



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**STAGE BASED PATHWAY
COMMUNICATION AND FUNCTIONAL LITERACY SKILLS CURRICULUM DESIGN
FOR LEARNERS WITH SPECIAL NEEDS
PREVOCATIONAL LEVEL**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Foundation, Intermediate and Prevocational levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The Prevocational Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources and assessment checklist and rubric for rating the learner's performance.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS

CABINET SECRETARY,

MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Prevocational is the third level of the Stage Based education pathway for learners with special needs in the reformed education structure. Vocational Level marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Prevocational Level curriculum furthers implementation of the CBC from Intermediate Level. The curriculum provides a **variety of** opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya*. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Prevocational Level curriculum designs are intended to enhance the learner's development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources, an assessment checklist and a rating guide for the learner's performance. It is expected that the designs will guide teachers to effectively facilitate the learner to attain the expected learning outcomes for the Prevocational Level and prepare them for smooth transition to the Vocational Level. Furthermore, it is my hope that teachers will use the curriculum designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS

PRINCIPAL SECRETARY

STATE DEPARTMENT FOR BASIC EDUCATION

MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, adapt and review curricula and curriculum support materials for basic and tertiary education and training for learners with special needs. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (KICD, 2017), that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Intermediate Level curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. The Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Prevocational Level curriculum designs. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Prevocational Level and preparation of learners for transition to Vocational Level.

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

- 4. Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

INTRODUCTION

The Stage Based pathway for learners with Special Needs is organised in four levels namely; Foundation, Intermediate, Prevocational and Vocational levels as outlined in the Basic Education Curriculum Framework (KICD, 2017). The Prevocational Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deafblindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities.

The Prevocational Level curriculum covers the following learning areas:

1. Prevocational Skills
2. Communication and Functional Literacy Skills
3. Daily Living Skills and Nutrition
4. Physical Education
5. Music and Movement
6. Social Studies
7. Religious Education (CRE, HRE & IRE)

Learners at Prevocational Level will also undertake an integrated Community Service Learning (CSL) activity whose goal is to provide linkage between concepts or skills learnt in the various Learning Areas. CSL is hosted in the Prevocational Skills learning area. The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents or caregivers or guardians, school administration, teachers).

Learners will stay for period of at least 4 years at Prevocational Level to enable them acquire competencies for progression to the Vocational Level. Progression to the Vocational Level will be informed by feedback from classroom assessment, school-based assessment and the summative assessment reports. Assessment at Prevocational level will be differentiated to identify the learner's ability and interest in a specific skill area to facilitate placement at Vocational Level. A learner at Prevocational Level **MUST** have at least TWO School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to be registered to undertake Kenya Prevocational Level Education Assessment (KPLEA).

LESSON ALLOCATION AT PREVOCATIONAL LEVEL

Learning is individualised for learners with special needs and therefore, time allocation is dependent on completion and mastery of specific tasks. The suggested time of 35 minutes per lesson is a guide.

	Learning Area	Number of Lessons Per Week
1.	Prevocational Skills	18
2.	Communication and Functional Literacy Skills	4
3.	Daily Living Skills and Nutrition	4
4.	Physical Education	5
5.	Religious Education (CRE/IRE/HRE)	2
6.	Music and Movement	2
7.	Social Studies	4
	Pastoral Programme Instruction	1
	Total	40

LEVEL LEARNING OUTCOMES

By the end of the Prevocational Level, the learner should be able to:

- a) utilise basic creative art skills in production of functional and aesthetic items,
- b) transform raw materials into functional and aesthetic form for income generation,
- c) develop suitable work related skills and values necessary for the job market and service industry,
- d) use varied media of communication to express needs, wants and emotions,
- e) utilise environmental resources efficiently for sustainability and problem solving,
- f) apply health practices for personal wellness and healthy living,
- g) use relevant technology to enhance learning and develop creativity,
- h) perform activities that promote physical fitness and rehabilitation for healthy living,
- i) participate in various socio-economic activities for individual and community development,
- j) utilise safely varied materials, tools and equipment in production of articles of aesthetic and functional value,
- k) appreciate the use of raw materials in production of functional items for economic development.

ESSENCE STATEMENT

Communication, Functional Literacy Skills learning area is based on the Social Cultural theory of language that views language as dependent on social interaction. This theoretical view has informed the integration of the two component skill areas into one learning area. Communication provides the vehicle by which an individual gains knowledge about the world, shares thoughts, establishes and maintains relationships with others and exerts control of his/her life. The constitution of Kenya chapter four, Article 54 states that a person with any disability is entitled to use Sign language, Braille or other appropriate means of communication.

Communication skills are an essential functional component for interpersonal relationships in our daily activities. These skills enable understanding of varied approaches in different workplace activities. Moreover, functional literacy skills increase one's ability to care for oneself, learn independently and gain as well as maintain employment. At Prevocational Level, functional literacy skills and basic digital literacy are an integral part of the development of aptitude in future vocational placement.

The communication and Functional Literacy Skills curriculum design aims to equip the learner with both receptive and expressive skills, and functional literacy skills. These skills will be acquired in the context of specific themes and a variety of experiences in the learner's daily life. Acquisition of these skills is envisaged to have far reaching implications on the learner's functional ability for independent living, learning and social interaction. The learner should be given adequate opportunities to practise the skills in school as well as in the community.

GENERAL LEARNING OUTCOMES

By the end of the Prevocational Level, the learner should be able to:

1. apply verbal and non-verbal communication skills for social interaction,
2. use literacy skills for communication and functional application in different settings,
3. apply appropriate social skills for effective communication and social interaction in varied contexts,
4. utilise ICT skills for learning and independent living to enhance efficiency and effectiveness,
5. use Augmentative and Alternative Communication (AAC) systems to supplement communication and social interaction,
6. appreciate the importance of communication, functional literacy and social skills in the work environment.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	STRAND	SUB STRAND
1.0	Greetings and courtesy words	1.1 Greetings
		1.2 Courtesy words
2.0	Workplace	2.1 People in the workplace
		2.2 Materials, tools and equipment
		2.3 Activities in the workplace
		2.4. Protective clothing
3.0	Farming	3.1 Farm animals
		3.2 Farm Crops
4.0	Transport	4.1 Means of transport
		4.2 Preparation for travel
5.0	Shopping	5.1 Shopping facilities
		5.2 People who offer services in the shopping facilities
		5.3 Things sold in the shopping facilities
		5.4 Activities in the shopping facilities
6.0	Social amenities	6.1 Hospital
		6.2 Police Station
		6.3 Hotel

