



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**CURRICULUM DESIGNS**

**KENYAN SIGN LANGUAGE**

**GRADE 1, 2 & 3**

**FOR LEARNERS WITH HEARING IMPAIRMENT**

**MAY 2017**

© KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

All rights reserved. No part of this handbook may be reproduced, stored in a retrieval system or transcribed in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the publisher.

**First Published 2017**

© Kenya Institute of Curriculum Development

ISBN NO

Published and printed by

Kenya Institute of Curriculum Development

P. O. Box 30231-00100

NAIROBI-KENYA

Telephone: (020) 3749900-9, 3747994

Fax: 254 (020) 3639130

E-mail: [info@kie.ac.ke](mailto:info@kie.ac.ke)

## **FOREWORD**

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “an engaged, an empowered and ethical citizen “while the mission is to “to nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contains the National Goals of Education, outlines the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other subjects.

It is my hope that all educators in Early Years Education level will anchor their delivery of Basic and Teacher education on these Curriculum Designs.

**FRED MATIANGI, PhD, EGH**  
**CABINET SECRETARY**  
**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

## **National Goals of Education**

The Framework will be anchored on the National Goals of Education.

Education in Kenya should:

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

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

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

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

**4 Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Kenya Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice shared responsibility and accountability through community service learning.

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

Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

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

Education should inculcate in the learner the value of physical and psycho-social well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

## Core Competencies for Basic Education

### *Communication and Collaboration*

**Communication** is the act of transferring information from one place to another, whether vocally, visually, or non-verbally. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The discipline promotes the effective and ethical practice of human communication.

Spitzberg (1988) defines communication competence as the ability to interact well with others in terms of accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness. On the other hand Friedrich (1994) suggests that communication competence is best understood as "a situational ability to set realistic and appropriate goals and to maximize their achievement by using knowledge of self, other, context, and communication theory to generate adaptive communication performances."

In this respect, it can be argued that being able to communicate effectively as intended is the most important of all life skills. How well information can be transmitted and received is a measure of how good our communication skills are. Developing communication skills helps in all aspects of an individual's life.

Parks (1985) maintains that communicative competence can effectively be measured by determining if, and to what degree, the goals of interaction are achieved. He emphasizes three interdependent themes: control, responsibility, and foresight; and argues that to be competent, learners must not only 'know' and 'know how,' but rather they must also 'do' and 'know that we did'. He defines communicative competence as the degree to which individuals perceive they have satisfied their goals in a given social context without jeopardizing their ability or opportunity to pursue their other subjectively more important goals.

A useful framework for understanding communication competence was designed by Spitzberg and Cupach (1984). They propose a model that can be used to understand communication referred to as the component model of competence. The model asserts that communication competence is mutually defined by the interdependency of the cognitive component (concerned with knowledge and understanding), the behavioural component (concerned with behavioural skills), and the affective component (concerned with attitudes and feelings about the knowledge and behaviours) by interactions in an interpersonal encounter within a specific context.

This then implies that education at each level should endeavour to enhance the learner's acquisition of effective communication skills through which they can interact and express themselves during the learning process. In this respect, it would be prudent to be cautious when deciding on the language to be used as a medium of instruction at the early year's education level. It is also important to take cognizance of appropriate modes of communication for learners with special educational needs.

**Collaboration** is the process of two or more people or organizations working together to realize shared goals. Collaboration may require leadership, although this can be social within decentralized or egalitarian groups or teams that work collaboratively in relation to gaining greater resources, recognition and motivation. Strategies for effective communication enhance the attainment of greater collaboration among groups that ultimately increase the success of teams as they engage in collaborative problem solving. Collaboration is also present in opposing goals exhibiting the notion of adversarial collaboration, though this is not a common case for using the word. Collaborative learning is a system in which two or more people co-operate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Collaborative learning is designed to help learners learn from each other and can be an important aspect of the school curriculum. Lesson plans for collaborative learning may vary greatly. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many team building games and activities that can be done in a classroom that force learners to work together to complete a task. Other collaborative learning exercises are designed around a particular school subject. For instance, in a speech class, a teacher might put learners up into teams and have them work together to make a presentation on a subject together. In this scenario, learners can learn just as much as if they were developing a presentation on their own, but they get the added benefit of learning how to collaborate.

### ***Self-efficacy***

Self-efficacy is a person's belief about his or her capabilities to perform tasks or assignments that can change and transform his or her life. It determines how the person feels, thinks, behaves and motivates themselves. Self-efficacy has the potential to determine four major processes namely cognitive, motivational, affective and selection processes.

A strong sense of self-efficacy enhances a learner's accomplishment and personal well-being in many ways. Learners with high assurance in their capabilities approach difficult tasks as challenges to be mastered, rather than as threats to be avoided. Self-efficacy fosters intrinsic interest and deep engrossment in activities. Learners set themselves challenging goals and maintain a strong commitment to them.

Self-efficacy as a competence will enable learners to develop and nurture intra-personal skills and values such as self-awareness, self-esteem, confidence and personal integrity. These competencies will enhance the learner's ability to heighten and sustain efforts in the face of failure and effectively manage stressful situations. A learner with a strong sense of self-efficacy will be courageous and bold enough to set and pursue personal educational, family, community, entrepreneurial, professional, and career goals in all forms of employment that will lead to personal accomplishment (British Council, 2016). An efficacious learner will be aware of the resources at their disposal and will take personal responsibility for the use, care, management, protection and preservation of these resources.

A learner with strong self-efficacy will be internally motivated to establish and maintain healthy interpersonal relationships. They will demonstrate interpersonal relationship skills such as assertiveness, empathy, effective communication, negotiation skills, non-violent

conflict resolution skills and peer pressure resistance skills. Creative and critical thinking that leads to effective decision making and problem solving is based on a strong sense of self-efficacy (British Council, 2016). Capacity building of teachers and parental engagement are two crucial factors that would determine acquisition of self-efficacy. The school will be expected to provide opportunities for parents to be empowered and engaged in the affairs and welfare of their children's education.

### ***Critical Thinking and Problem Solving***

An important outcome of quality education is teaching learners how to think critically. The British Council (2015) identifies three types of thinking: reasoning, making judgements, and problem solving. It is possible for learners to reason in an uncritical way. When learners are empowered with critical thinking, they avoid being subjective, and use logic and evidence to arrive at conclusions. Critical thinking also facilitates exploring new ways of doing things and learner autonomy. Learners learn that for every issue there are multiple perspectives that they can explore, rather than a rigid recall and regurgitation of information.

Critical thinking is important for lifelong learning. It helps learners to have an open mind and be ready to listen and appreciate information and opinions that may sometimes conflict with their earlier held beliefs and positions. Critical thinking and problem solving are useful for learners of all ages and in all the subjects and disciplines offered in the basic education curriculum. For example, in the sciences learners need to think critically about observations and patterns to develop ideas on how to solve problems. These competencies are also important for solving problems in their lives and communities, and will ultimately help them to fulfil their potential, which is the vision for the basic education curriculum. This will contribute to addressing the unemployment challenge in Kenya.

Critical thinking and problem solving will be developed through age appropriate activities and programmes in the school curriculum. For example, at pre-primary school level learners can be asked to come up with the best ways of using and keeping their books, stationery and other personal items safe. At the other end of the basic education spectrum, learners can be asked to come up with the best ways of addressing the challenge of scarce resources such as water in the school and community.

### ***Creativity and Imagination***

Creativity and imagination refers to the ability to form new images and sensations in the mind, and to turn them into reality (British Council, 2016). It is the ability to imagine things that are not real, to form pictures in the mind of things that one has not seen or experienced, and turn those pictures into real things. It also refers to the act or power of forming mental images of things that are not present to the senses, or that are never wholly perceived in reality, and creating physical representations of those images. Imagination only exists or happens in the mind, and it remains in the mind. Creativity and imagination on the other hand, is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. It is a phenomenon whereby something new and valuable is formed.



