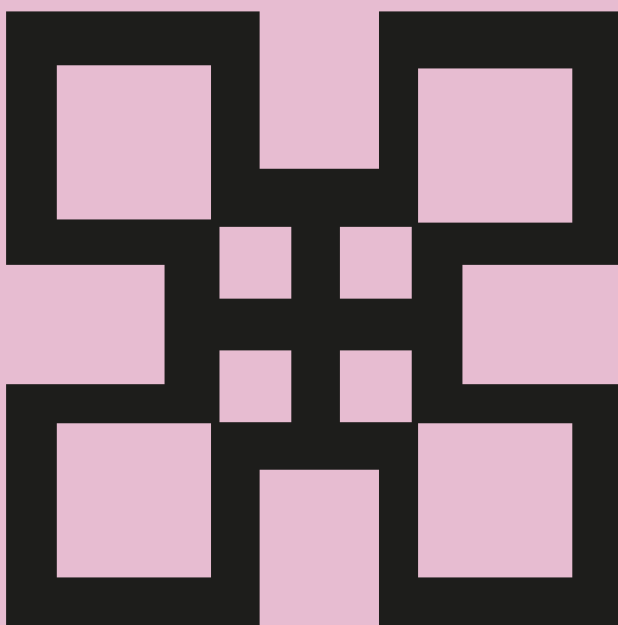


## Professional Learning Community Handbook

# French

Year Two



Ghana Education  
Service (GES)



# **Professional Learning Community Handbook**

# **French**

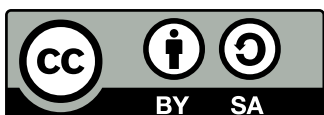
**Year Two**



REPUBLIC OF GHANA



mastercard  
foundation



Published by the Ministry of Education, Ghana under Creative Commons Attribution 4.0 International License.

# Contents

|                                                                                                                          |            |
|--------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Foreword</b>                                                                                                          | <b>v</b>   |
| <b>Acknowledgements</b>                                                                                                  | <b>vii</b> |
| <b>Links to APPs</b>                                                                                                     | <b>xi</b>  |
| <b>PLC Session 0: Introduction to the Year Two Professional Learning Community Handbook and the Subject Specific App</b> | <b>1</b>   |
| <b>PLC Session 0.5: Using the Subject Specific App to deliver assessments at appropriate DoK levels</b>                  | <b>4</b>   |
| <b>PLC Session 1: Savoir Décrire Quelqu'un</b>                                                                           | <b>7</b>   |
| <b>PLC Session 2: Preparing for Student Transcript Portal Assessment – Portfolio</b>                                     | <b>10</b>  |
| <b>PLC Session 3: Exprimer ses opinions</b>                                                                              | <b>13</b>  |
| <b>PLC Session 4: Preparing for Student Transcript Portal Assessment – Group Project</b>                                 | <b>17</b>  |
| <b>PLC Session 5: Faire des Courses ou des Achats au Marché Local</b>                                                    | <b>20</b>  |
| <b>PLC Session 6: Preparing for Mid-Semester Examination</b>                                                             | <b>24</b>  |
| <b>PLC Session 7: Faire une Commande ou une Réservation</b>                                                              | <b>27</b>  |
| <b>PLC Session 8: Discuter du monde du commerce et de l'industrie</b>                                                    | <b>31</b>  |
| <b>PLC Session 9: Discuter de l'industrie du logement/de l'hébergement</b>                                               | <b>35</b>  |
| <b>PLC Session 10: Décrire et discuter de son environnement</b>                                                          | <b>39</b>  |
| <b>PLC Session 11: Discuter la protection de l'environnement pour la santé humaine</b>                                   | <b>43</b>  |
| <b>PLC Session 12: Preparing for End of Semester Examination</b>                                                         | <b>47</b>  |
| <b>PLC Session 13: Preparing for Student Transcript Portal Assessment – Individual Project</b>                           | <b>50</b>  |
| <b>PLC Session 14: Discuter des évènements passés</b>                                                                    | <b>53</b>  |
| <b>PLC Session 15: Parler des évènements futurs</b>                                                                      | <b>57</b>  |

|                                                                                              |            |
|----------------------------------------------------------------------------------------------|------------|
| <b>PLC Session 16: Préparer son projet de loisir</b>                                         | <b>61</b>  |
| <b>PLC Session 17: Planifier un projet de loisir d'un groupe</b>                             | <b>65</b>  |
| <b>PLC Session 18: Preparing for Mid–Semester Examination</b>                                | <b>69</b>  |
| <b>PLC Session 19: Repérer les étapes d'un récit</b>                                         | <b>72</b>  |
| <b>PLC Session 20: Repérer et analyser les étapes d'un récit</b>                             | <b>76</b>  |
| <b>PLC Session 21: Identifier les thèmes dans un texte ou d'un récit</b>                     | <b>80</b>  |
| <b>PLC Session 22: Identifier et analyser les thèmes dans un texte ou d'un récit</b>         | <b>84</b>  |
| <b>PLC Session 23: Identifier et discuter des types de médias sociaux et leurs effets</b>    | <b>88</b>  |
| <b>PLC Session 24: Preparing for End of Semester Examination</b>                             | <b>92</b>  |
| <b>Appendix 1: Subject Specific App Teaching &amp; Learning Apps – Issue Reporting Guide</b> | <b>95</b>  |
| <b>Appendix 2: Learning Planner Template</b>                                                 | <b>100</b> |
| <b>Appendix 3: Teacher Lesson Observation Form</b>                                           | <b>102</b> |
| <b>Appendix 4: How to check CPD Points and Training Records on Teacher Portal Ghana</b>      | <b>108</b> |

# Foreword

As Minister for Education, I am delighted to introduce this handbook on Professional Learning Communities (PLCs). The handbook provides practical guidance and resources for teachers to establish and sustain effective PLCs that will drive quality pedagogy and enhance learning outcomes.

Weekly Professional Learning Community (PLC) sessions are the backbone of this Government's commitment to continuous teacher development in every Senior High School. These PLC sessions enable teachers to come together to master the pedagogy, content and assessment needed to successfully implement Ghana's SHS curriculum.

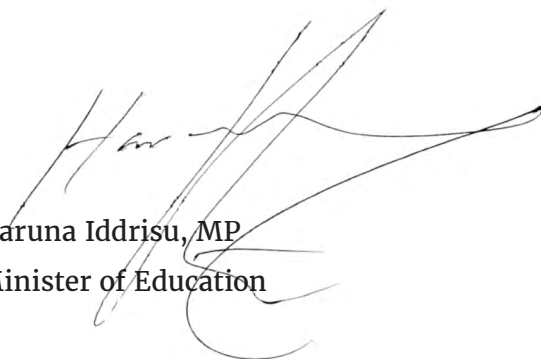
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with the skills needed to progress to further studies, the world of work and adult life.

PLC sessions are critically important and should be treated with the utmost seriousness. Transforming our education system is a partnership between government, teachers, parents and learners. As teachers gain experience with the new curriculum and assessment regime, PLC sessions can also be tailored to discuss specific issues of concern as a group. It is important that teachers are heard and respected. We have listened to your concerns about PLCs and have factored this feedback into the new Year 2 Subject-Specific PLC Handbooks.

The Handbooks have been designed to be more flexible in structure than those for Year One. Each PLC Handbook is supported by a Subject-Specific App developed by the National Council for Curriculum and Assessment (NaCCA) linked to the revised curriculum. These Apps will help teachers to plan learning activities, assessments and differentiated learning. From our early interactions with teachers to develop and test these Apps we can see the level of excitement about their potential to save teachers time and improve their teaching and learning. These Ghanaian-owned Apps are the first of their kind at this scale anywhere in Africa, helping teachers save time and deliver lessons that truly meet the needs of every learner. I am confident that it will have a significant impact on our education system and ultimately benefit our students, teachers, and communities. All teachers are encouraged to embrace the principles and

practices outlined in this handbook and to work together to build strong, vibrant PLCs that promote enhanced learning outcomes.

I commend the authors and contributors for their tireless efforts in developing this valuable resource, which will enhance the quality of teaching and learning. Thank you to each one of you for your dedication and commitment to helping build the Ghana we want, together.



Haruna Iddrisu, MP  
Minister of Education

# Acknowledgements

Special thanks to Professor Samuel Ofori Bekoe, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Year Two Professional Learning Community Handbook.

