



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**KENYAN SIGN LANGUAGE PRE-PRIMARY 1 & 2**

**CURRICULUM DESIGNS**

**FOR**

**LEARNERS WITH HEARING IMPAIRMENT**

**MAY 2017**

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## **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.

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## **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.

**PRE – PRIMARY 1**

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcomes knowledge(K), skills(S) attitude</b>	<b>Suggested learning experience</b>	<b>Key inquiry questions(S)</b>
<p><b>1.0 SELF AND IMMEDIATE ENVIRONMENT</b></p>	<p><b>Signs related to self:</b>  <b>1.1</b> Sign name  <b>1.2</b> Alphabets <b>1.3</b> Body parts  <b>Head-</b> eyes, ears, nose, mouth, hair.  <b>1.4 Personal items</b>  tooth brush, comb, soap, towel, basin ( 5 Lessons of 35 Min each)</p>	<p><b>By the ends of the sub strand the learners should be able to:</b></p> <p>a) Acquire sign name of self.  b) Recognize own sign names. <b>(k)</b>  c) Respond confidently to sign names of self. <b>(k)</b>  d) Fingerspell own name. <b>(s)</b>  e) Acquire signs of body parts <b>(k)</b>  f) Recognize signs of body parts. <b>(k)</b>  g) Sign confidently own body parts <b>(s)</b>  h) Acquire signs of personal items. <b>(k)</b>  i) Recognize signs of personal items. <b>(k)</b>  j) Confidently sign personal items <b>(s)</b>  k) Appreciate and use of harmonized signs on self and environment in communication. <b>(a)</b></p>	<ul style="list-style-type: none"> <li>• Learner should be given a sign name by other learners based on his/her distinguished positive features.</li> <li>• Practice signing own sign name.</li> <li>• Point and sign body parts (eyes, ears, nose, mouth, hair).</li> <li>• Finger spell letters of alphabets. (A-Z)</li> <li>• Fingerspell their names.</li> <li>• Sing songs related to body parts.</li> <li>• Display a chart showing a drawing of body parts, for learners to further practice the signs.</li> <li>• Use jig saw puzzles to practice joining the body parts.</li> <li>• Point and sign personal items (tooth brush, comb, soap, towel, basin)</li> </ul>	<ol style="list-style-type: none"> <li>1) What is your sign name?</li> <li>2) How do people get their sign names?</li> <li>3) How do you fingerspell your name?</li> <li>4) How many eyes do you have?</li> <li>5) What can we see on someone’s face?</li> <li>6) What are your personal items?</li> </ol>
<p><b>Core-competencies to be developed:</b> Communication and collaboration: Learner could be given sign name by other learners based on their distinguished positive features. Self-Efficacy: Sign names of self.</p>				

<b>Link to PCIs:</b> Life skills- self-esteem, self-awareness: learners appreciate and accept themselves.	<b>Link to values:</b> Respect and responsibility.
<b>Link to other subjects:</b> Language Activities and Environmental Activities	<b>Suggested community service learning Activity:</b> Learners to demonstrate signs learned on body parts to their family members.
<b>Non-formal activity to support learning:</b> Give sign name to various members in the family and community.	<b>Suggested Assessments:</b> observations, oral signed questions, portfolio
<b>Suggested Resources:</b> Jig saw puzzles, charts of the body parts, personal items (tooth brush, comb, soap, towel, basin) passport size photo graphs of self, flash cards with drawn body parts	

### Assessment Rubric

<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
<ul style="list-style-type: none"> <li>• Able to sign/Fingerspell and recognize sign name of self.</li> <li>• Respond to sign name of self.</li> <li>• Recognize sign name of others.</li> <li>• Sign body parts and personal items</li> <li>• Give sign name to their friends.</li> <li>• Sign body parts and personal items.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to sign and recognize own name.</li> <li>• Able to sign/fingerspell name of others.</li> <li>• Able to sign and recognize body parts as well as personal items.</li> <li>• Able to give sign name of friends.</li> <li>• Able to sign body parts and personal items.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to finger spell the first letter of their name.</li> <li>• Able to sign body parts.</li> <li>• Able to sign. Personal items.</li> <li>• Able to recognize few signs related to personal items.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot fingerspell their own name.</li> <li>• Only able to sign parts of the body.</li> </ul>

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcomes knowledge(K), skills(S) attitude</b>	<b>Suggested learning experience</b>	<b>Key inquiry questions(S)</b>
<b>2.0 Immediate environment</b>	<b>Signs names of people around them in the school:</b>  <b>2.1</b> Class teacher  <b>2.2</b> House parents  <b>2.3</b> Classmates	<b>By the ends of the sub strand the learners should be able to:</b>  a) Acquire sign names of people around them in the school. (K). b) Recognize individual sign names of people around them in the school. (K). c) Use appropriate sign names of people around them in the school in communication (S). d) Fingerspell name of people (class teacher) e) Appreciate the importance of using appropriate sign names when referring to people around them in communication. (A).	<ul style="list-style-type: none"> <li>Learners should be given the sign/fingerspell name of the class teacher and house parents.</li> <li>Learners to sign names of other learners based on their distinguished positive features.</li> <li>Practice signing names of others in class, in groups and in pairs.</li> </ul>	1) What is the sign/fingerspell name for your class teacher? 2) What is the sign name for your class mates? 3) What is the sign name for your house parent? 4) Can you provide your parents and sibling sign name?
<b>Core- competencies to be developed:</b> Communication and collaboration Practice sign names of others in class, in groups and in pairs, Critical thinking: Learner gives other learners sign names based on their distinguished positive features. Learning to learn: Learners be given the sign names of the class teacher and house parents.				
<b>Link to PCIs:</b> Life skills- self-esteem: promoted by sign names given to others.			<b>Link to Values:</b> Respect	
<b>Link to other Subjects:</b> Language Activities and Environmental Activities.			<b>Suggested Community Service Learning/non-formal activity to support learning through application:</b> Give sign name to visitors, church leaders, doctor, and nurse.	
<b>Non-formal activity to support learning:</b> learners guide key members in the community to use sign names of people in the school			<b>Suggested Assessments:</b> Observations, signed oral questions.	
<b>Suggested Resources:</b> photographs of individual classmates, teacher, other learners, house parents.				

#### Assessment Rubric

<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
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<ul style="list-style-type: none"> <li>• Sign/fingerspell name of class teacher and other teachers.</li> <li>• Use appropriate sign names of people in the school compound.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign/fingerspell name of class teacher.</li> <li>• Sign names of class- mates.</li> <li>• Sign names of house parents.</li> <li>• Use appropriate signs for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign/fingerspell some sign names of class mates.</li> <li>• Sign the name of class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attempt to sign /fingerspell name of the class teacher and few classmates.</li> </ul>
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Strand	Sub-strand	Specific learning outcomes knowledge(K), skills(S) attitude	Suggested learning experience	Key inquiry questions(S)
<b>3.0 IMMEDIATE ENVIRONMENT</b>	<b>Signs related to:</b>  <b>3.1</b> Items and learning areas in the classroom	<b>By the ends of the sub strand the learners should be able to:</b>  a) Acquire sign names of items in the classroom.(K) b) Recognize various items in the classroom. (K) c) Use appropriate signs related to items found in classroom. (S) d) Appreciate the use of items in the classroom as they communicate. (A)	<ul style="list-style-type: none"> <li>• Learners should be shown various items in classroom.</li> <li>• Learners point and sign the names of items found in the classroom.</li> <li>• As class, in groups and pairs, learners observe and sign items found in the classroom.</li> <li>• Drawing, coloring and modeling items found in the classroom.</li> </ul>	1) What do you see in the classroom? 2) Which things do you use in the classroom? 3) What are the sign names of things in the classroom?
<b>Core –competencies:</b> Communication and collaboration: In groups and pairs, learners observe and sign items found in classroom.				
<b>Link to PCIs: Education for Sustainable Development: Environmental Education:</b> Learning signs of items in learning areas in class.			<b>Link to Values:</b> Teamwork as learners work in group/pairs.	
<b>Link to other subjects:</b> Language Activities and Number work			<b>Suggested Community Service Learning:</b> Draw items at home that are similar to those at school	

<b>Suggested Non-Formal Activity:</b> Learners model items in the class.		<b>Suggested Assessment:</b> Observation, signed oral questions.	
<b>Suggested Resources:</b> Tables, chairs, desks, utensils, and charts of items found in a classroom, nature corner, and shop.			
<b>Assessment Rubric</b>			
<b>Exceeding expectations</b>	<b>Meeting expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
<ul style="list-style-type: none"> <li>Identify signs of other items in the class room.</li> <li>Use signs of other items.</li> <li>Acquire signs of other items.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize signs of items found in the classroom.</li> <li>Use signs of items found in the class room.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize some signs of items found in the classroom.</li> <li>Use signs of some items found in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Can only identify sign of one item found in class.</li> <li>Unable to use the sign of item in the classroom.</li> </ul>



<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcomes knowledge(K), skills(S) attitude</b>	<b>Suggested learning experience</b>	<b>Key inquiry questions(S)</b>
<b>4.0 WEATHER</b>	<b>Signs related to weather</b> 4.1 Sun Cloud Rain	a) Recognize signs related to element of weather(K) b) Use appropriate signs in describing the element of weather. (S) c) Appreciate the importance of weather. (A)	<ul style="list-style-type: none"> <li>• Learners to be shown a chart showing element of weather.</li> <li>• Using flash card learners practice signing element of weather in class, group and in pairs.</li> <li>• Taking learners for a nature walk to observe elements of weather.</li> <li>• Sign simple sentences to communicate the element of weather.</li> <li>• Appreciate presence of various elements of weather in the environmental education.</li> </ul>	<ol style="list-style-type: none"> <li>1) Where does light comes from?</li> <li>2) What is the color of the cloud?</li> <li>3) What is the color of the sky?</li> </ol>
<b>Core –competencies:</b> Communication and collaboration: signing weather elements in groups/class and pairs, Learning to learn: weather elements.				
<b>Link to PCI:</b> Education for sustainable development: Environmental education: learners sign element of weather.			<b>Link to Values:</b> Team work and cooperation: as they practice signs on elements of weather.	
<b>Link to other subjects:</b> Language Activities and Number work.			<b>Suggested Community Service:</b> Learners demonstrate signs and elements of weather to school mates and family	
<b>Suggested non-formal activity to support learning:</b> Helping parents at home to dry cereals and removing clothes from the clothes line.			<b>Suggested Assessment:</b> Observation, signed oral questions, portfolio	
<b>Suggested Resources:</b> Weather chart, video.				

