



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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

INDIGENOUS LANGUAGE CURRICULUM DESIGN

2024

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INTRODUCTION

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

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

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

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

Professional Learning areas

1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources
4. ICT Integration in Education

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

Integrated Content and Pedagogy Learning areas

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

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

Entry Requirements

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

Duration of Training

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

Subjects Offered

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

Micro-Teaching and Practicum

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

Award of the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

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

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

Grading

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

TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TER M 2	TER M 3	TERM 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 300 Hours	Practicum 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

This subject area equips the trainee teacher with the language skills required to facilitate and foster a positive attitude towards indigenous languages. According to the United Nations, indigenous languages promote peace, human rights, inclusion, and diversity. The United Nations declared 2019 ‘The International Year of Indigenous Languages’ to preserve, promote and revitalise them. The trainee teacher will be provided with a rich and supportive environment to develop their talents through linguistic and cultural diversity. The knowledge will in turn provide opportunities for nurturing the learners’ acceptance and appreciation of their cultural diversity.

The trainee teacher will also be equipped with the language skills. This will enable their learners to acquire indigenous language skills in order to communicate proficiently and acquire other relevant competencies. Acquisition of indigenous language skills will further enable the trainee teacher to interact appropriately with the learners, parents, and instructional materials, as well as enhance the learners’ cognitive, affective and psychomotor development at this level and beyond. This also resonates well with Vygotsky’s Social Cultural Development Theory, which asserts that learning is a social activity. Continuous advancement of knowledge in indigenous languages will inform the teacher on how to guide the learners in making decisions on future career paths.

GENERAL LEARNING OUTCOMES

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

1. use indigenous languages to foster critical and creative thinking skills in learners for application in life.
2. inculcate appropriate communicative competencies in a variety of social contexts.
3. use appropriate methodology to facilitate indigenous language learning in schools.
4. develop the learner’s interest, talents, and character for positive contribution to the society.
5. promote inclusive and equitable quality education and lifelong learning opportunities for all.
6. protect and revitalise indigenous languages to promote unity and diversity in the society.
7. apply effective skills to create a cultural approach to learning indigenous languages.

8. research and promote the development and use of indigenous languages.
9. appreciate the role of indigenous languages in the preservation of our cultural heritage.

STRANDS AND SUB STRANDS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.1 Background to Indigenous Language Learning</p>	<p>1.1.1 Language Policy Issues in Kenya (3 hours)</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) analyse the main issues in various policy documents, and their implications to indigenous language learning,</p> <p>b) determine the relationship between learning indigenous languages and the National Goals of Education for effective learning,</p> <p>c) research from varied sources the rationale of learning indigenous languages for effective learning,</p> <p>d) apply the knowledge acquired on UNESCO's view of indigenous languages to learning of indigenous languages,</p> <p>e) analyse challenges in implementation of the</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> • discuss the Language in Education Policy in Kenya and the Constitution of Kenya, 2010 and apply the provisions to learning of indigenous languages, • conduct a hot sitting session on the role of indigenous languages in the realisation of Vision 2030 and SDG 4, • explain how the teaching of indigenous languages enhances realisation of the National Goals of Education, • source for materials from both online and offline sources on the rationale of learning indigenous languages, make notes and discuss with peers, • research on the UNESCO view of indigenous languages to facilitate learning of indigenous languages and prepare a Power Point presentation, • conduct research on the challenges in implementing the Language policy in Kenya: 	<ol style="list-style-type: none"> 1. What is a language policy? 2. How have language policies influenced learning of indigenous languages?

		<p>Language in Education Policy in Kenya,</p> <p>f) interpret the main ideas captured in the essence statement in the Teacher Education design,</p> <p>g)embrace the place of indigenous languages as specified in the Language in Education Policy Policy.</p>	<p><i>-attitude</i> <i>-limited resources</i> <i>-lack of support from parents, among others</i></p> <ul style="list-style-type: none"> • discuss the main ideas captured in the essence statement in the Teacher Education design and their implications to learning of indigenous languages, • apply the statutes of policy documents to facilitate learning of indigenous languages. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn and reflective practice: as the teacher trainee researches on the UNESCO view of indigenous languages and presents their findings. • Critical thinking and problem solving: as the teacher trainee engages in collaborative learning when discussing the Constitution and applies the provisions to the learning of indigenous languages. • Digital literacy skills: as the teacher trainee researches and prepares a power point presentation on the UNESCO view to indigenous languages using digital tools. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: as the teacher trainee researches and prepares a Power Point presentation on the UNESCO view of indigenous languages and presents it in class. 				

Suggested Formative Assessment Rubric				
Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to analyse the main issues in various policy documents, and their implications to indigenous language learning	Excellently analyses the main issues in various policy documents, and their implications to indigenous language learning	analyses the main issues in various policy documents, and their implications to indigenous language learning	Attempts to analyse the main issues in various policy documents, and their implications to indigenous language learning	Analyses the main issues in various policy documents, and their implications to indigenous language learning with assistance
Ability to determine the relationship between learning indigenous languages and the National Goals of Education	Determines the relationship between learning indigenous languages and the National Goals of Education exhaustively	Determines the relationship between learning indigenous languages and the National Goals of Education	Determines the relationship between learning indigenous languages and the National Goals of Education omitting some ideas	Determines the relationship between learning indigenous languages and the National Goals of Education but omits most ideas
Ability to apply the knowledge acquired on UNESCO view of indigenous languages to promote learning of indigenous languages	Consistently applies the knowledge acquired on UNESCO view of Indigenous languages to promote learning of indigenous languages	Applies the knowledge acquired on UNESCO view of Indigenous languages to promote learning of indigenous languages	Attempts to apply the knowledge acquired on UNESCO view of Indigenous languages to promote learning of indigenous languages with assistance	Applies the knowledge acquired on UNESCO view of Indigenous languages to promote learning of indigenous languages with assistance
Ability to analyse the challenges in implementation of the Language Policy in Kenya	Analyses the challenges in implementation of the Language Policy in Kenya indepth	Analyses the challenges in implementation of the Language Policy in Kenya	Analysing the challenges in implementation of the Language Policy in Kenya omitting some required details	Analysing the challenges in implementation of the Language Policy in Kenya but omits most of the required details

Ability to interpret the main ideas captured in the essence statement in the teacher education design	Interprets the main ideas captured in the essence statement in the teacher education design exhaustively	Interprets the main ideas captured in the essence statement in the teacher education design	Interprets the main ideas captured in the essence statement in the teacher education design with few omissions	Interprets the main ideas captured in the essence statement in the teacher education design with with many omissions
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Listening and Speaking	1.2.1 Effective Listening and Speaking 1 (3 hours)	By the end of the sub strand, the trainee teacher should be able to: a) discuss the principles of effective listening and speaking in oral communication, b) use appropriate pedagogical approaches to facilitate the learning of oral skills, c) examine barriers to effective listening and speaking and demonstrate how they hinder learning of indigenous language, d) explore remedies to the barriers to effective listening and speaking using varied examples, e) value the role of the principles of effective listening and speaking in enhancing learning of indigenous languages.	The teacher trainee to: <ul style="list-style-type: none"> • work in a group to playback video clips on the principles of good listening and speaking skills then discuss them, • reflect on the importance of effective listening and speaking, • discuss and demonstrate qualities of a good listener and speaker and explain how learners are assisted to acquire them, • research on appropriate strategies of facilitating language learning, then use them to conduct varied activities to aid learning of oral skills, • research on barriers to effective listening and speaking and demonstrate how they hinder learning of indigenous language, • explore remedies to the barriers to effective listening and speaking and how this can be used to enhance acquisition of the two skills. 	<ol style="list-style-type: none"> 1. How can we apply the principles of good listening and speaking skills to facilitate the learning of indigenous languages? 2. Why is it important to cater to learners with difficulties in listening and speaking?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as teacher trainee discusses and apply the principles of good listening and speaking skills to prepare a lesson on listening and speaking. • Research skills and self-efficacy: as teacher trainee researches on barriers to effective listening and speaking and demonstrates how they hinder learning of indigenous language. • Creativity and innovation: as the teacher trainee uses knowledge and skills acquired to prepare PowerPoint presentations and other learning resources. 				

Values:

- Integrity and responsibility: as teacher trainee prepares PowerPoint presentations on the assessment of listening and speaking skills and present in class.

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss the principles of effective listening and speaking in oral communication	Discusses the principles of effective listening and speaking in oral communication exhaustively	Discusses the principles of effective listening and speaking in oral communication	Discusses the principles of effective listening and speaking in oral communication omitting some relevant details	Discusses the principles of effective listening and speaking in oral communication but omits most relevant details
Ability to use appropriate pedagogical approaches to facilitate the learning of oral skills	Uses appropriate pedagogical approaches to facilitate the learning of oral skills skilfully	Uses appropriate pedagogical approaches to facilitate the learning of oral skills	Uses appropriate pedagogical approaches to facilitate the learning of oral skills but sometimes struggles	Uses appropriate pedagogical approaches to facilitate the learning of oral skills with assistance from peers
Ability to explore barriers to effective listening and speaking and their remedies	Explores barriers to effective listening and speaking and their remedies in depth	Explores barriers to effective listening and speaking and their remedies	Explores barriers to effective listening and speaking and their remedies omitting few details	Explores barriers to effective listening and speaking and their remedies but omits many details

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Reading	1.3.1 Stages of Reading Development (4 hours)	By the end of the sub strand, the trainee teacher should be able to: a) describe the stages of reading development in language learning, b) apply varied strategies to assist learners progress in their reading at the various stages, c) use the correct posture during a reading lesson d) explore how to apply the alphabetic principle as a component of reading indigenous languages, e) discuss the methods used for conducting the alphabetic principle to facilitate reading, f) apply relevant methods to conduct the alphabetic principle in a reading lesson, g) desire to use varied strategies when facilitating reading lessons.	The teacher trainee to: <ul style="list-style-type: none"> • research, using online and offline sources, on the stages of reading development (<i>emerging reader, novice reader, decoding reader, fluent reader, comprehending reader</i>) in learning of indigenous languages and share with peers, • collaborate with peers to use varied strategies to assist learners progress in their reading at the various stages, • use digital devices to identify clips for demonstration of appropriate and inappropriate reading postures and how to remedy them, • discuss the alphabetic principle as a component of reading and model how to apply it to facilitate learning of indigenous languages, • source for suitable resources and apply methods for conducting the alphabetic principle to facilitate reading in indigenous languages, • identifies and views video clips on how to apply the alphabetic principle in reading. • model varied activities on conducting the alphabetic principle during a reading lesson. 	1. Which stages do children go through to acquire reading skills? 2. What entails the alphabetic principle?

Core competences to be developed:

- Learning to learn and reflective practice – as the teacher trainee researches on the stages of reading development.
- Pedagogical content knowledge – as The teacher trainee applies relevant methods to conduct the alphabetic principle in a reading lesson.
- Digital literacy skills – as the teacher trainee researches, using online and offline sources, on the stages of reading development.