The writing team was made up of the following members

| NaCCA Team      |                                             |
|-----------------|---------------------------------------------|
| Name of Staff   | Designation                                 |
| Eric Amoah      | Deputy Director-General, Technical Services |
| Ayuuba Sullivan | Senior Curriculum Development Officer       |
| Stephen Acquah  | Senior Curriculum Development Officer       |
| Joseph Barwuah  | Senior Instructional Resource Officer       |
| Seth Nii Nartey | Corporate Affairs Officer                   |
| Alice Kuromah   | Corporate Affairs Officer                   |

|    | Subject                       | Name of Writer              | Institution                            |
|----|-------------------------------|-----------------------------|----------------------------------------|
| 1. | Additional Mathematics        | Benedicta Ama Yekua Etuaful | Ogyeedom SHTS                          |
| 2. | Agricultural Science          | Issah Abubakari             | Half-Assini SHS                        |
| 3. | Agriculture                   | Prof Frederick Adzitey      | University for Development Studies     |
| 4. | Arabic                        | Dr Mohammed Almu Mahaman    | University for Development Studies     |
| 5. | Art and Design Foundation     | Angela Owusu-Afriyie        | Opoku Ware School                      |
| 6. | Art and Design Studio         | Benjamin Quarshie           | Mampong Technical College of Education |
| 7. | Automotive & Metal Technology | Kunkyuuri Philip            | Kumasi SHTS                            |



|     | <b>Subject</b>                              | <b>Name of Writer</b>      | <b>Institution</b>                                 |
|-----|---------------------------------------------|----------------------------|----------------------------------------------------|
| 8.  | Aviation and Aerospace Engineering          | David Kofi Oppong          | Kwame Nkrumah University of Science and Technology |
| 9.  | Biology                                     | Jo-Ann Neequaye            | Nyarkrom SHS                                       |
| 10. | Biomedical Science                          | Davidson N.K. Addo         |                                                    |
| 11. | Building Construction & Woodwork Technology | Isaac Buckman              | Armed Forces SHS                                   |
| 12. | Business Management                         | Ansbert Avole Baba         | Bolgatanga Senior High School, Winkogo             |
| 13. | Chemistry                                   | Michael Amissah            | St. Augustine's College                            |
| 14. | Clothing and Textiles                       | Rev. Sr. Jusinta Kwakyewaa | St. Francis Senior High Technical School           |
| 15. | Computing                                   | Osei Amankwa Gyampo        | Wesley Girls SHS, Kumasi                           |
| 16. | Design and Communication Technology         | Henry Angmor Mensah        | Anglican Senior High School, Kumasi                |
| 17. | Economics                                   | Salitsi Freeman Etonam     | Anlo Senior High School                            |
| 18. | Electrical & Electronics Technology         | Gilbert S. Odjamgba        | Ziavi Senior High Technical School                 |
| 19. | Engineering                                 | Daniel Agbogbo             | Kwabeng Anglican Senior High School                |
| 20. | English Language                            | Frico Hawa Belinda         | Vittin SHS, Tamale                                 |
| 21. | Food and Nutrition                          | Ama Achiaa Afriyie         | St Louis Senior High School                        |

|     | <b>Subject</b>                       | <b>Name of Writer</b>       | <b>Institution</b>                    |
|-----|--------------------------------------|-----------------------------|---------------------------------------|
| 22. | French                               | Sylvanus Exornam Yao Doe    | Agate Senior High School              |
| 23. | General Science                      | Robert Arhin                | SDA SHS, Akyim Sekyere                |
| 24. | Geography                            | Prof Ebenezer Owusu Sekyere | University for Development Studies    |
| 25. | Ghanaian Language                    | Ebenezer Agyemang           | Opoku Ware School                     |
| 26. | Government                           | Josephine Gbagbo            | Ngleshie Amanfrom SHS                 |
| 27. | History                              | Prince Essiaw               | Enchi College of Education            |
| 28. | Information Communication Technology | Raphael Senyo Dordoe        | Ziavi Senior High Technical School    |
| 29. | Islamic Religious Studies            | Karibu Soumana              | Nmanwora Community Senior High School |
| 30. | Literature-in-English                | Blessington Dzah            | Ziavi Senior High Technical School    |
| 31. | Management in Living                 | Grace Annagmeng Mwini       | Tumu College of Education             |
| 32. | Manufacturing Engineering            | Benjamin Atribawuni Asaaga  | KNUST                                 |
| 33. | Mathematics                          | Collins Kofi Annan          | Mando Senior High School              |
| 34. | Music                                | Prof. Emmanuel Obed Acquah  | University of Education Winneba       |
| 35. | Performing Arts                      | Christopher Ampomah Mensah  | Bolgatanga SHS, Winkogo               |
| 36. | Physical Education and Health (Core) | Ebenezer Ewiah-Quarm        | Nkroful Agric Senior High School      |

|     | Subject                                  | Name of Writer      | Institution                                |
|-----|------------------------------------------|---------------------|--------------------------------------------|
| 37. | Physical Education and Health (Elective) | Evans Asare Yeboah  | Adisadel College                           |
| 38. | Physics                                  | Anum–Prempeh Gordon | Mfantsipim School                          |
| 39. | Religious and Moral Education            | Anthony Mensah      | Abetifi College of Education               |
| 40. | Robotics                                 | Isaac Nzoley        | Wesley Girls High School                   |
| 41. | Social Studies                           | Jemima Ayensu       | Holy Child School                          |
| 42. |                                          | Hadisa Esun Afful   | Mozano College of Music                    |
| 43. | Spanish                                  | Christina Apretwum  | University of Media, Art and Communication |
| 44. | Technical Support                        | Eric Abban          | Mt. Mary College of Education              |
| 45. |                                          | Edward Mills Dadson |                                            |
| 46. |                                          | Benjamin Sundeme    | St. Ambrose College of Education           |
| 47. |                                          | Jennifer Fafa Narh  |                                            |
| 48. |                                          | Perfect Quarshie    | Mawuko Girls SHS                           |
| 49. | Ghana Education Service                  | Faustina Graham     |                                            |

## Links to APPs

Year One App



<https://www.playlab.ai/project/cmdw8k4gvojowmgou81kxyyub>

Year Two App



<https://www.playlab.ai/project/cme6goppio9e6o6outoai02zb>



# PLC Session 0: Introduction to the Year Two Professional Learning Community Handbook and the Subject Specific App

## 1.0 Introduction and Purpose of the Handbook (15 minutes)

The purpose of the Year Two Professional Learning Community (PLC) Handbook is to support teachers to effectively deliver the new Senior High School (SHS) curriculum. This Handbook is accompanied by a Subject Specific App tailored to SHS curriculum. The App is designed to assist teachers with lesson planning, delivery and assessment. The Subject Specific App uses information directly from the following materials:

1. Curriculum
2. Teacher Manual
3. Learner Materials
4. Vision and Philosophy of the SHS curriculum
5. 21<sup>st</sup> century skills and competencies
6. National Teachers' Standards
7. West African Examinations Council (WAEC) Scheme of Assessment and Detailed Syllabus
8. Learning Planning Template
9. Teacher Assessment Manual and Toolkit
10. Socio Emotional Learning
11. National Values
12. Gender Equality and Social Inclusion (GESI), etc.

**Learning Outcome (LO):** To explore how the Subject Specific App can assist teachers with lesson planning, delivery and assessment (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

**Learning Indicator (LI) 1:** Use the Subject Specific App to explore the Year Two Curriculum Materials (Teacher Manual and Learner Materials)

**Learning Indicator (LI) 2:** Discuss the advantages and disadvantages of using the Subject Specific App to design lessons and assessment strategies.

## 2.0 Exploring the Subject Specific App (65 minutes)

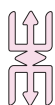
**2.1** Scan the QR Code or use the link to access your Subject Specific App <https://www.playlab.ai/project/cme6goppi09e6o6outoai02zb>



**2.2** Have a chat with the Subject Specific App (NTS 3j).

*E.g.*

- a. *Select a section and the number of lessons you have in a week to start the App*
- b. *Provide information about your class. For instance, the number of learners in your class, etc.*
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise*



### Note

Always refer to your Teacher Manual to confirm the information the App provides.

**2.3** Explore the following key areas using the App (NTS 2b, 2c, 2e and 3a-3q)

*E.g.*

- a. **Learning activities**  
*I have a 60-minute lesson in a rural farming community in Lawra without enough tables and chairs. I can have my lesson outside the classroom if possible.*

**b. Assessments**

*Based on the recommended assessments for the week how can I assess my learners at level 2 at the end of the lesson. I want to give one question during the lesson and one at the end as homework*

**c. Differentiation strategies**

*There are two learners in wheelchairs. Another one cannot hear unless you speak very loudly. Finally, 5 learners are comfortable in the local language than in English. How can they be catered for in the lesson and assessment?*

**Hint**



*Remember to ask your App to help you add 21<sup>st</sup> Century Skills, National Values, GESI and SEL to your learning activities, assessment, etc., where applicable.*

**2.4** Share your experience with the larger group (NTS 3j).

- a.** two things you learnt using the App and how you plan to apply them.
- b.** two advantages of using the App
- c.** two disadvantages of using the App without the appropriate curriculum materials (e.g. Teacher Manual, etc.)

## **3.0 Reflection**

**3.1** Reflect and share your views on the session (NTS1a, 1b).

**3.2** Remember to read PLC Session 0.5 and bring along your laptop in preparation for next week's session.



# PLC Session 0.5: Using the Subject Specific App to deliver assessments at appropriate DoK levels

## 1.0 Introduction (10 minutes)

- 1.1** Read and discuss the purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session

**Purpose:** The purpose of this session is to refresh our knowledge and understanding of assessment in the SHS curriculum. WAEC's visits to schools show that teachers are generally doing well with setting assessment tasks at DoK Levels 1 and 2 but there are issues with Levels 3 and 4. This session will look at how the subject specific App can assist teachers in developing assessments at all DoK Levels.

**Learning Outcome (LO):** To strengthen teachers' skills and competencies in developing assessment tasks and items to reflect all the DoK Levels (NTS 3k, 30-3p).

**Learning Indicator (LI) 1:** Use the subject specific App to develop assessments linked to the learning indicators and the required DoK levels.

**Learning Indicator (LI) 2:** Use the subject specific App to review existing assessments to check whether they are linked to the required Learning Indicators and DoK levels.

## 2.0 Planning and Delivering of Assessment using the Subject Specific App (65 minutes)

- 2.1** Open your App and have a chat with it.

*E.g.*

- a.** Select a section and the number of lessons you have in a week to start the App
- b.** Provide information about your class. For instance, the number of learners in your class, etc.