1.0 GREETINGS AND COURTESY WORDS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>1.0 Greetings and Courtesy words.</p>	<p>1.1 Greetings</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> use appropriate words to express greetings for social interactions, respond to greetings appropriately in daily life, read simple words used to express greetings to enhance literacy skills, write simple words used to express greetings for expressive communication, appreciate expressing and responding to greetings for socialisation. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual description of video clips of people expressing greetings to specific persons using different words such as hello sir/madam/teacher/name of the person, good morning sir/madam/teacher/name of the person, good afternoon..., good evening ..., how are you...?, and responding appropriately, practice responding to the greetings using appropriate words such as hello sir/madam/teacher/name of the person who expressed the greetings, good morning sir/madam/..., good afternoon..., good evening ..., I am fine ..., <i>using verbal or signs or tactual signs or AAC,</i> role play expressing and responding to greetings to specific persons, spell out the letters of the words used to express greetings to specific persons written on flash cards or tactile flash card, (hello sir/madam/teacher/name of the person, good morning 	<p>How do you express greetings to specific persons?</p>

			<p>sir/madam/teacher/name of the person, good afternoon..., good evening ..., how are you...?),</p> <ul style="list-style-type: none"> ● read or sign or tactual read the words used to express greetings to specific persons, after the teacher, ● practise reading or signing or tactually sign the words in purposeful pairs, ● match the greeting words with the appropriate responses using flash card, ● write or print on palm or model letters of the greeting words and their responses, ● sing, sign- sing or tactually sing songs on expressing and responding to greetings. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: as learners role play expressing and responding to greetings. ● Self-efficacy: as the learner expresses and responds to greetings appropriately. 				
<p>Values: Respect: as the learner expresses greeting words to specific persons and responds appropriately.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social harmony: as the learner expresses and responds to greetings in the community.</p>				
<p>Link to other Learning Areas: Singing songs on greetings is linked to singing topical songs in Music and Movement.</p>				
<p>Suggested Learning Resource Digital devices, video clips, Learner Supporter Assistance, flash cards, AAC Resource,</p>				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to use appropriate words to express greetings to specific persons.	i. Using the words hello sir /madam/ teacher to express greetings.			
		ii. Using the words good morning sir/madam/teacher to express greetings.			
		iii. Using the words good afternoon sir/ madam/ teacher to express greetings.			
		iv. Using the words good evening sir/ madam/ teacher to express greetings.			
		v. Using the words how are you sir/ madam/ teacher to express greetings.			
2	Ability to read the words used to express greetings to specific persons.	i. Reading the words hello sir/madam/ teacher ...			
		ii. Reading the words good morning sir/madam/ teacher ...			
		iii. Reading the words good afternoon sir/madam/ teacher ...			
		iv. Reading the words good evening sir/madam/ teacher ...			

		v. Reading the words how are you sir/madam/ teacher ...			
3	Ability to write the words used to express greetings to specific persons.	i. Writing the words hello sir/madam/ teacher ...			
		ii. Writing the words good morning sir /madam / teacher ...			
		iii. Writing the words good afternoon sir /madam/ teacher ...			
		iv. Writing the words good evening sir/ madam/ teacher ...			
		v. Writing the words how are you sir/madam/ teacher ...			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use appropriate words to express greetings to specific persons.	The learner uses 5 appropriate words to express greetings to specific persons.	The learner uses 4 appropriate words to express greetings to specific persons.	The learner uses 2 to 3 appropriate words to express greetings to specific persons.	The learner uses 1 appropriate word to express greetings to specific persons or none.
Ability to read the words used to express greetings to specific persons.	The learner reads 5 words used to express greetings to specific persons.	The learner reads 4 words used to express greetings to specific persons.	The learner reads 2 to 3 words used to express greetings to specific persons	The learner reads 1 word used to express greetings to specific persons or none.
Ability to write the words used to express greetings to specific persons.	The learner writes 5 words used to express greetings to specific persons.	The learner writes 4 words used to express greetings to specific persons.	The learner writes 2 to 3 words used to express greetings to specific persons.	The learner writes 1 word used to express greetings to specific persons or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Greetings and Courtesy Words	1.2 Courtesy Words	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify the courtesy words that are used in different situations, use courtesy words in different situations for social interactions, read the courtesy words used in different social situations, write the courtesy words used in different social settings, desire to use courtesy words in different situations for social cohesion. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual description of video clips or animations of people using the courtesy words: may I, pardon me, kindly, I appreciate, I am humbled, you are welcome, and identify the situation where these words are used and how to respond appropriately, say or sign or tactual sign the courtesy words; may I, pardon me, kindly, I appreciate, I am humbled and you are welcome, participate in a demonstration on how to use the courtesy words; may I, pardon me, kindly, I appreciate, I am humbled, you are welcome in different situations, role -play the use of the courtesy words; may I, pardon me, kindly, I appreciate, I am humbled, you are welcome, while showing the correct facial expression and body stance, spell out the letters of the courtesy words, courtesy words; may I, pardon me, kindly, I appreciate, I am humbled, you are welcome <i>using verbal communication or signs or tactual signs or AAC,</i> 	<p>Which courtesy words do you use?</p>

			<ul style="list-style-type: none"> ● read or sign or tactual read the courtesy words; may I, pardon me, kindly, I appreciate, I am humbled, you are welcome after the teacher, ● practise reading or signing or tactually signing the words in purposeful pairs, ● write the words or print on palm or model letters of the courtesy words, may I, pardon me, kindly, I appreciate, I am humbled, you are welcome, ● recite a simple poem on the use of the courtesy words learnt. 	
<p>Core Competencies to be developed: Communication and collaborations: as learners role play the use of courtesy words.</p>				
<p>Values: Respect: as learner uses courtesy words while interacting with other people in the community.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Harmonious coexistence: as learners uses courtesy words during social interaction in different settings.</p>				
<p>Link to other Learning Areas: Use of courtesy words can be linked to using courtesy words in appreciation of other peoples' cultural dances in Music and Movement.</p>				
<p>Suggested Learning Resources: Video clips, digital devices, flash cards, charts, animations, Learner Support Assistants, AAC resources.</p>				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify the courtesy words that are used in different situations.	i. Identifying the courtesy word, 'may I'.			
		ii. Identifying the courtesy word, 'pardon me'.			
		iii. Identifying the courtesy word, 'kindly'.			
		iv. Identifying the courtesy word, 'I appreciate'.			
		v. Identifying the courtesy word, 'I am humbled'.			
		vi. Identifying the courtesy word, 'you are welcome'.			
2	Ability to use courtesy words in different situations.	i. Using the courtesy ' may I'.			
		ii. Using the courtesy words ' pardon me'.			
		iii. Using the courtesy word ' kindly'.			
		iv. Using the courtesy words ' I appreciate'.			
		v. Using the courtesy words 'you are welcome'.			
3.	Ability to read	i. Reading the courtesy words 'may I'.			