Values:

- Responsibility – as the teacher trainee sources for suitable resources and applies the methods for conducting the alphabetic principle.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the stages of reading development in language learning	Confidently describes the stages of reading development in language learning	describes the stages of reading development in language learning	Attempts to describe some of the stages of reading development in language learning	Describes only a few of the stages of reading development in language learning
Ability to apply varied strategies to assist learners progress in their reading at the various stages	Creatively applies varied strategies to assist learners progress in their reading at the various stages	Applies varied strategies to assist learners progress in their reading at the various stages	Tries to apply varied strategies to assist learners progress in their reading at the various stages	Hardly applies varied strategies to assist learners progress in their reading at the various stages
Ability to explore how to apply the alphabetic principle as a component of reading indigenous languages	Excellently explores how to apply the alphabetic principle as a component of reading indigenous languages	Explores how to apply the alphabetic principle as a component of reading indigenous languages	Explores how to apply the alphabetic principle as a component of reading indigenous languages with few inaccuracies	Explores how to apply the alphabetic principle as a component of reading indigenous languages with many inaccuracies
Ability to discuss the methods used for conducting the alphabetic principle to facilitate reading	Creatively discusses the methods used for conducting the alphabetic principle to facilitate reading	Discusses the methods used for conducting the alphabetic principle to facilitate reading	Discusses some methods used for conducting the alphabetic principle to facilitate reading	Discusses few methods used for conducting the alphabetic principle to facilitate reading

Ability to apply relevant methods to conduct the alphabetic principle in a reading lesson	Creatively applies relevant methods to conduct the alphabetic principle in a reading lesson	Applies relevant methods to conduct the alphabetic principle in a reading lesson	Applies relevant methods to conduct the alphabetic principle in a reading lesson with few errors	Applies relevant methods to conduct the alphabetic principle in a reading lesson but makes many mistakes
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	1.4.1 Writing Readiness (5 hrs)	<p>By the end of the sub strand, the trainee teacher should be able to:</p> <p>a) analyse the role of writing readiness in development of writing skills,</p> <p>b) use different activities to improve learners' eye-hand coordination and control of small muscles in language learning,</p> <p>c) use suitable methods to facilitate writing readiness skills in language learning,</p> <p>d) develop and use assessment rubrics for assessing learners in tracing and colouring letter outlines and patterns,</p> <p>e) analyse the general learning outcomes for</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • work in groups to brainstorm on the concept of writing readiness in indigenous languages, • discuss how different activities enhance writing readiness skills: <ul style="list-style-type: none"> - <i>Eye-hand coordination</i> - <i>Pencil grip</i> - <i>Left to right eye movement</i> - <i>Writing posture,</i> • Apply relevant methodology to facilitate writing readiness such as: <ul style="list-style-type: none"> - <i>recalling and reproducing patterns</i> - <i>letter formation rhymes</i> - <i>modelling letters</i> - <i>colouring letter outlines</i> - <i>tracing letters within defined margins,</i> • develop and model how to use different age-appropriate activities to improve learners' eye-hand coordination and control of small muscles, • view pre-recorded programmes for writing readiness and identify suitable methods for facilitating tracing and copying activities, • use digital devices to find and use activities to train learners' pencil grip and muscle control in order to facilitate development of writing skills, • prepare appropriate resources and activities to prepare learners to use basic tools correctly in drawing and writing, 	<ol style="list-style-type: none"> 1. What entails writing readiness activities? 2. How do we identify activities to train learners grip and muscle control? 3. What strategies can teachers use to facilitate learning of letter formation and pattern writing?

		Indigenous Languages in the learners' designs, f) appreciate the role of writing readiness activities in the development of writing skills.	<ul style="list-style-type: none"> • write sample assessment rubrics for assessing learners in tracing and colouring letter outlines and patterns, • study the general learning outcomes for Indigenous Languages and identify the skills that ought to be developed in the learner at the end of the course. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as the teacher trainee brainstorms on the concept of writing readiness skills in indigenous languages • Creativity and innovation and digital literacy skills: as teacher trainees use digital devices to find and use activities to train learners' pencil grip and muscle control to facilitate development of writing skills • Assessment competency and pedagogical content knowledge: as the teacher trainee develops sample assessment rubrics for assessing learners in tracing and colouring letter outlines and patterns. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility and integrity: as teacher trainee identifies suitable methods to facilitate tracing and copying activities and models how to use different age-appropriate activities to improve learners' eye-hand coordination and control of small muscles. 				

Suggested Formative Assessment Rubric					
Indicator	Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use suitable methods to facilitate writing readiness skills		Creatively uses suitable methods to facilitate writing readiness skills	Uses suitable methods to facilitate writing readiness skills	Attempts to use suitable methods to facilitate writing readiness skills with assistance	Struggles to use suitable methods to facilitate writing readiness skills with assistance
Ability to develop and use assessment Rubrics for assessing learners in tracing and colouring letter outlines and patterns		Excellently develops and uses assessment rubrics to assess learners in tracing and colouring letter outlines and patterns	Develops and uses assessment rubrics to assess learners in tracing and colouring letter outlines and patterns	Develops and uses assessment rubrics to assess learners in tracing and colouring letter outlines and patterns with few errors	Develops and uses assessment rubrics to assess learners in tracing and colouring letter outlines and patterns with many errors

Ability to analyse the general learning outcomes for Indigenous Languages in the learners' designs	Analyses the general learning outcomes for Indigenous Languages in the learners' designs with varied and rich examples	Analyses the general learning outcomes for Indigenous Languages in the learners' designs	Attempts to analyse the general learning outcomes for Indigenous Languages in the learners' designs	Analyses the general learning outcomes for Indigenous Languages in the learners' designs with assistance
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.5 Grammar in Use	1.5.1 Word Classes 1 (5 hours)	By the end of the sub strand, the teacher trainee should be able to: a) distinguish the target word classes in grammar, b) use different teaching pedagogical strategies to facilitate differentiated learning of word classes, c) design resources that can be used to teach the target word classes, d) appreciate the importance of infusing grammar in indigenous language for language acquisition.	The teacher trainee to: <ul style="list-style-type: none"> • analyse and distinguish the target word classes (<i>Nouns, Adjectives, Verbs, Adverbs</i>), • design suitable activities for differentiated learning to facilitate the learning of word classes in indigenous language, • design or improvise resources to facilitate the learning of word classes in indigenous language: <i>Nouns, Adjectives, Verbs, Adverbs</i>, • model different teaching strategies to facilitate the infusion of word classes when learning indigenous languages, • research on appropriate pedagogical strategies to enhance the learning of word classes in indigenous languages, • view a video clip of grammar lessons and critique the pedagogical strategies used. 	<ol style="list-style-type: none"> 1. How do we infuse aspects of grammar in a lesson on indigenous languages? 2. What is the role of grammatical structures in language use? 3. Which strategies do we use to facilitate the learning of grammatical structures in indigenous languages?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration – as the teacher trainee applies the use of word classes appropriately in everyday communication. • Creativity and innovation - as the teacher trainee adopts new ideas that inspire creative thinking when designing suitable activities for differentiated learning to facilitate the learning of word classes in indigenous language. • Assessment competency - as teacher trainee views a video of grammar lessons and critiques the pedagogical strategies used. 				

Values:

Unity: as teacher trainee works jointly with others to model different teaching strategies to facilitate the infusion of word classes when learning indigenous languages.

Suggested Formative Assessment Rubric				
Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to distinguish the target word classes in grammar	Distinguishes the target word classes in grammar with rich examples	Distinguishes the target word classes in grammar	Distinguishes some of the target word classes in grammar	Distinguishes the target word classes in grammar with prompts
Ability to use different pedagogical strategies to facilitate differentiated learning of word classes	Uses different pedagogical strategies to facilitate differentiated learning of word classes in varied contexts	Uses different pedagogical strategies to facilitate differentiated learning of word classes	Uses a limited variety of pedagogical strategies to facilitate differentiated learning of word classes	Uses different pedagogical strategies to facilitate differentiated learning of word classes with guidance
Ability to design resources that can be used to teach the target word classes	Designs a wide variety of resources that can be used to teach the target word classes	Designs resources that can be used to teach the target word classes	Designs resources that can be used to teach some of the target word classes	Designs resources that can be used to teach the target word classes with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.1 Background to Indigenous Language Learning</p>	<p>2.1.1 First Language Acquisition Theories (4 hours)</p>	<p>By the end of the sub strand, the trainee teacher should be able to:</p> <ul style="list-style-type: none"> a) analyse the language learning theories with a focus on the learning of indigenous languages, b) compare and contrast language learning theories and their implications to learning of indigenous languages, c) utilise the different theoretical approaches in facilitating learning of indigenous languages, d) compare the basic education core competencies to the teacher education competencies from the curriculum designs, e) explore different ways of mainstreaming the basic education core competencies in learning, f) value the role of first language acquisition theories in facilitating learning of indigenous languages. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • Research on the theories applicable in the learning of indigenous languages and present their findings to the class (<i>Vygotsky's social constructivism theory</i>, <i>Noam Chomsky's 1960 LAD Theory</i>, <i>Stephen Krashen's theory of second language acquisition reviewed in 1960</i>) • discuss language learning theories above and explain their implications to learning of indigenous languages, • discuss the different theoretical approaches in facilitating learning of indigenous languages, • brainstorm on the similarities and differences between the basic education core competencies and the teacher education competencies, • discuss ways to mainstreaming the basic education core competencies in learning Indigenous Languages. 	<ol style="list-style-type: none"> 1. Why is first language learning important in education? 2. How do theories enhance acquisition and learning of language?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn and reflective practice: as the teacher trainee researches on different theoretical approaches and applies them to facilitate learning of indigenous languages. • Digital Literacy skills: as the teacher trainee interacts with technology when preparing and making a Power Point presentation on behavioral language theories to enhance development of first language in learners. 				

Values:

- Respect: as the teacher trainee interacts with others while accepting divergent views when discussing the language learning theories.

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the language learning theories with a focus on indigenous languages	Analyses the language learning theories with a focus on indigenous languages confidently	Analyses the language learning theories with a focus on indigenous languages	Analyses the language learning theories with a focus on indigenous languages with some difficulty	Analyses some aspects of language learning theories with a focus on indigenous languages but with a lot of difficulty
Ability to utilise the different theoretical approaches in facilitating learning of indigenous languages	Consistently utilises the different theoretical approaches in facilitating learning of indigenous languages	utilises the different theoretical approaches in facilitating learning of indigenous languages	Attempts to utilise the different theoretical approaches in facilitating learning of indigenous languages	Struggles to utilise the different theoretical approaches in facilitating learning of indigenous languages
Ability to compare and contrast language learning theories and their implications	Critically compares and contrasts language learning theories and their implications	Compares and contrasts language learning theories and their implications	Partly compares and contrasts language learning theories and their implications	Compares and contrasts language learning theories and their implications with assistance
Ability to compare the basic education core competencies with the teacher education competencies from the curriculum designs	Compares the basic education core competencies with the teacher education competencies with ease	Compares the basic education core competencies with the teacher education competencies	Attempts to compare the basic education core competencies with the teacher education competencies with some difficulty	Compares the basic education core competencies with the teacher education competencies but with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.2 Listening and Speaking	2.2.1 Effective Listening and Speaking skills 2 (4 hours)	<p>By the end of the sub strand, the trainee teacher should be able to:</p> <p>a) identify activities on articulation of vowels and consonants and use them to facilitate learning of indigenous languages,</p> <p>b) explain the importance of phonological awareness skills in learning correct articulation of sounds,</p> <p>c) conduct phonological awareness activities to facilitate learning of indigenous languages,</p> <p>d) model varied activities on articulation of sounds in indigenous languages</p> <p>e) value the role of proper articulation of sounds in learning of indigenous languages.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • use digital recordings to identify activities on vowels and consonants and use them to facilitate learning indigenous languages, • conduct phonological awareness activities, • use appropriate techniques to assess learner participation in phonological activities and the effectiveness of the activities in facilitating learning of indigenous languages, • develop learner-centred and inclusive activities that enhance letter-sound recognition and proper articulation of sounds in indigenous languages, • research from library resources, prepare and model activities on articulation of sounds in indigenous languages for others to critique and give peer review. 	<ol style="list-style-type: none"> 1. Why is proper articulation of sounds important in learning indigenous languages? 2. What strategies are suitable for teaching sounds in indigenous languages?

Core Competencies to be developed:

- Self-efficacy: as trainee teacher exudes confidence when demonstrating appropriate correct articulation of sounds in indigenous languages.
- Pedagogical content knowledge: as the teacher trainee conducts phonological awareness activities and uses appropriate techniques to assess learner participation and the effectiveness of activities in facilitating learning of indigenous languages.
- Digital literacy skills: as the teacher trainee uses digital recordings to identify activities on vowels and consonants and uses them to facilitate learning of indigenous languages.
- Creativity and innovation: as the teacher trainee applies new ideas while preparing suitable resources and activities for learning letter-sound recognition in indigenous languages.

