most appropriate principles of teaching reading skills.	Applies a few principles of teaching reading skills.
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DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Writing	7.1 Creative writing (4 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) write creative texts on varied contexts, b) formulate appropriate learning outcomes and learning experiences to varied learning contexts, c) appreciate the role of differentiated learning in the learning process.	The teacher trainee: <ul style="list-style-type: none"> • analyses various contexts on creative writing • writes creative texts of acceptable length, using creative writing elements (support, expansion, transitions, intrigue, hooks, suspense, conflict resolution etc.) • discuss the relationship between learning outcomes and learning experiences • writes learning outcomes and accompanying learning experiences • models learning experiences based on learning outcomes and different learning styles 	What do you require to develop creative writing skills?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Innovation: is developed when teacher trainees write texts on varied contexts. 				

- Learning to Learn and Reflective practice: as teacher trainees develop learning outcomes and learning experiences and model them in class.

Values:

Integrity: Teacher trainees observe respect and integrity as they models learning experiences based on learning outcomes and different learning styles.

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Ability to write creative texts	Writes creative texts providing supporting details, expands the main topic, organises the text leading to intrigue, text hooks and ends with a meaningful conclusion, transitions are strong and natural, the text is of acceptable length.	Writes creative texts providing supporting details, expands the main topic to a great extent, organises the text leading to intrigue, text hooks and ends with a meaningful conclusion, strong transitions, the text is of acceptable length	Writes creative texts providing partially supporting details, expands the main topic to some extent, organises the text leading to intrigue partly, text hooks at some places and ends with a meaningful conclusion, transitions are strong, the text is of acceptable length.	Writes creative texts lacking clarity, provides scanty details, text contains gaps and lacks the hook expected in creative contexts, text does not lead to a meaningful end, minimal transitions, text is too short.

Ability to formulate learning outcomes	Formulates learning outcomes correctly and with ease.	Formulates learning outcomes correctly.	Formulates most learning outcomes correctly.	Requires support to formulate learning outcomes.
Ability to formulate learning experiences	Develops rich, varied and differentiated learning experiences for varied contexts with great mastery and explains them.	Develops rich and varied learning experiences for contexts with good mastery.	Develops some appropriate learning experiences for contexts with good mastery.	Develops a few appropriate learning experiences, demonstrates difficulty in responding to different contexts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.0 Grammar	8.1 Verbs: conjugation and tenses (6 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) conjugate regular and irregular verbs in different tenses, b) use appropriate tenses and vocabulary in presenting information, c) integrate values in the German Language curriculum, d) recognise role of correctness in communication.	The teacher trainee: <ul style="list-style-type: none"> • conjugates verbs in both the present and past tenses • constructs sentences and writes texts using correct conjugation forms, tenses and word order • unpacks identified values in various contexts • demonstrates how the values can be practically learnt by recording own video and audio casts and share with peers • analyses video-clips of mini lessons and discusses how values have been integrated • discusses and identifies issues that may emerge due to lack of values (e.g., early pregnancies, radicalization, violence, theft etc.) and how they can help learners avoid them 	What is the place of values in German language learning?

Core Competencies to be developed:

- Digital Literacy as teacher trainees make own video and audio casts and share with peers
- Self Efficacy: when they are able to integrate values in the German language

Values:

Responsibility: The teacher trainee enhances their sense of responsibility as they discuss and identify issues that may emerge due to lack of values .

Assessment Rubric

Level Indicator	Exceeding Expectations Teacher Trainee:	Meeting Expectations Teacher Trainee:	Approaching Expectations Teacher Trainee:	Below Expectations Teacher Trainee:
Ability to conjugate regular and irregular verbs	Consistently uses the correct forms of conjugation and tenses, employs the correct word order in sentences and with ease.	Uses the correct forms of conjugation and tenses German language structures, employs the correct word order in sentences.	Uses some correct forms of conjugation and tenses, largely employs the correct word order in most of sentences	Uses only a few correct forms of conjugation and tenses, frequently uses incorrect word order and inappropriate expressions.
Ability to integrate values	Confidently identifies varied contexts and integrates values with ease.	Identifies and integrates values and unpacks them according to contexts.	Identifies and integrates values in most instances.	Identifies and integrates a few values, experiences challenges to identify opportunities for integration.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Listening and Speaking	9.1 Intensive Listening (4 hours)	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> communicate effectively on situations related to informal and formal contexts, transcribe German sounds to enhance communication, examine the principles of oral skills to facilitate learning, value the role of language correctness in communication. 	The teacher trainee: <ul style="list-style-type: none"> listens to situations on formal and informal situations communicates on the content using appropriate vocabulary and expressions transcribes German sounds and words from varied sources discusses the principles relating to pre-, during and post-listening and speaking activities for development of oral skills role plays different contexts on how they would best develop listening and speaking skills 	Why is using the correct register important in communication?
<p>Core Competencies to be developed: Self Efficacy: is developed as trainees role play different contexts on how best they would develop listening and speaking skills.</p>				