### Assessment Rubric

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> <li>• Draw, Color, make models of objects in the classroom.</li> <li>• Sign items and learning areas in class and in school.</li> <li>• Point and sign learning areas in class and in school</li> </ul>	<ul style="list-style-type: none"> <li>• Sign items and learning areas in the classroom.</li> <li>• Point and sign different areas in the classroom</li> <li>• Use appropriate signs in referring to items in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners can sign some items and learning areas in the classroom.</li> <li>• Learners can point and sign some items and learning areas in the class room.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners can attempt to sign few items in classroom</li> <li>• Cannot sign learning areas in the classroom.</li> <li>• Cannot color objects.</li> </ul>

Strand	Sub-strand	Specific learning outcomes knowledge(K), skills(S) attitude	Suggested learning experience	Key inquiry questions(S)
<b>5.0 TRANSPORT</b>	Signs related to: <b>5.1 Road Transport.</b> cars, motor bike, animal transport, bicycle, tuk-tuk) <b>5.2 Human Transport</b>	<b>By the ends of the sub strand the learners should be able to:</b> a) Acquire signs related to various means of road transport. (K) b) Recognize familiar signs related to road transport (. k) c) Express them using signs related to road transport. (S)	<ul style="list-style-type: none"> <li>• Learners should be shown pictures or models of various modes of transport. (e.g. cars, motor bike, animal transport, bicycle, tuk-tuk, human transport)</li> <li>• Learners to point and sign various means of transport they are familiar with.</li> <li>• Learners are guided on the correct signs on means of road transport.</li> <li>• Learners to recite simple poems and songs on means of road transport.</li> <li>• Learners to role play and pantomime on use of various means of road transport.</li> </ul>	<ol style="list-style-type: none"> <li>1) How did you come to school?</li> <li>2) Between.....and .... Which Means of road transport is faster?</li> </ol>

		<p>d) Appreciate the importance various means of road transport. (A)</p> <p>e) Use appropriate signs for various means of road transport in communication. (S)</p>	<ul style="list-style-type: none"> <li>• Use toys to represent various means of road transport in pairs.</li> <li>• Learners to model/make various modes of road transport.</li> </ul>	
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<b>Core –competencies to be developed:</b> Communication and collaboration, Working in groups, learning to learn new signs on transport.	
<b>Link to PCIs:</b> Life skills and value education: - Appreciate the importance various means of road transport.	<b>Link to Values:</b> Adventure and responsibility
<b>Link to other subjects:</b> Environmental	<b>Suggested Community Service Learning;</b> Sign to others at home/community on various means of transport.
<b>Non-formal activities to support learning:</b> visit a bus stop to see different means of transport	<b>Suggested Assessment:</b> Observation, signed oral questions
<b>Suggested Resources:</b> Toy cars, Charts and pictures, model road in a nature corner.	

### Assessment Rubrics

<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
<ul style="list-style-type: none"><li>• Sign various means of road transport.</li><li>• Make simple sentences using means road transport.</li><li>• Draw, color and model different means of road transport.</li></ul>	<ul style="list-style-type: none"><li>• Sign various means of road transport using pictures and charts.</li><li>• Express them using signs related to road transport.</li><li>• Use appropriate signs related to road transport.</li></ul>	<ul style="list-style-type: none"><li>• Learners can sign some means of transport.</li><li>• Learners can point at some means of road transport.t</li></ul>	<ul style="list-style-type: none"><li>• Learners can attempt to sign a few means of road transport.</li><li>• Learners can't express themselves using means of road transport.</li></ul>

Strand	Sub-strand	Specific learning outcomes knowledge(K), skills(S) attitude	Suggested learning experience	Key inquiry questions(S)
<b>6.0 TRANSPORT</b>	<b>Signs related to road signs.</b> <b>6.1</b> Zebra crossing <b>6.2</b> Bus stop <b>6.3</b> Children crossing	<b>By the ends of the sub strand the learners should be able to:</b> a) Acquire signs of various road signs found in their environment (zebra crossing, bus stop) (k) b) Recognize familiar road signs. (k) c) Demonstrate the use of road signs (s) d) Appreciate the importance of various road signs in road safety. (a)	<ul style="list-style-type: none"> <li>Learners should be shown various pictures, videos and diagrams on road signs.</li> <li>Through guidance learners to practically use the road sign available in their locality,</li> <li>Learners to develop center of interest together with the teacher to learn road signs.</li> </ul>	<ol style="list-style-type: none"> <li>Which road signs did you see on the road when coming to school?</li> <li>What are the colors of the zebra crossing?</li> <li>Where do you cross the road?</li> </ol>

<b>Core –competencies to be developed :</b> Communication and collaboration Sign road signs in group and pairs, Citizenship - Obey the signs in the community, Self-Efficacy-Crossing the road independently.			
<b>Link to PCI:</b> Education for sustainable development, Risk reduction, safety and security, road safety		<b>Link to Values:</b> Respect, responsibility	
<b>Link to other subjects:</b> Environmental Education.		<b>Suggested Community Service learning:</b> Teach parent and others the various signs on road signs.	
<b>Non-formal activities to support learning:</b> Visit to a nearby driving school to learn on road signs.		<b>Suggested Assessment:</b> Observation, signed oral questions Sign appropriately the road sign.	
<b>Suggested Resources:</b> Toy cars, Charts and pictures, model road in a nature corner.			
<b>Assessment Rubric</b>			
<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>

	<ul style="list-style-type: none"> <li>Learners can use familiar and unfamiliar signs related to road signs.</li> <li>The learners can recognize familiar and unfamiliar road signs.</li> </ul>	<ul style="list-style-type: none"> <li>The learner can sign use familiar signs related to road signs.</li> <li>Acquire signs of various road signs found in their environment (zebra crossing, bus stop).</li> </ul>	<ul style="list-style-type: none"> <li>The learner can point some familiar road signs.</li> <li>Learner can identify some road signs.</li> </ul>	<ul style="list-style-type: none"> <li>Learners can attempt to point some road signs.</li> <li>Learners have difficulty in identifying some road signs.</li> </ul>	
<b>Strand</b>	<b>Sub-strand</b> <b>Suggested time:35mins</b>	<b>Specific learning outcomes knowledge(K), skills(S) attitude</b>	<b>Suggested learning experience</b>		<b>Key inquiry questions(S)</b>
<b>7.0 PLAYING ACTIVITIES</b>	<b>Signs related play activities</b> <b>7.1</b> Balls Ropes <b>7.2</b> Singing sign games <b>7.3</b> <b>Running</b> Jumping Skipping <b>7.4</b> Dancing <b>7.5</b> Catching Throwing	<b>By the ends of the sub strand the learners should be able to:</b> a) Recognize signs related to play activities. (k) b) Use signs related to play activities in communication. (s) c) Develop positive attitude towards signs related to play activities. (a) d) Respond appropriately to communication involving signs related to play activities. (s)	<ul style="list-style-type: none"> <li>Learners should be exposed to various signs in play activities.</li> <li>Learners could be exposed to signs of various play activities.</li> <li>Learners to express appropriately through signs related to play activities.</li> <li>Learners to be encouraged to respond appropriately to signs related to play activities</li> <li>Learners practice signs related to play activities in class groups and also in pairs.</li> <li>Learners practice reciting songs and poems related to play activities.</li> </ul>		1) Who do you play with? 2) Which game do you Love playing? 3) Where do you play
<b>Core –competencies:</b> Communication and collaboration-In pairs, groups, Imagination and Creativity-Reciting poems					
<b>Link to PCI: learner support programs:</b> Sports and games			<b>Link to Values:</b> creativity and fairness		

<b>Link to other subjects:</b> Psychomotor	<b>Suggested Community Service Learning:</b> Playing with other children in school and at home
<b>Non-formal activity to support learning through application:</b> Visit a local club (football)	<b>Suggested Assessment:</b> observation and signed oral questions,
<b>Suggested Resources:</b> Toy cars, dolls, pictures, charts, rope, ball, Blocks for mounting and picture puzzle.	

### Assessment Rubric

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Learners can identify signs related to indoor activities. Learners can sign and practice indoor play activities. Learners can identify play activities outside the class.	Learners can identify signs related to indoor play activities. Use signs related to play activities in communication. Respond appropriately to communication involving signs related to play activities	Learners can identify some of the signs related to indoor play activities. Learners can sign and practice some of indoor play activities.	Learner has difficulty in identifying signs related to indoor play activities.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge(K), skills(S) attitude	Suggested learning experience	Key inquiry questions(S)
<b>8.0 FOOD</b>	<b>Sign related to various type of food in the locality</b> <b>8.1</b> Maize Beans Rice <b>8.2</b> Meat Eggs Milk <b>8.3</b> fruits	<b>By the ends of the sub strand the learners should be able to:</b> a) Acquire a range of familiar signs related to various types of food in the locality. (K) b) Recognize signs of various food in the locality. (K) c) Respond appropriately to various signs related to food in the locality. (S) d) Express self appropriately using various signs in the locality. (S)	<ul style="list-style-type: none"> <li>Learners should be exposed to a range of pictures or realia on various types of locally available food.</li> <li>Practice signing in class, groups, in pairs.</li> <li>Demonstrate signs for various food</li> <li>Recite a poem of sign related to food.</li> </ul>	<ol style="list-style-type: none"> <li>1) What did you eat in the morning yesterday?</li> <li>2) Which food do you like?</li> <li>3) Where do we cook food?</li> </ol>

		e) Appreciate the importance of various types of food in the locality to prevent life style diseases (A) f) Develop positive attitude towards various food in the locality. (A)		
<b>Core –competencies:</b> Communication and Collaboration-Demonstrating signs for various food, Citizenship-Develop positive attitude toward various types of food				
<b>Link to PCI: Life skill-</b> Health, education -life style diseases			<b>Link to values:</b> Responsibility	
<b>Link to other subjects:</b> Environmental activities.			<b>Suggested community Service Learning:</b> Visit the places within the community	
<b>Non-formal activity to support learning through application:</b> Learners demonstrate signs of different types of food to other people.			<b>Suggested Assessment:</b> Fingerspelling, signed oral questions, observation	
<b>Suggested Resources:</b> Realia (Ugali, maize, beans, and porridge) Pictures, Charts.				