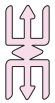
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise.*

## 2.2 Explore assessment using the App (NTS 3h, 3j, and 3o–3q)

*E.g.*

### Select Assessment

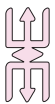
- a. *Look at the LIs for the week and select the appropriate DoK Level or Levels required for the week's lesson. For instance, 'the LI requires modelling, I would like to assess at level 3'*
- b. *Review the responses on the formats from your App, select any that meets your needs or continue chatting with your App to provide other assessment formats.*
- c. *Continue chatting with your App, for instance*
  - i. *'suggest 10 scenario based MCQs'*
  - ii. *'suggest level 3 task taking into consideration the learning activities and differentiation'*
  - iii. *Generate marking scheme for the task and add an explanation why an option is the right answer*



### Note

*Check that the MCQs are arranged alphabetically, vertically and the options are of similar length*

- d. *Now repeat the process for different assessment strategies, for instance*
  - i. *Essay questions at level 3*
  - ii. *Case study questions at level 4*
  - iii. *3-week project task at level 4, etc.*



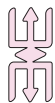
### Note

*You may select a different section or week for Activity 2.2d*

## 2.3 Use the subject specific App to review the task or items you developed by having a chat with the App to provide justifications as to why the task is at DoK level 3 or 4 (NTS 3j, 3k, 3m, 3o and 3p–3q).

*E.g.*

*Explain why the tasks or items are at DoK level 3.*

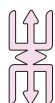


**Note**

*You may repeat this for DoK levels 1, 2 or 4.*

### 3.0 Using your subject specific App to explore one of the key assessment modes

- 3.1** Identify and select an assessment mode you found challenging in the last academic year and explore with your subject specific App how to use this assessment strategy effectively in your lesson delivery (NTS 3k).



**Note**

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks.*
- ii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your assessment task, rubrics/mark scheme and how to score them appropriately*

- 3.2** Share your experience with the larger group (NTS 3j).
- a.** two things you learnt using the App in developing assessments
  - b.** how you plan to apply the experiences
  - c.** any challenges you faced in using the App to develop assessments and how you addressed them

### 4.0 Reflection (15 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b)

- 4.2** Remember to

- a.** read PLC Session 1, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook on Week 1 in preparation for the next session (NTS 3a).

# PLC Session 1: Savoir Décrire Quelqu'un

## 1.0 Introduction (10 minutes)

Read and discuss the purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

**Purpose:** The purpose of this session is to populate a learning planner for Week 1 on *savoir décrire quelqu'un* with the needed areas using the subject-specific App to review the completed learning plan.

**Learning Outcome (LO):** To populate the learning planner on *savoir décrire quelqu'un* with essential questions, key notes on differentiation, learning activities and key assessments and to use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner on week 1 using the subject specific App.

**Learning Indicator (LI) 2:** Enact an activity based on your learning plan.

## 2.0 Planning and Reviewing of Learning Plan (50 minutes)

**2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 1 on *savoir décrire quelqu'un* (NTS 3a-3q).

*E.g.*

### **i. Learning activities**

*Suggest engaging and collaborative learning activities that incorporate national values to help learners master French vocabulary for describing people while developing their listening and speaking skills, etc.*

**ii. Assessment tasks**

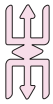
*Design formative assessment tasks at DoK 1, 2 and 3 that measure learners' ability to describe someone and rubrics to assess their understanding of descriptive vocabulary throughout the lesson, etc.*

**iii. Differentiation**

*Suggest differentiated strategies to integrate ICT tools to teach how to describe someone so that every learner in class can participate, etc.*

**iv. Essential questions**

*Develop 4 essential questions that can help learners understand why and how we describe people differently in various situations and cultures in French, etc.*



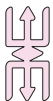
**Note**

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks.
- ii. Transfer the information from your SS App into your learning planner template to complete your plans. Click the link or scan the QR code to download the template <https://curriculumresources.edu.gh/wp-content/uploads/2025/09/Year-Two-Lesson-Planner-Template-20.docx>
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.



### 3.0 Enactment (20 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



**Note**

*You may record the enacted activity.*

## 4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
  - a. read PLC Session 2, Teacher Manual and related Learner Material (NTS 3a).
  - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
  - c. identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 2: Preparing for Student Transcript Portal Assessment – Portfolio

## 1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 1 that you
  - a. applied in your lesson delivery
  - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 2 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

**Purpose:** The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for week 2
- 2. prepare assessment tasks and rubrics for individual portfolio

**Learning Outcome (LO):** To review the learning plan for week 2 and address any challenges in planning and developing assessment tasks for the individual portfolio (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Review the learning plan and address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Discuss, develop and review assessment tasks with rubrics for the individual portfolio.

## 2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

### **Learning activities**

*Refer to the uploaded learning plan for week 2. Verify if learning activities address the different learning styles of learners and suggest other learning activities that can make the lesson engaging, etc.*

#### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment tasks, etc.

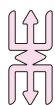
## **3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)**

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

*E.g.*

### **Individual portfolio**

*With reference to the teacher manual for portfolio development, design assessment tasks and rubrics for assessing and scoring individual portfolios.*



#### **Note**

*One chat may not be enough for the App to provide all that you may need for the tasks*

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

*E.g.*

#### **i. Task**

*Refine the portfolio assessment tasks to make them more appropriate for 4 hearing-impaired learners in the class.*



**ii. Mark scheme and score distribution**

*Revise score distribution to ensure the rubric/mark scheme is fair and transparent to assess all learners.*

**iii. Resources needed for assessment administration**

*Give materials and resources needed to administer this assessment effectively.*

**iv. How to provide feedback**

*Suggest the most effective way to provide feedback to learners after the assessment.*

## **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 2 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 3, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

# PLC Session 3: Exprimer ses opinions

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 2
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 3?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 3 on *exprimer ses opinions* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, key notes on differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

- 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 3 on *exprimer ses opinions* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

*E.g.*

**i. Essential questions**

*Revise the essential questions to effectively guide learners to understand how to express their opinions while developing 21<sup>st</sup> century Skills etc.*

**ii. Differentiation**

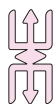
*Develop differentiation strategies to support learners with varying French proficiency levels, speech/hearing challenges and confidence levels in expressing their opinions, etc.*

**iii. Learning activities**

*Develop ICT-based activities that integrate the four language skills (listening, speaking, reading, writing) to help learners progress from simple vocabulary tasks to complex opinion expression in French? etc.*

**iv. Assessment tasks**

*Create formative assessment tasks and rubrics that measure learner progress across DoK levels 1–4 when expressing opinions in French, ensuring all four language skills are assessed appropriately, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

**Essential questions**

*Revise the essential questions to integrate GESI, SEL and 21st century skills? etc.*

### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. differentiation
- c. assessment tasks, etc.



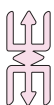
### Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3** Share your experience with the group.

### 3.0 Enactment (25 minutes)

- 3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### Note

*You may record the enacted activity.*

### 4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 3 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
  - a.** read PLC Session 4, Teacher Manual and related Learner Material (NTS 3a).
  - b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
  - c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 4: Preparing for Student Transcript Portal Assessment – Group Project

## 1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 3 that you
  - a. applied in your lesson delivery
  - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 4 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

**Purpose:** The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for week 4
- 2. prepare assessment tasks and rubrics for group project

**Learning Outcome (LO):** To review the learning plan for week 4 and address any challenges in planning and developing assessment tasks for the group project (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Review the learning plan and address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Discuss, develop and review assessment tasks with rubrics for the group project.

## 2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

### **Differentiation**

*In reference to the uploaded learning plan for week 4, verify if the differentiation strategies support the diverse needs of learners with visual and hearing impairment. Suggest other suitable differentiation strategies that can effectively cater for the type of learners, etc.*

#### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.

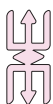
## **3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)**

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

*E.g.*

### **Group project**

*Revise the structure for the assessment to help learners with visual challenges organise their work well. Suggest strategies to adopt to ensure active participation in groups.*



#### **Note**

One chat may not be enough for the App to provide all that you may need for the tasks

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

*E.g.*

**i. Task**

*What modifications would you suggest to ensure the assessment tasks are appropriate for 15 learners with varying French proficiency levels?*

**ii. Mark scheme and score distribution**

*Develop a detailed marking rubric for this assessment that reflects the DoK levels mentioned in the teacher manual.*

**iii. Resources needed for assessment administration**

*Suggest materials and resources needed to effectively administer this assessment.*

**iv. How to provide feedback**

*Develop effective ways to provide feedback to learners on this assessment.*

## **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 4 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 5, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.



# PLC Session 5: Faire des Courses ou des Achats au Marché Local

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 4
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 5?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 5 using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

## 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 5 (NTS 1a, 2b, 2c, 2e – 2h and 3a–3q).

*E.g.*

### i. **Essential questions**

*Suggest 4 essential questions for teaching week 5 content to diverse learners including 5 hyperactive learners.*

### ii. **Differentiation**

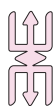
*Based on the essential questions recommended, create 3 key notes on differentiation for my lesson*

### iii. **Learning activities**

*Based on the suggestions for differentiation, recommend 3 learning activities that will assist in achieving the learning indicators of week 5 while ensuring respect among learners.*

### iv. **Assessment tasks**

*As learners practice problem solving, suggest 3 assessment tasks that can be assigned to them to support integrity values. Include a mark scheme*



#### **Note**

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

#### **Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

### **Assessment task**

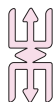
*In the attached learning plan for the week, check if the proposed assessment tasks outlined are appropriate to ensure learners achieve the learning indicator for the week, etc.*

### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) differentiation
- b) essential questions
- c) learning activities, etc.