Values:

- Responsibility: as the teacher trainee develops learner-centred activities that enhance recognition and proper articulation of sounds in indigenous languages.

Suggested Formative Assessment Rubric				
Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify activities on articulation of vowels and consonants and uses them to facilitate learning of indigenous languages	Consistently identifies activities on articulation of vowels and consonants and uses them to facilitate learning of indigenous languages	Identifies activities on articulation of vowels and consonants and uses them to facilitate learning of indigenous languages	Attempts to identify activities on articulation of vowels and consonants and uses them to facilitate learning of indigenous languages	Rarely identifies activities on articulation of vowels and consonants and uses them to facilitate learning of indigenous languages
Ability to explain the importance of phonological awareness skills in learning correct articulation of sounds	Accurately and confidently explains the importance of phonological awareness skills in learning correct articulation of sounds	Explains the importance of phonological awareness skills in learning correct articulation of sounds	Explains the importance of phonological awareness skills in learning correct articulation of sounds partially	Hardly explains the importance of phonological awareness skills in learning correct articulation of sounds partially

Ability to conduct phonological awareness activities to facilitate learning of indigenous languages	Excellently conducts phonological awareness activities to facilitate learning of indigenous languages	Conducts phonological awareness activities to facilitate learning of indigenous languages	Conducts some phonological awareness to facilitate of learning indigenous languages	Conducts few phonological awareness activities to facilitate learning of indigenous languages
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.3 Reading	2.3.1 Pre-reading skills (4 hours)	By the end of the sub strand, the trainee teacher should be able to: a) examine the concept and skills of pre-reading in language learning, b) apply knowledge on pre-reading skills in teaching and learning, c) develop relevant activities and resources to facilitate acquisition of pre-reading skills, d) formulate learning experiences from learning outcomes for use in a reading lesson, e) select and use appropriate techniques and tools to assess learners' participation in pre-reading activities, f) enjoy applying different types of approaches to facilitate acquisition of pre-reading skills.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on a variety of pre-reading skills in language learning e.g. <i>letter knowledge, phonological awareness, print awareness, vocabulary development, visual discrimination and visual memory</i> • model use of pre-reading skills in the teaching of reading, • come up with relevant activities to facilitate learning of pre-reading skills, then model and create a recording, • provide positive feedback on how other trainees model the various pre-reading activities, • identify, create and practise using a variety of resources that can be used to enhance the various pre-reading skills in the indigenous languages classroom, • develop two learning experiences from a specific learning outcome, • practise using different techniques and tools to assess learners' participation in pre-reading skills. 	<ol style="list-style-type: none"> 1. Why are pre-reading activities important for learning indigenous language? 2. What entails visual discrimination and visual memory? 3. How can learners be engaged in activities to develop visual discrimination and visual memory?

Core competencies to be developed:

- Pedagogical content knowledge and creativity and innovation: as the teacher trainee displays an understanding of how learners learn when developing relevant activities to facilitate acquisition of pre-reading skills.
- Self-efficacy: as the teacher trainee identifies, creates and uses a variety of resources that can be used to enhance the various pre-reading skills in the indigenous languages classroom.
- Assessment competency: as the teacher trainee practises using different techniques and tools to assess learners' participation in pre-reading skills.
- Digital literacy skills: as the teacher trainee comes up with relevant activities to facilitate learning of pre-reading skills, then models and creates a recording using digital devices.

Values:

- Responsibility: as teacher trainee prepares and models use of pre-reading skills in the teaching of reading.
- Social justice: as the teacher trainee provides positive feedback on how other trainees model the various pre-reading activities.

Suggested Formative Assessment Rubric				
Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to examine the concept and skills of pre-reading in language learning	Examines the concept and skills of pre-reading in language learning indepth	Examines the concept and skills of pre-reading in language learning	Examines the concept and skills of pre-reading in language learning, leaving out some details	Examines the concept and skills of pre-reading in language learning but leaves out most details
Ability to apply knowledge on pre-reading skills in teaching and learning	Applies knowledge on pre-reading skills in teaching and learning with creatvity	Applies knowledge on pre-reading skills in teaching and learning	Attempts to apply knowledge on pre-reading skills in teaching and learning	Applies knowledge on pre-reading skills in teaching and learning with assistance
Abiity to develop relevant activities and resources to facilitate acquisition of pre-reading skills	Develops relevant and varied activities and resources to facilitate acquisition of pre-reading skills	Develops relevant activities and resources to facilitate acquisition of pre-reading skills	Develops mostly relevant activities and resources to facilitate acquisition of pre-reading skills	Develops relevant activities and resources to facilitate acquisition of pre-reading skills with assistance
Ability to formulate learning experiences from learning outcomes for use in a reading lesson	Formulates learning experiences from learning outcomes for use in a reading lesson with precision	Formulates learning experiences from learning outcomes for use in a reading lesson	Formulates learning experiences from learning outcomes for use in a reading lesson with few errors	Formulates learning experiences from learning outcomes for use in a reading lesson with many errors
Ability to select and use appropriate techniques and tools to assess learners' participation in pre-reading activities	Selects and uses appropriate techniques and tools to assess learners' participation in pre-reading activities meticulously	Selects and uses appropriate techniques and tools to assess learners' participation in pre-reading activities	Selects and uses mostly appropriate techniques and tools to assess learners' participation in pre-reading activities	Selects and uses techniques and tools to assess learners' participation in pre-reading activities but some are not appropriate

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4.1 Writing	2.4.1 Pre-writing Skills (3 hrs)	By the end of the sub strand, the trainee teacher should be able to: a) examine the pre-writing skills and their implication in development of writing skills, b) use suitable methods in conducting pre-writing activities in indigenous languages, c) develop appropriate tools for assessing learner participation in pre-writing activities, d) create relevant tools and activities for facilitating and assessing learning of letter formation, e) mainstream communication, collaboration and self-efficacy in learning of pre-writing skills, f) value the role of pre-writing skills in enhancing development of writing skills.	The teacher trainee to: <ul style="list-style-type: none"> • explain pre-writing skills (e.g. <i>brainstorming, outlining, listing, journaling, asking questions, mind mapping</i>) and their implication in writing and use the information to develop and source resources for use in pre-writing activities, • discuss the importance of pre-writing skills in enhancing development of writing skills , • use the internet to research on the pre-writing skills and identify appropriate methods in conducting pre-writing activities in indigenous languages, • conduct varied pre-writing activities that can be used in indigenous languages, • prepare appropriate tools for assessing learner participation in pre-writing activities as well as letter formation, • come up with activities for mainstreaming communication, collaboration and self-efficacy in learning of pre-writing skills. 	What activities can learners engage in before embarking on actual writing?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Assessment competence: as the teacher trainee demonstrates ability to embed assessment in learning when preparing appropriate tools for assessing learner participation in pre-writing activities. • Digital literacy skills and creativity and innovation: as the teacher trainee discusses the importance of pre-writing skills in enhancing development of writing skills and uses digital devices to design suitable activities to engage learners. • Learning to learn and reflective practice: as the teacher trainee uses the internet to research on pre-writing skills and identifies appropriate methods in conducting pre-writing activities in indigenous languages. 				

Values:

- **Responsibility:** as trainee teachers research, prepare and use relevant pre-writing activities.

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine the pre-writing skills and their implication in development of writing skills	Examines the pre-writing skills and their implication in development of writing skills with varied and rich examples	examines the pre-writing skills and their implication in development of writing skills	Examines the pre-writing skills and their implication in development of writing skills partially	Examines the pre-writing skills and their implication in development of writing skills with assistance
Ability to use suitable methods in conducting pre-writing activities in indigenous languages	Skillfully uses suitable methods in conducting pre-writing activities in indigenous languages	Uses suitable methods in conducting pre-writing activities in indigenous languages	Uses methods in conducting pre-writing activities but few are not suitable	Uses methods in conducting pre-writing activities but most are not suitable
Ability to develop appropriate tools for assessing learner participation in pre-writing activities	Excellently develops appropriate tools for assessing learner participation in pre-writing activities	Develops appropriate tools for assessing learner participation in pre-writing activities	Develops tools for assessing learner participation in pre-writing skills but some are not appropriate	Develops tools for assessing learner participation in pre-writing skills but most are not appropriate
Ability to mainstream communication, collaboration and self-efficacy in learning of pre-writing skills	Mainstreams communication, collaboration and self-efficacy in learning of pre-writing skills skillfully	Mainstreams communication, collaboration and self-efficacy in learning of pre-writing skills	Attempts to mainstream communication, collaboration and self-efficacy in learning of pre-writing skills	Mainstreams communication, collaboration and self-efficacy in learning of pre-writing skills with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.5 Grammar in Use	2.5.1 Word Classes 2 (4 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) distinguish the target word classes in grammar, b) use different teaching and learning strategies to facilitate the learning of the target word classes, c) design Key Inquiry Questions to enhance the learning of word classes in indigenous languages, d) appreciate the role of Key Inquiry Questions in enhancing critical thinking and information finding skills. 	The teacher trainee to: <ul style="list-style-type: none"> • discuss the how to differentiate the target word classes (<i>Pronouns, Conjunctions, Prepositions, Interjections</i>), • design suitable activities and resources to facilitate the learning of word classes in indigenous language: <i>Pronouns, Conjunctions, Prepositions, Interjections</i>, • model different teaching strategies to facilitate the infusion and learning of different word classes in an indigenous languages lesson, • team up to research on appropriate pedagogical strategies to enhance the learning of word classes in indigenous languages, • work jointly to discuss the role of Key Inquiry Questions in enhancing critical thinking and information finding skills, • develop appropriate Key Inquiry Questions to facilitate the learning of 	<ol style="list-style-type: none"> 1. How do we design key inquiry questions for a lesson in indigenous languages? 2. How does infusion of word classes enrich learning of language skills in Indigenous Languages?

			word classes in indigenous languages.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and Problem solving: as the trainee teacher designs appropriate Key Inquiry Questions to facilitate the learning of word classes in indigenous languages. • Creativity and innovation: as the teacher trainee embraces ideas that inspire creative thinking when designing suitable activities and resources to facilitate the learning of word classes in indigenous language. • Assessment competency: as the teacher trainee identifies various assessment strategies and facilitates the learning of word classes in indigenous languages. 				
<p>Values: Peace: This is enhanced as the teacher trainee displays tolerance when working with others to research on appropriate pedagogical strategies to enhance the learning of word classes in indigenous languages.</p>				

Suggested Formative Assessment Rubric				
Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to distinguish the target word classes in grammar	Distinguishes the target word classes in grammar with rich examples	Distinguishes the target word classes in grammar	Distinguishes some of the target word classes in grammar	Distinguishes the target word classes in grammar with prompts
Ability to use different teaching and learning strategies to facilitate the learning of the target word classes	Uses different teaching and learning strategies to facilitate the learning of target word classes in varied contexts	Uses different teaching and learning strategies to facilitate the learning of target word classes	Uses a limited variety of teaching and learning strategies to facilitate the learning of target word classes	Uses different teaching and learning strategies to facilitate the learning of target word classes with guidance
Ability to design Key Inquiry Questions to enhance the learning of word classes in indigenous languages	Designs varied Key Inquiry Questions to enhance the learning of word classes in indigenous languages	Designs Key Inquiry Questions to enhance the learning of word classes in indigenous languages	Designs limited Key Inquiry Questions to enhance the learning of word classes in indigenous languages	Designs Key Inquiry Questions to enhance the learning of word classes in indigenous languages with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Background to Indigenous Language Learning	3.1.1 Branches of Linguistics (5 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) analyse the branches of linguistics in relation to the learning of indigenous languages, b) explain how knowledge on the branches of linguistics is important in the learning of indigenous languages, c) develop relevant learning experiences from learning outcomes to facilitate learning indigenous languages, d) embrace the learning of sounds as a basis to learning indigenous languages. 	The teacher trainee to: <ul style="list-style-type: none"> • engage in a brainstorming session the meaning of the branches of linguistics (<i>phonetics, phonology, morphology and syntax</i>), • discuss how knowledge on the branches of linguistics enhances learning of indigenous languages, • design relevant learning experiences from the specific learning outcomes to facilitate indigenous language learning, • work jointly to develop appropriate resources to facilitate learning of indigenous languages as specified in the design. 	<ol style="list-style-type: none"> 1. How does the knowledge about branches of linguistics help a teacher to enhance language learning in the Indigenous Languages classroom? 2. How can an Indigenous Languages teacher design activities that cater for all learning styles?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy skills - as the teacher trainee integrates use of digital devices and content to facilitate the learning of sounds in Indigenous Languages. • Pedagogical content knowledge - as teacher trainee is equipped with skills to facilitate learning of indigenous language. 				
Values: <ul style="list-style-type: none"> • Unity - as teacher trainee works collaboratively with peers to develop appropriate resources to facilitate learning of indigenous languages. 				