In educational terms, creativity and imagination refers to the ability of learners and their teachers to form images and ideas in their minds, and turn them into real, visible creations. Learners who are imaginative and creative are able to make life interesting for themselves and others around them. They are able to use the knowledge, skills and values acquired in the learning process to create new ideas that result in products that add value to their lives and to the lives of others around them. The competence based curriculum recognizes this hidden ability in learners. It will therefore, inspire learners' imagination by presenting knowledge in ways that encourage learners to think as individuals. It will create scenarios that help learners to engage in imagination and encourage them to develop creations steered by the imagination. Their ability to imagine will be stretched through exposure to challenging situations that help to expand their thinking and creativity skills. The curriculum will also create room for innovative ways of teaching as well as creating an environment conducive to learning that offers all learners opportunities to explore their full potential in and through creativity and imagination.

### ***Citizenship***

Historically, human beings have always formed communities based on a shared identity. Such identities are forged in response to a variety of human needs, which might be economic, political, religious or social. As group identities grow stronger, those who hold them in commonality with others organize themselves into communities, articulate their shared values, and build governance structures to support their beliefs. The individuals in these communities identify themselves as citizens.

Citizenship is the state of being vested with the rights, privileges, and duties of a citizen. It creates a sense of belonging and attachment to one's nation. A sense of citizenship helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. They are able to understand the consequences of their actions, and those of the adults around them.

Global citizenship is a way of living which recognizes that our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally. It nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet.

### ***Digital Literacy***

Digital literacy can be described as having the knowledge, skills and behaviours which are necessary to effectively and safely use a wide range of digital content and devices. Such devices include mobile phones, smart phones, tablets, laptops and desktops among others. All these fall within the category of network enabled devices. Digital literacy focuses mainly on network enabled devices and should not be

confused with computer literacy skills. However, traditional forms of literacy and computer literacy are enhancers in the acquisition of digital literacy skills.

Individuals are presumed to be digitally literate if they possess a broad range of digital skills and knowledge, and have a basic understanding of the potential uses of computing devices. Digital literacy skills also include being able to use computer communication networks, being able to engage in online communication and social networks, being aware of and adhering to ethical behaviour protocols, being aware of societal issues raised through digital media, and being able to search, evaluate and use information channelled through digital platforms. Furthermore, the digital literate individual should also have the ability to safely and securely use technology while being able to assess the nature of the information acquired in order to support and enhance the environment (British Council, 2015). Digital literacy as a competence therefore encompasses knowledge and skills concerning the appropriate application of a variety of hardware platforms such as computers, tablets and mobile devices, and their software including but not limited to web search or internet application software. Digital literacy is a dynamic competence due to the fast-changing world of information communication technology and the ongoing development of technological devices as well as their related software. This is an area in which there is constant innovation and development as the industry attempts to keep up with a globally increasing demand for efficient and effective communication technologies.. Currently, digital literacy is considered as one of the main core competencies for learning and life in the 21<sup>st</sup> century. It challenges existing thinking and practice while leading to a more innovative, creative and often transformational learning.

### ***Learning to Learn***

Learning is a continuous process that begins at birth and continues until death; it is the process through which we use our experience to deal with new situations and to develop relationships. As a concept, it involves far more than thinking as it incorporates the whole personality – senses, feelings, intuition, beliefs, values and will. If we do not have the will to learn, we will not learn and if we have learned, we are actually changed in some way. If the learning makes no difference it can have very little significance beyond being random ideas that float through our consciousness.

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning by the effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn helps learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts. There are four pillars of learning: Learning to know, learning to do, learning to be and learning

## **Learning Outcomes for Early Years Education**

By the end of early years' education, the learner should be able to:

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

## GRADE 1

| Strand   | Sub strand   | Specific learning outcomes.<br>(Knowledge, skills, and attitude.)  | Suggested learning experiences  | Key inquiry questions.   |
|--|--|--|---|--|
| <b>1.0 Greetings and responses (5 Lessons of suggested 35 min each)</b>  | <b>1.1 Greetings and responses.</b><br>Effective/fluent signs in greetings (all to have correct facial expression)<br>-ways of greetings.<br>-ways of responding to greetings. | By the end of the Sub strand the learner to acquire a range of familiar signs related to greetings and response.(K) <ol style="list-style-type: none"> <li>a) Recognise and understand familiar signs in simple context related to greetings.(K)</li> <li>b) Respond confidently to different people in different situations using signs in greetings (s)</li> <li>c) Use appropriate signs in greetings and response at different times of the day. (S)</li> <li>d) Appreciate the importance of using culturally acceptable signs for greetings and response. (A)</li> </ol> | <ul style="list-style-type: none"> <li>• Learners should observe examples of greetings and responses in signs. They should be encouraged to demonstrate appropriate signs in greetings.</li> <li>• In pairs, small groups and as a whole class, they practice greetings and responses in signs during different times of the day through role play to promote the aspects of living together in harmony.</li> <li>• Signs for greetings should be displayed for reference. These signs for greetings should be used in all lessons.</li> <li>• Through pairs or small groups, learners observe and sign the signed songs and poems related to greetings and responses.</li> </ul> | <ol style="list-style-type: none"> <li>1) How do you greet family members at home?</li> <li>2) What do you do when a visitor comes home?</li> <li>3) What do you do when you first meet with people?</li> <li>4) How do you greet other people? (peers , teachers, religious leaders, the elderly, strangers)</li> <li>5) How do you respond to greetings from various people during different times of the day?               <ul style="list-style-type: none"> <li>• Why do we greet people?</li> </ul> </li> </ol> |
| <p><b>CORE COMPETENCE TO BE DEVELOPED:</b> Communication and collaboration: pair the children in groups as they practice greetings. Self-efficacy: greeting and responding to greetings from elderly people will help develop the child’s self-confidence.</p> |  |  |   |  |

|   |   |  |  |
|---|---|--|--|
| <b>Link to PCIs and Values:</b> Social cohesion –living together in harmony   |   | <b>Link to PCIs and Values:</b> Social cohesion –living together in harmony                        |  |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b> visit social places (worship places, markets, weddings and other ceremonies within the community) to learn and practice various ways of greetings and responses using sign language. |   |  |  |
| <b>ASSESSMENT RUBRIC:</b>   |   |  |  |
| <b>Exceeds expectations</b>   | <b>Meets expectations</b>   | <b>Approaches expectations</b>   | <b>Below expectations</b>  |
| The learner can use familiar and unfamiliar signs in simple and complex context and can greet and respond to greetings from people who are not deaf.  | The learner can use familiar signs in simple context and can greet people who are not deaf. | The learner can use a few familiar signs in simple context and can only greet people who are deaf. | The learner cannot use any familiar signs making it hard for him/her to greet people who are Deaf. |