Values:

Social Justice: The teacher trainee develops a sense of social justice as they role play different contexts on how they would best develop listening and speaking skills

Assessment Rubric

Level Indicator	Exceeds Expectations:	Meets Expectations:	Approaches Expectations:	Below Expectations:
Ability to communicate on formal and informal contexts	Confidently communicates effectively on issues relating to formal and informal contexts using appropriate and varied language structures, expressions and vocabulary.	Communicates effectively on issues relating to formal and informal contexts using appropriate language structures, expressions and vocabulary.	Communicates some ideas effectively on issues relating to formal and informal contexts, mostly uses appropriate language structures, expressions and vocabulary.	Endeavours to communicate on issues relating to formal and informal contexts, albeit with grammatical errors, limited use of appropriate expressions and vocabulary.
Ability to transcribe German sounds and words	Transcribes sounds and words with great mastery and ease.	Transcribes sounds and words with good mastery, negligible errors.	Transcribes sounds and words with some mastery, some errors.	Exhibits limited ability to transcribe sounds and words.

Ability to examine the principles of oral skills	Consistently explains and applies appropriate principles of developing oral skills with excellent mastery.	Explains and applies appropriate principles of developing oral skills.	Explains and applies some appropriate principles of developing oral skills.	Applies only a few appropriate principles of developing oral skills.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.0 Reading	10.1 Intensive reading (5 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) analyse literary and non-literary texts for comprehension, representation and enjoyment, b) link PCIs to given sub-strands in German language, c) demonstrate appreciation of the place of PCIs in learning.	The teacher trainee: <ul style="list-style-type: none"> • looks up poems and fairy-tales from Africa from different sources and analyses them • researches from varied sources on different types of reading and discusses them in groups • reads different texts in class and uses methods learnt in class to assess each other's reading skills • communicates both orally and in written form the information contained in the texts • identifies PCIs learners need in various contexts • discusses and writes how PCIs are developed in the German language 	How can one integrate PCIs in German language learning?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical Content Knowledge: Trainees develop competencies in analysing core competencies and teaching of reading skills. 				

- Critical thinking and Problem solving: developed when trainees discuss and write how core competencies can be developed in the German language.
- Learning to Learn and Reflective Practice: Developed when trainees read different texts in class and use methods learnt in class to assess each other's reading skills.

Values:

Unity: Teacher trainee works collaboratively as they discuss and write how PCIs are developed in the German language.

Assessment Rubric

Level Indicator	Exceeding Expectations Teacher Trainee:	Meeting Expectations Teacher Trainee:	Approaching Expectations Teacher Trainee:	Below Expectations Teacher Trainee:
Ability to analyse literary and non-literary texts	Makes meaning of literary and non-literary texts and carries out more than the required tasks appropriately.	Makes meaning of literary and non-literary texts and carries out all the required tasks.	Makes meaning of literary and non-literary texts and carries out most of the required tasks.	Makes meaning of literary and non-literary texts and carries out some of the required tasks.
Ability to link PCIs to given sub-strands	Links PCIs to given sub strands appropriately with accompanying description all the time	Links PCIs to given sub strands appropriately all the time	Links PCIs to given sub strands appropriately most of the time	Links PCIs to given sub strands appropriately some of the time

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 Writing	11.1 Functional Writing (3 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) distinguish between formal and informal writing b) write formal and informal texts on varied contexts, c) apply principles of developing writing skills to facilitate learning, d) develop key inquiry questions for learning.	The teacher trainee: <ul style="list-style-type: none"> • simulates chats on different contexts between friends on WhatsApp, present to class and critique each other • writes informal and formal texts using appropriate register and language structures e.g. apologies, complaints, invitations, and posts them on ICT platforms e.g., WhatsApp, chat forums • interacts with various tasks on pre-writing, writing and assessment of written work • discusses the best ways in which writing skills can be developed • discusses the features of a good key inquiry question 	Why are writing skills important?