	courtesy words.	ii. Reading the courtesy words 'pardon me'.			
		iii. Reading the courtesy word 'kindly'.			
		iv. Reading the courtesy words 'I appreciate'.			
		v. Reading the courtesy words 'you are welcome'.			
4	Ability to write courtesy words.	i. Writing the courtesy words, 'may I'			
		ii. Writing the courtesy words, 'pardon me.'			
		iii. Writing the courtesy words, 'kindly'			
		iv. Writing the courtesy words 'I appreciate'.			
		v. Writing the courtesy words, 'I am humbled'.			
		vi. Writing the courtesy words, 'you are welcome'.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the courtesy words that are used in different situations.	The learner identifies 5 courtesy words that are used in different situations.	The learner identifies 4 courtesy words that are used in different situations.	The learner identifies 2 to 3 courtesy words that are used in different situations.	The learner identifies 1 courtesy word or none.
Ability to use the courtesy words in different situations.	The learner uses 5 courtesy words in different situations.	The learner uses 4 courtesy words in different situations.	The learner uses 2 to 3 courtesy words in different situations.	The learner uses 1 courtesy word or none.
Ability to read the courtesy words.	The learner reads 5 courtesy words.	The learner reads 4 courtesy words.	The learner reads 2 to 3 courtesy words.	The learner reads 1 courtesy word or none.
Ability to write the courtesy words.	The learner writes 5 courtesy words.	The learner writes 4 courtesy words.	The learner writes 2 to 3 courtesy words.	The learner writes 1 courtesy word or none.

2.0 WORKPLACE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Workplace	2.1 People in the workplace.	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify people found in the workplace for awareness, use simple sentences to talk about activities carried out in the workplace to enhance expressive communication, read simple names used to refer to people found in the workplace, write simple names used to refer to people found in the workplace, appreciate the role of different people in the workplace. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual description of video clips or pictures of people in a workplace such as the workers, visitors, supervisors, guards, cleaners and identify them <i>using verbal communication or signs or tactual signs or AAC,</i> take a guided tour to a workplace in the neighbourhood, interact with people and talk about the activities that take place there such as doing the technical work, maintaining cleanliness, supervising workers, seeking for goods and services (<i>a learner with motor or mobility difficulties could be supported by peers or learner support assistant or teacher. Safety precautions should be observed for all learners</i>), make simple sentences about activities carried out by people in the workplace such as doing technical work, maintaining cleanliness, supervising workers, seeking for goods and services and providing security, manipulates models or pictures of people found in various workplaces, identify them 	<p>Who are the people found in a workplace?</p>

			<p>and talk about the work they do in their different work stations,</p> <ul style="list-style-type: none"> ● read or sign or tactual read the names used to refer to people found in the workplace on flash cards (<i>cleaner, worker, guard, visitor and supervisor</i>), ● write or print on palm the names used to refer to people found in the workplace, (<i>cleaner, worker, guard, visitor and supervisor</i>), ● take photos of people doing various activities in the workplace and put them in the portfolio. 	
<p>Core Competencies to be developed: Self- efficacy: as the learner identifies various people found in the workplace and the activities they do.</p>				
<p>Values: Respect: as the learner interacts with various people while visiting their workplace.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social harmony: as the learner interacts and appreciate work done by different people in their workplace.</p>				
<p>Link to other Learning Areas: Observing road safety during the guided tour to a workplace in the neighbourhood is linked to road safety in Social Studies.</p>				
<p>Suggested Learning Resources: Name labels/ tags, flash cards, digital devices, video clips, models, photos, pictures, Learner Support Assistants, AAC resources.</p>				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify people found in the workplace.	i. Identifying the workers.			
		ii. Identifying the cleaners.			
		iii. Identifying the guards.			
		iv. Identifying the supervisor.			
		v. Identifying visitors.			
2	Ability to use simple sentences to talk about activities carried out by people in the workplace.	i. Making simple sentences about the technical work done in the workplace.			
		ii. Making simple sentences about maintaining cleanliness as one of the activities carried out in the workplace.			
		iii. Making simple sentences about supervising workers as one of the activities carried out in the workplace.			
		iv. Making simple sentences about seeking for goods and services as one of the activities carried out in the workplace.			
		v. Making simple sentences about providing security as one of the			

		activities carried out in the workplace.			
3	Ability to read simple names used to refer to people found in the workplace.	i. Reading the word cleaner.			
		ii. Reading the word worker.			
		iii. Reading the word visitor.			
		iv. Reading the word guard.			
		v. Reading the word supervisor.			
4	Ability to write simple names used to refer to people found in the workplace.	i. Writing the word cleaner.			
		ii. Writing the word worker.			
		iii. Writing the word supervisor.			
		iv. Writing the word guard.			
		v. Writing the word visitor.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the people found in the workplace.	The learner identifies 5 people found in the workplace.	The learner identifies 4 people found in the workplace.	The learner identifies 2 to 3 people found in the workplace.	The learner identifies 1 person found in the workplace or none.
Ability to use simple sentences to talk about activities carried out by people in the workplace.	The learner makes 5 simple sentences about activities carried out in the workplace.	The learner makes 4 simple sentences about activities carried out in the workplace.	The learner makes 2 to 3 simple sentences about activities carried out in the workplace.	The learner makes 1 simple sentences about activities carried out in the workplace or none.
Ability to read simple names used to refer to people found in the workplace.	The learner reads 5 simple names used to refer to people found in the workplace.	The learner reads 4 simple names used to refer to people found in the workplace.	The learner reads 2 to 3 read names used to refer to people found in the workplace.	The learner reads 1 simple name used to refer to a person found in the workplace or none.
Ability to write simple names used to refer to people found in the workplace.	The learner writes 5 simple names used to refer to people found in the workplace.	The learner writes 4 simple names used to refer to people found in the workplace.	The learner writes 2 to 3 simple names used to refer to people found in the workplace.	The learner writes 1 simple name used to refer to a person found in the workplace or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
20 Workplace	2.2 Equipment Used in the workplace	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify equipment found in various workplaces for appropriate use, use simple sentences to talk about equipment found in the workplace, read simple names of equipment found in the workplace, write the names of equipment found in various the workplace, desire to use appropriate vocabulary when referring to equipment used in the workplace. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe video clips or listen to verbal or tactual descriptions of equipment found in different workplaces such as kitchen (<i>cookers, utensils, sufurias, kitchen clothes, cleaning tools</i>); workshop (tool kits, <i>protective clothing, workshop machines, working surfaces</i>), farm (planting tools, <i>digging tools, spraying equipment, planting materials</i>); construction site (<i>wheelbarrow, spade, shovel, plumb line, fork jembe</i>), and identify the equipment using <i>verbal communication, signs, tactual signs or AAC</i>, take a guided tour to different workplaces and observe or manipulate the equipment and talk about their uses (<i>a learner with motor or mobility difficulties could be supported by peers or learner support assistant or teacher. Safety precautions should be observed for all learners</i>), read or sign or tactual sign simple names of equipment used in the workplace (<i>sufuria, cooker, jembe, panga, wheelbarrow, spade, saw</i>), draw or model the tools and equipment found in the workplace, write or sign or palm print the names of equipment in the workplace on flash cards 	Which equipment are found in a workplace?