### Assessment Rubric

<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
<ul style="list-style-type: none"> <li>Learners can sign familiar and unfamiliar foods within the locality and outside the locality in complex context.</li> </ul>	<ul style="list-style-type: none"> <li>Learners can sign various food in the locality in simple context.</li> </ul>	<ul style="list-style-type: none"> <li>Learners can sign some sign some food in the locality with a simple context.</li> </ul>	<ul style="list-style-type: none"> <li>Learners can attempt to sign some familiar food in the locality.</li> <li>Unable to recite the poem.</li> </ul>



<b>Strand</b>	<b>Sub-strand Suggested time:35mins</b>	<b>Specific learning outcomes knowledge(K), skills(S) attitude</b>	<b>Suggested learning experience</b>	<b>Key inquiry questions(S)</b>
<b>9.0 WATER</b>	<b>Signs related to water source.</b>  9.2River  9.3Rain  9.4Well/borehole	<b>By the ends of the sub strand the learners should be able to:</b>  a) Acquire signs related to familiar sources of water. (k) b) Express self-using signs related to sources of water in communication. (k) c) Respond appropriately to various communication involving signs related to sources of water. (s) d) Appreciate the importance of various sources of water in the locality in environmental education. (a)	<ul style="list-style-type: none"> <li>• Expose learners to pictures of local water sources.</li> <li>• Learners should be guided on the articulation of appropriate signs related to sources of water in class, group and in pairs.</li> <li>• Learners to recite poems and songs related to sources of water.</li> <li>• Model various source of water and use water to clean up their tables/ desk.</li> </ul>	<ol style="list-style-type: none"> <li>1) Where do you get water?</li> <li>2) Which are the sources of water in our locality?</li> <li>3) Where the water you use in school does come from?</li> <li>4) Where can we get clean water?</li> </ol>
<b>Core –competencies:</b> Communication and Collaboration-During class, group, pair activities, Learn to Learn-Learning sources of water				
<b>Link to PCI: Education for Sustainable development:</b> Environmental education: proper use of water.			<b>Link to Values:</b> Responsibility	
<b>Link to other subjects:</b> Environmental activities			<b>Suggested community service learning:</b> Watering flowers and seedling around the community.	
<b>Suggested non-formal Activity:</b> visit different sources of water.			<b>Suggested Assessment:</b> Observation, Signed oral questions	
<b>Suggested Resources:</b> Realia, Video, chart showing various water sources				

## Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> <li>Learners can sign familiar and unfamiliar water sources in various contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to sign signs related to familiar sources of water.</li> <li>Express self-using signs related to sources of water in communication.</li> </ul>	<ul style="list-style-type: none"> <li>Learner can sign some familiar signs related to water sources in class, group and in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Learners attempt to sign some familiar signs related to water sources with prompt.</li> </ul>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge(K), skills(S) attitude	Suggested learning experience	Key inquiry questions(S)
<b>10.0 PLANTS</b>	<b>10.1 Signs related to plants in the immediate environment</b>	<p><b>By the ends of the sub strand the learners should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Acquire signs related to plants in the immediate environment. (k)</li> <li>b) Recognize signs of familiar plants within the immediate environment for communication. (k)</li> <li>c) Use appropriate signs related to plants within the immediate environment in communication in class, group and in pairs. (s)</li> <li>d) Develop a positive attitude in the use of plants within the immediate environment. (a)</li> </ul>	<ul style="list-style-type: none"> <li>Learners should be shown pictures depicting various plants.</li> <li>Observe and sign names of plants within their immediate environment.</li> <li>Use of realia (trees and flowers)</li> <li>Learners to observe a nature corner.</li> </ul>	<ul style="list-style-type: none"> <li>1) Which plants do you see around the school?</li> <li>2) Where have you seen flowers?</li> <li>3) Which flowers are near the school?</li> </ul>
<p><b>Core –competencies:</b> Communication and Collaboration-Signing plants in class, group, in pairs., Learn to Learn-Learning new concepts (flower, smells)</p>				

<b>Link to PCI: Education for sustainable Development:</b> caring for plants, proper use of plants.	<b>Link to value:</b> Responsibility
<b>Link to other subjects:</b> Environmental activities.	<b>Suggested Community Service Learning:</b> Protecting plants through watering.
<b>Suggested non-formal Activity:</b> Nature walk	<b>Suggested Assessment-</b> Observation, signed oral question, finger spelling.
<b>Suggested Resources:</b> Realia, Video, chart showing various types of plants.	

### Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> <li>Recognize signs of other plants in their environment.</li> <li>Sign parts of plants in their environment e.g. flower.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize signs of plants in their environment.</li> <li>Use signs of plants in their immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize some signs of plants in their environment.</li> </ul>	<ul style="list-style-type: none"> <li>Can only recognize a few signs of plants in the environment.</li> <li>Cannot use signs of plants in the environment.</li> </ul>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge(K), skills(S) attitude	Suggested learning experience	Key inquiry questions(S)
<b>11.0 SOIL</b>	<b>Signs related to soil</b> <b>11.1 Sand Build</b>	<b>By the ends of the sub strand the learners should be able to:</b> a) Acquire signs for various types of soil. b) Recognize sign names for various types of soil within the environment.	<ul style="list-style-type: none"> <li>Learners should be shown soil mounted on the paper (soil mosaic), pictures, realia, on various types of soil.</li> </ul>	<ol style="list-style-type: none"> <li>Which is the best soil for modeling?</li> <li>Which are the different types of soil?</li> </ol>

	Water <b>11.2</b> Clay Model <b>11.3</b> Loam farm	c) Use appropriate signs related to soil in communication. d) Respond appropriately to signs related to various soil within the locality. e) Appreciate the importance of various types of soil within the Environment.	<ul style="list-style-type: none"> <li>• Learners to demonstrate sign name of various type of soil in communication.</li> <li>• Learners to feel the textures of various types of soil.</li> <li>• Model using v various types of soil in order for them to identify the best soil for modeling.</li> </ul>	3. Which soil is smooth? 4. Which soil is rough?
<b>Core –competencies:</b> Communication and Collaboration-During modeling in class, in groups and in pairs Innovativeness-Display of mosaic.				
<b>Link to PCI:</b> education for sustainable development: Environmental education Different uses of soil.			<b>Link to values:</b> Responsibility	
<b>Link to other subjects:</b> Environmental activities			<b>Suggested Community Service Learning:</b> Teach other children/people signs of different types of soil	
<b>Suggested non-formal Activity:</b> Visit a potter, construction site.			<b>Suggested Assessment-</b> Observation, signed oral question, fingerspelling.	
<b>Suggested Resources:</b> Realia soil, soil mosaic, video				

### Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> <li>• Identify types of soil</li> <li>• Sign various types of soil</li> <li>• Sign simple sentences on various type of soil. Identify various uses of soil.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify type of soil</li> <li>• Sign various type of soil</li> <li>• Sign simple sentences on soil.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various types of soil</li> <li>• Sign various types of soil</li> </ul>	<ul style="list-style-type: none"> <li>• Learner can mount various types of soil on a paper (paper mosaic)</li> <li>• Can attempt to sign various type of soil</li> <li>• Cannot sign simple sentences on soil.</li> </ul>

<b>Strand</b>	<b>Sub-strand Suggested time:35mins</b>	<b>Specific learning outcomes knowledge(K), skills(S) attitude</b>	<b>Suggested learning experience</b>	<b>Key inquiry questions(S)</b>
<b>12.0 HEALTH AND SAFETY</b>	<b>Basic signs related to health and safety</b> <b>12.1</b> Pain Sick <b>12.2</b> Hospital Nurse	<b>By the ends of the sub strand the learners should be able to:</b> a) Acquire basic signs related to health and safety ((pain, sick, hospital, Nurse. (k) b) Recognize signs related to health and safety in communication. (k) c) Respond appropriately to basic signs related to health and safety at various times(s) d) Use appropriate signs related to health and safety in communication. (s) e) Express self-confidently using familiar signs related to health and safety in communication. (s) f) Appreciate knowledge of signs related to health and safety(a)	<ul style="list-style-type: none"> <li>• Learners should be shown examples of pictures, videos, related to health and safety.</li> <li>• Learners to demonstrate various signs related to health safety.</li> <li>• Learner practice basic sentences involving signs in health and safety.</li> <li>• Learners to be shown and sign names of places that are unsafe (Boreholes, swimming pool, pit latrine, power line, kitchen, sewage)</li> </ul>	<ol style="list-style-type: none"> <li>1) Where do you go when you are sick?</li> <li>2) Who treats you when you are sick?</li> <li>3) What do you take when you are sick?</li> <li>4) Which places are unsafe?</li> </ol>
<b>Core –competencies:</b> Communication and Collaboration-When signing in class, in group, in pairs, Learn to Learn-Learn on health and safety, Self-efficacy-When knowing and avoiding dangerous places.				
<b>Link to PCI:</b> -Education for sustainable development: Disaster risk education: Identify safe and unsafe places.			<b>Link to Values-</b> Responsibility, team work.	
<b>Link to other subjects:</b> Environmental activities			<b>Suggested Community Service Learning:</b> Maintaining cleanliness in the teacher’s compound	
<b>Suggested non-formal Activity:</b> Nature walk			<b>Suggested Assessment-</b> Observation, signed oral question, finger spelling.	
<b>Suggested Resources:</b> Realia, pictures, videos, posters				

### Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> <li>Identify unsafe places.</li> <li>Sign various signs related to health and safety.</li> <li>Sign simple sentences on health and safety</li> <li>Sign unsafe and safe places.</li> <li>Use signs related to health and safety in conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize signs related to health and safety.</li> <li>Sign various signs related to health and safety.</li> <li>Respond appropriately to signs related to health and safety.</li> <li>Use appropriate signs related to health and safety in communication.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize some signs related to health and safety.</li> <li>Sign some signs related to health and safety.</li> <li>Respond to some signs related to health and safety.</li> <li>Use some signs related to health and safety in communication.</li> </ul>	<ul style="list-style-type: none"> <li>Learner can point a few unsafe places.</li> <li>Attempt to sign various health and safety places.</li> <li>Has difficulty in using signs related to health and safety?</li> </ul>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge(K), skills(S) attitude	Suggested learning experience	Key inquiry questions(S)
<b>13.0 LEADERSHIP</b>	<b>Signs related to leaders in class</b> <b>13.1</b> Teacher class prefect <b>13.2</b> Group leader dance leader	<b>By the ends of the sub strand the learners should be able to:</b> a) Acquire familiar signs related to leadership in class (Teacher, class prefect, group leader, dance leader) (k) b) Recognize signs related to leadership in class when communicating. (K)	<ul style="list-style-type: none"> <li>Learners should be shown various leaders in class.</li> <li>Leaders could be introduced to learners with their signs and sign names (prefect, teacher dance leader, group leader)</li> </ul>	1) Who is your prefect in class? 2) Who reports those who do wrong? 3) What is the sign name of the class prefect?

		<p>c) Use appropriate signs when referring to leaders in class when communicating. (s)</p> <p>d) Express self-confidently using signs related to leadership in class while communicating. (s)</p> <p>e) Appreciate the role of leaders in class. (A)</p>	<ul style="list-style-type: none"> <li>• Learners to practice signing name of leaders in class, groups and in pairs.</li> <li>• Learners visit a local leader.</li> </ul>	4) What is the sign name of the class teacher?
<b>Core –competencies:</b> Communication and Collaboration-When signing in class, in group, in pairs, Learn to Learn-Learning new vocabulary, Citizenship-Respect for leaders				
<b>Link to PCI:</b> Citizenship: Patriotism and good governance: Leadership, role model		<b>Link to Values:</b> Responsibility, loyalty, respect.		
<b>Link to other subjects:</b> Environmental activities visit to a local leader.		<b>Suggested Community Service Learning:</b> Identify and give sign names to leaders in their school. Similarly, to those in their class.		
<b>Suggested non-formal Activity:</b> Signing leaders in the school during assembly.		<b>Suggested Assessment-</b> Observation, signed oral question, finger spelling.		
<b>Suggested Resources:</b> Realia (leaders in class), passport of the class prefect.				