Suggested Formative Assessment Rubric				
Indicator \ Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to analyse the branches of linguistics in relation to learning of indigenous languages	Analyses the branches of linguistics in relation to learning of indigenous languages exhaustively	Analyses the branches of linguistics in relation to learning of indigenous languages	Analyses the branches of linguistics in relation to learning of indigenous languages omitting few details	Analyses the branches of linguistics in relation to learning of indigenous languages but leaves out many details
Ability to explain how knowledge on the branches of linguistics is important in the learning of indigenous languages	Explains how knowledge on the branches of linguistics is important in the learning of indigenous languages in a detailed manner	Explains how knowledge on the branches of linguistics is important in the learning of indigenous languages	Attempts to explain how knowledge on the branches of linguistics is important in the learning of indigenous languages	Explains how knowledge on the branches of linguistics is important in the learning of indigenous languages with assistance
Ability to develop relevant learning experiences from learning outcomes for selected content	Develops relevant learning experiences from learning outcomes for selected content with ease	Develops relevant learning experiences from learning outcomes for selected content	Partially develops relevant learning experiences from learning outcomes for selected content	Develops relevant learning experiences from learning outcomes for selected content with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Listening and Speaking	3.2.1 Attentive Listening (4 hours)	By the end of the sub strand, the trainee teacher should be able to: a) analyse the importance of attentive listening skills in enhancing effective communication, b) apply different strategies to enhance attentive listening in indigenous language, c) create and use activities for learners to develop auditory discrimination and memory skills in indigenous language, d) use appropriate techniques to assess attentive listening in communication, e) design appropriate activities using digital devices to integrate values in learning, f) value attentive listening skills as important components of language learning.	The teacher trainee to: <ul style="list-style-type: none"> • Discuss the importance of attentive listening skills e.g in improving one’s: <ul style="list-style-type: none"> - <i>Improvement of auditory memory</i> - <i>Self expression</i> - <i>Confidence</i> - <i>Use of correct words and expressions,</i> • identify and practise how to apply different activities that can be used to enhance attentive listening in indigenous languages, • demonstrate how to use guessing games (among other activities) to facilitate acquisition of auditory discrimination skills, • view pre-recorded video clips on auditory discrimination to identify ways of mainstreaming critical thinking and problem-solving skills in activities: <ul style="list-style-type: none"> - listen to instructions and do a task - listen to descriptions and guess the object, person or occupation - follow the source of sound or voices of other children while blindfolded - close your eyes and find object, • create different activities that will enhance attentive listening, auditory discrimination and auditory memory skills in indigenous language, • develop appropriate tools to assess attentive listening, • create activities using digital devices to integrate 	<ol style="list-style-type: none"> 1. Why is it important to develop attentive listening skills in learners? 2. Which learning experiences and activities effectively enhance development of auditory memory? 3. Which strategies are suitable for assessing attentive listening in young children?

			values in learning.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Self-efficacy and critical thinking and problem solving: as the teacher trainee demonstrates how to use appropriate methodology to facilitate improvement of auditory discrimination, auditory memory and attentive listening. • Creativity and innovation and learning to learn: as the teacher trainee develops appropriate tools to assess attentive listening. • Citizenship and leadership: as the teacher trainee interacts successfully and respectfully with others when discussing the importance of attentive listening skills. 				
Values:				
<ul style="list-style-type: none"> • Responsibility- as trainee teachers apply learner-centred approaches to facilitate listening and speaking skills through poems for rhythm and rhyme, tongue twisters and word games for articulation 				

Suggested Formative Assessment Rubric				
Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the importance of attentive listening skills in enhancing effective communication	Confidently analyses the importance of attentive listening skills in enhancing effective communication	Analyses the importance of attentive listening skills in enhancing effective communication	Struggles to analyse the importance of attentive listening skills in enhancing effective communication	Hardly analyses the importance of attentive listening skills in enhancing effective communication
Ability to apply different strategies to enhance attentive listening in indigenous language	Excellently applies different strategies to enhance attentive listening in indigenous language	Applies different strategies to enhance attentive listening in indigenous language	Attempts to applying some strategies to enhance attentive listening but not effectively	Applies different strategies to enhance attentive listening in indigenous language with difficulty
Ability to create and use relevant activities for learners to develop auditory discrimination and memory skills	Creates and uses relevant activities for learners to develop auditory discrimination and memory skills with precision	Creates and uses relevant activities for learners to develop auditory discrimination and memory skills	Partially creates and uses relevant activities for learners to develop auditory discrimination and memory skills	Creates and uses relevant activities for learners to develop auditory discrimination and memory skills with assistance
Ability to use appropriate techniques to assess attentive listening	Consistently uses appropriate techniques to assess attentive listening	Uses appropriate techniques to assess attentive listening	Uses several appropriate techniques to assess attentive listening	Uses several appropriate techniques to assess attentive listening with difficulty

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Reading	3.3.1 Effective Reading Skills (4 hours)	By the end of the sub strand, the teacher trainee should be able to: a) explain the importance of correct pronunciation and fluency during an indigenous languages reading lesson, b) use a variety of materials and approaches to facilitate the acquisition of effective reading skills in indigenous languages, c) discuss the merits and demerits of different pedagogical techniques used to facilitate reading lessons, d) appreciate the importance of using appropriate materials and approaches to facilitate reading lessons.	The teacher trainee to: <ul style="list-style-type: none"> • outline qualities of a good reader that facilitate the learning of indigenous languages, • conduct research on indicators of effective reading, from digital and print materials, • research on how to develop effective reading skills in learners and share with peers, • design activities and demonstrate how to facilitate the acquisition of good reading techniques, • model activities on effective reading skills and give feedback, • demonstrate how to use a variety of approaches and relevant materials to facilitate the acquisition of correct pronunciation and articulation during reading lessons, • brainstorm on merits and demerits of different pedagogical techniques used to facilitate reading lessons. 	<ol style="list-style-type: none"> 1. How can we overcome barriers to effective reading? 2. Why should we pronounce words and articulate sounds correctly in reading?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills: as the teacher trainee conducts research on indicators of effective reading, from digital and print materials. • Communication and collaboration and critical thinking and problem solving: as the teacher trainee models activities on effective reading skills and gives feedback. 				

- Assessment and Pedagogical content knowledge: as the teacher trainee demonstrates how to use a variety of approaches and relevant materials to facilitate the acquisition of correct pronunciation and articulation.

Values:

- Integrity and responsibility: as the teacher trainee designs activities and demonstrates how to facilitate the acquisition of good reading techniques.

Suggested Formative Assessment Rubric				
Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the importance of correct pronunciation and fluency during an indigenous languages reading lesson	Skillfully explains the importance of correct pronunciation and fluency during an indigenous languages reading lesson	explains the importance of correct pronunciation and fluency during an indigenous languages reading lesson	Explains the importance of correct pronunciation and fluency during an indigenous languages reading lesson with difficulty	Explains the importance of correct pronunciation and fluency during an indigenous languages reading lesson with a lot of difficulty
Ability to use a variety of materials and approaches to facilitate the acquisition of effective reading skills	Uses a variety of materials and approaches to excellently facilitate the acquisition of effective reading skills	Uses a variety of materials and approaches to facilitate the acquisition of effective reading skills	Uses some materials and approaches to facilitate the acquisition of effective reading skills	Uses few materials and approaches to facilitate the acquisition of effective reading skills
Ability to discuss the merits and demerits of different pedagogical techniques used to facilitate reading lessons	Discusses the merits and demerits of different pedagogical techniques used to facilitate reading lessons in depth	Discusses the merits and demerits of different pedagogical techniques used to facilitate reading lessons	Attempts to discuss the merits and demerits of different pedagogical techniques used to facilitate reading lessons	Discusses the merits and demerits of different pedagogical techniques used to facilitate reading lessons but omits many details

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	3.4.1 Accuracy and Creativity (3 hours)	By the end of the sub strand, the trainee teacher should be able to: a) explore the concept of accuracy and creativity and its role in the development of writing skills, b) examine the role of the writing process in enhancing accuracy and creativity, c) use relevant games to facilitate acquisition of accuracy in writing, d) describe the different pre-writing activities and how they enhance creativity in learners, e) use suitable tools to assess learners' creativity and accuracy, f) value the significance of writing skills in language learning.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on the requirements of accuracy creativity, and creates suitable activities that will enhance accuracy and creativity in writing • discuss the importance of the writing process using creative items of writing such as stories and poems, • access different types of language games using digital devices and demonstrate how to use them to facilitate creativity and accuracy in writing, • prepare a lesson and activities that will engage learners in different forms of creativity and display the work, • identify then discuss how different pre-writing activities enhance learner's creativity in their writing tasks, • work in groups to plan and present a lesson featuring accuracy and creative activities in order to encourage learners to: <ul style="list-style-type: none"> – Pick and match items that are alike – Complete word puzzles in groups – Create letter patterns using seeds, • Prepare and use suitable tools that will assess learners' creativity and accuracy as they engage in: <ul style="list-style-type: none"> – Dominoes- to use letter cards in creating patterns – Fishing games - to match pictures with words – Lotto games - to complete picture sequences. 	<ol style="list-style-type: none"> 1. What entails accuracy and creativity in writing? 2. How do we use language activities to improve accuracy and creativity in writing tasks?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills: as teacher trainee uses digital devices to access different types of language games and demonstrate how to use them to facilitate creativity and accuracy in writing. • Creativity and innovation: as the teacher trainee prepares suitable tools that will assess learners' creativity and accuracy as they engage in different 				

<p>language games.</p> <ul style="list-style-type: none"> • Pedagogical content knowledge: as the teacher trainee plans and presents a lesson on accuracy and creative activities that will encourage learners to pick and match items that are alike, complete word puzzles in groups, create letter patterns using seeds. • Assessment competency: as the teacher trainee uses assessment techniques to evaluate writing skills.
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: as the teacher trainee uses digital devices to access different types of language games and demonstrate how to use them to facilitate creativity and accuracy in writing.