			(sufuria, cooker, jembe, panga, wheelbarrow, spade, saw), <ul style="list-style-type: none"> • take photos of equipment in different workplaces and put them in their portfolio, • use picture cut-outs from old magazines/ newspapers of equipment from various workplaces and build an album. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: as learners use simple sentences to talk about various equipment in the workplace. • Self- efficacy: as the learner identifies the equipment used in the workplace correctly. 				
Values: Responsibility: is nurtured as the learner observe own safety and that of others while visiting the workplace.				
Pertinent and Contemporary Issues (PCIs): Safety: as the learner visits to a workplace in the neighbourhood.				
Link to other Learning Areas: Identifying workplace equipment is linked to identifying materials, tools, and equipment in Prevocational Skills.				
Suggested Learning Resources: Digital devices, video clips, models, pictures, magazine/ newspaper cut-outs, various tools and equipment, Learner Support Assistant.				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify equipment found in various workplaces.	i. Identifying kitchen equipment.			
		ii. Identifying the equipment found in a workshop.			
		iii. Identifying equipment used in a farm.			
		iv. Identifying equipment used in a construction site.			
2	Ability to read the names of equipment found in the workplace.	i. Reading the name sufuria.			
		ii. Reading the name cooker.			
		iii. Reading the name jembe.			
		iv. Reading the name panga.			
		v. Reading the name wheelbarrow.			
		vi. Reading the name spade.			
		vii. Reading the name saw.			
3	Ability to write the names of equipment found in the workplace.	i. Writing the name sufuria.			
		ii. Writing the name cooker.			
		iii. Writing the name jembe.			
		iv. Writing the name panga.			
		v. Writing the name wheelbarrow.			

		vi. Writing the name spade.			
		vii. Writing the name saw.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify equipment found in the various workplaces.	The learner identifies equipment found in 4 workplaces.	The learner identifies equipment found in 3 workplaces.	The learner identifies equipment found in 2 workplaces.	The learner identifies equipment found in 1 workplace or none.
Ability to read the names of equipment found in the workplace.	The learner reads 7 names of equipment found in the workplace.	The learner reads 5 to 6 names of equipment found in the workplace.	The learner reads 3 to 4 names of equipment found in the workplace.	The learner reads 1 to 2 names of equipment found in the workplace or none.
Ability to read the names of equipment found in the workplace	The learner writes 7 names of equipment found in the workplace.	The learner writes 5 to 6 names of equipment found in the workplace.	The learner writes 3 to 4 names of equipment found in the workplace.	The learner writes 1 to 2 names of equipment found in the workplace or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Workplace	2.4 Protective clothing	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify various protective clothing used in the workplace, use simple sentences to talk about the use of different protective clothes, read the names of protective clothing used in the workplace, write the names of protective clothing used in the workplace, appreciate the importance of using protective clothing at the workplace. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> use digital devices to observe video clips on different protective clothing in various workplaces such as helmets, overalls, boots, goggles, aprons, gloves and identify them using <i>verbal communication or signs or tactual signs or AAC</i>, visit a workplace in their locality such as a workshop, farm or construction site and identify the protective clothing workers use (<i>helmets, overalls, boots, goggles, aprons, gloves</i>), use name tags or flash cards or sign names to identify the various protective clothes, use simple sentences to talk about protective clothing used in the workplace, read, sign or tactual read the names of protective clothing used in the workplace, model or draw protective clothing used in various workplaces, write the names of protective clothing used in the workplace, 	<p>Which protective clothing are used in the workplace?</p>

			<ul style="list-style-type: none"> put on available or improvised protective clothing and take photos and display the photos in the portfolio. 	
Core Competencies to be developed: Digital Literacy: as the learner uses digital device to observe or listen to description of different protective clothing used in the workplace.				
Values: Responsibility: as the learner takes care of various equipment during the guided tour.				
Pertinent and Contemporary Issues (PCIs): Safety: as the learner appreciates the importance of using protective clothing.				
Link to other Learning Areas: Identifying protective clothing used in the workplace is linked to use of protective clothes in the workshop and other workplaces in Prevocational Skills.				
Suggested Learning Resources: Name tags, flash cards, charts, digital devices, video clips, models, Learner Support Assistants, AAC resources, writing materials.				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify protective clothing used in the workplace.	i. Identifying an overall.			
		ii. Identifying a helmet.			
		iii. Identifying an apron.			
		iv. Identifying boots.			
2	Ability to use simple sentences	i. Making simple sentences about the use of overalls.			

	to talk about use of protective clothing.	ii. Making simple sentences about the use of a helmet.			
		iii. Making simple sentences about the use of an apron.			
		iv. Making simple sentences about the use of boots.			
3	Ability to read the names of protective clothing used in the workplace.	i. Reading the word overall.			
		ii. Reading the word helmet.			
		iii. Reading the word apron.			
		iv. Reading the word boots.			
4	Ability to write the names of protective clothing used in the workplace.	v. Writing the word overall.			
		vi. Writing the word helmet.			
		vii. Writing the word apron.			
		viii. Writing the word boots.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different protective clothing.	The learner identifies 4 protective clothing.	The learner identifies 3 protective clothing.	The learner identifies 2 protective clothing.	The learner identifies 1 protective clothing or none.
Ability to use simple sentences to talk about use of protective clothing.	The learner makes 4 sentences about use of protective clothing.	The learner makes 3 sentences about use of protective clothing.	The learner makes 2 sentences about the use of protective clothing.	The learner makes 1 sentence about use of protective clothing or none.
Ability to read the names of protective clothing used in the workplace.	The learner reads 4 names of protective clothing used in the workplace.	The learner reads 3 names of protective clothing used in the workplace.	The learner reads 2 names of protective clothing used in the workplace.	The learner reads 1 name of a protective clothing used in the workplace or none.
Ability to write the names of protective clothing used in the workplace.	The learner writes 4 names of protective clothing used in the workplace.	The learner writes 3 names of protective clothing used in the workplace.	The learner writes 2 names of protective clothing used in the workplace.	The learner writes 1 name of a protective clothing used in the workplace or none.