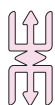
### **Note**

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.1** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.2** Share your experience with the group.

### 3.0 Enactment (25 minutes)

- 3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).
- 3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### Note

*You may record the enacted activity.*

### 4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 5 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
  - a.** Read PLC Session 6, Teacher Manual and related Learner Material (NTS 3a).
  - b.** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
  - c.** Identify areas you find challenging in your teaching for discussion during the next session.

# PLC Session 6: Preparing for Mid-Semester Examination

## 1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 5 that you
  - a. applied in your lesson delivery
  - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 6 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

**Purpose:** The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 6
2. prepare assessment tasks and rubrics for mid-semester examination

**Learning Outcome (LO):** To review the learning plan for week 6 and address any challenges in planning and developing assessment tasks for the mid-semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Review the learning plan and address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Discuss, develop and review assessment tasks with rubrics for the mid-semester examination.

## 2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

### **Learning activities**

*Refer to the uploaded Week 6 learning plan and verify that the learning activities are appropriate to ensure they effectively integrate the four language skills (listening, speaking, reading, writing, etc.).*

#### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

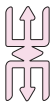
- a. essential questions
- b. differentiation
- c. assessment tasks, etc.

## **3.0 Prepare for Mid-Semester Examination (50 minutes)**

- 3.1** Refer to your Teacher Manual for the format of the mid-semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

*E.g.*

*With reference to the Teacher Manual for mid-semester examination specification, develop a 1 hour 45 minutes assessment task of 40 multiple choice and 2 essay-type questions to align with the learning indicators in weeks 1 to 5 across DoK levels 1 to 4. Create mark schemes/rubrics for scoring the mid-semester examination tasks.*



#### **Note**

*In preparing for mid-semester examination, one chat may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)*

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses and complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

*E.g.*

**i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

*Review the mid-semester examination tasks and verify if they follow the 30% DoK Level 1, 40% DoK Level 2, 30% DoK Level 3–4 distribution. Analyse if the tasks appropriately balance recall, conceptual understanding, and higher-order thinking skills to cater for the diverse needs of learners, etc.*

**ii. Mark scheme and score distribution**

*Evaluate the mark scheme for appropriate mark allocation across listening comprehension, oral production, reading comprehension, and written production tasks. Suggest improvements for clearer scoring criteria.*

**iii. Resources needed for assessment administration**

*Suggest resources that will be needed to administer the mid-semester examination effectively.*

**iv. How to provide feedback**

*Develop a feedback framework for the mid-semester examination that can help learners understand their performance after the examination.*

## **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 6 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** read PLC Session 7, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

# PLC Session 7: Faire une Commande ou une Réserve

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 6
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 7?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 7 on *faire une commande ou une réservation* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.



## 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 7 on faire une commande ou une réservation (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

*E.g.*

### i. **Essential questions**

*Revise the essential questions in the learning plan to effectively guide learners to understand how to place an order or make a reservation while developing all four language skills and 21st-century skills, etc.*

### ii. **Differentiation**

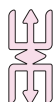
*Develop differentiation strategies to support learners with varying French proficiency levels, speech/hearing challenges, and confidence levels in placing orders or make reservations, etc.*

### iii. **Learning activities**

*Develop ICT-based activities that integrate the four language skills (listening, speaking, reading, writing) to make lesson engaging and interesting on how to place orders or make reservations in French, etc.*

### iv. **Assessment tasks**

*Create formative assessment tasks and rubrics that measure learner progress across DoK levels 1-4 when placing orders or making reservations in French, ensuring all four language skills are assessed appropriately, etc.*



#### **Note**

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

#### **Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers, address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

### **Differentiation**

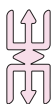
*Review the differentiation strategies to support learners with varying French proficiency levels and learning challenges when placing orders or making reservations in French, whilst incorporating GESI and SEL principles to address diverse learner needs. etc.*

### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. assessment tasks
- c. learning activities, etc.



### **Note**

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

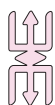
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 7 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 8, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 8: Discuter du monde du commerce et de l'industrie

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 7
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 8?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 8 on *discuter du monde du commerce et de l'industrie* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

## 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 8 on discuter du monde du commerce et de l'industrie (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

*E.g.*

### i. **Essential questions**

*Propose essential questions that effectively guide learners to understand how to discuss the world of commerce and industry in French while developing all four language skills and 21st Century Skills, etc.*

### ii. **Differentiation**

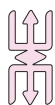
*Develop differentiation strategies to support learners with varying French proficiency levels, speech/hearing challenges and confidence levels in discussing the world of commerce and industry etc.*

### iii. **Learning activities**

*Develop ICT-based activities that integrate the four language skills (listening, speaking, reading, writing) to make the lesson engaging and interesting on how to discuss the world of commerce and industry in French, etc.*

### iv. **Assessment tasks**

*Develop summative assessment tasks and rubrics that measure learner progress across DoK levels 1–4 when discussing the world of commerce and industry in French, ensuring all four language skills are assessed appropriately, etc.*



#### **Note**

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

#### **Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

### **Assessment tasks**

*Review the summative assessment tasks and rubrics to ensure they appropriately measure learners' competence in the understanding of the world of commerce and industry concepts, etc.*

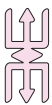
### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. learning activities, etc.

### **Note**



- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

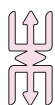
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 8 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 9, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 9: Discuter de l'industrie du logement/de l'hébergement

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 8
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 9?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 9 on *discuter de l'industrie du logement/de l'hébergement* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.



- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 9 on discuter de l'industrie du logement/de l'hébergement (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

*E.g.*

**i. Essential questions**

*Review and revise essential questions. Do they effectively guide learners to understand how to discuss the housing and accommodation sector in French while developing all four language skills and 21st Century Skills etc.*

**ii. Differentiation**

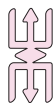
*Develop differentiation strategies to support learners with varying French proficiency levels, speech/hearing challenges to understand the focal area on discussing the housing and accommodation sector etc.*

**iii. Learning activities**

*Develop ICT-based activities that integrate the four language skills (listening, speaking, reading, writing) to make the lesson engaging.*

**iv. Assessment tasks**

*Create formative assessment tasks and rubrics that measure learner progress across DoK levels 1-4.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

### *Differentiation*

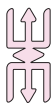
*Give differentiation strategies that support learners with varying French proficiency levels and incorporate GESI and SEL principles to address diverse learner needs. etc.*

#### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.



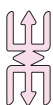
#### Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.1** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.2** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

- 3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).
- 3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 9 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
  - a.** read PLC Session 10, Teacher Manual and related Learner Material (NTS 3a).
  - b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
  - c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 10: Décrire et discuter de son environnement

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 9
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 10?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 10 on *décrire et discuter de son environnement* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 10 on décrire et discuter de son environnement (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

*E.g.*

**i. Essential questions**

*Review the essential questions to ensure they effectively guide learners to understand how to describe and discuss their environment.*

**ii. Differentiation**

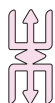
*Develop differentiation strategies to support learners with varying French proficiency levels, speech/hearing challenges, etc.*

**iii. Learning activities**

*Create engaging activities that incorporate the four language skills (listening, speaking, reading, writing) to make the lesson interesting and fun when teaching learners how to describe and discuss their environment in French.*

**iv. Assessment tasks**

*Suggest formative assessment tasks and rubrics that measure learner progress across DoK levels 1–4 when describing and discussing one’s environment in French, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

### Assessment tasks

*Review formative assessment tasks in the learning plan to align with DoK levels 2, 3 and 4, etc.*

### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. learning activities, etc.



### Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

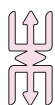
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 10 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 11, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 11: Discuter la protection de l'environnement pour la santé humaine

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 10
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 11?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 11 on *discuter la protection de l'environnement pour la santé humaine* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.



- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 11 on discuter la protection de l'environnement pour la santé humaine (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

*E.g.*

**i. Essential questions**

*Propose essential questions to effectively guide learners to understand how to discuss the protection of the environment in the interests of human health in French, etc.*

**ii. Differentiation**

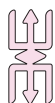
*Develop differentiation strategies to support learners with varying French proficiency levels, etc.*

**iii. Learning activities**

*Develop ICT-based activities that integrate the four language skills (listening, speaking, reading, writing) to make lessons engaging and interesting on how to discuss the protection of the environment in the interests of human health in French, etc.*

**iv. Assessment tasks**

*Give formative assessment tasks and rubrics that measure learner progress across DoK levels 1–4, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

**Differentiation**

*Suggest 4 differentiation strategies to support learners with varying French proficiency levels, incorporating GESI and SEL principles, etc.*

### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.



### Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

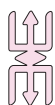
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 11 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 12, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 12: Preparing for End of Semester Examination

## 1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 11 that you
  - a. applied in your lesson delivery
  - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 12 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

**Purpose:** The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 12
2. prepare assessment tasks and rubrics for end of semester examination

**Learning Outcome (LO):** To review the learning plan for week 12 and address any challenges in planning and developing assessment tasks for the end of semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

**Learning Indicator (LI) 1:** Review the learning plan and address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Discuss, develop and review assessment tasks with rubrics for the end of semester examination.

## 2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

### **Essential questions**

*Review the uploaded learning plan for Week 12 and refine the essential questions to effectively guide teaching and learning on citizens' rights and responsibilities in French, taking into consideration national values and 21st Century Skills.*

#### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

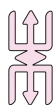
- a. differentiation
- b. assessment tasks
- c. learning activities, etc.