			<ul style="list-style-type: none"> formulates key inquiry questions and shares in class Chat forum for feedback 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and Innovation developed: Teacher trainee explores their creativity as they write informal and formal texts using appropriate register and language structures Pedagogical Content Knowledge: developed when trainees discuss the best ways in which writing skills can be developed Digital Literacy skills: Teacher trainee interacts with technology as they upload their work on ICT platforms e.g., WhatsApp, chat forums 				
<p>Values: Love as teacher trainees simulate a chat on different contexts between friends</p>				

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to write formal and informal texts	Writes formal and informal texts using appropriate language structures, varied expressions and vocabulary	Writes formal and informal texts using appropriate language structures, expressions and vocabulary	Writes formal and informal texts, mostly uses appropriate language structures, expressions and vocabulary, a few	Endeavours to write formal and informal texts albeit with grammatical errors, limited use of appropriate expressions and vocabulary, lacks clarity and flow.

			errors that minimally affect clarity and flow.	
Ability to apply principles of developing writing skills	Applies varied and appropriate principles of developing writing skills all the time	Applies appropriate principles of developing writing skills all the time	Applies appropriate principles of developing writing skills most of the time	Applies appropriate principles of developing writing skills some of the time
Ability to develop key inquiry questions	Formulates with ease varied key inquiry questions that are open-ended and stimulate thinking.	Formulates key inquiry questions that are open-ended and stimulate thinking.	Formulates key inquiry questions that are open-ended and stimulate thinking, some of them however are not open ended.	Formulates questions that are direct and do not stimulate thinking, are not open ended and some can be answered with yes or no.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.0 Grammar	12.1 Prepositions and Conjunctions (5 hours)	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) identify prepositions and conjunctions in German, b) use prepositions and conjunctions for German learning, c) identify components of a scheme of work for Competency-Based Curriculum, d) develop schemes of work derived from the German curriculum design, e) recognise the role of planning in learning. 	The teacher trainee: <ul style="list-style-type: none"> • constructs sentences using prepositions and conjunctions • identifies appropriate conjunctions and prepositions and writes texts • considers the role of schemes of work in facilitating learning • analyses templates of schemes of work • uses the curriculum design to identify components of a scheme of work • discusses factors to consider when preparing schemes of work • prepares and presents sample schemes of work 	Why is planning for learning important?

			on grammar and reflects on them <ul style="list-style-type: none"> examines how planning for learning saves time and money 	
Core Competencies to be developed: <ul style="list-style-type: none"> Learning to Learn and Reflective Practice: Teacher trainees prepare and present sample schemes of work and reflect on them. Critical Thinking and Problem Solving: Teacher trainee develops problem solving skills as they examines how planning for learning saves time and money. 				
Values: Responsibility: Trainees focus on proper time management as they examines how planning for learning saves time and money				

Assessment Rubric

Level Indicator	Exceeding Expectations Teacher Trainee:	Meeting Expectations Teacher Trainee:	Approaching Expectations Teacher Trainee:	Below Expectations Teacher Trainee:
Ability to use Prepositions and conjunctions	Uses correct and varied prepositions and conjunctions	Uses correct prepositions and conjunctions.	Mostly uses correct prepositions and conjunctions.	Uses only a few correct prepositions and conjunctions
Ability to identify components of a schemes of work	Identifies and explains all components of a scheme of work as provided for in the	Identifies components of a scheme of work as	Identifies some components of a scheme of work as	Has difficulty identifying components of a scheme of work as provided for in the curriculum design.