| Strand  | Sub strand   | Specific learning outcomes. (Knowledge, skills, and attitude.)  | Suggested learning experiences  | Key inquiry questions.   |
|---|--|---|---|--|
| <b>Effective communication</b><br><b>5 Lessons of suggested 35 min each)</b>  | <b>Greetings and response.</b><br>-Ways of using etiquette in request<br>-Different signs in etiquette and request           | By the end of the sub strand the learner should acquire signs related to etiquette in request (K)<br>a) Demonstrate appropriate signs in etiquette in request. (S)<br>b) Appreciate the use of etiquette in communication.(A) | <ul style="list-style-type: none"> <li>Learners to observe signs related to etiquette.</li> <li>Learners to demonstrate signs related to etiquette.(with facial expression)</li> <li>In pairs or groups, learners to practice signs related to etiquette.</li> <li>Learners to practice signs related to etiquette through role play in different situations (placing requests, shopping activities, disagreements)</li> <li>Display signs related to etiquette.</li> </ul> | <ol style="list-style-type: none"> <li>How can we demonstrate respect?</li> <li>How do we ask for something at home, at school?</li> <li>What do we do when we wrong others?</li> <li>How do you respond when others do good to you?</li> <li>How do you respond when others do wrong to you?</li> </ol> |
| <b>Core competence to be developed:</b> Communication and collaboration: pair and group learners to practice in signs related to etiquette. Citizenship: as learners practice signs related to etiquette they develop social connection and respect for others.                               |  |   |   |  |
| <b>Link to PCIs and values:</b> Social Cohesion.  |  |   | <b>Links to other subjects:</b> English   |  |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b> visit social places (worship places, markets, weddings and other ceremonies within the community) to learn and practice various ways of showing of etiquette during socialization. |  |   |   |  |
| <b>ASSESSMENT RUBRIC:</b>   |  |   |   |  |
| <b>Exceeds expectations</b>   | <b>Meets expectations</b>  | <b>Approaches expectations</b>  | <b>Below expectations</b>   |  |
| The learner demonstrates appropriate signs related to etiquette and request<br>The learner uses etiquette in communication. The learner demonstrates confidence and observes the appropriate signing space and facial expression.   | The learner demonstrates appropriate signs related to etiquette and request.<br>The learner uses etiquette in communication. | The learner demonstrates the use of some signs related to etiquette. The learner is unable to sustain etiquette in communication  | The learner is unable to use signs related to etiquette.  |  |

| Strand  | Sub strand  | Specific learning outcomes. (Knowledge, skills, and attitude.)   | Suggested learning experiences   | Key inquiry questions.  |
|---|---|--|--|---|
| <b>Our surrounding<br/>5 Lessons of suggested 35 min each)</b>  | <b>Our school and surrounding</b><br>Signs of things in our school and surroundings<br>Signs related to money           | By the end of the sub strand the learner should be able to:<br>a) Identify signs of things in our school. (K)<br>b) Demonstrate the ability to sign things in the school.(S)<br>c) Identify signs related to money. (K)<br>d) Appreciate and care for things in the school and surroundings. (A) | <ul style="list-style-type: none"> <li>• Learners to observe the signs of things related to school and surrounding</li> <li>• Learners to sign things found in the school and surrounding,</li> <li>• Learner to observe appropriate signs related to money.</li> <li>• Learners to collect and display things found in school.</li> <li>• Nature walk to identify things within the school and the surrounding (flag post, toilet, trees, shops, staffroom, roads, vehicles, dining hall.)</li> </ul> | <ol style="list-style-type: none"> <li>1) What things do you find in school and the surrounding?</li> <li>2) What time do you care for</li> <li>3) things found in the school and the surrounding?</li> <li>4) How do you care for things found in the school and the surrounding?</li> <li>5) Why should you care for things found in the school and the surrounding?</li> <li>6) How do you use money?</li> </ol> |
| <p><b>Core competence to be develop:</b> Learning to learn: gives the learner the ability to explore more hence building on their knowledge.<br/> <b>Self-efficacy: carrying out tasks which require to be carried out during specific times of the day like watering flowers will help the learners develop skills in managing situations.</b></p> |   |  |  |   |
| <b>Link to PCIs and values:</b> learner support programme.  |   | <b>Links to other subjects:</b> Environmental activities   |  |   |
| : Nature walk within the school and the surrounding. <b>Suggested community service learning/ non- formal activity to support learning through application</b>  |   |  |  |   |
| <b>ASSESSMENT RUBRIC:</b>   |   |  |  |   |
| <b>Exceeds expectations</b>   | <b>Meets expectations</b>   | <b>Approaches expectations</b>   | <b>Below expectations</b>  |   |
| Learner can identify signs of things in his / her school. He/she demonstrates the ability to sign things in the school. He /she demonstrates  | Learner can identify signs of things in his / her school. He/she demonstrates the ability to sign things in the school. | The learner can identify a few signs of things found in the school.<br>The learner is able to match a few objects found in the school to their signs.  | The learner has difficulty identifying signs of things found in the school.<br>The learner is unable to match things found in the school with their respective signs.  |   |

|  |  |   |   |
|--|--|---|---|
| the ability to match the signs with the real objects. The learner can identify appropriate signs related to money. The learner can differentiate between different units of currency. Appreciate and care for things in the school and surroundings. | The learner can identify appropriate signs related to money. | The learner can identify some signs related to money. | The learner can identify only one unit of currency. |
|--|--|---|---|

| Strand  | Sub strand  | Specific learning outcomes. (Knowledge, skills, and attitude.)   | Suggested learning experiences   | Key inquiry questions.   |
|---|---|--|--|--|
| <b>Health and hygiene.</b><br><b>5 Lessons of suggested 35 min each)</b>  | <b>Personal hygiene.</b><br>-Signing personal items<br>-Signs of items used for brushing teeth<br>-Signs of items used for washing face<br>-Signs of items used for combing hair<br>-Signs of clothes to wear during different weather. | By the end of the strand the learners should be able to :<br>a) Acquire signs related to personal items and clothes worn during various weather conditions.(K)<br>b) Demonstrate appropriate signs used for personal items and clothes worn in different weather (S)<br>c) Appreciate the importance of proper use of personal items to prevent communicable diseases. (A) | <ul style="list-style-type: none"> <li>Learners to observe signs of personal items and clothes to wear in various weather conditions.</li> <li>Signs for personal hygiene items should be displayed for reference</li> <li>In pairs or groups, learners to sign songs or poems related to personal items.</li> <li>Learners to use signed song/poem to show various personal items and clothes to wear during different weather conditions.</li> </ul> | <ol style="list-style-type: none"> <li>1) What are some of the personal items?</li> <li>2) How do we practice personal hygiene?</li> <li>3) Which clothes should we wear in various weather conditions?</li> </ol> |
| <b>Core competence to be developed:</b> Learning to learn: learner gets the knowledge of signs for personal items and clothes worn during different weather conditions. |   |  |  |  |



|  |  |   |   |
|--|--|---|---|
| Self-efficacy: A well groomed learner has self-confidence and a high self-esteem.  |  |   |   |
| <b>Link to PCIs and values:</b> prevention of communicable diseases – cleaning the body.   |  | <b>Links to other subjects:</b> environmental activities.                                       |   |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b> involve parents to buy personal items, and to make a follow upon their safe custody and cleanliness.    |  |   |   |
| <b>ASSESSMENT RUBRIC:</b>  |  |   |   |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>  | <b>Approaches expectations</b>  | <b>Below expectations</b>   |
| The learner can appropriately sign various personal items and even demonstrate their use. The learner can sign clothes worn during different weather conditions, and can differentiate between weather conditions. | The learner can appropriately sign various personal items. The learner can also sign the clothes worn during different weather conditions. | The learner can sign few personal items and few clothes worn during various weather conditions. | The learner can sign few personal items though signs may not be appropriate in terms of signing space and hand movement. The learner lacks confidence when signing. |