## **3.0 Prepare for End of Semester Examination (50 minutes)**

- 3.1** Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

*E.g.*

- i. *Based on the learning indicators from weeks 1– 11, develop assessment items for the following:*
  - a. 20 multiple-choice questions
  - b. 3 essay-type questions
  - c. 10 oral questions
- ii. *Develop mark schemes/rubric for the items developed*



#### **Note**

*In preparing for end of semester examination, one chat may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)*

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses to complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

*E.g.*

**i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

*Review the end of semester examination tasks and verify if they follow the 30% DoK Level 1, 40% DoK Level 2, 30% DoK Level 3–4 distribution, etc.*

**ii. Mark scheme and score distribution**

*Review the mark scheme/rubric and scoring distribution for the end of semester assessments to ensure it is appropriate across listening, oral, reading, and writing. Suggest improvements for clearer scoring criteria.*

**iii. Resources needed for assessment administration**

*Suggest resources that will be needed to administer end of semester examination to accommodate learners with hearing difficulties and speech challenges.*

**iv. How to provide feedback**

*Suggest written and oral feedback that helps learners understand their performance.*

## 4.0 Reflection (10 minutes)

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 12 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** read PLC Session 13, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

# PLC Session 13: Preparing for Student Transcript Portal Assessment – Individual Project

## 1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 12 that you
  - a. applied in your lesson delivery
  - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 13 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

**Purpose:** The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for week 13
- 2. prepare assessment tasks and rubrics for individual project

**Learning Outcome (LO):** To review the learning plan for week 13 and address any challenges in planning and developing assessment tasks for the individual project (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

**Learning Indicator (LI) 1:** Review the learning plan and address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Discuss, develop and review assessment tasks with rubrics for the individual project.

## 2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

### **Assessment tasks**

*Suggest assessment tasks that align with the learning indicators to reflect the performance level of learners, etc.*

#### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. learning activities, etc.

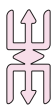
## **3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)**

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

*E.g.*

### **Individual project**

*Review and revise the structure for this assessment to help learners organise their work well. Suggest differentiation strategies to help accommodate all learners in administering this assessment?*



#### **Note**

One chat may not be enough for the App to provide all that you may need for the tasks

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

*E.g.*

### **i. Task**

*Review the assessment tasks to ensure they are appropriate for learners with varying French proficiency levels, etc.*



**ii. Mark scheme and score distribution**

*Develop a detailed marking rubric with appropriate score distribution for this assessment, etc.*

**iii. Resources needed for assessment administration**

*What resources will be needed to effectively administer this assessment? etc.*

**iv. How to provide feedback**

*Give ways to provide oral feedback to learners on this assessment? etc.*

## **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 13 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 14, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

# PLC Session 14: Discuter des événements passés

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 13
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 14?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 14 on *discuter des événements passés* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 14 on discuter des événements passés (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

*E.g.*

**i. Essential questions**

*Give essential questions that guide learners to understand how to discuss past events, etc.*

**ii. Differentiation**

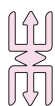
*Develop differentiation strategies to support learners with speech/hearing challenges in discussing past events, etc.*

**iii. Learning activities**

*Develop ICT-based activities that integrate the four language skills (listening, speaking, reading, writing) to make lessons engaging and interesting on how to discuss past events, etc.*

**iv. Assessment tasks**

*Develop formative assessment tasks and rubrics that measure learner progress across DoK levels 1–4 when discussing past events, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

### *Differentiation*

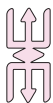
*Revise differentiation strategies to support learners with varying French proficiency levels when discussing past events, incorporate GESI and SEL principles to address diverse learner needs, etc.*

### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.



### Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

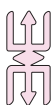
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 14 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 15, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 15: Parler des événements futurs

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 14
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 15?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 15 on *parler des événements futurs* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

## 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 15 on parler des événements futurs (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

*E.g.*

### i. **Essential questions**

*Review essential questions to effectively guide learners to understand how to talk about future events.*

### ii. **Differentiation**

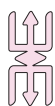
*Develop differentiation strategies to support learners with speech/hearing challenges to effectively talk about future events, etc.*

### iii. **Learning activities**

*Develop engaging activities that integrate the four language skills (listening, speaking, reading, writing) to help learners talk about future events, etc.*

### iv. **Assessment tasks**

*Review the summative assessment tasks and rubrics to ensure they measure learner progress across DoK levels 1-4 when talking about future events.*



#### **Note**

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

#### **Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

### Assessment tasks

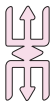
*Review my formative assessment tasks to appropriately measure learners' competence across DoK levels to demonstrate understanding of how to talk about future events in French, etc.*

### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. learning activities, etc.



### Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.



**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

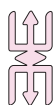
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 15 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 16, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 16: Préparer son projet de loisir

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 15
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 16?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 16 on *préparer son projet de loisir* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 16 on préparer son projet de loisir (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

*E.g.*

**i. Essential questions**

*Give essential questions that will effectively guide learners to understand how to plan one's leisure activity, etc.*

**ii. Differentiation**

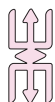
*Develop differentiation strategies to support learners with varying French proficiency levels to confidently plan their leisure activities, etc.*

**iii. Learning activities**

*Develop engaging ICT-based activities that integrate the four language skills (listening, speaking, reading, writing) that help learners plan one's leisure activity, etc.*

**iv. Assessment tasks**

*Create summative assessment tasks and rubrics to assess learners progress across DoK levels 1–4 when planning one's leisure activity, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

### *Differentiation*

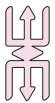
*Revise differentiation strategies to support learners when planning one's leisure, incorporating GESI and SEL principles to address diverse learner needs, etc.*

#### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.



#### Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

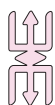
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **3.0 Reflection (10 minutes)**

**3.1** Reflect and share your views on the session (NTS 1a, 1b).

**3.2** Identify a colleague to observe your lesson in relation to PLC Session 16 to provide feedback on your lesson (NTS 1f, 1g).

**3.3** Remember to:

- a.** read PLC Session 17, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 17: Planifier un projet de loisir d'un groupe

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 16
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 17?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 17 on *planifier un projet de loisir d'un groupe* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 17 on planifier un projet de loisir d'un groupe (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

*E.g.*

**i. Essential questions**

*Suggest essential questions that will effectively guide learners to understand how to plan a group leisure activity while developing 21st Century Skills, etc.*

**ii. Differentiation**

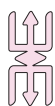
*Develop differentiation strategies to support learners with varying French proficiency levels in planning a group leisure activity, etc.*

**iii. Learning activities**

*Develop interactive activities that integrate the four language skills (listening, speaking, reading, writing) to make the lesson engaging and interesting on how to plan a group leisure activity, etc.*

**iv. Assessment tasks**

*Suggest formative assessment tasks that measure learner progress across DoK levels 1–4 when planning a group leisure activity, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

### Assessment tasks

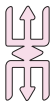
*Review my formative assessment tasks to appropriately measure learners' competence across DoK levels on how to plan a group leisure activity, etc.*

### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. learning activities, etc.



### Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.



**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

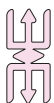
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 17 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 18, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 18: Preparing for Mid-Semester Examination

## 1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 17 that you
  - a. applied in your lesson delivery
  - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 18 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

**Purpose:** The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 18
2. prepare assessment tasks and rubrics for mid-semester examination

**Learning Outcome (LO):** To review the learning plan for week 18 and address any challenges in planning and developing assessment tasks for the mid-semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Review the learning plan and address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Discuss, develop and review assessment tasks with rubrics for the mid-semester examination.

## 2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

### **Differentiation**

*Review differentiation strategies to support learners with varying French proficiency levels to gain knowledge backgrounds about one's country's relations with other international organizations.*

#### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

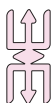
- a. essential questions
- b. assessment tasks
- c. learning activities, etc.

## **3.0 Prepare for Mid-Semester Examination (50 minutes)**

- 3.1** Refer to your Teacher Manual for the format of the mid-semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a-2c, 2e-2h and 3j-3q).

*E.g.*

*With reference to the teacher manual for the format for mid-semester examination, develop a 1 hour 45 minutes assessment task of 40 multiple choice and 2 essay-type questions to align with the learning indicators in weeks 13 to 18 across DoK levels 1 to 4. Develop mark schemes/rubrics for mid-semester examination tasks.*



#### **Note**

*In preparing for mid-semester examination, one chat may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)*

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses and complete the set questions (NTS 1a, 2b, 2c and 3e-3q). In doing this activity, consider:

*E.g.*

**i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

*Review mid-semester examination tasks to follow the 30% DoK Level 1, 40% DoK Level 2, 30% DoK Level 3-4 distribution, etc.*

**ii. Mark scheme and score distribution**

*Evaluate the mark scheme for appropriateness across listening comprehension, oral production, reading comprehension, and written production tasks? Suggest improvements for clearer scoring criteria, etc.*

**iii. Resources needed for assessment administration**

*Suggest resources needed to administer mid-semester examination effectively, considering learners with hearing difficulties, speech challenges, etc.*

**iv. How to provide feedback**

*Suggest an oral feedback framework that can help learners understand their performance after the examination, etc.*

## 4.0 Reflection (10 minutes)

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 18 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** read PLC Session 19, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

# PLC Session 19: Repérer les étapes d'un récit

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 18
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 19?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 19 on *repérer les étapes d'un récit* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 19 on repérer les étapes d'un récit (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

*E.g.*

**i. Essential questions**

*Propose essential questions to guide learners to understand the week's lesson on how to identify the stages of a text, etc.*

**ii. Differentiation**

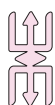
*Develop differentiation strategies to support learners with speech/hearing challenges in identifying the stages of a text, etc.*

**iii. Learning activities**

*Develop engaging ICT-based activities on how to identify the stages of a text, etc.*

**iv. Assessment tasks**

*Create formative assessment tasks and rubrics that measure learner progress after the lesson on identifying the stages of a text, ensuring all four language skills are assessed appropriately, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

***Differentiation***

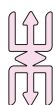
*Review differentiation strategies to support learners with varying French proficiency levels when identifying the stages of a text, incorporating GESI and SEL principles to address diverse learner needs, etc.*

**Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.



**Note**

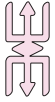
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. **Transfer the information from your SS App into your learning planner template to complete your plans**
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

- 2.3** Share your experience with the group.