3.0 FARMING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Farming	3.1 Farm animals	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify various farm animals in their immediate environment to enhance development of vocabulary, b) use simple sentences to talk about farm animal products to enhance expressive communication, c) read the names of different farm animals in the locality, d) write the names of different farm animals in the locality, e) enjoy talking about farm animals for awareness and language development. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to tactual descriptions of video clips showing different farm animals and identify them using verbal communication or signs or tactual signs or AAC, ● take a guided tour to a local farm and identify animals found there such as cattle, poultry, goats, sheep (<i>a learner with mobility difficulties could be supported by peers or Learner Support Assistant or teacher. Safety precautions should be observed all learners</i>), ● use simple sentences to talk about the products from various animals, (milk, meat, eggs, manure), ● use models, pictures and animations to identify farm animals (cattle, poultry, goats, sheep) and their products (milk, meat, eggs, manure), ● match pictures or models of farm animals with their products, ● read or sign or tactual sign the names of farm animals (cattle, poultry, goats, sheep), 	<p>Which farm animals are found within the locality?</p>

			<ul style="list-style-type: none"> ● draw or model or take photos of farm animals found in their immediate environment, ● write or copy or model or print on the palm the names of farm animals (cattle, poultry, goats, sheep), ● from old magazines and newspaper cut-outs, build an album of farm animals. 	
<p>Core Competencies to be developed: Self-efficacy: as the learner correctly relates farm animals with their products.</p>				
<p>Values: Responsibility: is nurtured as the learner takes care of materials used in the lesson.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Education for sustainable development: as learners identify the benefits of farm animals.</p>				
<p>Link to other Learning Areas: Identifying farm animals is linked to farming skills in Prevocational Skills.</p>				
<p>Suggested Learning Resources: Animations, digital devices, video clips, models, Learner Support Assistants, animals, pictures of farm animals, manilla paper, glue, modelling materials, AAC resources.</p>				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify farm animals	i. Identifying cattle.			
		ii. Identifying poultry.			
		iii. Identifying goats.			
		iv. Identifying sheep.			
2	Ability to use simple sentences to talk about the products from animals.	i. Making simple sentences about products from cattle.			
		ii. Making simple sentences about products from goats.			
		iii. Making simple sentences about products from poultry.			
		iv. Making simple sentences about products from sheep.			
3	Ability to read names of farm animals.	i. Reading the name cattle.			
		ii. Reading the name goat.			
		iii. Reading the name poultry.			
		iv. Reading the name sheep.			
2	Ability to write names of farm animals.	i. Writing the name cattle.			
		ii. Writing the name goat.			
		iii. Writing the name poultry.			
		iv. Writing the name sheep.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify farm animals.	The learner identifies 4 farm animals.	The learner identifies 3 farm animals.	The learner identifies 2 farm animals.	The learner identifies 1 farm animal or none.
Ability to use simple sentences to talk about farm animal products.	The learner makes 4 simple sentences about animal farm products.	The learner makes 3 simple sentences about animal farm products.	The learner makes 2 simple sentences about animal farm products.	The learner makes 1 simple sentence about animal farm products or none.
Ability to read the names of farm animals.	The learner reads names of 4 farm animals.	The learner reads names of 3 farm animals.	The learner reads names of 2 farm animals.	The learner read the name of 1 farm animal or none.
Ability to write the names of farm animals.	The learner writes names of 4 farm animals.	The learner writes names of 3 farm animals.	The learner writes names of 2 farm animals.	The learner writes the name of 1 farm animal or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Farming	3.2 Farm Crops	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify different farm crops in the immediate environment, use simple sentences to talk about farm crops in the surroundings, read the names of farm crops found in the locality, write the names of farm crops found in the locality, enjoy caring for various farm crops for economic growth. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> use digital devices to observe or listen to verbal or tactual description of video clips showing different farm crops and identify them using verbal communication or signs or tactual signs or AAC, take a guided tour to a local farm and identify crops found there such as maize, vegetables, fruits, beans, tea, coffee, sugarcane, potatoes. Take photos of the crops and put them in the portfolio (<i>a learner with mobility difficulties could be supported by peers or Learner Support Assistant or teacher. Safety precautions should be observed for all learners</i>), make simple sentences about crops grown in the locality (maize, vegetables, fruits, beans), draw or model farm crops found in their immediate environment, read or sign or tactual sign the names of farm crops found in the locality (maize, vegetables, fruits, beans), write or copy or model or print on the palm the names of farm crops found in the locality (maize, vegetables, fruits, beans), 	<p>What crops are found in the neighbourhood?</p>

			<ul style="list-style-type: none"> obtain, display and label farm crops products ((maize, vegetables, fruits, beans) on the nature table. 	
Core Competencies to be developed: Digital Literacy: as the learner uses digital device to observe or listen to verbal or tactual description of video clips showing different farm crops.				
Values: Responsibility: as the learner avoids damaging crops during the guided tour to the farm.				
Pertinent and Contemporary Issues (PCIs): Environmental awareness: as learners explore farm crops in the surroundings.				
Link to other Learning Areas: The learner relates the skills used in identifying different farm crops in the immediate environment to Crop Farming in Prevocational Skills.				
Suggested Learning Resources: Magazine or newspaper cut-outs, digital devices, video clips, models, Learner Support Assistants, various farm crops, AAC resources				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to identify different farm crops in the immediate environment.	i. Identifying maize.			
		ii. Identifying vegetables.			
		iii. Identifying fruits.			
		iv. Identifying beans			

2.	Ability to use simple sentence to talk about farm crops.	i.	Making simple sentences about maize.			
		ii.	Making simple sentences about vegetables.			
		iii.	Making simple sentences about fruits.			
		iv.	Making simple sentences about beans.			
3.	Ability to read the names of farm crops found in the locality.	i.	Reading the name maize.			
		ii.	Reading the name vegetables.			
		iii.	Reading the name fruits.			
		iv.	Reading the name beans.			
4.	Ability to write the names of farm crops found in the locality.	i.	Writing the name maize.			
		ii.	Writing the name vegetables.			
		iii.	Writing the name fruits.			
		iv.	Writing the name beans.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify farm crops.	The learner identifies 4 farm crops.	The learner identifies 3 farm crops.	The learner identifies 2 farm crops.	The learner identifies 1 farm crop or none.
Ability to use simple sentences to talk about farm crops.	The learner makes 4 sentences about farm crops.	The learner makes 3 sentences about farm crops.	The learner makes 2 sentences about farm crops.	The learner makes 1 sentence about a farm crop or none.
Ability to read the names of farm crops.	The learner reads the names of 4 farm crops.	The learner reads the names of 3 farm crops.	The learner reads the names of 2 farm crops.	The learner reads the name of 1 farm crop or none.
Ability to write the names of farm crops.	The learner writes the names of 4 farm crops.	The learner writes the names of 3 farm crops.	The learner writes the names of 2 farm crops.	The learner writes the name of 1 farm crop or none.

4.0 TRANSPORT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Transport	4.1 Means of Transport	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify various means of transport used in the locality for independent travel, use simple sentences to talk about different means of transport found in the locality, read simple functional words used to describe different means of transport in the locality, write simple functional words used to describe different means of transport in the locality, show interest in identifying means of transport used in the locality for convenience and independent travel. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> use digital devices to watch or listen to verbal or tactual description of video clips or animations of various means of travel such as bicycles, motorcycles, cars, matatus, buses, train, aero planes, donkeys, horses, ambulance, lorries, school vans, carts and identify the ones found in their locality using verbal communication, signs or tactual signs or AAC, take a guided tour to a nearby shopping centre and interact with transport providers such as motorcycle riders, matatu drivers, bus drivers, cyclists, cart pushers, school van drivers and talk about the services they provide (<i>a learner with mobility difficulties could be supported by peers or Learner Support Assistant or teacher. Safety precautions should be observed for all learners</i>), make simple sentences about the services given by different means of transport in the locality such as transporting passengers to various destinations, carrying luggage, transporting learners to and from school, transporting animals and taking sick people to the hospital, 	Which means of transport are used in the locality?