| <b>Strand</b>   | <b>Sub strand</b>   | <b>Specific learning outcomes. (Knowledge, skills, and attitude.)</b>   | <b>Suggested learning experiences</b>  | <b>Key inquiry questions.</b>   |
|---|---|---|--|---|
| <b>Our cultural heritage.</b><br><br><b>5 Lessons of suggested 35 min each)</b> | <b>Understanding oneself and their roles.</b><br>-Cordial relationships in class.(citizenship)<br>-Respectful sign names. | By the end of the sub strand the learner should be able to:<br>a) Demonstrate appropriate signs related to cordial relationship in class (K)<br>b) Recognize respectful sign names (K)<br>c) Appreciate the importance of using | <ul style="list-style-type: none"> <li>Learners could be shown examples of respectful sign names.</li> <li>In pairs or groups learners to demonstrate use of respectful sign names.</li> <li>Learners to take part in a role play involving giving each other respectful sign names to promote cordial relationships. Learners to give sign names</li> </ul> | <ol style="list-style-type: none"> <li>1) What is your sign name?</li> <li>2) How do you give sign names?</li> <li>3) Who do you give sign names?</li> <li>4) Why do you give sign names?</li> <li>5) What does your sign name mean?</li> </ol> |

|   |  |  |   |  |
|---|--|--|---|--|
|   |  | respectful sign names (A).<br>d) Use respectful sign names (S).  | with sensitivity to each other's cultural background to avoid a situation where a sign name may have a negative meaning in a different community. |  |
| <b>CORE COMPETENCE TO BE DEVELOPED:</b> Collaboration and communication: in pairs and groups learners practice giving respectful sign names. Self-efficacy: giving a learner a respectful sign name makes them feel valued and promotes cordial relationships in class. |  |  |   |  |
| <b>Link to PCIs and values:</b> social cohesion: our diversity.   |  |  | <b>Links to other subjects:</b> English, Social studies and Religious Education.  |  |
| Suggested community service learning/ non- formal activity to support learning through application: participating in social activities which promote interaction. (Church, inter school competitions.)  |  |  |   |  |
| <b>ASSESSMENT RUBRIC:</b>   |  |  |   |  |
| <b>Exceeds expectations</b>   | <b>Meets expectations</b>  | <b>Approaches expectations</b>   | <b>Below expectations</b>   |  |
| Learner relates very well with classmates and other school mates through signing and can give people respectful sign names.   | Learner relates well with classmates through appropriate signing and can give respectful sign names to classmates. | Learner may use appropriate signs in cordial relations and give respectful sign name to, and relates with one classmate (desk mate). | Learner cannot relate with any member of the class and cannot participate in giving respectful sign names.  |  |

## GRADE 2

| Strand   | Sub strand  | Specific learning outcomes. (Knowledge, skills, and attitude.)  | Suggested learning experiences   | Key inquiry questions.   |
|--|---|---|--|--|
| <b>Greetings and responses.</b><br>5 Lessons of suggested 35 min each)   | <b>Greetings and responses.</b><br>-Sign ways of responses to various forms of greetings and use of polite language                         | By the end of the sub strand the learner should be able to:<br>a) Respond confidently to various forms of greetings.(S)<br>b) Recognize various signed responses to greetings.(K)<br>c) Appreciate the importance of using polite language. (A) | <ul style="list-style-type: none"> <li>Learners could be shown examples of signed responses to greetings.</li> <li>Learners could be shown videos</li> <li>Showing the use of signs for polite language.</li> <li>In pairs or groups learners demonstrate how to respond to greetings and how to use polite language.</li> </ul> | <ol style="list-style-type: none"> <li>How do you respond to various greetings?</li> <li>Why do we use polite language?</li> </ol> |
| <b>Core competence to be develop:</b> Communication and Collaboration: in pairs and groups learners practice giving signed responses to greetings using polite language. Learning to learn: as learners interact in groups/pairs they build on previous knowledge on greetings and responses and the use of polite language. |   |   |  |  |
| <b>Link to PCIs and values:</b> service learning and community involvement   |   |   | <b>Links to other subjects:</b> English, Social studies and Religious Education,   |  |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b> participating in social activities which promote interaction. (Church, inter school competitions, shopping activities.)   |   |   |  |  |
| <b>SUGGESTED RESOURCES:</b> videos, pictures, flash cards, video clips, curiosity chart, jig saw puzzle.   |   |   |  |  |
| <b>ASSESSMENT RUBRIC:</b>  |   |   |  |  |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>   | <b>Approaches expectations</b>  | <b>Below expectations</b>  |  |
| The learner can respond confidently and with appropriate facial expression to various forms of greetings. The learner  | The learner can respond confidently to various forms of greetings. The learner can as well recognize various signed responses to greetings. | The learner can respond to some greetings and lacks confidence when responding to the greetings. The learner can  | The learner has difficulty responding to greetings. He / she has difficulty responding to signed responses to greetings.   |  |

|  |  |   |  |
|--|--|---|--|
| can as well recognize various signed responses to greetings. The learner can fingerspell the names of the greetings and responses he /she demonstrates. The learner can identify signs of words used in polite language. |  | recognise some signed responses to greetings. |  |
|--|--|---|--|

| <b>Strand</b>   | <b>Sub strand</b>  | <b>Specific learning outcomes. (Knowledge, skills, and attitude.)</b>  | <b>Suggested learning experiences</b>   | <b>Key inquiry questions.</b>  |
|---|--|--|---|--|
| <b>EFFECTIVE COMMUNICATION.</b><br><br><b>5 Lessons of suggested 35 min each)</b> | <b>Value others</b><br>-signs in paying attention<br>-signs in turn taking<br>-signs in appreciating others' ideas/opinion | By the end of the strand the learner should be able to:<br>a) Recognize signs related to effective communication. (K)<br>b) Demonstrate ability to maintain eye contact , proper use of body language and facial expression during communication.(S)<br>c) Demonstrate ability to take turns in communication through signing.(S)<br>d) Appreciate the importance of turn taking during communication in signing.(A) | <ul style="list-style-type: none"> <li>Learners should be shown a video of people effectively communicating through signing.</li> <li>In pairs or groups, learners can practice effective communication using signs with emphasis on facial expression, body language and maintaining eye contact.</li> </ul> | <ol style="list-style-type: none"> <li>Why do people communicate?(to maintain relationships)</li> <li>What do we communicate?(feelings, ideas, interests, beliefs)</li> <li>What do you do when somebody else is communicating to you?</li> <li>How do you feel when others interfere/ ignore your ideas?</li> </ol> |

|  |   |  |   |  |
|--|---|--|---|--|
|  |   | e) Appreciate other people's opinion during communication to show kindness and friendliness towards others.  |   |  |
| <b>CORE COMPETENCE TO BE DEVELOPED;</b> Communication and Collaboration: in pairs and groups learners practice effective communication by facial expression, body language and maintain eye contact.   |   |  |   |  |
| <b>Link to PCIs and values:</b> social cohesion- being kind and friendly to my friends at home at school and those from another village.   |   |  | <b>Links to other subjects:</b> English, Social studies and Religious Education.  |  |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b> participating in social activities which promote interaction.(church, inter school competitions, shopping activities, school activities like debates.)  |   |  |   |  |
| <b>ASSESSMENT RUBRIC:</b>  |   |  |   |  |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>   | <b>Approaches expectations</b>   | <b>Below expectations</b>   |  |
| The learner recognises signs related to effective communication.<br>The learner demonstrates ability to maintain eye contact, proper use of body language and facial expression during communication.<br>He / she demonstrate the ability to take turns in communication through signing.<br>The learner demonstrates the ability to recognise the importance of turn taking during communication in signing<br>The learner shows respect for other people's opinion during communication. | The learner recognises signs related to effective communication.<br>The learner demonstrates ability to maintain eye contact, proper use of body language and facial expression during communication.<br>He / she demonstrate the ability to take turns in communication through signing. | The learner recognises a few signs related to effective communication.<br>The learner maintains eye contact but does not accompany it with the appropriate facial expression during communication. The learner demonstrates difficulty in taking turns during communication. | The learner only uses natural signs and not KSL during communication. The learner has difficulty maintaining eye contact during communication and does not appreciate turn taking during communication. |  |