### 3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### Note

*You may record the enacted activity.*

### 4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 19 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
  - a. read PLC Session 20, Teacher Manual and related Learner Material (NTS 3a).
  - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
  - c. identify areas you found challenging in your teaching for discussion during the next session.



# PLC Session 20: Repérer et analyser les étapes d'un récit

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 19
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 20?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 20 on *repérer et analyser les étapes d'un récit* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

**2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 20 on repérer et analyser les étapes d'un récit (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

*E.g.*

**i. Essential questions**

*Review essential questions to effectively guide learners to understand how to identify and analyse the stages of a narrative, etc.*

**ii. Differentiation**

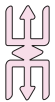
*Revise differentiation strategies to support learners with varying French proficiency levels in identifying and analysing the stages of a narrative, etc.*

**iii. Learning activities**

*Review the ICT-based activities to make the lesson engaging and interesting on how to identify and analyse the stages of a narrative, etc.*

**iv. Assessment tasks**

*Review the formative assessment tasks and rubrics to measure learner progress when identifying and analysing the stages of a narrative, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

### *Differentiation*

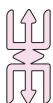
*Evaluate differentiation strategies incorporating GESI and SEL principles to address diverse learner needs, etc.*

#### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.



#### Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).

#### **Note**



*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 20 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 21, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 21: Identifier les thèmes dans un texte ou d'un récit

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 20
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 21?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 21 on *identifier les thèmes dans un texte ou d'un récit* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 21 on identifier les thèmes dans un texte ou d'un récit (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

*E.g.*

**i. Essential questions**

*Give essential questions to guide learners to understand how to identify the themes in a text while developing all four language skills and 21st Century Skills, etc.*

**ii. Differentiation**

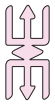
*Develop differentiation strategies to support learners with speech/hearing challenges in identifying the themes in a text, etc.*

**iii. Learning activities**

*Develop interactive activities that integrate simple vocabulary tasks to complex ones on how to identify the themes in a text, etc.*

**iv. Assessment tasks**

*Create formative assessment tasks that measure learner progress across DoK levels 1–4, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

### **Learning activities**

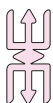
*Review learning activities in the learning plan on how to identify the themes in a text to suit a class size of 47 learners, etc.*

#### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment tasks, etc.



#### **Note**

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

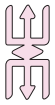
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 21 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 22, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.



# PLC Session 22: Identifier et analyser les thèmes dans un texte ou d'un récit

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 21
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 22?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 22 on *identifier et analyser les thèmes dans un texte ou d'un récit* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 22 on identifier et analyser les thèmes dans un texte ou d'un récit (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

*E.g.*

**i. Essential questions**

*Develop essential questions to effectively guide teaching and learning on how to identify and analyse the themes in a text with the integration of 21st Century Skills, etc.*

**ii. Differentiation**

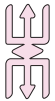
*Develop differentiation strategies to support learners with varying French proficiency levels to confidently identify and analyse the themes in a text or narrative account, etc.*

**iii. Learning activities**

*Develop interactive ICT-based activities to make the lesson engaging and interesting on how to identify and analyse the themes in a text or narrative account, etc.*

**iv. Assessment tasks**

*Create summative assessment tasks that measure learner progress in identifying and analysing the themes in a text or narrative account, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

*E.g.*

### *Differentiation*

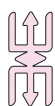
*Revise differentiation strategies to support learners with speaking challenges to identify and analyse the themes in a text or narrative account incorporating GESI and SEL principles to address diverse learner needs, etc.*

#### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.



#### Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

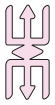
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 22 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 23, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

# PLC Session 23: Identifier et discuter des types de médias sociaux et leurs effets

## 1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 22
  - a. the challenges you faced
  - b. how you addressed them
- 1.2 Have you developed your learning plan for week 23?
  - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
  - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

### Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

## 2.0A Planning and Reviewing of Learning Plan (50 minutes)

**Purpose:** The purpose for this session is to populate the learning planner for week 23 on *identifier et discuter des types de médias sociaux et leurs effets* using the subject specific App.

**Learning Outcome (LO):** To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

**Learning Indicator (LI) 1:** Populate the learning planner using the subject specific App

**Learning Indicator (LI) 2:** Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 23 on identifier et discuter des types de médias sociaux et leurs effets (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

*E.g.*

**i. Essential questions**

*Suggest essential questions to guide the teaching and learning of how to identify and discuss the types of social media and their effects, etc.*

**ii. Differentiation**

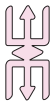
*Develop differentiation strategies to help support learners in identifying and discussing the types of social media and their effects, etc.*

**iii. Learning activities**

*Develop interactive learning activities to help learners progress from using simple vocabulary to complex ones on how to identify and discuss the types of social media and their effects, etc.*

**iv. Assessment tasks**

*Create formative assessment tasks and rubrics that measure learner progress across DoK levels 1–4, etc.*



**Note**

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**Hint**



Move to Activity 3.0

## 2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

**Purpose:** To support teachers address challenges they may have during lesson preparation and delivery.

**Learning Outcome (LO):** To address specific concerns of teachers in planning, teaching and assessment.

**Learning Indicator (LI) 1:** Address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

### **Learning activities**

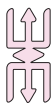
*Review learning activities in the learning plan on how to identify and discuss the types of social media and their effects to suit learners with varied proficiency levels and a class size of 47, etc.*

### **Hint**



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment tasks, etc.



### **Note**

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21<sup>st</sup> century skills in your learning activities, assessment tasks and rubrics/mark scheme.

**2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

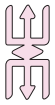
**2.3** Share your experience with the group.

### **3.0 Enactment (25 minutes)**

**3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

**3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).

**3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



#### **Note**

*You may record the enacted activity.*

### **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 23 to provide feedback on your lesson (NTS 1f, 1g).

**4.3** Remember to:

- a.** read PLC Session 24, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.



# PLC Session 24: Preparing for End of Semester Examination

## 1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 23 that you
  - a. applied in your lesson delivery
  - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 24 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

**Purpose:** The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 24
2. prepare assessment tasks and rubrics for end of semester examination

**Learning Outcome (LO):** To review the learning plan for week 24 and address any challenges in planning and developing assessment tasks for the end of semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

**Learning Indicator (LI) 1:** Review the learning plan and address challenges in the preparation and delivery of a lesson.

**Learning Indicator (LI) 2:** Discuss, develop and review assessment tasks with rubrics for the end of semester examination.

## 2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

*E.g.*

### Assessment tasks

*Review formative assessment tasks to appropriately measure learners' competence across DoK levels to demonstrate understanding of how to browse/surf the Internet for information.*

#### Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

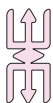
- a. essential questions
- b. differentiation
- c. learning activities, etc.

## 3.0 Prepare for End of Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

*E.g.*

*Design a 1 hour 45 minutes end of semester examination to cover focal areas for weeks 13 to 24 across DoK levels 1 to 4 to match the examination format in the teacher manual. Create a mark scheme/rubric for the end of semester examination for scoring.*



#### Note

*In preparing for end of semester examination, one chat may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)*

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses and complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

*E.g.*

**i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

*Review the end of semester examination tasks for weeks 13 to 24 and verify if they follow the 30% DoK Level 1, 40% DoK Level 2, 30% DoK Level 3–4 distribution.*

**ii. Mark scheme and score distribution**

*Evaluate the mark scheme/rubric for the end of semester assessments to check for appropriate distribution of marks. Suggest improvements for clearer scoring criteria.*

**iii. Resources needed for assessment administration**

*Suggest materials and resources that will be needed to accommodate learners with hearing difficulties, speech challenges during the examination.*

**iv. How to provide feedback**

*Suggest written and oral feedback to help learners understand their performance and to encourage continuous learning of French.*

## **4.0 Reflection (10 minutes)**

**4.1** Reflect and share your views on the session (NTS 1a, 1b).

**4.2** Identify a colleague to observe your lesson in relation to PLC Session 24 to provide feedback on your lesson (NTS 1f, 1g).

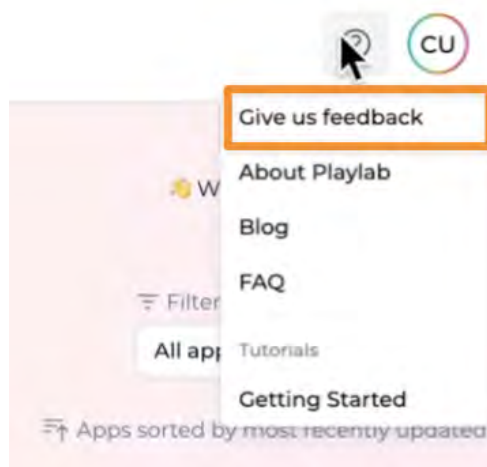
**4.3** Remember to mark, record and upload your learners' assessment scores in the Student Transcript Portal.