			<ul style="list-style-type: none"> ● picture read or sign different means of transport drawn on charts or flash cards or tactually explore and identify models of the means of transport, ● sight read or sign or tactually read simple words used to describe different means of transport used in the locality such as bus, school van, car, motorcycle/motorbike, bicycle, cart or any other means of transport found in the locality, ● draw or model different means of transport used in the locality, ● copy or model the names of different means of transport used in the locality, ● write or trace or print on the palm names of different means of transport used in the locality, ● recite a simple poem about means of transport used in the locality. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: as learners use digital devices to watch or listen to verbal or tactual descriptions of video clips or animations of different means of transport. ● Communication and collaboration: as learners talk about the means of transport used in the locality. 				
<p>Values: Respect: is inculcated as learners interact with transport service providers and talk about different means of transport.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Environmental awareness: as learners take a guided tour in the neighbourhood to explore different means of transport.</p>				
<p>Link to other Learning Areas: Drawing pictures or modelling means of transport is linked to drawing and modelling in Prevocational Skills.</p>				
<p>Suggested Learning Resources: Video clips or animations, digital devices with assistive technologies, AAC resources, modelling clay, plasticine, pictures, pencil, drawing, charts, flash cards, book, Learner Support Assistants,</p>				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's Comment
			Demonstrated	Not Demonstrated	
1.	Ability to identify means of transport used in the locality.	i. Identifying a bicycle.			
		ii. Identifying a motorcycle.			
		iii. Identifying a car.			
		iv. Identifying a bu.			
		v. Identifying a school van.			
		vi. Identifying a matatu.			
2.	Ability to use simple sentences to talk about different means of transport found in the locality.	i. Making a simple sentence about a bicycle.			
		ii. Making a simple sentence about a motorcycle.			
		iii. Making a simple sentence about a car.			
		iv. Making a simple sentence about a bus.			
		v. Making a simple sentence about a van.			
		vi. Making a simple sentence about a matatu.			
3.	Ability to read simple functional words used to describe different means of transport in the locality.	i. Reading the word bicycle.			
		ii. Reading the word motorcycle.			
		iii. Reading the word car.			
		iv. Reading the word bus.			
		v. Reading the words school van.			
		vi. Reading the word matatu.			
4.	Ability to write simple functional words used to describe different	i. Writing the word bicycle.			
		ii. Writing the word motorcycle.			
		iii. Writing the word car.			
		iv. Writing the word bus.			

	means of transport in the locality.	v. Writing the word school van.			
		vi. Writing the word matatu.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide:

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify various means of transport used in the locality.	The learner identifies 6 means of transport used in the locality.	The learner identifies 4 to 5 means of transport used in the locality.	The learner identifies 2 to 3 means of transport used in the locality.	The learner identifies 1 means of transport used in the locality or none.
Ability to use simple sentences to talk about different means of transport found in the locality.	The learner makes 6 sentences about means of transport found in the locality.	The learner makes 4 to 5 sentences about means of transport found in the locality.	The learner makes 2 to 3 sentences about means of transport found in the locality.	The learner makes 1 sentences about means of transport found in the locality or none.
Ability to read simple functional words used to describe different means of transport in the locality.	The learner reads 6 functional words used to describe different means of transport in the locality.	The learner reads 4 to 5 functional words used to describe different means of transport in the locality.	The learner reads 2 to 3 functional words used to describe different means of transport in the locality.	The learner reads 1 functional word used to describe means of transport or none.
Ability to write functional words used to describe different means of transport in the locality.	The learner writes 6 functional words used to describe different means of transport in the locality.	The learner writes 4 to 5 functional words used to describe different means of transport in the locality.	The learner writes 2 to 3 functional words used to describe different means of transport in the locality.	The learner writes 1 functional word used to describe means of transport or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Transport	4.2 Preparation for travel <ul style="list-style-type: none"> • <i>Packing,</i> • <i>Fare,</i> • <i>Appropriate Means</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) state various ways of preparing for travel using different means of transport, b) use simple sentences to talk about preparation for travel, c) read a pictorial composition on preparation for travel, d) write simple words and phrases on what to do in preparation for travel, e) enjoy using appropriate vocabulary in reference to preparation for travel. 	The learner is guided to: <ul style="list-style-type: none"> • share experiences on what they do before travelling such as packing personal items, obtaining fare, wearing appropriate clothes, packing food (<i>a learner could use verbal communication or signs or tactual signs or AAC to share experiences</i>), • in turns, make simple sentences about what one needs to do in preparation for travel such as identifying the appropriate means of transport, packing personal items, obtaining fare, wearing appropriate clothes, packing food, • cut out or select pictures on preparation for travel from charts or magazines, • picture read, sign, or tactual explore and describe pictures on preparation for travel, • arrange the pictures sequentially to create a pictorial composition, • picture read or sign or tactual sign the pictorial composition on how to prepare for travel such as: packing personal items, obtaining fare, wearing appropriate clothes, packing food (<i>a learner with deafblindness may use story boxes</i>), • write or copy or print on palm simple words and phrases on what to do in 	How do you prepare to travel?

			preparation for travel (pack, wear clean clothes, get fare, identify means of transport), <ul style="list-style-type: none"> ● recite a simple poem on preparation for travel. 	
Core Competencies to be developed:				
Communication and collaboration: as learners share experiences on what they do before travelling to various places.				
Values:				
Respect: as learner take turns to make simple sentences about what one needs to do in preparation for travel.				
Pertinent and Contemporary Issues (PCIs):				
Citizenship: as learners identify what they are expected to do before travel to avoid inconveniences to self and others.				
Link to other Learning Areas:				
Preparation for travel is linked to preparing to visit the shopping area in Daily Living Skills.				
Suggested Learning Resources:				
Writing materials, picture stories or story box, AAC resources, Learner Support Assistants, modelling materials.				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to state various ways of preparing for travel.	i. Stating identification of the appropriate means of transport as one of the ways of preparing for travel.			
		ii. Stating packing personal items as one of the ways of			

		preparing for travel.			
		iii. Stating obtaining fare as one of the ways of preparing for travel.			
		iv. Stating wearing appropriate clothes as one of the ways of preparing for travel.			
		v. Stating packing food as one of the ways of preparing for travel.			
2.	Ability to use simple sentences to talk about preparation for travel.	i. Saying or signing or tactual signing a simple sentence about identifying appropriate means of transport.			
		ii. Saying or signing or tactual signing a simple sentence about packing personal items.			
		iii. Saying or signing or tactual signing a simple sentence about obtaining fare.			
		iv. Saying or signing or tactual signing a simple sentence about wearing appropriate clothes.			
		v. Saying or signing or tactual signing a simple sentence about packing food.			
3.	Ability to read a pictorial composition on preparation for travel.	i. Cutting out or selecting pictures or tactile pictures on preparation for travel from charts or magazines.			