### Suggested Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> <li>• Give signs of student government</li> <li>• Express self-confidently using signs related to leaders.</li> <li>• Appreciate role of leader in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize sign names of leaders in class</li> <li>• Use appropriate signs when referring to leaders in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize sign names for some leaders in class</li> <li>• Appreciate role of some leaders in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Point sign names for leaders.</li> <li>• Not able to refer to leaders in sign names.</li> </ul>

<b>Strand</b>	<b>Sub-strand Suggested time:35mins</b>	<b>Specific learning outcomes knowledge(K), skills(S) attitude</b>	<b>Suggested learning experience</b>	<b>Key inquiry questions(S)</b>
<b>14.0 PREMANUAL SKILLS</b>	<b>Fine motor skills</b> 14.1Modeling  14.2Cutting  14.3Squeezing and releasing	<b>By the ends of the sub strand the learners should be able to:</b> a) Acquire basic modeling, cutting, squeezing release technique that develop fine motor skills. (k) b) Recognize and sign activities involved in developing fine motor skills. (K) c) Learners to practice acquired skills that lead to the development of the fine motor skills in class group and in pairs (s) d) Appreciate the importance of fine motor skills in their communication.(a)	<ul style="list-style-type: none"> <li>• Learners should be exposed to various activities which develop fine motor.</li> <li>• Learners should be exposed to sign names of the material used to development fine motor skills.</li> <li>• Learners to practice activities that improve the fine motor skills in class groups and in pairs.</li> </ul>	<ol style="list-style-type: none"> <li>1) What do we use for modeling?</li> <li>2) Point a picture or material ask what is this?</li> </ol>
<b>Core –competencies:</b> Communication and Collaboration-When working in class, in group, in pairs. (Cutting, modeling), Creativity and imagination when they are modeling and cutting.				
<b>Link to PCI:</b> Life skills and value. education: Life skill: use signing skill for communication			<b>Link to Values:</b> Team work, responsibility.	
<b>Link to other Subjects:</b> Creative activities			<b>Suggested Community Service Learning:</b> Demonstrating different pre-manual skills.	
<b>Non- formal activity to support learning:</b> Visit a potter or a tailor and see how they use their skills to cut or model a pot.			<b>Suggested Assessment:</b> observation, signed oral questions	
<b>Suggested Resources:</b> Realia, pot, clay, plasticine, scissors				



### Suggested Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> <li>Recognize and sign fine motor activities.</li> <li>Use fine motor skills.</li> <li>Can practice element of a sign.</li> </ul>	<ul style="list-style-type: none"> <li>Learner can use fine motor skill.</li> <li>Learner can sign and recognize fine motor skills.</li> <li>Can practice use of fine motor skill.</li> </ul>	<ul style="list-style-type: none"> <li>Learner can use fine motor skill.</li> <li>Recognize fine motor skill.</li> </ul>	<ul style="list-style-type: none"> <li>Learner has difficulty in using fine motor skills.</li> </ul>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge(K), skills(S) attitude	Suggested learning experience	Key inquiry questions(S)
<b>15.0 Daily routine</b>	<p><b>Signs related to various times of the day</b></p> <p><b>15.1</b> Greetings</p> <p><b>15.2</b> Toileting</p> <p><b>15.3</b> Etiquette</p>	<p>By the ends of the sub strand the learners should be able to:</p> <p>a) Acquire familiar signs related to greetings of the day(Hallo)(k)</p> <p>b) Acquire familiar signs related to toileting (toilet, tissue, water, soap) (K)</p> <p>c) Acquire signs related to etiquette. (please, Thank you) (s)</p> <p>d) Recognize familiar signs related to greetings in communication. (s)</p> <p>e) Use appropriate signs related to times of the day in communication. (S)</p> <p>f) Develop a positive attitude towards time management. (s)</p> <p>g) Appreciate the essence of time management.</p>	<ul style="list-style-type: none"> <li>Learners should be shown various signs related to etiquette in communication</li> <li>Learners to sign activities involving various time of the day.</li> <li>Learners to practice signs related to the time of the day in class, in groups, in pairs.</li> <li>Learners to recite poems sing songs related to the time of the day.</li> <li>Learners should be shown various signs related to toileting.</li> </ul>	<ol style="list-style-type: none"> <li>1) What time do you take porridge?</li> <li>2) When do you go to sleep?</li> <li>3) When do you go to play?</li> <li>4) What do you use after visiting the toilet?</li> <li>5) What do you say when you do something wrong to your friend?</li> </ol>

			<ul style="list-style-type: none"> <li>Learners should practice to greet each other in various Occasions.</li> </ul>	
<b>Core –competencies:</b> Communication and Collaboration-When signing Signs related to time in class, in group or in pairs, Self-Efficacy-Telling time				
<b>Link to PCI:</b> Health and education –personal hygiene Citizenship-Integrity and social cohesion-when greeting one another.			<b>Link to Values:</b> Respect	
<b>Link to other subjects:</b> Number activities, Environmental activities, Language activities			<b>Suggested Community Service Learning:</b> Daily routine activities within the community	
<b>Non-formal activity to support learning:</b> Practice some daily activities in class			<b>Suggested Assessment:</b> Observations, signed oral questions.	
<b>Suggested Resources:</b> Realia, clock face to manipulate manually, outside activities to view sun.				

### Suggested Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> <li>Acquire familiar signs related to greetings</li> <li>Acquire signs related to toileting</li> <li>Recognize all signs related to greetings.</li> </ul>	<ul style="list-style-type: none"> <li>Acquire familiar signs related to greetings of the day.</li> <li>Acquire signs related to greetings.</li> <li>Use appropriate signs related to greetings of the day.</li> </ul>	<ul style="list-style-type: none"> <li>Acquire some signs related to the greetings of the day.</li> <li>Use some signs appropriately related to time of the day.</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty in signing greetings of the day.</li> <li>Difficult in using appropriate signs related to times of the day.</li> </ul>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge(K), skills(S) attitude	Suggested learning experience	Key inquiry questions(S)
<b>16.0 DAILY ROUTINE</b>	<b>Sign related to cleanliness</b> <b>16.1</b> Clean Water <b>16.2</b> Soap Towel <b>16.3</b> Wash Bath Basin	<b>By the ends of the sub strand the learners should be able to:</b> a) Acquire various signs related to cleanliness. (K) b) Recognize familiar signs related to cleanliness (K) c) Respond appropriately to signs related to cleanliness in communication. (s) d) Appreciate the importance of personal hygiene in day to day life. (a)	<ul style="list-style-type: none"> <li>• Learners should be exposed to pictures video depicting activities related to cleanliness.</li> <li>• Learners to sign activities related to cleanliness</li> <li>• Learners respond to communication involving the signed activities on cleanliness.</li> <li>• As a whole class, in group, in pairs leaner practice signs related to cleanliness.</li> <li>• Recite signed poems related to cleanliness.</li> <li>• Learners involve themselves in cleaning activities.</li> </ul>	<ol style="list-style-type: none"> <li>1) What do you use to clean the class?</li> <li>2) What do you do when your class is dirty?</li> <li>3) Who is clean?</li> </ol>
<b>Core –competencies:</b> Communication and Collaboration-When signing in class, in group, in pairs, Learn to Learn-learn how to clean a table Acquire various signs related to cleanliness (K), Recognize and understand familiar signs related to cleanliness (K), Use and respond appropriately to signs related to cleanliness in communication (S) Appreciate the importance of personal hygiene in day to day life (A), Self- efficacy-keeping themselves clean				
<b>Link to PCIs:</b> Learning to learn; keep themselves and environment clean, Health education- personal hygiene			<b>Link to Values:</b> Responsibility	
<b>Link to other subjects:</b> Environmental activities.			<b>Suggested Community Service Learning:</b> Clean areas around the school compound	
<b>Non-formal activity to support learning:</b> learners cleaning their belongings (handkerchief & socks)			<b>Suggested Assessment:</b> Signed Oral questions, Observations.	
<b>Suggested Resources:</b> Realia water, soap, duster/mop and bucket.				

### Suggested Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> <li>Recognize exceptionally well familiar and unfamiliar signs related to cleanliness.</li> <li>Use signs related to cleanliness outside the class.</li> <li>Recite poem related to cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize familiar signs related to cleanliness.</li> <li>Use appropriate signs related to cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize some of the signs related to cleanliness in class.</li> <li>Use some of the signs related to cleanliness in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize only one sign related to cleanliness.</li> <li>Cannot use signs related to cleanliness.</li> </ul>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge(K), skills(S) attitude	Suggested learning experience	Key inquiry questions(S)
<b>Signs related to days of the week</b>	<b>17.1</b> Monday Tuesday Wednesday <b>17.2</b> Thursday Friday <b>19.3</b> Saturday Sunday	<b>By the ends of the sub strand the learners should be able to:</b> a) Acquire range of Familiar signs related to days of the week (Monday, Tuesday, Wednesday, Thursday and Friday. (k) b) Recognize familiar signs related to days of the week. (K) c) Respond appropriately to signs related to days of the week in communication. (s) d) Use appropriate signs for various days of the week in communication(s) e) Appreciate the importance of various days of the week. (a)	<ul style="list-style-type: none"> <li>Learners should be shown different days of the week using calendar.</li> <li>Learners to sign appropriately days of the week in class in group, and in pairs.</li> <li>Learners recite poems /verses /songs/related to various days of the week.</li> </ul>	1) What are the days of the week? 2) What is the sign for Monday, Tuesday, Wednesday Thursday, Friday, Saturday, Sunday?