	curriculum design with ease.	provided for in the curriculum design.	provided for in the curriculum design.	
Ability to develop schemes of work	Demonstrates excellent mastery in the development of schemes of work with ease.	Demonstrates good mastery in the development of schemes of work.	Demonstrates some mastery in the development of schemes of work.	Has difficulty developing schemes of work.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.0 Listening and Speaking	13.1 Listening for details, Debates (4 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) identify details from listening texts for communication, b) communicate effectively to express own perspectives in given contexts, c) value the role of debates in expressing perspectives.	The teacher trainee: <ul style="list-style-type: none"> • watches video clips/documentaries/ short stories on the environment and formulate questions/ respond to given questions • reviews video clips/documentaries/ short stories in class • holds debates on the environment using acquired language structures • discusses how to enhance environmental protection both in school and at home 	How do we express our perspective in a conversation?
<p>Core Competencies to be developed: Communication and Collaboration: Teacher trainees enhance their communication skills as they discuss how to enhance environmental protection.</p>				

Values:

Responsibility: Teacher trainee develops a sense of responsibility as they discuss how to enhance environmental protection both in school and at home

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify details from listening texts	Identifies more than the required details from listening texts and carries out given tasks appropriately	Identifies all the required details from listening texts and carries out given tasks appropriately	Identifies most of the required details from listening texts and carries out some of given tasks appropriately	Identifies some of the required details from listening texts and carries out some of given tasks appropriately with assistance
Ability to communicate effectively to express own perspectives	Expresses own perspective on given issues with appropriate language structures and varied vocabulary	Expresses own perspective on given issues with appropriate language structures and vocabulary	Expresses own perspective on given issues with appropriate language structures and vocabulary most of the time	Expresses own perspective on given issues with appropriate language structures and vocabulary some of the time

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.0 Reading	14.1 Intensive Reading (6 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) interpret varied texts for information, b) identify appropriate methods and tools of assessment for feedback purposes, c) develops assessment tools for improving learning, d) recognise the place of varied methods and tools in assessment of the German Language.	The teacher trainee: <ul style="list-style-type: none"> • reads given texts and extracts required information to make a summary • critiques examples of tools of assessment • identifies contexts for use of the various assessment methods and tools in the German language • creates an online platform to discuss varied assessment methods and tools • creates assessment tasks and shares with peers • develops assessment tools based on varied methods • discusses the role of parents in assessment 	How do we get all the required information from a reading text?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Assessment Competency: This is acquired when teacher trainees discuss the different types of assessment methods and tools and share with peers. 				

- Digital Literacy Skills: Developed when teacher trainees create an online platform to discuss varied assessment methods and tools.

Values:

Respect: Teacher trainee observes respect as he/she critiques examples of tools of assessment

Assessment Rubric

Level Indicator	Exceeding Expectations Teacher Trainee:	Meeting Expectations Teacher Trainee:	Approaching Expectations Teacher Trainee:	Below Expectations Teacher Trainee:
Ability to interpret varied texts for information	Correctly and consistently interprets given information and decodes it with ease.	Interprets given information correctly and decodes it with limited reference.	Interprets some of the information correctly and requires some support.	Has limited understanding of given information and requires support.
Ability to identify appropriate methods and tools	Identifies and describes in great detail varied assessment methods and tools that enhance learning.	Identifies appropriate assessment methods and tools that enhance learning.	Identifies and describes some assessment methods and tools that enhance learning.	Identifies some assessment methods and tools that enhance learning but is not able to explain them.
Ability to develop assessment tools	Develops appropriate assessment tools for varied contexts.	Develops appropriate assessment tools for given contexts.	Develops some appropriate assessment tools for given contexts.	Develops a few appropriate tools, requires support to identify and develop appropriate assessment tools.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.0 Writing	15.1 Functional Writing (3 hours)	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) communicate effectively in written form about given issues, b) develop lesson plans to facilitate German learning, c) reflect on own work to enhance learning. 	The teacher trainee: <ul style="list-style-type: none"> • writes short texts about environmental issues from their own perspectives using appropriate language structures and vocabulary • writes memos and notices • discusses how a lesson plan is developed from schemes of work • analyses different components of a lesson plan and considers how this is related to social justice in time allocation • prepares and presents a lesson plan on teaching different language skills to their peers • models a lesson to their peers using the prepared lesson plan and assess each other • uses digital devices record own lesson and shares with peers on digital platforms 	Why is planning for a lesson important?