		ii. Picture reading, signing, or tactually exploring or describing tactile pictures.			
		iii. Arranging the pictures sequentially to create a pictorial composition.			
		iv. Reading, signing or tactually describing the pictorial composition.			
4.	Ability to write simple words and phrases on what to do in preparation for travel.	i. Writing or copying or printing on palm the word 'pack'.			
		ii. Writing or copying or printing on palm the phrase 'wear clean clothes'			
		iii. Writing or copying or printing on palm the phrase 'get fare'			
		iv. Writing or copying or printing on palm the phrase 'identify means of transport'			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner’s Performance

The learner’s competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state various ways of preparing for travel.	The learner states 5 ways of preparing for travel.	The learner states 4 ways of preparing for travel.	The learner states 2 to 3 ways of preparing for travel.	The learner states 1 way of preparing for travel or none.
Ability to use simple sentences to talk about preparation for travel.	The learner makes 5 simple sentences about preparation for travel.	The learner makes 4 simple sentences about preparation for travel.	The learner makes 2 to 3 simple sentences about preparation for travel.	The learner makes 1 simple sentence about preparation for travel or none.
Ability to read a pictorial composition on preparation for travel.	The learner reads a pictorial composition by Performing the 4 given activities.	The learner reads a pictorial composition by performing the 3 given activities.	The learner reads a pictorial composition by performing the 2 given activities.	The learner reads a pictorial composition by performing the 1 given activities or none.
Ability to write simple words and phrases on what to do in preparation for travel.	The learner writes 4 simple words or phrases on what to do in preparation for travel.	The learner writes 3 simple words or phrases on what to do in preparation for travel.	The learner writes 2 simple words or phrases on what to do in preparation for travel.	The learner writes 1 simple word or phrase on what to do in preparation for travel or none.

5.0 SHOPPING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Shopping	5.1 Shopping Facilities <ul style="list-style-type: none"> • <i>Market</i> • <i>Supermarket</i> • <i>Shop</i> • <i>Butchery</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the common shopping facilities found in the neighbourhood, b) use simple sentences to talk about the services received from the shopping facilities found in the neighbourhood, c) read words used to refer to shopping facilities in the neighbourhood, d) write words used to refer to shopping facilities found in the neighbourhood, e) show interest in identifying the shopping facilities found in the neighbourhood for ease of access. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • use digital devices to observe or listen to verbal or tactual descriptions of video clips or animations of shopping facilities found in the neighbourhood such as shops, markets, butcheries and supermarkets and name them <i>using verbal communication or signs or tactual signs or AAC</i>, • take a guided tour to various shopping facilities found in the surroundings and identify and take photos of shops, market, butchery and supermarket (<i>a learner with mobility difficulties could be supported by peers or learner support assistants or teacher. Safety should be observed for all learners</i>), • make simple sentences about the services received at the shops, market, supermarket and butchery <i>using verbal communication or signs or tactual signs or AAC</i>, • in turns, respond to simple questions on shopping facilities found in the neighbourhood, • read or sign or tactual sign words used 	<p>Which shopping facilities are found in the locality?</p>

			<p>to refer to common shopping facilities (shop, market, butchery, supermarket),</p> <ul style="list-style-type: none"> ● copy or write or trace or print on palm words used to refer to common shopping facilities (shop, market, butchery, supermarket), ● draw or model common shopping facilities (shop, market, butchery, supermarket). 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: as the learner uses a digital device to observe or listen to verbal or tactual description of video clips or animations of shopping facilities found in the neighbourhood ● Communication and Collaboration: as learners talk about shopping facilities found in the neighbourhood. 				
<p>Values:</p> <p>Respect: is enhanced as learner take turns to respond to simple questions on shopping facilities found in the neighbourhood.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Personal safety: as learners take a guided tour to the shopping facilities in the neighbourhood.</p>				
<p>Link to other Learning Areas:</p> <p>Visiting shopping facilities is linked to shopping in Daily Living Skills.</p>				
<p>Suggested Learning Resources:</p> <p>Video clips, shopping facilities, pictures, AAC resources, digital devices with assistive technology, Learner Support Assistants, writing materials.</p>				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to identify the shopping facilities found in the neighbourhood.	i. Identifying a shop.			
		ii. Identifying a market.			
		iii. Identifying a butchery.			
		iv. Identifying a supermarket.			
2.	Ability to use simple sentences to talk about the services received from the shopping facilities found in the neighbourhood.	i. Making simple sentences about services received from a shop.			
		ii. Making simple sentences about services received from a market.			
		iii. Making simple sentences about services received from a butchery.			
		iv. Making simple sentences about services received from a supermarket.			
3.	Ability to read the words used to refer to shopping facilities	i. Reading, signing or tactual signing the word shop.			
		ii. Reading, signing or tactual signing the word market.			
		iii. Reading, signing or tactual signing the word butchery.			

		iv. Reading, signing or tactual signing the word supermarket.			
4.	Ability to write the words used to refer to common shopping facilities in the neighbourhood.	i. Writing or copying, or tracing or printing on palm the word shop.			
		ii. Writing or copying, or tracing or printing on palm the word market.			
		iii. Writing or copying, or tracing or printing on palm the word butchery.			
		iv. Writing or copying, or tracing or printing on palm the word supermarket.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Guide for Rating the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the shopping facilities found in the neighbourhood.	The learner identifies 4 shopping facilities found in the neighbourhood.	The learner identifies 3 shopping facilities found in the neighbourhood.	The learner identifies 2 shopping facilities found in the neighbourhood.	The learner identifies 1 shopping facility found in the neighbourhood or none.
Ability to make simple sentences about shopping facilities found in the neighbourhood.	The learner makes 4 sentences about shopping facilities found in the neighbourhood.	The learner makes 3 sentences about shopping facilities found in the neighbourhood.	The learner makes 2 sentences about shopping facilities found in the neighbourhood.	The learner makes 1 sentence about shopping facilities found in the neighbourhood or none.
Ability to read the words used to refer to shopping facilities in the neighbourhood.	The learner reads 4 words used to refer to shopping facilities in the neighbourhood.	The learner reads 3 words used to refer to shopping facilities in the neighbourhood.	The learner reads 2 words used to refer to shopping facilities in the neighbourhood.	The learner reads 1 word used to refer to shopping facilities in the neighbourhood or none.
Ability to write the words used to refer to common shopping facilities.	The learner writes 4 words used to refer to shopping facilities in the neighbourhood.	The learner writes 3 words used to refer to shopping facilities in the neighbourhood.	The learner writes 2 words used to refer to shopping facilities in the neighbourhood.	The learner writes 1 word used to refer to shopping facilities in the neighbourhood.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Shopping	5.2 People who offer services in the shopping facilities <ul style="list-style-type: none"> • <i>Shopkeepers</i> • <i>Butchers</i> • <i>Sellers</i> • <i>Waiters</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify people who offer services in the shopping facilities, b) use simple sentences to talk about people who offer services in the shopping facilities to enhance expressive communication, c) read the words used to refer to people who offer services in the shopping facilities, d) write the words used to refer to people who offer services in the shopping facilities, e) appreciate the services offered by different people in shopping facilities. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of video clips or animations of people who offer services in shopping facilities such shopkeepers, butchers, sellers, waiters and identify them <i>using verbal communication or signs or tactual signs or AAC,</i> • take a guided tour to shopping facilities in the school surroundings and interact with people who offer services in different facilities. Take photos and share them with peers and the teacher after the tour (<i>a learner with mobility difficulties could be supported by peers or learner support assistants or teacher. Safety precautions should be observed for all learners</i>), • make simple sentences about people who offer services in shopping facilities such as: shopkeeper, butcher, seller, waiter, • read or sign or tactual sign the words shopkeeper, butcher, seller, waiter, • write or trace, or model or print on the palm the words shopkeeper, butcher, seller, waiter, • cut out or tear or select pictures of shopkeepers, butchers, market sellers and waiters from charts or magazines and mount them on a manilla paper or carton (<i>a learner with blindness or deafblindness could use</i> 	<ol style="list-style-type: none"> 1. Who provides services in shop/butchery / hotel/ supermarket?