| Strand   | Sub strand   | Specific learning outcomes.<br>(Knowledge, skills, and attitude.)  | Suggested learning experiences   | Key inquiry questions.   |
|--|--|--|--|--|
| <b>Our surrounding</b><br><b>5 Lessons of suggested 35 min each)</b>   | <b>Our surrounding</b><br>-signs of domestic animals<br>-signs of wild animals<br>-signs of items used for cooking<br>-signs of tools used for farming.<br>-signs to indicate danger and calling for help. | a) Demonstrate appropriate signs of items used for cooking and tools used for farming.(K)<br>b) Demonstrate the appropriate signs for domestic and wild animals. (K)<br>c) Use appropriate signs of items used for cooking and tools used for farming. (S)<br>d) Use appropriate signs to indicate danger and calling for help.(S)<br>e) Appreciate domestic and wild animals.(A)<br>f) Appreciate the items used for cooking and tools used for farming.(A) | <ul style="list-style-type: none"> <li>• Learners observe and demonstrate signs of domestic and wild animals.</li> <li>• Learners observe and demonstrate signs for items used for cooking and tools used for farming.</li> <li>• Learners to observe and interpret signs related to danger situations and calling for help (in videos, pictures),</li> <li>• Signs for domestic and wild animals to be displayed for reference.</li> <li>• Signs for items used for cooking and tools used for farming to be displayed for reference.</li> <li>• Learners to complete a jig saw puzzles.</li> <li>• Learners to sing songs and poems</li> </ul> | 1) What are the signs for domestic and wild animals?<br>2) What are the signs for items used for cooking and tools used for farming?<br>3) Where do we find domestic animals?<br>4) Where do we find wild animals?<br>5) Where do we keep items used for cooking and tools used for farming. |
| <b>Core competences to be developed:</b> Learning to learn: arouses child’s desire to read and research more   |  |  |  |  |
| <b>Link to PCIs and values:</b> introduction to animal welfare education: domestic animals found at home and school and wild animals within the environment. |  |  | <b>Links to other subjects:</b> Environmental activities, Social studies and Religious Education.  |  |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b>   |  |  |  |  |
| <b>ASSESSMENT RUBRIC</b>   |  |  |  |  |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>  | <b>Approaches expectations</b>   | <b>Below expectations</b>  |  |

|  |   |   |   |
|--|---|---|---|
| The learner can appropriately sign domestic and wild animals and can also sign the items used for cooking and tools used for farming. The learner can as well match pictures with names of what he /she can sign | The learner can appropriately sign domestic and wild animals and can also sign the items used for cooking and tools used for farming. | The learner uses both KSL and natural signs when signing domestic and wild animals as well as the signs of items used for cooking and tools used for farming. | The learner only uses natural signs when signing domestic and wild animals as well as the signs of items used for cooking and tools used for farming. |
|--|---|---|---|

| <b>Strand</b>  | <b>Sub strand</b>  | <b>Specific learning outcomes. (Knowledge, skills, and attitude.)</b>  | <b>Suggested learning experiences</b>  | <b>Key inquiry questions.</b>  |
|--|--|--|--|--|
| <b>Health and Hygiene. 5 Lessons of suggested 35 min each)</b> | <b>Safety measures</b><br>-Signs related to cleaning the classroom.<br>-Signs related to cutting nails safely and tools used<br>-signs related to treating simple injuries<br>-signs related to the use of antiseptics and disinfectants.<br>-Signs related to various types of food.<br>- | By the end of the sub strand the learner should be able to:<br>a) Acquire signs related to cutting nails safely and the tools used.(K)<br>b) Acquire signs related to cleaning the classroom.(K)<br>c) Demonstrate appropriate signs related to treating simple injuries.(S)<br>d) Demonstrate the use of antiseptics and disinfectants to treat simple injuries.(S)<br>e) Appreciate signs related to various types of food.(A) | <ul style="list-style-type: none"> <li>• Learners to observe and demonstrate signs related to cutting nails safely and the tools used</li> <li>• Learners to observe and demonstrate signs related to cleaning the classroom.</li> <li>• Learners to watch video clips showing how to treat simple injuries using antiseptics and disinfectants.</li> <li>• Learners to sing and recite songs and poems related to various types of food.</li> <li>• Learners to sort picture cards of different foods (foods eaten raw and foods to be cooked)</li> </ul> | How do you clean the class room?<br>Why do we cut nails?<br>What do we use to treat simple injuries?<br>Which foods do we eat raw? |

|  |   |   |   |
|--|---|---|---|
| <b>Core competences to be developed:</b> Digital literacy: as the learners prepare to watch video clips, they interact with the video gadgets exposing them to digital literacy. Self-efficacy: when a learner is in good health, they are able to perform tasks that will lead to accomplishment of goals.  |   |   |   |
| <b>Link to PCIs and values:</b> communicable diseases: causes of sickness – treatment and management.  |   | Links to other subjects: Environmental activities, Social studies.  |   |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b> visiting the market and farms to observe the different types of food.<br>Ask learners to bring various types of food from home.   |   |   |   |
| <b>ASSESSMENT RUBRIC</b>   |   |   |   |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>   | <b>Approaches expectations</b>  | <b>Below expectations</b>   |
| The learner can appropriately demonstrate signs related to classroom cleaning and cutting nails safely and the tools used. The learner can also demonstrate signs related to treating simple injuries and the use of antiseptics and disinfectants. The learner demonstrates skills in treating simple injuries using disinfectants and antiseptics. | The learner can appropriately demonstrate signs related to classroom cleaning and cutting nails safely and the tools used. The learner can also demonstrate signs related to treating Simple injuries and the use of antiseptics and disinfectants. | The learner can demonstrate some signs related to classroom cleaning and cutting nails safely and tools used<br>The learner can also demonstrate some signs related to treating simple injuries and use of antiseptics and disinfectants. | Learners cannot/have no idea of demonstrating<br>Appropriate signs related to classroom cleaning and cutting nails safely and tools used.<br>The learner also cannot or have no idea of demonstrating signs related to treating simple injuries and use of antiseptics and disinfectants. |



| Strand   | Sub strand  | Specific learning outcomes.<br>(Knowledge, skills, and attitude.)   | Suggested learning experiences  | Key inquiry questions.  |
|--|---|---|---|---|
| <b>Our cultural Heritage.<br/>5 Lessons of suggested 35 min each)</b>  | <b>Understanding Different cultural practices among some communities.</b><br>-sign examples of religions<br>-sign types of ornaments<br>-signing various types and examples of houses | By the end of the sub strand the learner should be able to:<br>a) Recognise signs of various religions.(K)<br>b) Identify various types of ornaments. (K)<br>c) Demonstrate appropriate signs of various types of clothes in the community.(S)<br>d) Appreciate members of the community. (A) | <ul style="list-style-type: none"> <li>Learner should observe and sign various types of religion.</li> <li>Group various types of ornaments.</li> <li>Group various types of ornaments.</li> <li>Play roles of family members.</li> <li>Learner to sort clothes according to the people who wear them.</li> </ul> | <ol style="list-style-type: none"> <li>What types of houses are found in the locality?</li> <li>Which religions are practiced in our locality?</li> <li>Who are your family members?</li> <li>Which ornaments are worn by people in the community?</li> </ol> |
| <b>Core competence to be developed:</b> Collaboration and communication: interact with members of the community to develop a sense of cohesion to create avenues for collaboration and communication, Digital literacy: as the learners manipulate video machines as they watch the videos, they develop digital literacy. |   |   |   |   |
| <b>Link to PCIs and values:</b> service learning and community involvement.  |   |   | <b>Links to other subjects:</b> Social studies and Religious Education,.  |   |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b> participating in social activities which promote interaction. (Places of worship, cultural festivals, inter school competitions.)   |   |   |   |   |
| <b>ASSESSMENT RUBRIC</b>   |   |   |   |   |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>   | <b>Approaches expectations</b>  | <b>Below expectations</b>   |   |
| The learner recognises signs of various religions including those not taught in class.<br>The learner demonstrates signs for various types of ornaments and is able to identify those from his community and those from  | The learner recognises signs of various religions.<br>The learner demonstrates signs for various types of ornaments and is able to identify those from his community.                 | The learner signs few religions. He/she recognises signs of a few ornaments. The learner cannot identify signs of ornaments from other communities. The learner demonstrates few signs of clothes.  | The learner uses one sign for all religions.(church)<br>The learner is able to sign only one ornament common in his/her community.<br>The learner demonstrates few signs of clothes.  |   |