			<ul style="list-style-type: none"> reflects on how to improve in areas of weakness 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> Learning to learn and Reflective Practice as teacher trainees develop lesson plans derived from schemes of work and reflect on how to improve on own practice. Digital Literacy Skills as trainees use digital devices to record own lesson and share with peers on digital platforms. Self Efficacy as teacher trainees model a lesson to their peers using the prepared lesson plan and when they assess each other. 				
<p>Values: Integrity: Teacher trainee observes integrity as he/she reflects on how to improve in areas of weakness.</p>				

Assessment Rubric

Level Indicator	Exceeding Expectations Teacher Trainee:	Meeting Expectations Teacher Trainee:	Approaching Expectations Teacher Trainee:	Below Expectations Teacher Trainee:
Ability to communicate effectively in written form	Always communicates ideas fluently and with ease using varied vocabulary and expressions on environmental issues in written form.	Communicates ideas using appropriate vocabulary about given issues in written form.	Communicates ideas using appropriate vocabulary most of the time, some gaps in vocabulary use and expressions.	Communicates ideas about environmental issues and school with difficulty, has vocabulary gaps.

Ability to develop lesson plans	Develops a lesson plan with all the components with ease.	Develops a lesson plan with all of the components.	Develops a lesson plan with most of the components.	The lesson plan contains components that are largely not aligned.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
16.0 Grammar	16.1 Adjectives and Adverbs (7 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) use appropriate language structures for communication in varied contexts, b) apply discovery approaches in German Language learning, c) apply techniques of teaching grammar in various contexts, d) value the role played by methods of learning in enhancing competencies.	The teacher trainee: <ul style="list-style-type: none"> • discusses a photo/image of the environment using adjectives and adverbs in the correct form • constructs sentences using the correct declensions in the various cases (Nominative, Accusative, Dative,) • uses various methods to decode meaning of words • establishes the place of discovery learning in the CBC • discusses the advantages and disadvantages of discovery learning • presents on various methods of teaching grammar and critique each other • simulates use of discovery method in teaching grammar • watches video-clips of teachers facilitating grammar in a 	Why is language correctness important in communication?

			classroom context and discusses with peers <ul style="list-style-type: none"> • presents short lesson sessions on discovery method, video record them and shares them as video casts/ own Youtube channel • develops strategies of mentorship and supporting each other to improve on own learning 	
Core Competencies to be developed <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Developed as teacher trainee develops strategies of mentorship and supporting each other to improve on own learning. • Self Efficacy: as they apply knowledge acquired in the discovery method to improve skills in teaching grammar as well as developing strategies for mentorship and support to improve learning. 				
Values: Love: This is developed as teacher trainee develops strategies of mentorship and supporting each other to improve on own learning.				

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to use appropriate	Uses appropriate and varied language structures for	Uses appropriate language structures for	Uses appropriate language structures for communication in given	Uses appropriate language structures for communication in

language structures for communication	communication in given contexts	communication in given contexts.	contexts most of the time.	given contexts some of the time.
Ability to apply principles of discovery learning	Consistently identifies and employs the principles of discovery learning to varied contexts with ease.	Identifies and employs the principles of discovery learning to given learning contexts.	Identifies and employs some principles of discovery learning to some contexts.	Identifies some of the principles of discovery learning but exhibits difficulty in applying them to varied contexts.
Ability to apply techniques of teaching grammar	Applies varied and appropriate techniques of teaching grammar in given contexts.	Applies the appropriate techniques of teaching grammar in given contexts.	Applies the appropriate techniques of teaching grammar in most of the given contexts	Applies the appropriate techniques of teaching grammar in some of the given contexts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>17.0 Listening and Speaking</p>	<p>17.1 Selective Listening (5 hours)</p>	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> interpret varied texts for selective information and representation, transcribe German sounds and words correctly for appropriate articulation, examine the principles of oral skills to facilitate learning, value correct use of intonation and pronunciation. 	<p>The teacher trainee:</p> <ul style="list-style-type: none"> listens to recorded announcements of situations at the airports and train stations, and in weather forecasts and extract required information role plays making different announcements records themselves making announcements and post on the class WhatsApp group/forum/YouTube channel or any other chat platform and upholds ethical practices in their usage discusses how they can mitigate disaster and weather risks and prepare speeches uses relevant reference materials to transcribe German words and practise articulating unique German sounds 	<p>Why are listening and speaking activities important in learning?</p>