# Appendix 1: Subject Specific App Teaching & Learning Apps – Issue Reporting Guide

## How to Report Issues or Get Support

You have three ways to report issues with the subject-specific apps:

1. Email Support
  - For general issues: Send email to: [support@playlab.ai](mailto:support@playlab.ai)
  - Include:
  - Your school name and region
  - Subject app you're using
  - Description of the issue
  - Screenshots or screen recordings (if possible)
  - Best for: School administrators reporting multiple app issues
  - Response time: Within 24 hours
  - If Urgent please include [URGENT] Message Text in your subject line.
2. Submit Feedback in Playlab
  - In the app, Click the “Give us Feedback” link in the menu and share feedback.



- Access the Feedback Form here
- Complete the form and upload any supporting documentation. (The more detailed your submission is, the more helpful support will be)



## User Feedback Form

We want to hear your feedback and learn more about how we can improve Playlab for you. *Please complete this form to submit your feedback to the Playlab team.*

**Full Name\***

Your answer

**Email\***

Your answer

**What is your role?\***

Your answer

**Please share your feedback**

What challenge are you facing? What feature would you like to see?

Your answer

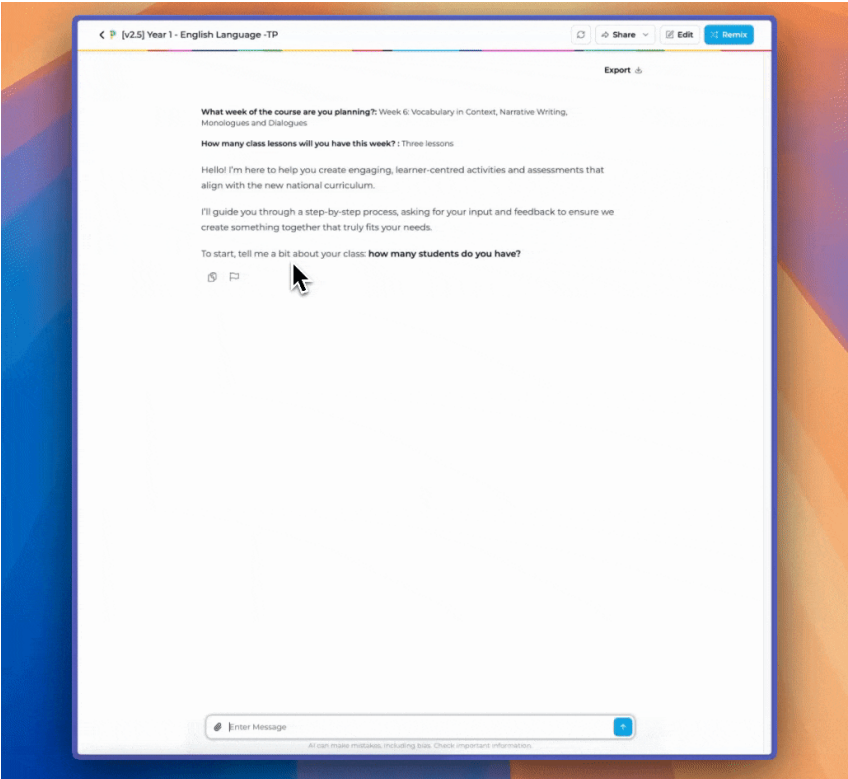
**Please share any screenshots or videos that help visualize your feedback.**

 **Upload** Size limit: 100 MB. File limit: 10.

**Submit**

Never submit sensitive personal information, like passwords, through Notion Forms.  
[Report abuse](#)

- Best for: Individual teachers reporting specific issues
  - Response time: Within 24–48 hours
3. In-Chat Flagging
- Look for the flag button within your chat conversation



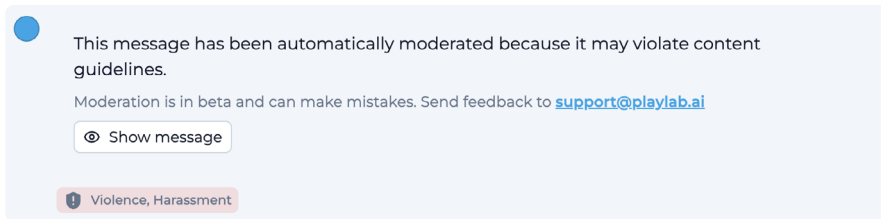
- Click to report biased, inaccurate, or inappropriate messages.
- Best for: Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it here.

What Happens After You Report?

1. The message will be flagged in your user activity. You will see indicators of messages that have been moderated or flagged.

|                                                                                  |                                     |
|----------------------------------------------------------------------------------|-------------------------------------|
| KIPP NYC Restorative Plan Designer                                               | 8/21/2025                           |
| <div><div>A3C</div><div></div><div></div><div></div><div></div><div></div></div> | <div><div>7</div><div>1</div></div> |
| KIPP NYC Restorative Plan Designer                                               | 8/21/2025                           |
| <div><div>A3C</div><div></div><div></div><div></div><div></div><div></div></div> | <div><div>5</div></div>             |
| KIPP NYC Restorative Plan Designer                                               | 8/15/2025                           |
| <div><div>M</div><div></div><div></div><div></div><div></div><div></div></div>   | <div><div>7</div><div>1</div></div> |

2. You can review the messages in activity. By default the message is hidden unless you click “show message”.



Thank you for sharing the details of the incident. Here's the step-by-step analysis and proposed restorative plan based on the provided situation:

3. If something is consistently being flagged, you may want to address it in your implementation, make revisions to the app, or contact [support@playlab.ai](mailto:support@playlab.ai) for more guidance.

#### Tips for Effective Reporting:

- Be specific about what you were trying to do
- Note which subject app you're using
- Include your school and region information
- Describe what happened versus what you expected

## Additional Support Resources

### 1 App Basics:

- Starting a conversation
  - Scan your QR code to use your app.
- If you encounter a problem, follow the directions for Escalating an issue.

### Video Tutorials

- a Lesson Planning Walkthrough: Step-by-step guide using a real subject app with sample conversations
  - Lesson Plan Development
    - Watch a sample conversation [here](#).
    - As you're using the apps, you can provide specifics on how you might want to differentiate for class needs
  - Assessment Development
    - Watch a sample conversation [here](#).

- As you're using the apps, you can adjust the DOK levels as you create assessments at different complexity levels
- b For any additional questions please refer to the [learn.playlab.ai](https://learn.playlab.ai) page.

## Key Reminders

- 1 Apps are supplemental tools to support your PLC Handbook and Teacher Manual—not replace them
- 2 Always refer to official curriculum documents as your primary resource
- 3 Use your professional judgment to adapt app suggestions for your classroom context



## Appendix 2: Learning Planner Template

|                                                                                                                                                     |  |      |  |          |  |      |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|------|--|----------|--|------|--|
| <b>Name of Subject:</b>                                                                                                                             |  |      |  |          |  |      |  |
| Learning Planner Template Year Two                                                                                                                  |  |      |  |          |  |      |  |
| Number of Learners in Class                                                                                                                         |  | Week |  | Duration |  | Form |  |
| Strand                                                                                                                                              |  |      |  |          |  |      |  |
| Sub-Strand                                                                                                                                          |  |      |  |          |  |      |  |
| Content Standard                                                                                                                                    |  |      |  |          |  |      |  |
| Learning Outcome(s)                                                                                                                                 |  |      |  |          |  |      |  |
| Learning Indicator(s)                                                                                                                               |  |      |  |          |  |      |  |
| Essential Question(s)                                                                                                                               |  |      |  |          |  |      |  |
| Pedagogical Strategies                                                                                                                              |  |      |  |          |  |      |  |
| Teaching & Learning Resources                                                                                                                       |  |      |  |          |  |      |  |
| <b>Key Notes on Differentiation</b><br>Identify the different learner needs in your class and make notes on how to cater for them during the lesson |  |      |  |          |  |      |  |
|                                                                                                                                                     |  |      |  |          |  |      |  |
| <b>Lesson</b><br>(complete per number of lessons for the week)                                                                                      |  |      |  |          |  |      |  |
| <b>Refer to the Teacher Manual and Learner Material to complete this section</b>                                                                    |  |      |  |          |  |      |  |
| Introduction<br>Main Lesson<br>Closure                                                                                                              |  |      |  |          |  |      |  |

| Key Assessment                                                                                      |
|-----------------------------------------------------------------------------------------------------|
| 1. Formative<br>Assessment Mode:<br>Task:<br>Mark Scheme:                                           |
| 2. Key Assessment for Student Transcript Portal<br>Assessment Mode:<br>Task:<br>Rubric/Mark Scheme: |
| Reflection & Remarks                                                                                |
|                                                                                                     |

# Appendix 3: Teacher Lesson Observation Form

## Teacher Lesson Observation Form

Name of School

Subject being observed

Class

|                    |        |        |        |
|--------------------|--------|--------|--------|
|                    | Year 1 | Year 2 | Year 3 |
| Sex of the teacher |        | Male   | Female |

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

|     |         |    |    |
|-----|---------|----|----|
| Yes | In Part | No | NA |
|-----|---------|----|----|

b1. Please provide an explanation to your answer in Q1 above

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/does not reflect the learning needs of all learners.

*For example, the choice of teaching methods, and learning activities.*

|     |         |    |    |
|-----|---------|----|----|
| Yes | In Part | No | NA |
|-----|---------|----|----|

2b. Please provide an explanation to your answer in Q2 above

3. Does the teacher manage behavior well, maintaining a positive and non-threatening learning environment throughout the lesson?