Suggested Formative Assessment Rubric				
Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to explore the concept of accuracy and creativity and its role in the development of writing skills	Explores the concept of accuracy and creativity and its role in the development of writing skills exhaustively	Explores the concept of accuracy and creativity and its role in the development of writing skills	Attempts to explore the concept of accuracy and creativity and its role in the development of writing skills	Explore the concept of accuracy and creativity and its role in the development of writing skills with assistance
Ability to develop relevant games to facilitate acquisition of accuracy in writing	Creatively develops relevant games to facilitate acquisition of accuracy in writing.	Develops relevant games to facilitate acquisition of accuracy in writing.	Tries to develop games for accuracy in writing but most are not relevant	Does not understand the concept of accuracy
Ability to describe how different pre-writing activities enhance creativity in learners.	Excellent describes how different pre-writing activities enhance creativity in learners.	Describes how different pre-writing activities enhance creativity in learners.	Is not able to link pre-writing activities to enhancement of creativity in learners.	Hardly relates pre-writing activities to creativity
Ability to use suitable tools to assess learners' creativity and accuracy,	Skilfully uses suitable tools to assess learners' creativity and accuracy	Uses suitable tools to assess learners' creativity and accuracy	Uses suitable tools to assess learners' creativity and accuracy with few errors	Uses suitable tools to assess learners' creativity and accuracy but makes many mistakes

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.5 Grammar	3.5.1 Sentence Patterns (4 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) categorise sentence patterns in indigenous languages from texts, b) construct and compare sentences using the sentence patterns applicable to indigenous languages, c) create and use appropriate activities to facilitate the learning of sentence patterns in indigenous languages, d) model a lesson on sentence patterns in indigenous languages, e) appreciate the role of sentence patterns in learning indigenous language structures. 	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on the concept of sentence patterns and how they influence the construction of grammatical sentences, • discuss the various sentence patterns and their difference in indigenous languages, • make varied sentence patterns as is applicable in the indigenous language, and note the differences e.g. <ul style="list-style-type: none"> - subject + verb - subject + verb + direct object - subject + verb + indirect object - subject + verb + subject complement • design appropriate activities for use during the learning of sentence patterns in indigenous languages, • view a recorded grammar lesson and critique the varied strategies employed in facilitating the learning of sentence patterns, • model a lesson on sentence patterns in indigenous languages, and provides feedback to peers. 	<ol style="list-style-type: none"> 1. How do sentence patterns vary in indigenous languages? 2. What pedagogical strategies are best suited for facilitating the learning of sentence patterns?
Core competencies to be developed: <ul style="list-style-type: none"> • Pedagogical content knowledge: as the teacher trainee demonstrates knowledge and capacity to plan while designing appropriate activities for use 				

during the learning of sentence patterns in indigenous languages.

- Citizenship and leadership: as the teacher trainee models a lesson on sentence patterns in indigenous languages, and provides feedback to peers.

Values:

- Unity: This is nurtured as the teacher trainee works jointly with peers to brainstorm on the concept of sentence patterns and how they influence the construction of grammatical sentences.

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify sentence patterns in indigenous languages from texts	Identifies sentence patterns in indigenous languages from texts with precision	Identifies sentence patterns in indigenous languages from texts	Identifies some sentence patterns in indigenous languages from texts	Identifies some sentence patterns in indigenous languages from texts with assistance
Ability to construct and compare sentences using the sentence patterns applicable to indigenous languages	Constructs and compares sentences using the sentence patterns applicable to indigenous languages in depth	Constructs and compares sentences using the sentence patterns applicable to indigenous languages	Constructs and compares sentences using the sentence patterns applicable to indigenous languages but makes a few errors	Constructs and compares sentences using the sentence patterns applicable to indigenous languages but makes many errors
Ability to create and use appropriate activities to facilitate the learning of sentence patterns in indigenous languages	Creates and uses appropriate activities to facilitate the learning of sentence patterns in indigenous languages skillfully	Creates and uses appropriate activities to facilitate the learning of sentence patterns in indigenous languages	Creates and uses some appropriate activities to facilitate the learning of sentence patterns in indigenous languages	Uses some appropriate activities to facilitate the learning of sentence patterns in indigenous languages with the assistance of peers
Ability to model a lesson on sentence patterns in indigenous languages	Models a lesson on sentence patterns in indigenous languages creatively	Models a lesson on sentence patterns in indigenous languages	Attempts to model a lesson on sentence patterns in indigenous languages	Models a lesson on sentence patterns in indigenous languages with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>4.1 Background to Indigenous Language Learning</p>	<p>4.1.1 English and Kiswahili Influence (5 hours)</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) explore instances of coinage in various indigenous languages,</p> <p>b) use varied loaned and coined vocabulary to communicate effectively,</p> <p>c) explain the role of loaned and coined vocabulary in the development of indigenous languages</p> <p>d) use appropriate methods to facilitate the learning of vocabulary,</p> <p>e) value the role of a wide range of vocabulary in communication.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • identify indigenous language words coined from English and Kiswahili, • identify borrowed/loaned vocabulary from English and Kiswahili for vocabulary building, • use coined words and loaned words in sentences, • brainstorm on the following: <ul style="list-style-type: none"> ○ <i>English and Kiswahili influence in indigenous languages</i> ○ <i>coinage of vocabulary to improve indigenous languages</i> ○ <i>contribution of loaned words in the development of indigenous languages</i> • use digital devices and content to create lists of coined vocabulary and loaned vocabulary, • discuss the effect of words coined from English or Kiswahili in everyday communication in indigenous languages, • develop relevant activities to facilitate the learning of coined and loaned vocabulary in indigenous languages, • model a lesson on vocabulary building in indigenous languages for peer review. 	<ol style="list-style-type: none"> 1. How do English and Kiswahili influence indigenous languages? 2. What role does coinage play in the development of indigenous languages?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills: as the teacher trainee accesses vocabulary from the internet for the learners to evaluate in class. • Assessment competency: as the teacher trainee facilitates assessment as learning while modelling a vocabulary lesson, reflecting and critiquing the lesson presented in class. • Self-efficacy: as the teacher trainee exudes confidence when using various vocabulary and expressions. • Citizenship and leadership competency: as the teacher trainee reflects on others' lesson presentations and gives feedback. 				

Values:

- Responsibility: as teacher trainee develops adequate learning resources and uses them to facilitate lessons on analysis and use of coined words in indigenous languages.

Suggested Formative Assessment Rubric				
Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explore instances of coinage in various indigenous languages	Explores instances of coinage in various indigenous languages indepth	Explores instances of coinage in various indigenous languages	Attempts to explore instances of coinage in various indigenous languages	Explores instances of coinage in various indigenous languages with assistance
Ability to use loaned and coined vocabulary to communicate in varied contexts	Uses loaned and coined vocabulary to communicate in varied contexts confidently	Uses vocabulary to communicate in varied contexts	Uses some vocabulary to communicate in several contexts	Uses some vocabulary to communicate in varied contexts with assistance
Ability to use appropriate methods to facilitate the learning of vocabulary	Skillfully uses appropriate methods to facilitate the learning of vocabulary	Uses appropriate methods to facilitate the learning of vocabulary	Uses some appropriate methods to facilitate the learning of vocabulary	Uses some methods to facilitate the learning of vocabulary with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Listening and Speaking	4.2.1 Conversation Skills (4 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) identify and use expressions and phrases to enhance conversation skills, b) use appropriate strategies to facilitate the learning of conversation skills in indigenous languages, c) prepare a sample scheme of work for one week on conversation skills, d) discuss the steps to follow when conducting debates, e) model an interactive lesson on conversation skills, f) appreciate the role of expressions and phrases in conversations. 	The teacher trainee to: <ul style="list-style-type: none"> • design suitable activities for learners to engage in telephone conversations, interviews, greetings, and self- introduction in class, • identify the role of expressions and phrases in enhancing conversation skills, • use ICT gadgets to record conversations responsibly, • role-play situational conversations, • carry out conversations in a classroom situation on a topic of interest, and explain how using appropriate expressions and phrases enhances communication in conversations, • brainstorm and capture on a mind map the steps to follow when conducting debates, • write a sample scheme of work for one week on conversational skills, • develop the learning resources to be used in teaching conversation skills, • plan and deliver an interactive lesson on conversational skills. 	<ol style="list-style-type: none"> 1. What aspects of language would you include in a conversational skills lesson? 2. How can you assess conversational skills in Indigenous Languages?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and innovation: as the teacher trainee applies new ideas when role-playing situational conversations e.g., buyer and seller, in groups. • Digital literacy skills: as the teacher trainee uses digital devices to plan and deliver an interactive lesson on conversational skills. • Pedagogical content knowledge: as the teacher trainee demonstrates capability to plan learning when preparing a sample scheme of work for one week to use in facilitating a vocabulary lesson. • Critical thinking and problem solving: as teacher trainee uses action research when discussing how to carry out conversations in a classroom situation. 				

Values:

- Responsibility and respect: as the teacher trainee mainstreams respect when handling a listening and speaking lesson on conversational skills.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and use expressions and phrases to enhance conversation skills	Identifies and uses expressions and phrases to enhance conversation skills confidently	Identifies and uses expressions and phrases to enhance conversation skills	Identifies and uses some expressions and phrases to enhance conversation skills	Identifies and uses some expressions and phrases to enhance conversation skills with the assistance
Ability to use appropriate strategies to facilitate the learning of conversation skills in indigenous languages	Uses appropriate strategies to facilitate the learning of various conversation skills in indigenous languages consistently and skillfully	Uses appropriate strategies to facilitate the learning of various conversation skills in indigenous languages	Uses some appropriate strategies to facilitate the learning of various conversation skills in indigenous languages	Uses some appropriate strategies to facilitate the learning of various conversation skills in indigenous languages with the assistance of peers
Ability to plan and deliver an interactive lesson on conversational skills	plans and delivers an interactive lesson on conversational skills skillfully	plans and delivers an interactive lesson on conversational skills	plans and delivers an interactive lesson on conversational skills but leaves out some aspects but leaves out some aspects	plans and delivers an interactive lesson on conversational skills but leaves out some aspects but leaves out most aspects

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.3 Reading	4.3.1 Comprehension skills (4 hrs)	<p>By the end of the sub strand, the trainee teacher should be able to:</p> <p>a) explore the various strategies that enhance reading comprehension in indigenous languages,</p> <p>b) model the use of varied activities that aid development of the various comprehension strategies,</p> <p>c) explain the concept of repetition in storytelling and how it facilitates comprehension skills,</p> <p>d) develop storytelling activities that enhance acquisition of comprehension skills,</p> <p>e) use appropriate techniques to assess learner’s comprehension skills</p> <p>f) desire to apply learner centred techniques to facilitate development of comprehension skills.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on various strategies that learners can use when reading a text, • develop learning experiences and activities to aid in acquisition of the various comprehension strategies, namely, <i>making connections, prediction, questioning, monitoring/inference, visualising, summarising, paraphrasing</i> • demonstrate the use of varied activities that aid in development of the various comprehension strategies, • discuss the concept of repetition in storytelling and how it facilitates mastery of comprehension skills, • discuss and create storytelling activities that make the learner acquire comprehension skills: <ul style="list-style-type: none"> – <i>Connect ideas of the story to their environment</i> – <i>Repeat tongue twisters, songs and expressions from the story for continuity</i> – <i>Retell the story.</i> • creates relevant tools to assess learner’s comprehension skills, e.g. <ul style="list-style-type: none"> - <i>Interpretation in language games</i> - <i>Correct guessing for riddles</i> - <i>Recalling parts of pictures by memory</i> - <i>Completion of puzzles</i> 	<ol style="list-style-type: none"> 1. How do we facilitate comprehension skills in indigenous languages? 2. What strategies in storytelling enhance comprehension?

Core competencies to be developed:

- Critical thinking and problem solving: as the teacher trainee develops learning experiences and activities to develop the various comprehension strategies.
- Creativity and innovation and pedagogical content knowledge: as the teacher trainee plans a variety of instructional strategies by discussing and creating storytelling activities that make the learner acquire comprehension skills.
- Assessment Competency: as the teacher trainee creates relevant tools to assess learner’s comprehension skills.

Values:

- Respect: as the teacher trainee respects the opinion of others when brainstorming on various strategies that learners can use when reading a text.