|  |   |  |  |
|--|---|--|--|
| other communities and where they are worn. Demonstrate appropriate signs of various types of clothes and which community they belong to. | The learner demonstrates appropriate signs of various types of clothes. |  |  |
|--|---|--|--|

| Strand  | Sub strand  | Specific learning outcomes. (Knowledge, skills, and attitude.)  | Suggested learning experiences  | Key inquiry questions.  |
|---|---|---|---|---|
| <b>Our cultural Heritage. 5 Lessons of suggested 35 min each)</b>   | By the end of the sub strand the learners should be able to:<br>Different cultural practices among some communities.<br>Sign examples of religions and their buildings.<br>-signing various types of houses<br>-finger spelling and signing various types of families (nuclear, extended, single parent.) | a) Recognise signs of various religions.(S)<br>b) Identify various types of ornaments.(K)<br>c) Identify signs of various types of clothes in the community.(K)<br>d) Appreciate members of the community. (A)<br>e) Appreciate the type of family the learner belongs to (A) | <ul style="list-style-type: none"> <li>• Learner should observe and sign various types of religion.</li> <li>• Group various types of ornaments.</li> <li>• Learner to sort clothes according to</li> <li>• The people who wear them.</li> <li>• Learners to role play various types of families</li> </ul> | <ol style="list-style-type: none"> <li>1) What types of houses are found in the locality?</li> <li>2) Which religions are practiced in our locality?</li> <li>3) Who are your family members?</li> <li>4) Which ornaments are worn by people in the community?</li> <li>5) What type of family do you come from?</li> </ol> |
| <b>Core competence to be developed:</b> Collaboration and communication: interacting with members of various communities and understanding their cultural differences develops cohesion. Digital literacy: as the learners manipulate video machines as they watch the videos, they develop digital literacy. |   |   |   |   |

|  |  |  |   |
|--|--|--|---|
| <b>Link to PCIs and values:</b> service learning and community involvement.  | <b>Links to other subjects:</b> Social studies and Religious Education,.   |  |   |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b> participating in social activities which promote interaction. (Places of worship, cultural festivals, inter school competitions.) |  |  |   |
| <b>ASSESSMENT RUBRIC</b>   |  |  |   |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>  | <b>Approaches expectations</b>   | <b>Below expectations</b>   |
| The learner can appropriately sign different religions, ornaments and houses. The learner can also fingerspell and sign various types of families. The learner can as well fingerspell the names of various religion, ornaments and houses   | The learner can appropriately sign different religions, ornaments and houses. The learner can also fingerspell and sign various types of families. | The learner can appropriately sign some religions, ornaments and houses. The learner can also sign some types of families, but has difficulty in finger spelling the sign names. | The learner can hardly use KSL to sign religions, ornaments, houses and types of families. Instead, the learner uses natural signs. |

| <b>Strand</b>   | <b>Sub strand</b>   | <b>Specific learning outcomes. (Knowledge, skills, and attitude.)</b>   | <b>Suggested learning experiences</b>  | <b>Key inquiry questions.</b>   |
|---|---|---|--|---|
| <b>Greetings and Responses. 5 Lessons of suggested 35 min each)</b> | By the end of the sub strand the learners should be able to:<br>-Sign greetings and converse in pairs.<br>-Etiquette signs for greetings.<br>-Matching greeting signs with respective pictures. | a) Demonstrate ability to sign greetings and converse appropriately. (S)<br>b) Acquire signs that demonstrate etiquette. (humility, respect, patience) (K)<br>c) Recognise signs for greetings and etiquette by matching them with respective pictures.(K)<br>d) Appreciate the importance of etiquette in communication. (A) | <ul style="list-style-type: none"> <li>Learners should observe greetings and conversations in short video clips and be encouraged to create their own conversations.</li> <li>In pairs learners to practice greetings and conversations.</li> <li>In pairs learners to include etiquette in their conversation.</li> </ul> | <ol style="list-style-type: none"> <li>How do you start and continue with a conversation?</li> <li>How do you demonstrate etiquette in a conversation?</li> <li>What are some of the signs for etiquette?</li> <li>Which signs of etiquette show humility, respect and patience?</li> </ol> |

|  |   |  |   |  |
|--|---|--|---|--|
|  |   | e) Appreciate the importance of a harmonious co-existence.(A)  | <ul style="list-style-type: none"> <li>Learner to appropriately match signs with their respective pictures.</li> </ul>  |  |
| <b>Core competence to be developed:</b> Collaboration and communication: through learning effective communication the learner will have the ability to communicate with respect thus enhancing his/her collaboration with others.  |   |  |   |  |
| <b>Link to PCIs and values:</b> Living together in harmony: living in harmony as a family, with friends, at home, village school and places of worship.  |   | <b>Links to other subjects:</b> English, Social studies and Religious Education.   |   |  |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b> participating in social activities which promote interaction. (Places of worship, cultural festivals, inter school competitions.)   |   |  |   |  |
| <b>ASSESSMENT RUBRIC</b>   |   |  |   |  |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>   | <b>Approaches expectations</b>   | <b>Below expectations</b>   |  |
| The learner can sign greetings and converse in pairs, the learner can as well fingerspell the signs for greetings. The learner can initiate a conversation after greetings. The learner can demonstrate etiquette to both the deaf and the hearing during greetings. The learner can match greeting signs with their respective pictures and fingerspell the sign names. | The learner can sign greetings and converse in pairs. The learner can demonstrate etiquette to both the Deaf and hearing people during greetings. The learner can match greetings with their respective pictures. | The learner can sign some greetings but has difficulty taking part in a conversation. The learner does not demonstrate etiquette during greetings. The learner can only match some greetings with their respective pictures. | The learner attempts to sign one greeting. He/she cannot take part in a conversation. The learner does not demonstrate etiquette during greetings. The learner cannot match greetings with their respective pictures. |  |