Yes                      In Part                      No                      NA

3b. Please provide an explanation to your answer in Q3 above

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

Yes                      In Part                      No                      NA

4b. Please provide an explanation to your answer in Q4 above

5. Are learners engaged on tasks that challenge them in line with the content standards?

*Does the teacher take into consideration the uniqueness of learners?*

Yes                      In Part                      No                      NA

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

Yes                      In Part                      No                      NA

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

Yes                      In Part                      No                      NA

7b. Please provide an explanation to your answer in Q7 above

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

Yes                      In Part                      No                      NA

8b. Please provide an explanation to your answer in Q8 above

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

Yes                      In Part                      No                      NA

9b. Please provide an explanation to your answer in Q9 above

10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?

*If yes, give examples of the issues and skills that have been so integrated.*

Yes                      In Part                      No                      NA

10b. Please provide an explanation to your answer in Q10 above

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

Yes                      In Part                      No                      NA

11b. If yes, give examples of the issues and skills that have been so integrated.

12. Does the teacher incorporate ICT into their practice to support learning?

Yes                      In Part                      No                      NA

12b. Please provide an explanation to your answer in Q12 above

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

Yes                      In Part                      No                      NA

13b. Please provide an explanation to your answer in Q13 above

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?

*If yes, did it include assessment of, for or as learning and go beyond recall?*

Yes                      In Part                      No                      NA

14b. Please provide an explanation to your answer in Q14 above

15. Do learners make use of feedback from teacher and peers?

Yes

In Part

No

NA

15b. Please provide an explanation to your answer in Q15 above

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

Yes

In Part

No

NA

16b. Please provide an explanation to your answer in Q16 above

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

Yes

In Part

No

NA

17b. Please provide an explanation to your answer in Q17 above

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

Yes

In Part

No

NA

18b. Please provide an explanation to your answer in Q18 above

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

Yes

In Part

No

NA

19b. Please provide an explanation to your answer in Q19 above

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

Yes

In Part

No

NA

20b. Please provide an explanation to your answer in Q20 above

21. Key strengths in the lesson

22. Areas for development

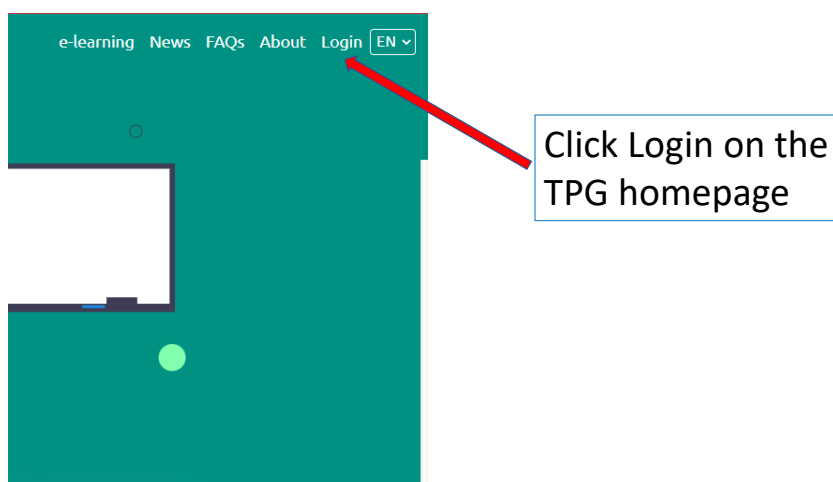
23. Next steps for teacher

Additional Notes (on teacher's actions, the flow of activities, etc.)

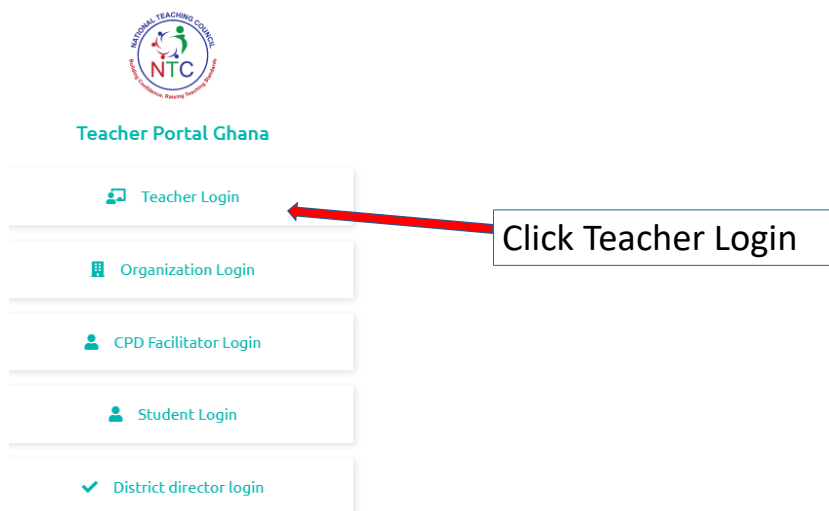


## Appendix 4: How to check CPD Points and Training Records on Teacher Portal Ghana

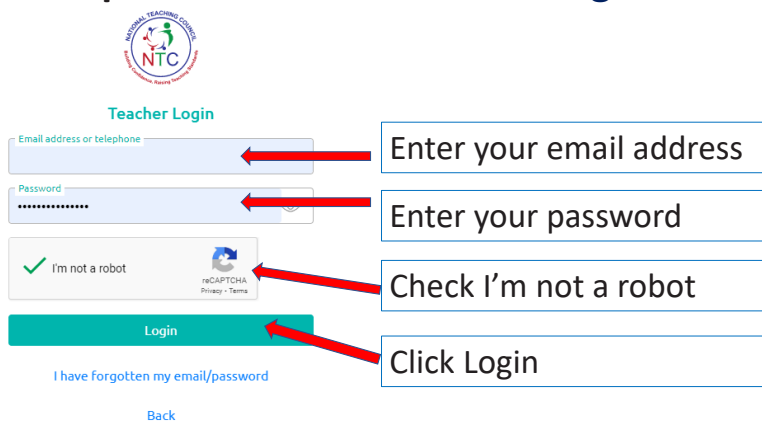
### 1. Visit [tpg.ntc.gov.gh](http://tpg.ntc.gov.gh) and click Login



### 2. On the Login page, click Teacher Login



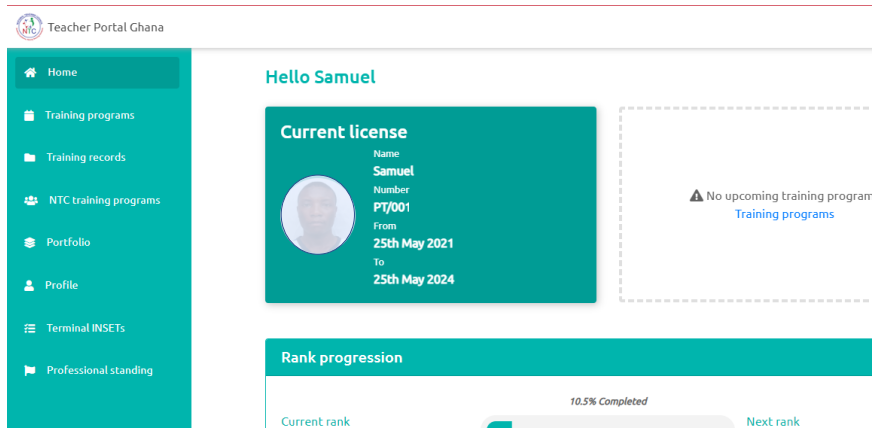
### 3. On the **Teacher Login** page enter your email address and password and then click **Login**



The image shows the Teacher Login page with the following elements and annotations:

- Teacher Login** (Page Title)
- Email address or telephone** (Input field) → **Enter your email address**
- Password** (Input field) → **Enter your password**
- I'm not a robot** (Captcha) → **Check I'm not a robot**
- Login** (Button) → **Click Login**
- [I have forgotten my email/password](#)
- [Back](#)

### 4. After a successful login you will get access to your **TPG account** (Check image below)



The image shows the Teacher Portal Ghana dashboard for a user named Samuel. The dashboard includes a sidebar with navigation links and a main content area with a greeting and a current license card.

**Teacher Portal Ghana**

**Navigation Links:**

- Home
- Training programs
- Training records
- NTC training programs
- Portfolio
- Profile
- Terminal INSETs
- Professional standing

**Hello Samuel**

**Current license**

| Name   |
|--------|
| Samuel |

**Number**

| PT/001 |
|--------|
|--------|

**From**

| 25th May 2021 |
|---------------|
|---------------|

**To**

| 25th May 2024 |
|---------------|
|---------------|

**Rank progression**

Current rank 10.5% Completed Next rank

**No upcoming training program**  
[Training programs](#)

5. To check CPD points, scroll down to **Rank progression**. You will see the CPD points progress bar and actual points accrued (Check image below)



6. To view training records, from the side menu tap on **Training records** (Check image below)

The screenshot shows the 'Teacher Portal Ghana' interface. On the left is a teal sidebar menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points from the 'Training records' option to a text box. The main content area is titled 'Training records' and shows 'Records for training programs registered and/or attended'. It displays a list of training programs with their status and credits. A red bracket on the right groups the list of programs, with an arrow pointing to a text box. The total points are shown as 1.8988.

Teacher Portal Ghana

Training records

Records for training programs registered and/or attended

Total points: 1.8988

| Training Program                                | Status           | Credits |
|-------------------------------------------------|------------------|---------|
| Sensitization on Education Policies             | Marked as absent |         |
| Differentiated Learning                         | Processed        | 1.32    |
| Advanced Mobile Learning with Multimedia (AMLW) | Processed        | 0.5788  |

Click to view training records

List of training programs

# THANK YOU