Suggested Formative Assessment Rubric

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to explore the various strategies that enhance reading comprehension in indigenous languages	Explores the various strategies that enhance reading comprehension in indigenous languages with varied and rich examples	Explores the various strategies that enhance reading comprehension in indigenous languages	Attempts to explore the various strategies that enhance reading comprehension in indigenous languages	Scantly explores the various strategies that enhance reading comprehension in indigenous languages
Ability to model the use of varied activities that aid in development of the various comprehension strategies	Models the use of varied activities that aid in development of the various comprehension strategies with great creativity	Models the use of varied activities that aid in development of the various comprehension strategies	Attempts to model the use of varied activities that aid in development of the various comprehension strategies	Models the use of varied activities that aid in development of the various comprehension strategies with assistance
Ability to develop appropriate storytelling activities that enhance acquisition of comprehension skills	Creatively develops appropriate storytelling activities that enhance acquisition of comprehension skills	Develops appropriate story telling activities that make children connect ideas to their environment	Develops mostly appropriate storytelling activities that enhance acquisition of comprehension skills	Develops storytelling activities to enhance acquisition of comprehension skills but many are inappropriate

Ability to use appropriate techniques to assess learner's comprehension skills	Uses appropriate techniques to assess learner's comprehension skills with precision	Uses appropriate techniques to assess learner's comprehension skills	Uses appropriate techniques to assess learner's comprehension skills omitting some details	Using appropriate techniques to assess learner's comprehension skills but omits most details
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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Effective Writing Skills (4 hours)	By the end of the sub strand, the teacher trainee should be able to: a) Examine the barriers to effective writing and possible remedies for effective writing, b) devise strategies on helping learners overcome barriers to writing in indigenous languages, c) use appropriate strategies to enhance writing skills in indigenous languages, d) design appropriate activities to enhance writing in indigenous languages, e) explore the relationship between learning outcomes and learning experiences and how they inform classroom practices, f) value the importance of overcoming barriers to effective writing.	The teacher trainee to: <ul style="list-style-type: none"> • identify the barriers to effective writing and possible remedies to the barriers, • generate writing activities that enhance learners writing skills in an indigenous language such as picture prompts, new endings, comic strips, diary entry among others, • come up with strategies on helping learners overcome barriers to writing in indigenous languages, • research on appropriate strategies to equip learners with good writing skills in indigenous languages e.g. substitution tables, word puzzles and mind maps, • discuss the relationship between learning outcomes and learning experiences and how they inform classroom practices, • design learning experiences from learning outcomes in the curriculum designs on the acquisition of writing skills. 	<ol style="list-style-type: none"> 1. What are the qualities of good writing? 2. Why is it important to overcome barriers to effective writing? 3. How do we generate writing activities from learning outcomes?
<p>Core competencies to be developed:</p> <p>Pedagogical content knowledge: as the teacher trainee applies appropriate teaching strategies to equip the learners with good writing skills in indigenous.</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as the teacher trainee identifies the barriers to effective writing and selects suitable strategies on helping learners overcome the barriers. • Creativity and innovation: as the teacher trainee identifies and discusses various types of writing and designs activities for writing different types of texts. • Assessment competency: as the teacher trainee plays back a video clip of a lesson on effective writing and uses appropriate assessment 				

techniques to facilitate the learning of effective writing skills.

Values:

- Responsibility and integrity - as teacher trainee plays back video clips of lessons on effective writing.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine barriers to effective writing and possible remedies	Identifies examines barriers to effective writing and possible remedies exhaustively	Examines barriers to effective writing and possible remedies	Attempts to examine barriers to effective writing and possible remedies	Examines the barriers to effective writing and possible remedies with assistance
Ability to devise strategies on helping learners overcome barriers to writing in indigenous languages	Devises strategies on helping learners overcome barriers to writing in indigenous languages with rich and varied examples	Devises strategies on helping learners overcome barriers to writing in indigenous languages	Devises some strategies on helping learners overcome barriers to writing in indigenous languages	Devises a few strategies on helping learners overcome barriers to writing in indigenous languages
Ability to use appropriate strategies to facilitate writing skills in an indigenous language	Uses appropriate strategies to facilitate writing skills in indigenous language with ease	Uses appropriate strategies to facilitate writing skills in an indigenous language	Attempts to use appropriate strategies to facilitate writing skills in an indigenous language	Uses some appropriate strategies to facilitate writing skills in an indigenous language with assistance
Ability to explain the relationship between learning outcomes and learning experiences and how they inform classroom practices	Explains the relationship between learning outcomes and learning experiences and how they inform classroom practices indepth	Explains the relationship between learning outcomes and learning experiences and how they inform classroom practices	Explains the relationship between learning outcomes and learning experiences and how they inform classroom practices omitting some details	Explains the relationship between learning outcomes and learning experiences and how they inform classroom practices but omits many details

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.5 Grammar in Use	4.5.1 Types of sentences (3 hours)	By the end of the sub strand, the teacher trainee should be able to: a) Categorise the various types of sentences in indigenous language, b) write dialogues, paragraphs and posters using declarative, imperative, interrogative and exclamatory sentences, c) develop a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity, d) value the use of well-formed sentences in communication.	The teacher trainee to: <ul style="list-style-type: none"> • search for information, from both electronic and print sources, on the different types of sentences and shares findings with peers, • discuss the different types of sentences in indigenous language: <ul style="list-style-type: none"> - <i>declarative</i> - <i>imperative</i> - <i>interrogatives</i> - <i>exclamatory</i> • construct a variety of sentences capturing the different types of sentences, • write dialogues, short stories and posters using the four types of sentences and share with peers for feedback, • prepare a lesson plan for facilitating learning of language structures, integrating the core competency of communication and collaboration and the value of unity. 	<ol style="list-style-type: none"> 1. Which types of sentences do you know? 2. Why is it important to use sentences for the correct function?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as the teacher trainee writes dialogues, short stories and posters using the four types of sentences. • Pedagogical content knowledge: as the teacher trainee plans learning and teaching by preparing a lesson plan for facilitating learning of language structures, integrating the core competency of communication and collaboration and the value of unity. <p>Values:</p> <ul style="list-style-type: none"> • Unity: as the teacher trainee searches online for information on various types of sentences. • Social justice: as the teacher trainee provides positive feedback to peers fairly and respectfully. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to categorise the various types of sentences	Categorises the various types of sentences with precision	Categorises the various types of sentences	Categorises some of the types of sentences with few errors	Has difficulty categorising the various types of sentences
Ability to write dialogues, paragraphs and posters using declarative, imperative, interrogative and exclamatory sentences	Write dialogues, paragraphs and posters using declarative, imperative, interrogative and exclamatory sentences meticulously	Write dialogues, paragraphs and posters using declarative, imperative, interrogative and exclamatory sentences	Write dialogues, paragraphs and posters using declarative, imperative, interrogative and exclamatory sentences with few errors	Write dialogues, paragraphs and posters using declarative, imperative, interrogative and exclamatory sentences but makes many errors
Ability to develop a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity	Develops a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity skillfully	Develops a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity	Develops a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity with few gaps	Develops a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity with many gaps

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p style="text-align: center;">5.1</p> <p>Background to Indigenous Language Learning</p>	<p>5.1.1 Indigenous Vocabulary</p> <p>(4 hours)</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) research on indigenous language vocabulary and idiomatic expressions from a wide range of contexts,</p> <p>b) develop classroom activities to promote the use of vocabulary items in different contexts,</p> <p>c) model a lesson to facilitate the use of indigenous vocabulary in different contexts,</p> <p>d) embrace the place of vocabulary building in promotion of indigenous language learning.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • conduct research on the various indigenous language vocabulary from a wide range of contexts, • discuss the use of idiomatic expressions in indigenous languages and how they acquire their meaning in the context, • work jointly to discuss sources that enhance vocabulary building (<i>themes, synonyms, antonyms, etc.</i>), • brainstorm on how to use themes as a source for vocabulary building in indigenous languages learning with reference to the curriculum design, • develop varied activities for a lesson that will provide learners the opportunity to use new words in communication, • develop adequate learning resources to facilitate learning of vocabulary, • model a lesson on vocabulary building in indigenous language and peer review. 	<ol style="list-style-type: none"> 1. How does vocabulary building enhance learning of indigenous languages? 2. What factors should be considered when selecting indigenous vocabulary?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills - as the teacher trainee integrates ICT to facilitate the learning of indigenous languages. • Assessment competency - as the teacher trainee evaluates lessons on vocabulary building. • Pedagogical content knowledge – as the teacher trainee prepares a lesson plan, develops adequate learning resources and uses them to model a lesson on vocabulary. • Self-efficacy - as the teacher trainee acquires skills on facilitating lessons on vocabulary in an indigenous language. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity - as teacher trainees works jointly with peers to reflect on practice when critiquing each other’s lesson presentations diligently. 				

Suggested Formative Assessment Rubric				
Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to research on indigenous language vocabulary and idiomatic expressions	Researches on indigenous language vocabulary and idiomatic expressions from a wide range of contexts	Researches on indigenous language vocabulary and idiomatic expressions from a wide range of contexts	Researches on indigenous language vocabulary and idiomatic expressions from several sources	Researches on indigenous language vocabulary and idiomatic expressions from a wide range of contexts from limited sources
Ability to develop classroom activities to promote the use of vocabulary items in different contexts	Develops classroom activities to promote the use of vocabulary items in different contexts with creativity	Develops classroom activities to promote the use of vocabulary items in different contexts	Develops partially classroom activities to promote the use of vocabulary items in different contexts	Develops classroom activities to promote the use of vocabulary items in different contexts with assistance
Ability to prepare a lesson plan incorporating all the components	Prepares a lesson plan incorporating all the components with precision	Prepares a lesson plan incorporating all the components	Prepares a lesson plan incorporating most of the components	Prepares a lesson plan but leaves out many of the components
Ability to model a lesson to facilitate the use of indigenous vocabulary in different contexts	Models a lesson to facilitate the use of indigenous vocabulary in different contexts skilfully	Models a lesson to facilitate the use of indigenous vocabulary in different contexts	Attempts to model a lesson to facilitate the use of indigenous vocabulary in different contexts	Model a lesson on vocabulary building in indigenous language.and peer reviews with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Listening and Speaking	5.2.1 Self- Expression and Audience Awareness (4 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) explain the importance of public speaking, chants, and poems in facilitating the learning of oral skills, b) analyse the importance of audience awareness for effective communication in public speaking, c) use appropriate methods to facilitate the acquisition of oral skills in indigenous languages, d) develop activities and relevant learning resources to facilitate a lesson on self-expression and audience awareness, e) appreciate the role of self-expression and audience awareness skills in listening and speaking. 	The teacher trainee to: <ul style="list-style-type: none"> • research on the role of public speaking, chants, and poems in facilitating the learning of oral skills, from online and offline sources, • brainstorm the importance of audience awareness for effective communication in public speaking, • practise oral skills - <i>articulation, audibility, and audience awareness</i> using varied teaching methods, • discuss and come up with activities and learning resources to be used in a lesson on self-expression and audience awareness, • critique recorded lessons on self-expression and audience awareness, • model a mini-lesson on self-expression and audience awareness. 	<ol style="list-style-type: none"> 1. What entails audience awareness? 2. How do you assess self-expression and audience-awareness?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as the teacher trainee uses suitable techniques to facilitate the acquisition of oral skills in indigenous languages. • Learning to learn and reflective practice: as teacher trainee empowers themselves by modelling a mini-lesson on self-expression and audience awareness. 				

Values:

- Peace: as the teacher trainee accommodates the views of others when brainstorming the importance of audience awareness in public speaking.
- Responsibility: as the teacher trainee critiques recorded lessons on self-expression and audience awareness.