## GRADE 3

| Strand  | Sub strand   | Specific learning outcomes.<br>(Knowledge, skills, and attitude.)  | Suggested learning experiences   | Key inquiry questions.  |
|---|--|--|--|---|
| <b>Greetings and responses. 5 Lessons of suggested 35 min each)</b>   | <b>Communication</b><br>-Sign greetings and converse in pairs.<br>-Etiquette signs for greetings.<br>-Matching signs with respective pictures. | By the end of the lesson the learner should be able to:<br>a) Demonstrate ability to sign greetings and converse appropriately. (S)<br>b) Acquire signs that demonstrate etiquette. (humility, respect, patience) (K)<br>c) Recognise signs for greetings and etiquette by matching them with respective pictures.(K)<br>d) Appreciate the importance of etiquette in communication. (A) | <ul style="list-style-type: none"> <li>Learners should observe greetings and conversations in short video clips and be encouraged to create their own conversations.</li> <li>In pairs learners to practice greetings and conversations.</li> <li>In pairs learners to include etiquette in their conversation.</li> <li>Learner to appropriately match signs with their respective pictures.</li> </ul> | <ol style="list-style-type: none"> <li>How do you start and continue with a conversation?</li> <li>How do you demonstrate etiquette in a conversation?</li> <li>What are some of the signs for etiquette?</li> <li>Which signs of etiquette show humility, respect and patience?</li> </ol> |
| <b>Core competence to be developed:</b> Collaboration and communication: through learning effective communication the learner will have the ability to communicate with respect thus enhancing hi/her collaboration with others.      |  |  |  |   |
| <b>Link to PCIs and values:</b> social cohesion.  |  |  | <b>Links to other subjects:</b> English, Social studies and Religious Education.   |   |
| Suggested community service learning/ non- formal activity to support learning through application: participating in social activities which promote interaction. (Places of worship, cultural festivals, inter school competitions.) |  |  |  |   |
| <b>ASSESSMENT RUBRIC</b>  |  |  |  |   |
| <b>Exceeds expectations</b>   | <b>Meets expectations</b>  | <b>Approaches expectations</b>   | <b>Below expectations</b>  |   |
| The learner demonstrates ability to sign greetings and converse appropriately.  | The learner demonstrates ability to sign greetings and converse appropriately.   | The learner can sign greetings but has difficulty in conversing appropriately  | The learner has difficulty signing greetings and has difficulty in conversing  |   |

|   |  |  |  |
|---|--|--|--|
| <p>The learner has acquired signs that demonstrate etiquette which include, but not limited to humility, respect and patience.</p> <p>The learner recognises signs for greetings and etiquette by matching them with respective pictures.</p> <p>The learner demonstrates etiquette during communication.</p> | <p>The learner has acquired signs that demonstrate etiquette which include humility, respect and patience.</p> <p>The learner recognises signs for greetings and etiquette by matching them with respective pictures.</p> <p>He /she is able to demonstrate etiquette in communication</p> | <p>(no appropriate use of body language and facial expression).</p> <p>The learner can demonstrate some signs that demonstrate etiquette during communication. The learner can match only a few signs related to greetings and responses with their respective pictures.</p> | <p>appropriately. The learner is unable to demonstrate signs for etiquette during communication. The learner cannot match signs related to greetings and responses with their respective pictures.</p> |
|---|--|--|--|

| <b>Strand</b>  | <b>Sub strand</b>  | <b>Specific learning outcomes. (Knowledge, skills, and attitude.)</b>  | <b>Suggested learning experiences</b>  | <b>Key inquiry questions.</b>  |
|--|--|--|--|--|
| <p><b>Effective communication.</b><br/> <b>5 Lessons of suggested 35 min each)</b></p> | <p><b>Value others.</b><br/>           -Turn taking and to Appreciate others ideas or opinion.<br/>           -Paying attention and use of polite language and giving positive opinion about others through signing.<br/>           -Signs for describing others positively.</p> | <p>By the end of the sub strand the learner should be able to</p> <p>a) Demonstrate respect during communication, (turn taking, facial expression) (S)</p> <p>b) Acquire ability to describe others positively through signing.(K)</p> <p>c) Appreciate others' peoples' opinions. (A)</p> | <ul style="list-style-type: none"> <li>• Learners to practice signs for polite language through role play.</li> <li>• Learners to watch drama/videos on attitudes.</li> <li>• Learners to dramatize a scene on attitudes.</li> <li>• Learners to sing and recite poems related to signs for positive opinion about others .(clever, respectful, kind, obedience)</li> <li>• In groups, learners to practice describing others positively to bring out the</li> </ul> | <ol style="list-style-type: none"> <li>1) How do you describe others positively?</li> <li>2) What signs are used to describe others positively?</li> <li>3) Why should we describe others positively?</li> </ol> |

|  |  |   |   |  |
|--|--|---|---|--|
|  |  |   | benefit of living together in harmony.  |  |
| <p><b>Core competence to be developed:</b> Collaboration and communication: as learners dramatize and role play they develop respect for each other.<br/> Citizenship: respect for others creates peace and promotes aspects of good citizenship.<br/> Self-efficacy: positive opinion builds learner's self-esteem hence participation in discussions for self and community growth</p> |  |   |   |  |
| <p><b>Link to PCIs and values:</b> living together in harmony: benefits of living together in harmony.</p>   |  | <p><b>Links to other subjects:</b> English, Social studies and Religious Education.</p>   |   |  |
| <p><b>Suggested community service learning/ non- formal activity to support learning through application:</b> participating in social activities which promote interaction. (Places of worship, cultural festivals, inter school competitions, debates.)</p>   |  |   |   |  |
| <b>ASSESSMENT RUBRIC</b>   |  |   |   |  |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>  | <b>Approaches expectations</b>  | <b>Below expectations</b>   |  |
| The learner can give positive opinion about others through signing, describe others positively through signing. The learner describes others positively using appropriate facial expression. The learner can finger spell positive adjectives.   | The learner gives positive opinion about others through signing using appropriate facial expression. The learner can demonstrate signs for describing others positively. | The learner can give positive opinion about others through signing, but may not demonstrate appropriate facial expression. The learner can demonstrate some signs for describing others positively. | The learner is unable to give positive opinion about others through signing. The learner lacks confidence during signing. He/she does not demonstrate appropriate facial expression |  |

| Strand   | Sub strand   | Specific learning outcomes. (Knowledge, skills, and attitude.)   | Suggested learning experiences   | Key inquiry questions.   |
|--|--|--|--|--|
| <b>Our surrounding</b><br><b>5 Lessons of suggested 35 min each)</b>   | <b>Our surroundings</b><br>-sign sentences on animals, things at home school and the surrounding.<br>-fingerspell and mouth sounds produced by animals.<br>-signs of for buildings.<br>-signs describing weather.<br>-safety when it is raining: precautions against lightening, strong winds and thunderstorms. | By the end of the sub strand the learner should be able to<br>a) Demonstrate appropriate signs for animals, things at home, school and the surrounding.(K)<br>b) Demonstrate the appropriate finger spelling and mouthing of sounds produced by animals. (K)<br>c) Use appropriate signs for buildings. (S)<br>d) Use appropriate signs for describing weather.(S)<br>e) Appreciate different weather conditions.(A)<br>f) Appreciate the importance of taking safety precautions against lightening, strong winds and thunderstorm for a safe and secure school and home. | <ul style="list-style-type: none"> <li>• Learners observe and demonstrate signs of domestic and wild animals.</li> <li>• Learners to observe fingerspell and mouth sounds produced by animals.</li> <li>• Learners observe and demonstrate signs for items at home, school and the surrounding. Learners to observe and interpret signs related to danger situations and safety precautions against lightening, strong winds and thunderstorms.</li> <li>• Signs for domestic and wild animals to be displayed for reference.</li> <li>• Signs for items used for cooking and tools used for farming to be displayed for reference.</li> <li>• Learners to complete a jig saw puzzles.</li> <li>• Learners to sing songs and poems.</li> </ul> | <ol style="list-style-type: none"> <li>1) What are the signs for domestic and wild animals?</li> <li>2) What letters of the alphabet form the names of the domestic and wild animals?</li> <li>3) What are some of the items used for cooking and those used for farming?</li> </ol> |
| <b>Core competences to be developed:</b> Learning to learn: Arouses child’s desire to read and research more |  |  |  |  |