<b>Core –competencies:</b> Communication and Collaboration-When signing in class, in group, in pairs, Learn to Learn-learn how to sign Monday to Friday. Self-efficacy-Doing an activity for every day of the week.	
<b>Link to PCIs:</b> Citizenship- social cohesion-when raising the flag. Citizenship: Patriotism	<b>Link to Values:</b> Respect, Responsibility, loyalty.
<b>Link to other Subjects:</b> Pre-numeracy, language activities.	<b>Suggested Community Service Learning:</b> Learners participate in various activities on the days of the week.
<b>Non-formal activity to support learning:</b> Learners participate in flag raising, school clubs etc.	<b>Suggested Assessment:</b> Signed/oral questions.
<b>Suggested Resources:</b> Flag, charts, videos	

### Suggested Assessment Rubrics

<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
<ul style="list-style-type: none"> <li>Recognize signs of days and activities of the week.</li> <li>Use appropriate signs for the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Recognize signs related to days of the week.</li> <li>Use appropriate signs for days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize some of the signs related to days of the week.</li> <li>Sign some of the signs related to days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize none or one sign related to days of the week.</li> <li>Recognize one day of the week.</li> </ul>

## PRE –PRIMARY 2

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>1.0 Self immediate environment</b> <b>.5 Lessons of 35 min</b></p>	<p style="text-align: center;"><b>Sign names for:</b></p> <p><b>1.1</b> Sign/ fingerspell of body parts <b>hands, legs, shoulder, knees, fingers and toes</b></p> <p><b>1.2</b> Parents/ family members (<b>mother and father, brother, sister</b>)</p> <p><b>1.3</b> House parents</p> <p><b>1.4</b> Friend</p> <p><b>1.5</b> Schoolmates</p>	<p style="text-align: center;"><b>By the end of the sub strand, the learners should be able to:</b></p> <p>a) Acquire a range of familiar signs/fingerspell related to body parts (<b>K</b>)</p> <p>b) Recognize and articulate familiar signs for parents, siblings, friends and other people (<b>K</b>)</p> <p>c) Respond confidently for sign names of gender, friends and classmates (<b>S</b>)</p> <p>d) Use appropriate sign names when referring to body parts, parents, family members and friends (<b>S</b>)</p> <p>e) Appreciate the importance of using appropriate sign names when referring to parents, siblings and others in communication (<b>A</b>)</p>	<ul style="list-style-type: none"> <li>• Learner could be shown a drawing showing body parts then the signs /fingerspell of hands, legs, shoulder, knees, fingers and toes</li> <li>• Learner to list ways of assigning sign name to a person based on familiar features thereafter sign names of parents (mother and father), siblings (sisters and brothers), friends and other learners in the school.</li> <li>• Sing songs related to body parts (hands, legs, shoulder knees, fingers and toes).</li> <li>• A chart showing body parts displayed in the classroom for learner to further practice, role play in groups and in pairs.</li> <li>• Using jig saw puzzles, learner practice joining body parts in groups and in pairs.</li> </ul>	<ol style="list-style-type: none"> <li>1) Show me your leg/finger/hand</li> <li>2) What is the sign /fingerspell name for your mother/father?</li> <li>3) What is the sign of your brother/sister?</li> <li>4) Learner point at a picture and sign accordingly.</li> <li>5) How is your name signed?</li> </ol>
<p><b>Core-Competence to be developed:</b></p> <p>➤ Communication and collaboration – in naming parts of the body parts as he/she signs, role playing in groups and in pairs.</p>				

➤ Self-Efficacy- self-awareness when they get to know sign names of part of their bodies.		
<b>Link to PCIs:</b> ➤ Education for Sustainable development: environmental education- learning new concepts on body parts as he/she signs.	<b>Links to values:</b> Respect for self and others.	<b>Links to other subject(s):</b> ➤ Language activities.
<b>Suggested Community Service Learning Activities:</b> Giving sign names for people around the community (neighbourhood).		
<b>Non-formal activities to support learning:</b> learners to practice signs of body and sign names of family members at home		
<b>Suggested Resources:</b> ➤ Pictures on body parts, photographs, Realia, Jig saw puzzles, doll and charts with body parts.		
<b>Suggested assessment:</b> oral signed questions, observations, portfolio, Finger spelling		

#### Assessment Rubric

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner acquires familiar sign related to body parts.</li> <li>• Finger spell names of body parts.</li> <li>• Recognize signs related to body parts.</li> <li>• Use appropriate signs while referring to body parts.</li> <li>• Recognize and articulate familiar sign names of parents, siblings, friends and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire signs related to body parts.</li> <li>• Respond confidently to signs related to body parts.</li> <li>• Use appropriate signs while referring to body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire sign names related to body parts.</li> <li>• Recognize signs of body parts, parents, siblings, friends and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire a few signs related to body parts, parents, siblings, friends and others.</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
<b>2.0 Weather</b> <b>5 lessons,35 min</b>	<b>2.1 Signs related to weather conditions and effects</b> <b>2.2 Sunny</b> <b>sun</b> <b>2.3 Cloudy</b> <b>cloud</b> <b>2.4 Windy</b>	<b>By the end of the sub strand/sub topic/sub theme the learner should be able to:</b> a) Acquire signs related to weather conditions ( <b>K</b> ) b) Recognize signs related to weather symbols ( <b>S</b> ) c) Use signs related to weather conditions in communication ( <b>S</b> ) d) Appreciate the importance of weather changes( <b>A</b> )	<ul style="list-style-type: none"> <li>• Learner to be shown pictures related to weather conditions (Sunny, rainy, windy, calm, cloudy)</li> <li>• Using pictures or flash cards learner practice signing weather conditions in groups, in pairs and as a whole class</li> <li>• Learner to observe weather conditions of the day and sign appropriately.</li> <li>• Sign simple sentences on various weather conditions in groups, in pairs and class as a whole.</li> <li>• Sign short poems related to weather conditions</li> </ul>	1) What is the weather today? 2) How was the weather yesterday ? 3) What makes the clothes to dry during the day?	
<b>Core-Competence to be developed</b> ➤ Communication and collaboration – when the learners sign in pairs and in groups. ➤ Learning to learn – when signing new vocabulary on weather.					
<b>Link to PCIs:</b> ➤ Education for Sustainable development: environmental education: signing weather elements and conditions. ➤ Life skills- where the learner appreciate working with others and telling the importance of weather changes.		<b>Link to Values:</b> life skills-where the learner appreciates working with others and telling the importance of weather changes.	<b>Links to other subject(s):</b> ➤ Environmental studies		



<b>Suggested Community Service Learning activities:</b> Help in watering the community tree-nursery
<b>Non-formal activities to support learning:</b> learner to recite poem on whether to schoolmates
<b>Suggested Resources:</b> Charts, video showing weather conditions.
<b>Suggested assessment:</b> signed oral questions, portfolio, observations

### Suggested Assessment Rubric

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner identifies weather conditions.</li> <li>• Learner signs weather conditions.</li> <li>• Learner signs simple sentences on weather conditions.</li> <li>• Learner identifies weather symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner identifies weather conditions</li> <li>• Learner signs weather conditions.</li> <li>• Learner signs simple sentences on weather conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner identify some weather conditions</li> <li>• Learner signs a few weather conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficulty in identifying weather conditions.</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Objects at school and at home</b>	<b>Sign names related to objects and structures in school and at home.</b> <b>3.1School structures</b> <b>3.8Clothing</b>	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire sign names of objects and structures in school and at home <b>(K)</b> b) Recognize the signs of objects and structures in school and at home <b>(K)</b> c) Use appropriate signs related to objects and structures in school and at home <b>(S)</b> d) Appreciate the importance of using appropriate sign names when referring to objects and structures in school and at home <b>(A)</b>	<ul style="list-style-type: none"> <li>• Learners should be shown various objects and structures found at school (Library, Kitchen, Dormitory, Administration Office, Staff room) sign in groups, in pairs and as a whole class.</li> <li>• Learner should learn sign names of objects and structures (House, Granary, and toilet) in the home and care for properties at school and at home.</li> <li>• Learner takes a nature walk to observe structures in school.</li> <li>• Sign short poems related to objects and structures in school and at home</li> <li>• Clean and store objects at home and in the school.</li> </ul>	1) Which buildings do we have in school? 2) Which type of a house do you have at home?
<b>Core-Competence to be developed</b> ➤ Communication and collaboration – when learners sign in pairs and in groups. ➤ Learning to learn – signing new vocabulary on objects and structures in school and at home				
<b>Link to PCIs:</b> ➤ Education for Sustainable development: Environmental education: – care of resources found at home and school. ➤ Life skills- work with others for interpersonal relationship	<b>Link to Values: life skills-</b> Work with others for interpersonal relationship	<b>Links to other subject(s):</b> ➤ Environmental studies ➤ Language activities		
<b>Suggested Community Service Learning</b> ➤ Visiting other schools to learn more about structures.				

<b>Non-formal activity to support learning:</b> Visiting the village and identify structures in the village/town and sign them
<b>Suggested Resources</b> <ul style="list-style-type: none"> <li>➤ Pictures and photographs of things found at home and in school.</li> <li>➤ Video on objects and structures at school and home.</li> <li>➤ Realia (objects and structures)</li> </ul>
<b>Suggested assessment:</b> signed oral questions, observations, portfolio, checklist

**Suggested Assessment Rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Sign names of objects and structures related to school and home in simple and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner sign names of objects and structures found at home and school within appropriate/given context.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Learner signs some names of some related objects and structures in school and at home with some help/assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner can sign a few names of objects related to school and home with assistance/prompt.</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Colours</b> <b>5 Lessons of 35 min</b>	<b>Sign related to secondary colours</b> <b>4.1 Orange</b> <b>4.2 Green</b> <b>4.3 Purple</b>	<b>By the end of the sub strand, the learners should be able to:</b> <b>a) Acquire and respond to sign related to secondary colours – Orange, green, purple (K)</b> <b>b) Demonstrate the use of secondary colours in communication (K)</b> <b>c) Identify various items with secondary colours within the classroom (S)</b> <b>d) Relate secondary colours with items in the classroom (S)</b> <b>e) Develop interest in the use of secondary colours (A)</b> <b>f) Appreciate the beauty of colours (A)</b>	<ul style="list-style-type: none"> <li>• Learner could be shown a chart showing secondary colours and sign as a whole class, in groups and in pairs.</li> <li>• Learner to be provided with materials with different colours and match as he/she signs.</li> <li>• Sign songs related to colours and recite poems in signs related to secondary colours</li> <li>• Mix primary colours to get secondary colours and sign them appropriately.</li> </ul>	<ol style="list-style-type: none"> <li>1) What is the colour of grass?</li> <li>2) Which colour is orange/ green/ purple?</li> <li>3) Where is orange/ green/ purple colour in the classroom?</li> </ol>
<b>Core-Competence to be developed:</b> ➤ Imagination and creativity – The learner to mix primary colours to get secondary colors . ➤ Communication and collaboration – when learners sign in pairs and in groups on the various colours. ➤ Critical thinking – Learner mixing various colours and identifying their signs				
<b>Link to PCIs:</b> Citizenship: social cohesion and Patriotism: the national flag.		<b>Link to Values:</b> Respect for National flag and patriotism.	<b>Links to other subject(s):</b> ➤ Creative activities ➤ Environmental studies ➤ Language activities	
<b>Suggested Community Service Learning:</b> ➤ Making cards and giving them to people in their community.				
<b>Suggested non-formal activity to support learning:</b> learners demonstrate signs of colours of flags to other schoolmates during their free time.				