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the importance of public speaking, chants, and poems in facilitating the learning of oral skills in indigenous languages.	Confidently explains the importance of public speaking, chants, and poems in facilitating the learning of oral skills in indigenous languages	Explains the importance of public speaking, chants, and poems in facilitating the learning of oral skills in indigenous languages	Attempts to explain the importance of public speaking, chants, and poems in facilitating the learning of oral skills in indigenous languages	Explains the importance of public speaking, chants, and poems in facilitating the learning of oral skills in indigenous languages with assistance
Ability to analyse the importance of audience awareness for effective communication in public speaking	Analyses the importance of audience awareness for effective communication in public speaking in a detailed manner	Analyses the importance of audience awareness for effective communication in public speaking	Analyses the importance of audience awareness for effective communication in public speaking but omits few details	Analyses the importance of audience awareness for effective communication in public speaking but omits many details
Ability to use appropriate methods to facilitate the acquisition of oral skills in indigenous languages	Uses appropriate methods to facilitate the acquisition of oral skills in indigenous languages consistently	Uses appropriate methods to facilitate the acquisition of oral skills in indigenous languages	Attempts to use appropriate methods to facilitate the acquisition of oral skills in indigenous languages	Uses appropriate methods to facilitate the acquisition of oral skills in indigenous languages with assistance
Ability to develop relevant activities and learning resources to facilitate a lesson on self-expression and audience awareness	Develop relevant activities and learning resources to facilitate a lesson on self-expression and audience awareness meticulously	Develops relevant activities and learning resources to facilitate a lesson on self-expression and audience awareness	Develops mostly relevant activities and learning resources to facilitate a lesson on self-expression and audience awareness	Develops few relevant activities and learning resources to facilitate a lesson on self-expression and audience awareness

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Reading	5.3.1 Children's Literature (4 hours)	By the end of the sub strand, the teacher trainee should be able to: a) explore characteristics of children's literature in an indigenous language, b) explain how children's literature facilitates learning of indigenous languages, c) classify genres of children's literature in indigenous languages, d) select age-appropriate children's literature materials in the learning of indigenous languages, e) prepare and assess a lesson on word puns, jokes, riddles, and tongue twisters to enhance learning, f) appreciate the role of children's literature in language learning.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm the characteristics of children's literature, • share ideas on how the different genres of children's literature facilitates the learning of indigenous languages, • conduct research on how the genres of children's literature are classified and present the findings on a chart, • design the criteria for selecting appropriate children's literature materials, • collect locally available materials for children's literature, • explain the importance of using age-appropriate materials to facilitate the learning of indigenous languages, • maintain a children's literature corner for the class, • present a lesson (which integrates technology) on word puns, jokes, riddles, and tongue twisters and using relevant teaching methods, then critique and assess each other. 	<ol style="list-style-type: none"> 1. Which criteria do we use to identify children's literature? 2. How does children's literature aid the learning of indigenous languages?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as the teacher trainee conducts research on classification of the genres of children's literature and explains 				

how to utilise them in the learning of indigenous languages.

- Creativity and innovation and digital literacy skills: as the teacher trainee prepares and presents a lesson (which integrates technology) on word puns, jokes, riddles, and tongue twisters and using relevant teaching methods.
- Pedagogical content knowledge: as the teacher trainee collects locally available materials for children’s literature, and maintains a children’s literature corner for the class.

Values:

- Responsibility and integrity – as the teacher trainee undertakes assigned tasks of collecting locally available materials for children’s literature.

Suggested Formative Assessment Rubric

Indicator	Level Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline characteristics of children’s literature in an indigenous language	Critically outlines characteristics of children’s literature in an indigenous language	Outlines characteristics of children’s literature in an indigenous language	Attempts to outline characteristics of children’s literature in an indigenous language	Outlines some characteristics of children’s literature in an indigenous language with assistance
Ability to select age-appropriate children’s literature materials in the learning of indigenous languages	Selects and uses age-appropriate children’s literature materials in indigenous languages with a lot of ease	Selects and uses age-appropriate children’s literature materials in indigenous languages	Selects and uses some age-appropriate children’s literature materials in indigenous languages	Selects and uses some age-appropriate children’s literature materials in indigenous languages with the assistance
Ability to prepare and assess a lesson on word puns, jokes, riddles, and tongue twisters in indigenous language	Skillfully prepares and assesses a lesson on word puns, jokes, riddles, and tongue twisters in indigenous language	Prepares and assesses a lesson on word puns, jokes, riddles, and tongue twisters in indigenous language	Prepares and assesses a lesson on word puns, jokes, riddles, and tongue twisters in indigenous language with few inaccuracies	prepares and assesses a lesson on word puns, jokes, riddles, and tongue twisters in indigenous language with many inaccuracies

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Writing	5.4.1 Functional Writing (4 hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) analyse the differences and similarities between functional and creative writing in indigenous language, b) create samples of various types of functional writing in indigenous language, c) use punctuation marks correctly in their samples of functional writing for effective communication, d) develop relevant learning experiences to facilitate writing different types of functional writing in indigenous languages, e) assess samples of functional writing for effective learning, f) model a lesson on functional writing in indigenous language, g) design and fill in a class register for effective learning, h) appreciate the role of functional writing in communication. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on the differences and similarities between functional and creative writing and make notes, • write samples of various types of functional writing (<i>simple reports, notice of meeting, minutes, memorandum, letters of application, curriculum vitae</i>), on a variety of issues such as environmental conservation and moral education, • ensure correct punctuation is used in their samples of functional writing, • use digital devices to search for varied rich experiences that can be used to facilitate writing of the selected items of functional writing above, • create experiences for facilitating functional writing, • playback video clips of lessons on how to write samples of functional writing and apply relevant techniques to write and assess functional writing skills. • model a lesson on writing a memorandum in indigenous languages and assess peers' lessons, • design and fill in a sample class register. 	<ol style="list-style-type: none"> 1. What makes functional writing different from creative writing? 2. What strategies do we use to facilitate the learning of functional writing skills?

Core competencies to be developed:

- Pedagogical content knowledge: as the teacher trainee models a lesson on writing a memorandum in indigenous language.
- Digital literacy skills and creativity and innovation: as the teacher trainee plays back video clips of lessons on how to write samples of functional writing and apply relevant techniques to assess functional writing skills.
- Assessment competency: as the teacher trainee assesses samples of functional writing.
- Learning to learn and reflective practice: as the teacher trainee explains the concept of functional writing and conducts lessons on how to write a memorandum to facilitate the learning of indigenous languages.

Values:

- Respect and love: as teacher trainees conduct lessons on how to write a memorandum in indigenous languages

Suggested Formative Assessment Rubrics				
Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create samples of various types of functional writing, ensuring correct use of punctuation marks	Meticulously creates samples of various types of functional writing, ensuring correct use of punctuation marks	Creates samples of various types of functional writing, ensuring correct use of punctuation marks	Creates samples of various types of functional writing, featuring few punctuation errors as well as other structural and language errors	Creates samples of various types of functional writing, featuring many punctuation errors as well as other structural and language errors
Ability to develop relevant learning experiences to facilitate writing different types of functional writing	Develops relevant learning experiences to facilitate writing different types of functional writing skillfully	Develops relevant learning experiences to facilitate writing different types of functional writing	Develops relevant learning experiences to facilitate writing different types of functional writing with few inaccuracies	Develops relevant learning experiences to facilitate writing different types of functional writing with many inaccuracies
Ability to assess samples of functional writing	Assesses samples of functional writing using a variety of assessment tools	Assesses samples of functional writing	Attempts to assess some samples of functional writing	Assesses some samples of functional writing with assistance

Ability to model a lesson on functional writing in indigenous language	Exceptionally models a lesson on functional writing in indigenous languages	Models a lesson on functional writing in indigenous language	Attempts to model a lesson on functional writing in indigenous language	Struggles to model a lesson on functional writing in indigenous language
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.5 Grammar in Use	5.5.1 Tense and aspect (4 hours)	By the end of the sub strand, the teacher trainee should be able to: a) discuss tense and aspect and their contribution to effective communication in indigenous languages, b) use tense and aspect appropriately in texts for effective communication, c) develop relevant activities to facilitate the learning of tense and aspect, d) create relevant resources for facilitating lessons on tense and aspect, e) appreciate the use of tense and aspect in enhancing effective communication in indigenous languages.	The teacher trainee: <ul style="list-style-type: none"> • brainstorm on the concept of tense and aspect (past tense, present tense, future aspect) and their contribution to effective communication in indigenous languages, • sample different texts and other resources to find out how different authors have used tense and aspect for effective communication in indigenous languages, • construct sentences and texts using different tenses and aspect (past tense, present tense, future aspect) correctly, • create activities to facilitate learning on constructing sentences using different tenses and aspect, • develop or improvise relevant resources to facilitate the learning of tenses and aspect in indigenous languages, • integrate ICT when modelling a lesson on tenses and in various grades. 	<ol style="list-style-type: none"> 1. Why is the correct use of tenses and aspect important in language learning? 2. How do learning resources enhance the learning of tenses and aspect in indigenous languages?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as the teacher trainee samples different texts and finds out how different authors have used tense and aspect for effective communication. • Citizenship and leadership: as the teacher trainee uses knowledge skills and attitudes acquired to develop suitable learning resources to be used in the 				

model lessons.

Values:

Unity: as the teacher trainee works harmoniously with peers as they model lessons on tense and aspect.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss tense and aspect and their contribution to effective communication	Discusses tense and aspect and their contribution to effective communication with precision	Discusses tense and aspect and their contribution to effective communication	Discusses tense and aspect and their contribution to effective communication with few inaccuracies	Discusses tense and aspect and their contribution to effective communication with many inaccuracies
Ability to develop relevant activities to facilitate the learning of tense and aspect	Creatively develops relevant activities to facilitate the learning of tenses and aspect	Develops relevant activities to facilitate the learning of tenses and aspect	Attempts to develop some activities to facilitate the learning of tenses and aspect	Hardly understands tense and aspect and is not able to develop activities
Ability to create relevant resources for facilitating lessons on tense and aspect	Consistently creates relevant resources for facilitating lessons on tense and aspect	Creates relevant resources for facilitating lessons on tense and aspect	Creates some relevant resources for facilitating lessons on tense and aspect	Struggles to create relevant resources for facilitating lessons tense and aspect

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Background to Indigenous Language Learning	6.1.1 Indigenous Language Vocabulary (3 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) discuss code-switching and code-mixing as elements of effective communication in an indigenous language, b) analyse the effects of code-switching and code-mixing in communication, c) apply appropriate methods to facilitate a lesson on vocabulary in indigenous languages, d) embrace the use of vocabulary in varied contexts to teach indigenous languages. 	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on the following: <ul style="list-style-type: none"> - <i>code-switching and code-mixing in indigenous languages</i> - <i>the use of ‘sheng’</i> • discuss the effects of code-switching and code-mixing on indigenous languages, • integrate ICT to record code-switching and code-mixing conversations for the learners to listen to in class, • research on the use and effects of ‘Sheng’ in the indigenous language and write a term paper, • use a variety of learner-centred methods to facilitate a lesson on vocabulary in indigenous languages. 	<ol style="list-style-type: none"> 1. How do we use language to suit different contexts? 2. How does code-switching and code-mixing affect learning of indigenous languages?
Core competencies to be developed: <ul style="list-style-type: none"> • Digital literacy skills: as the teacher trainee integrates ICT to record code-switching and code-mixing conversations for the learners to listen to in class. • Pedagogical content knowledge: as the teacher trainee displays understanding about how learners learn by using a variety of learner-centred methods to facilitate a lesson on vocabulary. • Self-efficacy: as the teacher trainee exudes confidence whne using relevant methods to facilitate the learning of vocabulary. 				
Values: <ul style="list-style-type: none"> • Unity and responsibility: as the teacher trainees critiques each other’s lesson presentations diligently and gives honest feedback. 				

Suggested Formative Assessment Rubric				
Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to discuss code-switching and code-mixing as elements of effective communication in an indigenous languages	Discusses code-switching and code-mixing as elements of effective communication in an indigenous language with varied examples	Discusses code-switching and code-mixing as elements of effective communication in an indigenous language	Discusses partially code-switching and code-mixing as elements of effective communication in an indigenous language	Discusses code-switching and code-mixing as elements of effective communication in an indigenous language with assistance
Ability to analyse the effects of code-switching and code-mixing in communication	Analyses the effects of code-switching and code-mixing in communication indepth	Analyses the effects of code-switching and code-mixing in communication	Analyses partially the effects of code-switching and code-mixing in communication	Analyses the effects of code-switching and code-mixing in communication with assistance
Ability to apply appropriate teaching methods to facilitate the learning of vocabulary in an indigenous language	Consistently applies appropriate teaching methods to facilitate the learning of vocabulary in an indigenous language	Applies appropriate teaching methods to facilitate the learning of vocabulary in an indigenous language	Attempts to facilitate the learning of vocabulary in indigenous language but does not apply appropriate methods	Has difficulty applying appropriate methods to facilitate the learning of vocabulary in an indigenous language

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.2 Listening and Speaking	6.2.1 Speaking fluency (5 hours)	By the end of the sub strand, the teacher trainee should be able to: a) examine the role of retelling and paraphrasing activities in the development of fluency in indigenous languages, b) facilitate learners' acquisition of fluency in conversations and other contexts, c) use appropriate methods to assess fluency in retelling, responding and roleplay, d) create relevant learning resources for facilitating retelling and paraphrasing activities, e) assess speaking skills using varied assessment tools, f) value the importance of retelling and paraphrasing activities in developing fluency in indigenous languages.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm the importance of retelling and paraphrasing activities in enhancing speaking skills, • discuss and create appropriate activities for retelling and paraphrasing stories to facilitate acquisition of fluency in indigenous languages, • take turns to model how to use relevant methodology to facilitate learning of retelling and paraphrasing stories in indigenous languages, • apply learner-centred approaches to facilitate speaking skills through: <ul style="list-style-type: none"> • <i>role plays</i> • <i>tongue twisters and word games for articulation</i> • <i>Poems for rhythm and rhyme:</i> • <i>pretend activities for self-expression,</i> • prepare pre-recorded traditional moral stories and other resources and practise retelling and paraphrasing, • design and demonstrates how to use appropriate techniques to assess fluency in making speaking skills such as making requests and expressing opinions, • prepare a sample assessment rubric to assess learners' fluency in retelling and paraphrasing in indigenous language. 	<ol style="list-style-type: none"> 1. What entails fluency in self-expression, retelling and role play in indigenous languages 2. How do we facilitate fluency in self-expression, retelling and role play in indigenous languages?