|  |   |  |  |
|--|---|--|--|
| <b>Link to PCIs and values:</b> Education for sustainable development: safety and security-safe and secure schools.  |   | <b>Links to other subjects:</b> Environmental activities, Social studies and Religious Education.  |  |
| <b>Suggested community service learning: Learners plant trees in open air market.</b>  |   |  |  |
| <b>ASSESSMENT RUBRIC</b>   |   |  |  |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>   | <b>Approaches expectations</b>   | <b>Below expectations</b>  |
| <p>Learner highly demonstrates appropriate signs for animals, things at home, school and the surrounding.</p> <p>Learner demonstrates the appropriate finger spelling and mouthing of sounds produced by animals accompanied by correct facial expression.</p> <p>Learner Uses appropriate signs for buildings.</p> <p>He/she uses appropriate signs for describing weather.</p> <p>Learner appropriately demonstrates safety precautions against lightening, strong winds and thunderstorm through signing.</p> | <p>Learner demonstrates appropriate signs for animals, things at home, school and the surrounding.</p> <p>Learner demonstrates the appropriate finger spelling and mouthing of sounds produced by animals.</p> <p>Learner Uses appropriate signs for buildings.</p> <p>He/she uses appropriate signs for describing weather.</p> <p>Learner demonstrates safety precautions against lightening, strong winds and thunderstorm</p> | <p>Learner demonstrates few appropriate signs for animals, things at home, school and the surrounding.</p> <p>Learner uses few appropriate signs for buildings.</p> <p>He/she uses appropriate signs for describing weather.</p> | <p>Learner has difficulty demonstrating appropriate signs for animals, things at home, school and the surrounding.</p> <p>The learner uses natural signs to describe buildings.</p> <p>The learner has difficulty using signs for weather description.</p> |

| Strand   | Sub strand  | Specific learning outcomes. (Knowledge, skills, and attitude.)  | Suggested learning experiences  | Key inquiry questions  |
|--|---|---|---|--|
| <b>Our surrounding 5 Lessons of suggested 35 min each)</b>   | <b>Diseases and medicine</b><br>-Signs of various diseases<br>-Signs related to causes of various diseases<br>-Signs related to prevention of diseases<br>-Signs related to medicine use and Precautions in taking medicine<br>-Kenyan sign language sentences on diseases and medicine | By the end of the lesson the learners should be able to:<br>a) Demonstrate appropriate signs related to use of medicine and precaution. (S)<br>b) Recognise signs related to causes and prevention of various diseases.(K)<br>c) Appreciate the importance of medicine to help prevent, treat and manage various diseases. (A)<br>d) Recognise signs related to causes of various diseases(k) | <ul style="list-style-type: none"> <li>• Learners should observe signs of various diseases from a video clip</li> <li>• Learners to match various diseases with their causes.</li> <li>• Learners to sing and recite poems related to safety precautions in the use of medicine.</li> <li>• In groups, learners to practice signing sentences on disease and medicine.</li> </ul> | <ol style="list-style-type: none"> <li>1) How should we take medicine?</li> <li>2) Why do we need medicine?</li> <li>3) What are the causes of various diseases?</li> <li>4) What is the importance of observing safety precautions in the use of medicine?</li> </ol> |
| <b>Core competence to be developed:</b> Learning to learn: through learning about medicine, learner gets the urge to study more and discover other drugs to fight against resistant diseases, Self-efficacy: a learner who understands the causes and prevention of various diseases will not be affected by misconceptions about diseases which may affect his/her self-esteem. |   |   |   |  |
| <b>Link to PCIs and values:</b> common communicable diseases: examples of diseases, their prevention, treatment and management.  |   | <b>Link to PCIs and values:</b> common communicable diseases: examples of diseases, their prevention, treatment and management.   |   |  |
| <b>Suggested community service learning/ non- formal activity to support learning through application:</b> visit nearby dispensary or hospital to learn more on various types of diseases, their causes, prevention and treatment.   |   |   |   |  |

| <b>ASSESSMENT RUBRIC</b>  |  |   |   |
|---|--|---|---|
| <b>Exceeds expectations</b>   | <b>Meets expectations</b>  | <b>Approaches expectations</b>  | <b>Below expectations</b>   |
| <p>The learner demonstrates appropriate signs related to use of medicine and the precautions in handling medicine.</p> <p>The learner demonstrates signs related to causes and prevention of various diseases. The learner can differentiate between traditional and conventional medicine.</p> | <p>The learner demonstrates appropriate signs related to use of medicine and the precautions in handling medicine.</p> <p>The learner demonstrates signs related to causes and prevention of various diseases.</p> | <p>The learner demonstrates some signs related to the use of medicine and the precautions in handling medicine. The learner demonstrates some signs related to causes and prevention of various diseases.</p> | <p>The learner is unable to demonstrate signs related to the use of medicine and the precautions in handling medicine. The learner has difficulty demonstrating signs related to causes and prevention of various diseases.</p> |

| <b>Strand</b>  | <b>Sub strand</b>  | <b>Specific learning outcomes. (Knowledge, skills, and attitude.)</b>   | <b>Suggested learning experiences</b>   | <b>Key inquiry questions</b>   |
|--|--|---|---|--|
| <p><b>Our Cultural Heritage.</b><br/> <b>5 Lessons of suggested 35 min each)</b></p> | <p><b>Our community (Deaf culture to be discussed).</b><br/>           -Signs for communities living in our village, ward, and sub county.<br/>           -Signs for local administrative areas and those in charge.</p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) Demonstrate appropriate signs related to communities living in his/her village. (S)</p> <p>b) Recognise administrative levels within the sub-county(village, ward, sub-county)(K)</p> <p>c) Appreciate other communities and their cultural practices. (A)</p> | <ul style="list-style-type: none"> <li>• Learners to be taught about Deaf culture</li> <li>• Learners to discuss signs of various ethnic groups within their locality comparing their similarities and differences.</li> <li>• Learners to observe and demonstrate signs for administrative areas and those in charge.</li> </ul> | <ol style="list-style-type: none"> <li>1) Who are the leaders in our community?</li> <li>2) Which community do you belong to?</li> <li>3) What are the names of administrative levels in our community?</li> </ol> |

|  |   |   |  |
|--|---|---|--|
| <b>CORE COMPETENCE TO BE DEVELOPED:</b> Citizenship: recognising other cultures and ethnic groups enables a learner to socially connect, respect diversity thus promoting peace for national growth.   |   |   |  |
| <b>Link to PCIs and values:</b> our diversity: understanding that we come from different ethnic groups/cultures.   |   | <b>Link to PCIs and values:</b> our diversity: understanding that we come from different ethnic groups/cultures.  |  |
| <b>Non- RESOURCES:</b> Realia, videos, resource persons(doctors and nurses)  |   |   |  |
| <b>Suggested community service learning:</b> Mixing with the community and giving sign names of villages.  |   |   |  |
| <b>Formal activity to support learning through application:</b> attending a village baraza.  |   |   |  |
| <b>ASSESSMENT RUBRIC</b>   |   |   |  |
| <b>Exceeds expectations</b>  | <b>Meets expectations</b>   | <b>Approaches expectations</b>  | <b>Below expectations</b>  |
| The learner demonstrates appropriate signs related to communities living in his/her village.<br>The learner is able to recognise administrative levels within the sub-county. The learner is able to sign and fingers spell the titles of the Administrators found within the sub county, county and country. He/she can name the president. | The learner demonstrates appropriate signs related to communities living in his/her village.<br>The learner is able to recognise administrative levels within the sub-county. | The learner recognises few signs related to communities living in his or her village.<br>The learner is able to recognise some administrative levels within the sub county. | The learner is unable to recognise signs related to communities living in his/her village. The learner only recognises a single administrative level within the sub county (his/her village) |