			<ul style="list-style-type: none"> • listens to sounds and words and transcribes them correctly • discusses the principles relating to pre-, during and post-listening and speaking activities for development of oral skills • role plays different contexts on how they would best develop listening and speaking skills 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Leadership and Citizenship: Trainees demonstrate leadership and citizenship upholds ethical use of on-line platforms. • Digital Literacy Skills: Trainees record themselves making announcements and post on the class WhatsApp group/forum/YouTube channel or any other digital platform. • Pedagogical Content Knowledge: Trainees develop pedagogical knowledge and skills when they consider principles of teaching oral skills. 				
<p>Values: Integrity: Teacher trainee records themselves making announcements and post on the class WhatsApp group/forum/YouTube channel or any other chat platform and upholds ethical practices in their usage</p>				

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches expectations	Below expectations
Ability to interpret varied texts for selective information and representation	Correctly and consistently interprets given information and decodes it with ease.	Interprets given information correctly and decodes it with limited reference.	Interprets some of the information correctly and requires some support.	Has limited understanding of given information and requires support.
Ability to transcribe sounds and words	Consistently transcribes German sounds and words and articulates them correctly with ease.	Transcribes German sounds and words and articulates them correctly.	Transcribes some German sounds and words and articulates them correctly some of the time.	Has difficulty transcribing and articulating German words and sounds.
Ability to examine the Principles of oral skills	Explains and applies appropriate principles of developing oral skills with excellent mastery.	Explains and applies appropriate principles of developing oral skills.	Explains and applies some appropriate principles of developing oral skills.	Applies only a few appropriate principles of developing oral skills.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
18.0 Reading	18.1 Selective Reading (5 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) interpret varied texts for information, b) evaluate and apply the principles of experiential learning in German language, c) appreciate the role of non-formal and informal dimensions of learning	The teacher trainee: <ul style="list-style-type: none"> • reads given texts and extracts required information • prepares presentations on how concrete learning takes place outside the classroom • researches on the importance of non-formal activities and presents to their peers • reflects and discusses learner related real world issues and situations • watches videos on experiential learning, makes PPT presentations and discusses with peers • models lessons using experiential learning and provides each other with feedback 	Why should learning not be limited to the classroom?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical Content Knowledge: Teacher trainee enhances their knowledge of the different dimensions of curriculum as they research on the importance of non-formal activities and presents to their peers 				

- Digital Literacy: Teacher trainee interacts with technology as they watch videos on experiential learning, make PPT presentations and discuss with peers

Values:

Social Cohesion: the teacher trainee develops an awareness of different societal issues as they reflect and discuss learner related real world issues and situations

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to interpret varied texts for information	Interprets given information correctly and decodes it without reference.	Interprets given information correctly and decodes it with limited reference.	Interprets some of the information correctly and requires some support.	Has limited understanding of given information and requires support.
Ability to evaluate and apply the principles of experiential learning	Evaluates and applies of concrete learning experiences, reflects and perceives learner related real world issues and situations and designs creative and practical solutions to concrete issues.	Applies concrete learning experiences, reflects on learner related real world issues and situations and designs practical solutions to concrete issues.	Applies some awareness of concrete learning experiences, reflects on some learner related real world issues and situations and designs some practical solutions to concrete issues.	Applies limited concrete learning experiences, lacks the ability to reflects on adequate learner related real world issues and situations and requires support to provide suitable solutions to concrete issues.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
19.0 Writing	19.1 Functional writing (3 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) write formal texts on varied contexts, b) prepare records of work for accountability purposes, c) recognise the role of records of work in the learning process.	The teacher trainee: <ul style="list-style-type: none"> • writes formal letters for various contexts (application letters, invitation letters, apology letters, letters of invitation) • Analyses lay outs for varied formal texts • identifies components of a record of work • analyses actual records of work from the department • identifies peers with challenges and supports them to improve skills in record keeping • uses technology to write e-records of work 	Why is keeping records important?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Digital Literacy: Teacher trainee develops skills of creating with technology as he/she uses technology to write e-records of work. 				

- Citizenship and leadership are illustrated as the trainees identify peers with challenges and support them to improve skills in record keeping

Values:

Love: Teacher trainee demonstrates love as he/she identifies peers with challenges and supports them to improve skills in record keeping.