**Suggested Resources:**

- Pictures with different colours, fruits, pieces of cloths.
- Kenyan flag

**Suggested assessment:** signed oral questions, observation.

**Suggested Assessment Rubric**

<b>Exceeds Expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"><li>• Identify various items with secondary colours within and outside the classroom.</li><li>• Demonstrate the use of secondary colours in communication and apply.</li></ul>	<ul style="list-style-type: none"><li>• Identify various items with secondary colours within the classroom.</li><li>• Demonstrate the use of secondary colours in communication.</li></ul>	<ul style="list-style-type: none"><li>• Identify some items with secondary colours within the classroom.</li><li>• Demonstrate the use of some secondary colours in communication.</li></ul>	<ul style="list-style-type: none"><li>• Identify a few items with secondary colours in the classroom with assistance from teacher.</li><li>• Demonstrate the use of a few secondary colours in communication.</li></ul>

Strand	Sub-Strand	Specific Learning Outcomes KSA	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 ransport</b>	<b>Signs related to air and water transport</b>	<p><b>By the end of the sub strand, the learners should be able to:</b></p> <p>a) Acquire a range of familiar signs related to air and water transport (aeroplane, ferry, ship, boat) <b>(K)</b></p> <p>b) Recognize familiar signs related to air and water transport <b>(K)</b></p> <p>c) Express self-using signs related to air and water transport in communication <b>(S)</b></p> <p>d) Appreciate the importance of various means of water and air transport <b>(A)</b></p>	<ul style="list-style-type: none"> <li>• Learner could be shown sign names of various modes of transport (<i>air and water</i>) they are familiar with.</li> <li>• Learner to be shown pictures of the modes of transport.</li> <li>• In groups and pairs learner is guided on the correct sign on means of air and water transport.</li> <li>• Learner to Sign simple poems and songs on means of air and water transport</li> <li>• Learner to model and make various means of air and water transport as he/she signs.</li> </ul>	<ol style="list-style-type: none"> <li>1) What do people use to cross in the water?</li> <li>2) Which one moves faster between a boat and an aeroplane?</li> <li>3) Which means of transport do you always use?</li> <li>4) What means of transport would you like to use?</li> <li>5) Why would you like to use that means of transport?</li> </ol>
<p><b>Core-Competence to be developed:</b></p> <ul style="list-style-type: none"> <li>➤ Creativity and imagination as the learner models and makes different means of transport.</li> <li>➤ Communication and collaboration as learners work in groups.</li> <li>➤ Learning to learn as the learner learns and signs new concepts</li> </ul>				
<p><b>Link to PCIs:</b></p> <ul style="list-style-type: none"> <li>➤ Life skills of self esteem as they work in groups.</li> </ul>		<p><b>Link to Values:</b> responsibility and team work in naming and signing various means of transport.</p>	<p><b>Links to other subject(s):</b></p> <ul style="list-style-type: none"> <li>➤ Creative activities.</li> <li>➤ Language activities</li> </ul>	

➤ Education for Sustainable development: appreciating different means of communication and transport		
<b>Suggested Community Service Learning</b>		
➤ Sign to other people /friends the signs of various means of air and water transport.		
<b>Non-formal activity to support learning:</b> visit to the bus stage/roads to observe different means of transport		
<b>Suggested Resources</b>		
➤ Toys of different means of transport (air, water), Models (clay/ plasticine) different means of transport (air, water) ➤ Pictures / photographs of different means of transport (air, water). ➤ Videos on different means of transport (air, water).		
<b>Suggested assessment:</b> signed oral questions, observation		

### Suggested Assessment Rubric

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>Identify various means of transport (air, water).</li> <li>Sign names of different means of transport (air, water)</li> <li>Use appropriate signs of various means of water and air transport.</li> <li>Make paper boats and aeroplanes.</li> </ul>	<ul style="list-style-type: none"> <li>Sign names of various means of transport.</li> <li>Express self-using the appropriate signs of various means of water and air transport.</li> </ul>	<ul style="list-style-type: none"> <li>Sign names of means air and water transport.</li> <li>Point at various means of air and water transport.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to sign names of some means of air and water transport</li> </ul>

<ul style="list-style-type: none"> <li>Use some of the sign names of various means of transport in communication</li> </ul>			
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Strand	Sub-strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 Road and safety</b>  <b>5 lessons,35 min each</b>	<b>Signs related to road safety</b> <b>6.1 Zebra-Crossing</b>  <b>6.2 Driver Passenger</b>  <b>6.3 Traffic</b>  <b>6.4 Policeman/woman</b>	By the end of the sub strand, the learners should be able to: a) Acquire Signs related to road safety <b>(K)</b> b) Recognize familiar signs related to road safety (zebra crossing, driver, passenger, traffic policeman/woman <b>(K)</b> c) Use appropriate road safety signs to cross the road <b>(S)</b> d) Appreciate the importance of observing road safety signs <b>(A)</b>	<ul style="list-style-type: none"> <li>Learner to be shown various road safety signs using pictures, videos and diagrams.</li> <li>Through guidance the learner to practice correct crossing the road safely in groups.</li> <li>Practice signing various signs on road safety in groups as a class and in pairs.</li> </ul>	1) Where do you cross the road? 2) Where do you stop the bus? 3) Which is the best side to walk on while on road? 4) When do you cross the road?
<b>Core-Competence to be developed</b> ➤ Self-efficacy – he/she learns on the best way to use the road. ➤ Communication and collaboration as learners work in groups. ➤ Learning to learn - the learner learns and signs new signs on the safe use of road.				
<b>Link to PCIs:</b> ➤ Education for sustainable development: Risk reduction: Observe road safety signs ➤ Life skills – practice to cross the road while maintaining safety ➤ Citizenship – Observe rules or laws related to road safety.		<b>Link to Values:</b> Responsibility	<b>Links to other subject(s):</b> Environmental activities.	



<p><b>Suggested Community Service Learning:</b></p> <ul style="list-style-type: none"> <li>➤ Visit the children traffic park and sign the road signs</li> <li>➤ Visit the traffic marshals and learn more on safe use of road and road signs.</li> </ul>
<p><b>Suggested non-formal activity to support learning:</b> Children demonstrate different road safety signs to other learners.</p>
<p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>➤ Signs related to road safety drawn on chart</li> <li>➤ Model of road in class and model of the signs which are placed along the road and at the right places.</li> </ul>
<p><b>Suggested Assessment:</b> Signed oral questions, Observation,</p>

**Suggested Assessment Rubric**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Articulate to signs related to road safety.</li> <li>• Recognize and use signs related to road safety.</li> <li>• Lead others in crossing the road while observing safety road signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate signs related to road safety.</li> <li>• Recognize signs related to road safety.</li> <li>• Use appropriate signs during road crossing.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate familiar road safety signs.</li> <li>• Recognize related road safety signs.</li> </ul>	<ul style="list-style-type: none"> <li>• sign a few road safety signs with assistance.</li> </ul>

Strand	Sub-Strand Suggested	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Play items	<b>Signs related to play items</b> 7.1 Balls Hula hoops 7.2 Goal post Skipping Ropes	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire familiar signs related to play items <b>(K)</b> b) Recognize various signs related to play items in communication (balls, rope, hula hoop, goals) <b>(K)</b> c) Use signs related to play items in communication <b>(S)</b> d) Develop a positive attitude towards play items. <b>(A)</b> e) Appreciate the importance of signs various play items <b>A)</b> f) Appreciate the importance of proper use and storage of play items <b>(A)</b>	<ul style="list-style-type: none"> <li>• Learner to be exposed to pictures of play items and give their sign names.</li> <li>• Learner use signs of various play items in communication in pairs, groups and as a whole class.</li> <li>• Learner should be encouraged to respond appropriately to signs related to play items in pairs, groups and as a whole class.</li> <li>• Learner can play using the play items as they sign.</li> </ul>	<ol style="list-style-type: none"> <li>1) What do you use when skipping?</li> <li>2) What do you use in playing football?</li> <li>3) Where do you play?</li> <li>4) What do you use to play with?</li> <li>5) Sign the items you use to play with?</li> <li>6) Why should we take care of our play items?</li> </ol>
<b>Core-Competence to be developed :</b> <ul style="list-style-type: none"> <li>➤ Communication and collaboration as learners work in groups and pairs.</li> <li>➤ – while playing, there are rules to and regulations to follow that require integrity</li> <li>➤ Self efficacy – as the learner gets to play with others.</li> </ul>				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>➤ <b>Learner support programmes:</b> Sports and Games: Observing rules related to games</li> </ul>		<b>Link to values:</b> Responsibility	<b>Links to other subject(s):</b> <ul style="list-style-type: none"> <li>➤ Psychomotor activities.</li> </ul>	
<b>Suggested Community Service Learning:</b> <ul style="list-style-type: none"> <li>➤ Attend to different games in the community.</li> <li>➤ Participate in various games using signs in communication.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ <b>Suggested non-formal activity to support learning:</b> Attend to different games in school.</li> <li>➤ Watch games on the television i.e. football, athletics and able to sign the games and items.</li> </ul>				

**Suggested Resources:**

- Balls, Skipping rope
- Hula hoop, Goal posts, Field

**Suggested assessment:** Signed oral questions, Observation, Making playing items(balls)

**Suggested Assessment Rubric**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Recognize various signs related to play items in communication.</li> <li>• Respond appropriately to signs related to play items in communication.</li> <li>• Use signs related to play items in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize various signs related to play items in communication.</li> <li>• Respond to signs related to play items.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize some signs related to play items in communication.</li> <li>• Respond to some signs related to play items.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize a few the signs related to play items in communication.</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.0 Food</b>	<b>Signs related to various foods in the locality</b> <b>8.1</b> Potato Beans Rice  <b>8.2</b> Chicken Fish	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire a range of signs related to food items (sweet potatoes, beans, fish, rice, chicken) <b>(K)</b> b) Respond appropriately to various signs related to food in communication <b>(S)</b> c) Recognize signs of various types of food <b>(S)</b> d) Appreciate the importance of various types of food <b>(A)</b>	<ul style="list-style-type: none"> <li>• Learner should be exposed to various types of food (realia) and shown their sign names.</li> <li>• Learner could be shown pictures of various types of food /diagram.</li> <li>• Demonstrate usage of signs of various types of food in communication</li> <li>• In pairs, groups and as a whole class learner practice to sign names of various types of food.</li> <li>• Reuse and take care of left over foods.</li> </ul>	1) What did you eat at lunch time/ morning/ at night/ yesterday? 2) Which food do you like most? 3) What is the name of this in signs? (showing picture or realia)
<b>Core-Competence to be developed :</b> ➤ Citizenship – learner accepts and respects food eaten in their culture. ➤ Learning to Learn – learn signs on various types of food. ➤ Communication and collaboration - learner communicate in sign language as he/she works in groups and pairs.				
<b>Link to PCIs:</b> <b>Health education:</b> Life style diseases: as learners appreciates importance of various types of food. <b>Education for Sustainable Development:</b> Environmental Education: taking care of left over foods.		<b>Link to Values:</b> Responsibility	<b>Links to other subject(s):</b> ➤ Environmental activities. ➤ Language activities.	
<b>Suggested Community Service Learning:</b>				

➤ Enlighten the school community as family about signs related to food
<b>Suggested non-formal activity to support learning:</b> Visit a market and observe different types of food
<b>Suggested Resources</b> ➤ Foods realia ➤ Pictures/drawing of different foods. ➤ Videos on different foods.
<b>Suggested assessment:</b> Signed oral questions, Observation