Core Competencies to be developed:

- Communication and collaboration: as the teacher trainee collaborates with peers when brainstorming the importance of retelling and paraphrasing activities in enhancing speaking skills.
- Pedagogical content knowledge: as the teacher trainee takes turns to model how to use relevant methodology to facilitate learning of retelling and paraphrasing stories in indigenous languages.
- Critical thinking and problem solving: as the teacher trainee explores new ways of doing things when preparing a sample assessment rubric to assess learners' fluency in retelling and paraphrasing in indigenous language.

Values:

- Love and integrity: as the teacher trainees critique each other while retelling and paraphrasing personal experiences.

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine the role of retelling and paraphrasing activities in the development of fluency in indigenous languages	Excellently examines the role of retelling and paraphrasing activities in the development of fluency in indigenous languages	Examines the role of retelling and paraphrasing activities in the development of fluency in indigenous languages	Attempts to examine the role of retelling and paraphrasing activities in the development of fluency in indigenous languages	Rarely examines the role of retelling and paraphrasing activities in the development of fluency in indigenous languages
Ability to facilitate learners' acquisition of fluency in conversations and other contexts	Consistently facilitate learners' acquisition of fluency in conversations and other contexts	Facilitates learners' acquisition of fluency in conversations and other contexts	Partly learners' acquisition of fluency in conversations and other contexts	Struggles to facilitate learners' acquisition of fluency in conversations and other contexts

Ability to create relevant learning resources for facilitating retelling and paraphrasing activities for fluency in indigenous languages	Skillfully creates relevant learning resources for facilitating retelling and paraphrasing activities for fluency in indigenous languages	Creates relevant learning resources for facilitating retelling and paraphrasing activities for fluency in indigenous languages	Attempts to create some relevant resources for facilitating retelling and paraphrasing activities for fluency in indigenous languages	Creates learning resources for facilitating retelling and paraphrasing activities for fluency in indigenous languages but most are not relevant
Ability to assess speaking skills using varied assessment tools	Excellentlly assesses speaking skills using varied assessment tools	Assesses speaking skills using varied assessment tools	Assesses speaking skills but few of the assessment tools are not appropriate	Assesses speaking skills but most of the assessment tools are not appropriate

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Reading	6.3.1 Intensive Reading (4 hrs)	By the end of the sub strand, the teacher trainee should be able to: a) examine how various intensive reading strategies enhance comprehension skills, b) design appropriate strategies to facilitate the intensive reading of level readers, c) assess intensive reading in indigenous languages using a variety of tools, d) embrace the importance of intensive reading as a way to enhance the learning of indigenous languages.	The teacher trainee to: <ul style="list-style-type: none"> • research and outline on the strategies used in intensive reading and how intensive reading activities enhance learners' comprehension skills e.g. <i>skimming, scanning, language preparation, motivation for reading, silent and independent reading, checking understanding and follow-up,</i> • apply intensive reading strategies to read scripted plays and short stories, then analyse contemporary issues and make notes, • read poems to enhance comprehension, • view recorded clips on intensive reading and adopt best practices from the clips, • prepare appropriate activities for facilitating intensive reading, • use appropriate tools to assess intensive reading activities in indigenous languages. 	<ol style="list-style-type: none"> 1. How can we enhance intensive reading? 2. What techniques do we use to assess intensive reading?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as the teacher trainee practises applying intensive reading strategies as they read poems. • Creativity and innovation: as the teacher trainee applies new ideas when preparing appropriate activities for facilitating intensive reading. • Digital literacy skills and critical thinking and problem: as the teacher trainee views recorded clips on intensive reading and adopts best practices from the clips 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity and responsibility - as trainee teacher prepares and models an intensive reading lesson using appropriate strategies that enhance comprehension. 				

Suggested Formative Assessment Rubric				
Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to examine how various intensive reading strategies enhance comprehension skills	Examines how various intensive reading strategies enhance comprehension skills indepth	Examines how various intensive reading strategies enhance comprehension skills	Examines how various intensive reading strategies enhance comprehension skills omitting few relevant details	Examines how various intensive reading strategies enhance comprehension skills but omits many relevant details
Ability to design appropriate strategies to facilitate the intensive reading of level readers	Designs appropriate strategies to facilitate the intensive reading of level readers meticulously	Designs appropriate strategies to facilitate the intensive reading of level readers	Attempts to design appropriate strategies to facilitate the intensive reading of level readers	Designs appropriate strategies to facilitate the intensive reading of level readers with assistance
Ability to assess intensive reading in indigenous languages using a variety of tools	Consistently uses appropriate tools to assess intensive reading activities in indigenous languages	Uses appropriate tools to assess intensive reading activities in indigenous languages	Uses tools to assess intensive reading activities in indigenous languages but few are not appropriate	Uses few appropriate tools to assess intensive reading activities in indigenous languages

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Writing	6.4.1 Creative Writing (5 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) analyse how creative writing can facilitate the learning of indigenous languages, b) create samples of <i>poems, journals, diaries, stories and short plays</i>, using the correct punctuation, c) develop and use relevant activities suitable for preparing learners to write creatively, d) generate a sample record of work in indigenous language learning, e) appreciate the use of creative writing skills for day-to-day writing in indigenous languages. 	The teacher trainee to: <ul style="list-style-type: none"> • discuss the concept of creative writing and brainstorm how it can facilitate the learning of indigenous languages with a focus on <i>poems, journals, diaries, stories and short plays</i>, • collaborate with peers to compose pieces of creative writing, ensuring correct punctuation is used, then review each others work, • create activities to facilitate creative writing in an indigenous language such as compiling tongue twisters, word puns, and jokes; and modelling interactive digital lessons, with focus on health promotion citizenship education, • prepare a sample record of work and share with peers for review and feedback. 	<ol style="list-style-type: none"> 1. In what way does writing tongue twisters, word puns and jokes enhance the learning of indigenous languages? 2. Why is it important to prepare learners to write creatively in indigenous languages?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as the teacher trainee appreciates experiences other trainees bring to class when preparing a sample record of work and sharing with peers for review and feedback. • Creativity and innovation: as the teacher trainee collaborates with peers to compose pieces of creative writing. 				

Values

- Responsibility: as the teacher trainee will use relevant methods that nurture the value of responsibility as they create activities for creative writing lessons.
- Patriotism: as the teacher trainee researches and compiles stories, riddles, word puns, and tongue twisters thereby developing a sense of belonging to their indigenous languages and cultures.

Suggested formative assessment Rubrics				
Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse how creative writing can facilitate the learning of indigenous languages	Analyses how creative writing can facilitate the learning of indigenous languages in depth	Analyses how creative writing can facilitate the learning of indigenous languages	Attempts to analyse how creative writing can facilitate the learning of indigenous languages	Analyses how creative writing can facilitate the learning of indigenous languages with assistance
Ability to create samples of poems, journals, diaries, stories and short plays, using the correct punctuation	Creates samples of poems, journals, diaries, stories and short plays, using the correct punctuation, exceptionally	Creates samples of poems, journals, diaries, stories and short plays, using the correct punctuation	Creates samples of poems, journals, diaries, stories and short plays with few errors	Creates samples of poems, journals, diaries, stories and short plays but with many errors
Ability to develop and use relevant activities suitable for preparing learners to write creatively	Consistently develops and uses relevant activities suitable for preparing learners to write creatively	Develops and uses relevant activities suitable for preparing learners to write creatively	Attempts to develop and use relevant activities suitable for preparing learners to write creatively	Develops and uses relevant activities suitable for preparing learners to write creatively with assistance
Ability to generate a sample record of work in indigenous language learning	Generates a sample record of work in indigenous language learning with precision	Generates a sample record of work in indigenous language learning	Generates a sample record of work in indigenous language learning with few omissions	Generates a sample record of work in indigenous language learning with many omissions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.5 Grammar	6.5.1 Aspects of Grammar (4 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) explain the various indigenous grammar elements for language acquisition, b) use indigenous grammar elements in different contexts for language learning, c) develop suitable strategies to facilitate the learning of indigenous grammar elements, d) apply assessment techniques suitable for learning grammar elements in indigenous languages, e) appreciate the place of grammatical aspects in indigenous languages. 	The Teacher trainee to: <ul style="list-style-type: none"> • discuss the use of the specified indigenous grammar elements in different contexts: <ul style="list-style-type: none"> - <i>singular and plural forms</i> - <i>comparative and superlative forms</i> - <i>direct and indirect speech</i> - <i>active and passive voice as used in indigenous languages</i> • view video clips and analyses the specified indigenous grammar elements, • construct sentences using the specified grammar elements, • use indigenous languages to change direct speech to indirect speech and vice versa, • create activities for facilitating learning of indigenous grammar elements in various grades, • view a pre-recorded grammar lesson and critique the varied strategies employed in facilitating the learning of grammar in the respective grade, • discuss assessment methods that can facilitate the learning of grammar in indigenous languages. 	<ol style="list-style-type: none"> 1. What is the role of grammatical aspects in learning indigenous languages? 2. How would you assess lessons on direct and indirect speech in indigenous languages?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content knowledge: as the teacher trainee identifies activities for facilitating learning indigenous grammar elements in various grades. 				

<ul style="list-style-type: none"> • Assessment competency: as the teacher trainee discusses assessment methods that can facilitate the learning of grammar in indigenous languages. • Learning to learn and reflective practice: as teacher trainee views a recorded grammar lesson and critique the varied strategies employed in facilitating the learning of grammar.
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility - as teacher trainee conduct lessons on how to facilitate the learning and assessment of grammar lessons in indigenous languages • Respect- as the teacher trainee embraces different views when discussing assessment methods that can facilitate the learning of grammar in indigenous languages.

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use indigenous grammar elements in different contexts for language learning	Competently uses indigenous grammar elements in different contexts for language learning	Uses indigenous grammar elements in different contexts for language learning	Uses indigenous grammar elements in different contexts for language learning with a few inaccuracies	Uses indigenous grammar elements in different contexts for language learning with many inaccuracies
Ability to develop suitable strategies to facilitate the learning of indigenous grammar elements	Develops a wide variety of suitable strategies to facilitate the learning of indigenous grammar elements	Develops suitable strategies to facilitate the learning of indigenous grammar elements	Develops strategies to facilitate the learning of indigenous grammar elements though a few are unsuitable	Develops strategies to facilitate the learning of indigenous grammar elements but most are unsuitable
Ability to apply assessment techniques suitable for learning grammar elements in indigenous languages	Applies assessment techniques suitable for learning grammar elements in indigenous languages with precision	Applies assessment techniques suitable for learning grammar elements in indigenous languages	Applies assessment techniques suitable for learning grammar elements in indigenous languages making few errors	Applies assessment techniques suitable for learning grammar elements in indigenous languages but makes many errors