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to write formal texts	Writes formal texts using correct templates, appropriate language structures and varied vocabulary.	Writes formal texts using correct templates, appropriate language structures and vocabulary.	Writes formal texts using correct templates, appropriate language structures and vocabulary most of the time.	Writes formal texts using correct templates, appropriate language structures and vocabulary some of the time.
Ability to prepare records of work	Prepares appropriate records of works using varied and appropriate templates	Prepares appropriate records of works using given template	Prepares appropriate records of works using given template most of the time	Prepares appropriate records of works using given template some of the time

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
20.0 Grammar	20.1 Tenses and Declension of Adjectives (8 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) apply language structures to communicate effectively in different contexts, b) prepare objective assessment reports for information and effective learning, c) demonstrate appreciation for assessment in German language teaching.	The teacher trainee: <ul style="list-style-type: none"> • constructs sentences using perfect tense • writes weather forecasts using the simple future tense (<i>Futur I und II</i>) and presents in class • constructs sentences in the attributive form using the comparative and superlative forms • discusses the importance of assessment reporting with peers as conceptualised in CBC • reads on and analyses different methods of assessment reporting. • prepares sample assessment reporting tools and presents to peers for feedback • simulates real situations and develop assessment reporting tools 	Why is assessment in learning important?

			<ul style="list-style-type: none"> visits neighbouring schools to interact with assessment reporting tools used 	
<p>Core Competencies to be developed: Assessment Competency when teacher trainees discuss various assessment reporting methods and tools found in the Competency-Based Curriculum and their implications for learning.</p>				
<p>Values: Integrity: This is enhanced when teacher trainees discuss assessment reporting and the need for honesty in the exercise.</p>				

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to apply language structures	Constructs sentences with the appropriate and varied language structures	Constructs sentences with the appropriate and all the required language structures	Constructs sentences with most of the required language structures correctly	Constructs sentences with some of the required language structures correctly
Assessment reporting in CBC	Demonstrates a comprehensive understanding of assessment reporting in enhancing learning under CBC	Demonstrates a good understanding of assessment reporting in enhancing learning under CBC	Demonstrates some understanding of assessment reporting in enhancing learning under CBC	Hardly demonstrates understanding of assessment reporting in enhancing learning under CBC

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
21.0 Listening and Speaking	21.1 Listening for details and Debates (5 hours)	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) extract detailed information from audio texts for representation, b) transcribe sounds to enhance correct articulation, c) apply appropriate social forms in different learning contexts. d) appreciate the role of social forms in German learning. 	The teacher trainee: <ul style="list-style-type: none"> • listens to texts and summarises or responds to information orally • prepares and makes presentations and debates on given topics • records video and audio casts on media and technology, shares with peers • transcribes German words using IPA and practises articulating German sounds • listens to audio materials and transcribes them • identifies social forms applicable to varied learning contexts • watches videos on short lesson simulations and evaluates the effectiveness of the social forms used 	Why is collaboration in learning necessary?

			<ul style="list-style-type: none"> prepares short lessons based on social forms and presents to peers 	
Core Competencies to be developed: <ul style="list-style-type: none"> Self-Efficacy: Teacher trainee enhances their presentation skills as he/she prepares short lessons based on social forms and presents to peers Pedagogical Content Knowledge: Trainees develop skills on appropriate social forms for varied contexts as well as employing the inductive/ discovery method to facilitate meaningful acquisition of grammar. 				
Values: Respect: Teacher trainee observes respect as he/she prepares and makes presentations and debates on given topics				

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to extract detailed information from audio texts	Extracts more than the required detailed information from given audio texts	Extracts required detailed information from given audio texts	Extracts most of the required detailed information from given audio texts	Extracts some of the required detailed information from given audio texts
Ability to transcribe sounds	Transcribes German sounds and words and articulates them with near native fluency	Transcribes German sounds and words and articulates.	Transcribes most German sounds and words and articulates them correctly.	Has difficulty transcribing and articulating German words and sounds.