### Suggested Assessment Rubric

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Acquire signs related to types of food.</li> <li>• Recognize signs of various types of food.</li> <li>• Respond exceptionally to signs related to various signs related to food.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize all the signs related to various types of food.</li> <li>• Respond appropriately to various signs related to food.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize some of the signs related to various types of food.</li> <li>• Respond to some of the signs related to various types of food.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize a few of the signs related to various types of food.</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)	
9.0 Water	<b>Signs for water sources and uses:</b> 9.1 Lake Dam 9.2 Stream Ocean <b>Uses</b> 9.3 Cooking Bathing 9.4 Watering Mopping Washing clothes	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire a range of sign names related to water sources and uses of water <b>(K)</b> b) Recognize and understand familiar sign names of water sources and its use <b>(K)</b> c) Respond confidently to various signs related to water sources and use in communication <b>(S)</b> d) Use appropriate sign names related to water sources and use in communication <b>(A)</b> e) Appreciate the importance water sources and uses in his /her daily life <b>(A)</b>	<ul style="list-style-type: none"> <li>• Learner should be exposed to various pictures/diagrams on sources and use of water and their signs.</li> <li>• In pairs, groups and as a whole class learner demonstrate signs related to sources and uses of water in communication.</li> <li>• Learner demonstrates the various sign names related to water sources and uses in communication.</li> <li>• Learner sign poems/ songs related to various sources of water and its use.</li> <li>• Learner pantomime the uses of water through signing</li> <li>• Learner can role play on the uses of water through signing</li> </ul>	1) Which water source is this? (pointing at pictures) 2) Where do you get water from? 3) What do you use water for? 4) Why should we take care of water?	
<b>Core-Competence to be developed:</b> ➤ Communication and collaboration - learner communicate in sign as he/she works in groups and pairs. ➤ Learning to Learn – learn new signs on water source and use					
<b>Link to PCIs:</b> <b>Education for Sustainable Development:</b> Environmental Education: proper use of water.		<b>Link to Values:</b> Responsibility and sharing	<b>Links to other subject(s):</b> ➤ Environmental activities.		

Health – taking care of the water.		
<b>Suggested Community Service Learning;</b>		
➤ Signing to people within the community different sources and uses of water		
<b>Suggested non-formal activity to support learning:</b> Caring for resources – ability to close open taps to avoid leakage and water wastage.		
<b>Suggested Resources</b>		
➤ Pictures of water sources and uses ➤ Videos showing water source and use ➤ Diagrams showing water sources and use		
<b>Suggested assessment:</b> Signed oral questions, Observation		

### Suggested Assessment Rubric

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Sign various sources and uses of water.</li> <li>• Sign poems, sign songs and also make simple sentences related to water and some uses.</li> <li>• Use signs related to sources and uses of water in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign various sources and uses of water.</li> <li>• Sign poems, sign songs related to water and uses.</li> <li>• Recognise signs related to sources and uses of water</li> </ul>	<ul style="list-style-type: none"> <li>• Sign some sources and uses of water.</li> <li>• Recognise some signs related to sources and uses of water</li> </ul>	<ul style="list-style-type: none"> <li>• Sign a few sources and uses of water.</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
<b>10.0 Plants</b> <b>5 Lesson of 35 min each</b>	<b>Signs for parts of a plant</b> <b>10.1</b> Leaves Stem Roots <b>10.2</b> Flower Fruits	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire a range of familiar sign names related to parts of plant <b>(K)</b> b) Recognize and understand familiar signs related to parts of a plant <b>(S)</b> c) Respond appropriately to signs of parts of a plant in communication <b>(S)</b> d) Use appropriate sign names related to parts of a plant in communication <b>(S)</b> e) Appreciate the importance of various parts of a plant <b>(A)</b> f) Develop curiosity in explaining various parts of a plant <b>(A)</b>	<ul style="list-style-type: none"> <li>• Learner could go outside the classroom and uproot a plant on which signs are shown for the different parts (leaves, stem, roots)</li> <li>• Learner could be shown a real plant and its parts in the school environment or classroom.</li> <li>• Learner could be exposed to various pictures/diagrams showing parts of plant and their sign names.</li> <li>• As a whole class, small groups and in pairs, learner practice sign names of parts of plant.</li> <li>• Learner sign poems/ songs on parts of plant.</li> <li>• Match pictures with sign name of parts of a plant.</li> </ul>	<ol style="list-style-type: none"> <li>1) Which part of a plant is this? (pointing at pictures)</li> <li>2) Which part of a plant do you eat?</li> <li>3) Where do plants grow?</li> <li>4) What is the colour of a leaf?</li> </ol>	
<b>Core-Competence to be developed:</b> <ul style="list-style-type: none"> <li>➤ Communication and collaboration - learner communicate in sign as he/she works in groups and pairs.</li> <li>➤ Learning to Learn – learn new signs on parts of plant</li> <li>➤ Imagination and creativity – as the learner models and mounts plants</li> </ul>					
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>➤ Education for Sustainable Development – Uses of plants</li> <li>➤ Life skills – proper use of the edible parts of a plant.</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Link to Values:</b> Responsibility</li> </ul>	<b>Links to other subject(s):</b> <ul style="list-style-type: none"> <li>➤ Environmental activities.</li> <li>➤ Language activities.</li> </ul>		



<b>Suggested Community Service Learning:</b> ➤ Sign names of different parts of plant they see and use in the community.
<b>Non-formal Activity to support learning:</b> learners are involved in nature walk to observe different plants
<b>Suggested Resources:</b> Realia, Diagrams /pictures of plants, Videos on plants, Artificial plant.
<b>Suggested assessments:</b> signed oral questions, observations

**Suggested Assessment Rubric**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner able to name parts of a plant and its uses.</li> <li>• Learner recognizes names of other parts of a plant.</li> <li>• Learner use signs learnt in communication.</li> <li>• Learner can mount parts of a plant on a chart.</li> <li>• Use signs related to parts of a plant in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner signs names of parts of a plant and uses.</li> <li>• Learner recognizes names of other parts of a plant and uses.</li> <li>• Learner can use signs learnt in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner signs some names of parts of a plant and uses.</li> <li>• Learner recognizes some names of other parts of a plant and uses</li> </ul>	<ul style="list-style-type: none"> <li>• Learner signs a few names of parts of a plant and uses.</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
<b>11.0 Soils</b>	<b>Signs related to soil and uses</b> <b>11.1</b> Clay <b>11.2</b> Loam <b>11.3</b> Sand <b>Uses</b> <b>11.4</b> Building <b>11.5</b> Farming <b>11.6</b> Modelling	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire a range of familiar sign names related to soil and their uses <b>(K)</b> b) Recognize and understand familiar signs of soil <b>(S)</b> c) Respond confidently to various sign names in soil and use in communication <b>(S)</b> d) Use appropriate sign names for various soils and their uses in communication <b>(S)</b> e) Appreciate the importance of various soils and their uses in his/her daily life <b>(A)</b>	<ul style="list-style-type: none"> <li>• Learner should go outside and collect soils from different places in the school compound.</li> <li>• Learner could be exposed to various soils and their signs (<b>clay, loam, sand</b>)</li> <li>• As a whole class, small groups and in pairs, learners demonstrate sign names related to soil and their uses.</li> <li>• Learner should be exposed to signs used to show uses of soil.</li> <li>• Learner demonstrates the various sign names related to soil and their use.</li> <li>• Learner sign poems/ songs related to various soils and their uses.</li> <li>• Learner role play the use of soil.</li> <li>• Learner pantomime the uses of soil</li> </ul>	<ol style="list-style-type: none"> <li>1) Which is the best soil for growing crops?</li> <li>2) Which type of soil is best for modelling?</li> <li>3) Which type of soil is used for building?</li> </ol>
<b>Core-Competence to be developed:</b> ➤ Imagination and creativity – as the learner uses the various soils to model ➤ Communication and collaboration - learner communicate in sign as he/she works in groups and pairs. ➤ Learning to Learn – learn new signs (building, farming and modelling)				

<b>Link to PCIs:</b> ➤ Education for Sustainable Development: Environmental Education: – caring for soil as it is an important resource in our day to day life	<b>Link to Values:</b> Responsibility ➤	<b>Links to other subject(s):</b> ➤ Environmental activities. ➤ Creative activities ➤ Language activities
<b>Suggested Community Service Learning:</b> ➤ Signing the various signs for types and uses of soil to the school community/family.		
<b>Non-formal Activity to support learning:</b> Nature walk		
<b>Suggested Resources:</b> ➤ Soil (clay, loam, sand) ➤ Pictures of different soil. ➤ Newspaper cuttings of pictures on soil and its uses ➤ Nature with different soil and its uses		
<b>Suggested Assessments:</b> Oral signed questions, Observations		

### Suggested Assessment Rubric

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<ul style="list-style-type: none"> <li>Recognize and understand familiar and unfamiliar types of soil.</li> <li>Use more unfamiliar sign names of soil in communication</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and understand familiar signs of soil.</li> <li>Use sign names of soil in communication.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and understand some familiar signs of soil.</li> <li>Use some sign names of soil in communication.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and understand one sign name of soil.</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
<b>12.0 Health</b>	<b>Signs related to health and safety</b> <b>12.1</b> Fine Pain Well <b>12.2</b> Hospital Doctor Nurse	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire basic signs related to health and safety <b>(K)</b> b) Recognize basic signs related to health and safety in communication <b>(K)</b> c) Respond appropriately to basic signs related to health at various times <b>(S)</b> <b>d)</b> Use appropriately basic signs related to health and safety <b>(S)</b> e) Express self appropriately to signs related to health and safety <b>(S)</b> f) Appreciate knowledge of health and safety <b>(A)</b>	<ul style="list-style-type: none"> <li>• Learner should be shown examples of pictures, posters, videos related to health and safety and sign.</li> <li>• Learner should demonstrate the use of various basic sentences related to health and safety</li> <li>• Learner practice signing basic sentences related to health and safety as a whole class, small groups and in pairs</li> <li>• Learner could be shown pictures on unsafe places <b>(boreholes, power lines, swimming pool, sewage)</b></li> </ul>	1) Which places are unsafe? 2) Where do you go when you are sick? 3) Who treats sick persons? 4) What do you take when you are sick?
<b>Core-Competence to be developed:</b> ➤ Self-efficacy - knowing and avoiding dangerous places ➤ Communication and collaboration - learner communicate in signs as he/she works in groups and pairs. ➤ Learning to Learn – learn new signs				
<b>Link to PCIs:</b> Education for sustainable development: risk reduction – avoid dangerous places ➤ Life skills – appreciating importance of good health.		➤ <b>Link to Values:</b> Responsibility	<b>Links to other subject(s):</b> ➤ Environmental activities.	