Ability to apply appropriate social forms	Applies varied and appropriate social forms in given contexts	Applies appropriate social forms in given contexts	Applies appropriate social forms in most given contexts	Applies appropriate social forms in some of the given contexts
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
22.0 Reading	22.1: Selective Reading (6 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) extract information from literary and non-literary texts for representation, b) prepare progress reports on learner achievements, c) appreciate differences between the Kenyan and German reading cultures	The teacher trainee: <ul style="list-style-type: none"> • reads given texts and extracts required information to make a summary • isolates pertinent issues and values in the literary and non-literary texts • uses creative and varied methods to present content in the texts • links progress reports to other professional documents • discusses similarities and differences in German and Kenyan reading cultures • develops progress reports from other professional documents • discusses components of a progress report • analyses sample progress reports and critiques with peers • simulates real classroom situations by facilitating peers using the developed professional documents 	What informs the types of texts you read?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving as trainees consider selection of reading materials and as they make summaries content in texts. • Learning to Learn and Reflective Practice as they simulate real life situations likely to encounter in the classroom setting. 				
<p>Values: Patriotism: Teacher trainees develop an appreciation of one's and other's culture as he/she discusses similarities and differences in German and Kenyan reading cultures</p>				

Assessment Rubric

Level Indicator	Exceeding Expectations Teacher Trainee:	Meeting Expectations Teacher Trainee:	Approaching Expectations Teacher Trainee:	Below Expectations Teacher Trainee:
Ability to extract information from literary and non-literary texts	Extracts more than the required information from the given literary and non-literary texts	Extracts all the required information from the given literary and non-literary texts	Extracts most of the required information from the given literary and non-literary texts	Extracts some of the required information from the given literary and non-literary texts
Ability to prepare progress reports	Prepares excellent progress reports with ease.	Prepares standard progress reports.	Prepares standard progress reports most of the time.	Prepares progress reports some of the time.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
23.0 Writing	23.1: Functional Writing (4 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) write formal letters for communication, b) develop rubrics for assessment, c) recognise the role of rubrics in the learning process.	The teacher trainee: <ul style="list-style-type: none"> • writes job application letters • identifies and utilises typical expressions and register used for formal letters • identifies components of a rubric • formulates key indicators based on learning tasks collaboratively and support each other • develops descriptors to indicators • develops sample assessment rubrics for the skills, grammar and articulation 	What role do rubrics play in the learning process?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Assessment Competency: This is enhanced as the teacher trainee develops sample assessment rubrics for the skills, grammar and articulation • Self Efficacy: is developed through acquisition of skills in developing descriptors and indicators for various language contexts. 				

Values:

Unity: The teacher trainee works collaboratively as they formulate key indicators based on learning tasks collaboratively and support each other

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to write formal letters	Writes formal letters using appropriate and varied vocabulary expressions and register	Writes formal letters using appropriate vocabulary expressions and register	Writes formal letters using appropriate vocabulary expressions and register most of the time	Writes formal letters using appropriate vocabulary expressions and register some of the time
Ability to develop rubrics for assessment	Develops appropriate and detailed rubrics to assess given tasks and contexts	Develops appropriate rubrics to assess given tasks and contexts	Develops appropriate rubrics to assess given tasks and contexts most of the time	Develops appropriate rubrics to assess given tasks and contexts some of the time

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
24.0 Grammar	24.1:Negation and indefinite pronouns (7 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) use correct language structures to give information and express wishes, b) apply strategies for correcting grammar in German Language learning, c) demonstrate understanding of their role in assessment.	The teacher trainee: <ul style="list-style-type: none"> • researches on the various forms of negation and discuss in plenary • writes sentences and texts using negation and indefinite pronouns • researches and discusses strategies for correcting grammar mistakes • corrects samples of grammar mistakes using identified strategies • considers issues of integrity in correction of work done by students • discusses how to help learners deal with stress during the assessment period 	How does one assess correctness of language structures?

Core Competencies to be developed:

- Self-Efficacy as they acquire language structures in the identified areas in the sub strand
- Learning to Learn and Reflective Practice as they discuss and research on strategies to correct errors in grammar.

Values:

Integrity: Teacher trainees consider issues of integrity in correcting students' work.

Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to use correct language structures	Uses appropriate and varied language structures to give information and express wishes	Uses appropriate language structures to give information and express wishes	Uses appropriate language structures to give information and express wishes most of the time	Uses appropriate language structures to give information and express wishes some of the time
Ability to apply strategies for correcting grammar	Applies appropriate and diverse strategies for correction grammar	Applies appropriate strategies for correction grammar	Applies appropriate strategies for correction grammar most of the time	Applies appropriate strategies for correction grammar some of the time