<b>Suggested Community Service Learning:</b> Helping school children to avoid dangerous places.
<b>Non-Formal Activity to support learning:</b> visit to hospital/ clinics to familiarize themselves with learnt health vocabularies
<b>Suggested Resources:</b> Pictures, drawings and video on health, Realia, First aid box, Fire extinguisher, Alarms, Pit latrines.
<b>Suggested Assessments:</b> Oral signed questions, Observations

### Suggested Assessment Rubric

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>Identify other sign names related to health and safety in communication.</li> <li>Respond and use basic signs related to health appropriately.</li> <li>Use other unfamiliar signs in communication.</li> </ul>	<ul style="list-style-type: none"> <li>Identify signs related to health and safety in communication.</li> <li>Respond appropriately to basic signs related to health at various time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some signs related to health and safety in communication.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a few signs related to health and safety in communication.</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>13.0 Leadership</b>	<b>Signs for leaders</b>  <b>13.1</b> Head teacher Deputy head Senior teacher  <b>13.2</b> Games master Boarding masters Subject teacher	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire a range of familiar sign names related to leaders (K) b) Recognize and understand familiar sign names of leaders in school (S) c) Respond appropriately to familiar sign names related to leaders in school in communication (S) d) Use appropriate sign names related to leaders in school for and their uses in communication (S) e) Appreciate the importance of having leaders his/her daily life (A)	<ul style="list-style-type: none"> <li>• Leaders in the school could be introduced to learner in classroom and sign their names</li> <li>• As a whole class, in groups and in pairs, learner demonstrates various sign names of leaders in school.</li> <li>• Learner demonstrate roles of various leaders in school through role play and sign their sign names</li> <li>• Learner recite simple signed poems on various leaders</li> </ul>	1) What is the sign name of your head teacher? 2) What is the sign name of the games teacher? 3) What is the sign name of the class teacher?
<b>Core-Competence to be developed:</b> ➤ Communication and collaboration: learner role play on the role of their leaders in their school. ➤ Learning to Learn: learn sign names of their leaders of their leaders at the school.				
<b>Link to PCIs:</b> ➤ Learner support program: peer Education: Leadership Role model: As learners observe leaders in school.		<b>Link to values:</b> Responsibility	<b>Links to other subject(s):</b> ➤ Environmental activities	
<b>Suggested Community Service Learning:</b> Being responsible at home even in the absence of parents.				
<b>Non-formal Activity to support learning:</b> Role play leadership				

<b>Suggested Resources:</b> Realia (leaders in school).
<b>Suggested assessments:</b> Role play, signed oral questions, observations

**Suggested Assessment Rubric**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Sign names related to leaders.</li> <li>• Recognise and respond to familiar signs of leaders in school and at home and use them in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign names related to leaders.</li> <li>• Recognise and respond to familiar signs of leaders in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire sign names related to leaders in school.</li> </ul>	Acquire a few sign names related to leaders in the class

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes (KSA)</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>14.0 Pre-literacy and numeracy skills (Hand formation)</b> 5 lessons of 35 min each	<b>Elements of a sign</b> <b>14.1</b> Hand shape  <b>14.2</b> Movement  <b>14.3</b> Orientation  <b>14.4</b> Place of articulation	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire elements of a sign (K) b) Recognize various hand shapes, palm orientation, places of articulation (location) and movement during signing (S) c) Use appropriate elements of signing in communication (S) d) Appreciate the importance of using appropriate elements of signs in communication (A)	<ul style="list-style-type: none"> <li>• Learner should be shown pictures of various hand shapes, palm orientation, location and movement.</li> <li>• As a whole class, small groups and in pairs, learner practices various signs involving hand shapes, location, movement and palm orientation.</li> <li>• Pictures of various hand shapes could be displayed in the classroom for further practice.</li> </ul>	1) Which hand shape is this? (pointing at the hand shape) 2) Show various movements, diagonal, circular, horizontal movements 3) What is the sign location of the sign- (teacher to give

			<ul style="list-style-type: none"> <li>Learner should sign songs recite poems using different various elements of a sign.</li> </ul>	direction on that)
<b>Core-Competence to be developed:</b> Communication and collaboration: practice in groups and pairs. Learning to Learn – elements of a sign. Self-efficacy – appreciate signing appropriately.				
<b>Link to PCIs:</b> ➤ Life skills – self-esteem as they are able to communicate appropriately.	<b>Link to values:</b> Cooperation	<b>Links to other subject(s):</b> ➤ Language activities		
<b>Suggested Community Service Learning:</b> Learners to sign neighbours and parents on elements of a sign.				
<b>Non-formal learning activity to support learning:</b> -learners sign signed songs during assembly. -learners manipulate signs out of class.				
<b>Suggested Resources:</b> A chart with elements of a sign, Flash cards on elements of a sign, Videos on elements of a sign.				
<b>Suggested assessments:</b> Signed oral questions, observations				

### Assessment Rubric

Exceeds Expectations	Meeting Expectations	Approaches Expectations	Below Expectations
<ul style="list-style-type: none"> <li>Sign elements and sign with ease.</li> <li>Recognize elements of sign.</li> <li>Effectively uses elements of sign in basic communication.</li> </ul>	<ul style="list-style-type: none"> <li>Sign elements and sign with ease.</li> <li>Recognize elements of sign.</li> <li>Uses elements of sign in basic communication.</li> </ul>	<ul style="list-style-type: none"> <li>Sign elements and sign.</li> <li>Recognize a few elements of sign.</li> </ul>	<ul style="list-style-type: none"> <li>Sign elements and sign with teachers support.</li> </ul>



Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
<b>15.0</b> <b>Daily routine</b> <b>5 lesson of 35</b> <b>min each</b>	<b>Signs related to different times of the day</b>  <b>15.1 Greetings (Good morning, good afternoon, good evening, good night)</b>  <b>15.2 Games</b> Foot ball Volley ball Net ball  <b>15.3 Toileting</b> <b>15.4 Days of the week</b>	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire familiar signs related to greetings at various times of the day (Good morning, good afternoon, good evening, good night) (K) b) Recognize familiar signs related to greetings and culture(S) c) Use appropriate sign related to greetings and various activities in communication (S) d) Appreciate the importance of greetings and activities at different times of the day. (A)	<ul style="list-style-type: none"> <li>• Learner should be shown signs related to various greetings and activities of the day and respond.</li> <li>• Learner should use signs related to greetings and activities of the day in pairs, groups, and the whole class in communication</li> <li>• Learner sign songs and recite poems related to greetings and activities of the day.</li> <li>• Learner pantomime activities of the day in correct sequence from morning to evening.</li> </ul>	1) At what time do you sleep? 2) At what time do you take a bath? 3) How do you greet in the morning/afternoon/evening? 4) How do you ask for permission to go to the toilet?
<b>Core-Competence to be developed:</b> ➤ Communication and collaboration: practice signing in groups and pairs. ➤ Learning to learn: new signs on greeting, games, toileting and days of the week. ➤ Self-efficacy: communicate their needs.				
<b>Link to PCIs:</b> ➤ Life skills: As learners undertake different activities during the day.		<b>Link to Values:</b> Responsibility	<b>Links to other subject(s):</b> ➤ Environmental activities. ➤ Language activities	
<b>Suggested Community Service Learning;</b> Signing to his/her neighbours and friends on sign related to greetings and daily routine.				

<b>Non-formal activity to support learning:</b> learners practice signs out of class
<b>Suggested Resources:</b> Videos on greetings, toileting, games and days of the week.
<b>Suggested assessments:</b> Signed oral questions, observations

**Suggested Assessment Rubric**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Accurately use familiar and unfamiliar signs related to greetings and activities of the day in communication.</li> <li>• Recite songs related to greetings both familiar and unfamiliar.</li> <li>• Pantomime appropriate activities of the day with correct sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate signs related to greetings and activities.</li> <li>• Recognize familiar signs related to greetings and activities of the day</li> <li>• Recite signed poems related to greetings and activities of the day</li> </ul>	<ul style="list-style-type: none"> <li>• Use some signs related to greetings and activities of the day</li> <li>• Recite some parts of songs related to greetings and activities of the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a few signs related to greetings.</li> </ul>

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes (KSA)</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>16.0 Daily routine</b>	<b>Signs related to etiquette</b> <b>16.1</b> Hello, Please, Bye. <b>16.2</b> Thank You.	<b>By the end of the sub strand, the learners should be able to:</b> a) Acquire a range of signs related to etiquette ( <b>K</b> ) b) Recognize and understand signs related to etiquette in communication ( <b>S</b> )	<ul style="list-style-type: none"> <li>• Learner could sign, signs related to etiquette (please, thank you, sorry)</li> <li>• Learner could be shown pictures and diagrams related to etiquette.</li> <li>• Learner could be encouraged to sign simple</li> </ul>	1) What do you say when you make a mistake? 2) If you get a gift, what do you say? 3) How do you greet in the

	Sorry. Excuse-Me.	<p>c) Respond appropriately to familiar signed sentences related to etiquette <b>(S)</b></p> <p>d) Appreciate the importance of using etiquette in communication <b>(A)</b></p>	<p>sentences related to etiquette.</p> <ul style="list-style-type: none"> <li>• As a class, groups, in pair learner demonstrate signs related to etiquette.</li> <li>• Learner sign sing songs and recite poems related to etiquette.</li> </ul>	<p>morning/afternoon /evening?</p> <p>4) How do you ask for permission to go out of the classroom?</p>
<p><b>Core-Competence to be developed:</b> Communication and collaboration: learner demonstrates signs in groups and pairs. Learning to learn – New signs related to etiquette Self-efficacy – able to communicate their needs.</p>				
<p><b>Link to PCIs:</b></p> <ul style="list-style-type: none"> <li>➤ Life skills: Moral Education: practice good behaviour.</li> </ul>		<p><b>Link to values:</b> Respect</p>	<p><b>Links to other subject(s):</b></p> <ul style="list-style-type: none"> <li>➤ Language activities</li> </ul>	
<p><b>Suggested Community Service Learning:</b></p> <ul style="list-style-type: none"> <li>➤ Learners show etiquette while interacting with others in school, at home and in the community in signs.</li> </ul>				
<p><b>Non-formal activity to support learning:</b> learners practice etiquette out of class.</p>				
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Pictures, drawings showing etiquette, Videos showing etiquette.</li> </ul>				
<p><b>Suggested assessments:</b> signed oral questions, observations.</p>				

**Suggested Assessment Rubric**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Sign sentences related to etiquette.</li> <li>• Demonstrate appropriate familiar/unfamiliar signs related to etiquette.</li> <li>• Identify sentences related to etiquette and respond appropriately.</li> <li>• Demonstrate use of familiar and unfamiliar signs in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign simple sentences related to etiquette.</li> <li>• Demonstrate signs related to etiquette in communication.</li> <li>• Respond appropriately to signs related to etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign some simple sentences related to etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign a few simple sentences related to etiquette.</li> </ul>