			<i>tactual representation of the pictures).</i>	
Core Competencies to be developed:				
Self-efficacy: as the learner correctly identifies people who offer services in different shopping facilities.				
Values:				
Social cohesion: is nurtured as the learner interacts with service providers in the shopping facilities.				
Pertinent and Contemporary Issues (PCIs):				
Safety awareness: as the learner observes safety of self and others during the guided tour.				
Link to other Learning Areas:				
Identifying people who offer services in the shopping facilities is linked to Shopping in Daily Living Skills.				
Suggested Learning Resources:				
Video clips, pictures, manilla paper, shopping facilities, butcher, shopkeeper, sellers, waiters, AAC resources, digital devices with assistive technologies, Learner Support Assistants,				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to identify people who offer services in the shopping facilities.	i. Identifying a shopkeeper.			
		ii. Identifying a butcher.			
		iii. Identifying a seller.			
		iv. Identifying a waiter.			
2.	Ability to use simple sentences to talk about people who offer services in shopping facilities.	i. Making simple sentences about a shopkeeper.			
		ii. Making simple sentences about a butcher.			
		iii. Making simple sentences			

		about a seller.			
		iv. Making simple sentences about a waiter.			
3.	Ability to read the words used to refer to people who offer services in shopping facilities.	i. Reading the word shopkeeper.			
		ii. Reading the word butcher.			
		iii. Reading the word seller.			
		iv. Reading the word waiter.			
4.	Ability to write the words used to refer to people who offer services in shopping facilities.	i. Writing the word shopkeeper.			
		ii. Writing the word butcher.			
		iii. Writing the word seller.			
		iv. Writing the word waiter.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide:

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify people who offer services in the shopping facilities.	The learner identifies 4 people who offer services in shopping facilities.	The learner identifies 3 people who offer services in shopping facilities.	The learner identifies 2 people who offer services in shopping facilities.	The learner identifies 1 person who offers services in a shopping facility or none.
Ability to use simple sentences to talk about people who offer services in shopping facilities.	The learner makes 4 simple sentences about people who offer services in shopping facilities.	The learner makes 3 simple sentences about people who offer services in shopping facilities.	The learner makes 2 simple sentences about people who offer services in shopping facilities.	The learner makes 1 simple sentence about people who offer services in shopping facilities or none.
Ability to read the words used to refer to people who offer services in shopping facilities.	The learner reads 4 words used to refer to people who offer services in shopping facilities.	The learner reads 3 words used to refer to people who offer services in shopping facilities.	The learner reads 2 words used to refer to people who offer services in shopping facilities.	The learner reads 1 word used to refer to people who offer services in shopping facilities or none
Ability to write the words used to refer to people who offer services in shopping facilities.	The learner writes 4 words used to refer to people who offer services in shopping facilities	The learner writes 3 words used to refer to people who offer services in shopping facilities	The learner write 2 words used to refer to people who offer services in shopping facilities	The learner writes 1 words used to refer to people who offer services in shopping facilities or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Shopping	5.3 Things Sold in Shopping Facilities	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) name things sold in shopping facilities for awareness, b) use simple sentences to talk about things sold in shopping facilities to enhance expressive communication, c) read the names of things sold in shopping facilities, d) write the names of things sold in shopping facilities, e) develop interest in naming things sold in shopping facilities. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of video clips or animations of different shopping facilities and identify the things found in the shops, markets, hotels and butcheries such as fruits, vegetables, meat, sugar, soap, cooked food <i>using verbal communication or signs or tactual signs or AAC,</i> ● take a guided tour to shopping facilities in the surroundings and identify the things sold in different shopping facilities such as: fruits, vegetables, meat, sugar, soap, cooked food (<i>a learner with motor or mobility difficulties could be supported by peers or learner support assistants or teacher. Safety precautions should be observed for all learners</i>), ● make simple sentences about things sold in different shopping facilities (fruits, vegetables, meat, sugar, soap, cooked food), ● read or sign or tactual sign the words, ‘fruits, vegetables, meat, sugar, soap, cooked food’, ● write or trace, or model or print on the palm the words ‘fruits, vegetables, meat, sugar, soap, cooked food’, ● recite or sign or tactual sign a simple poem on things sold in shopping facilities. 	<ol style="list-style-type: none"> 1. What do we buy from the shopping facilities?
<p>Core Competencies to be developed: Learning to learn: as the learner explores things sold in different shopping facilities.</p>				

Values: Respect: is inculcated as the learner interacts with different people in the shopping facilities.
Pertinent and Contemporary Issues (PCIs): Environment conservation: as the learner uses the designated paths during the guided tour.
Link to other Learning Areas: Things sold in the shopping facilities is linked to Shopping in Daily Living Skills.
Suggested Learning Resources: Video clips, items sold in the shopping facilities, AAC resources, digital devices with assistive technologies, Learner Support Assistants.

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to name things sold in shopping facilities.	i. Naming fruits as one of the things sold in the market.			
		ii. Naming vegetables as one of the things sold in the market.			
		iii. Naming meat as one of the things sold in the butchery.			
		iv. Naming sugar as one of the things sold in the shop.			
		v. Naming soap as one of the things sold in the shop.			
		vi. Naming cooked food as one of the things sold in the hotel.			
2.	Ability to use simple	i. Making simple sentences			

	sentences to talk about things sold in shopping facilities.	about things sold in the market.			
		ii. Making simple sentences about things sold in the butchery.			
		iii. Making simple sentences about things sold in the shop.			
		iv. Making simple sentences about things sold in the hotel.			
3.	Ability to read the names of things sold in shopping facilities.	i. Reading the name fruits.			
		ii. Reading the name vegetables.			
		iii. Reading the name meat.			
		iv. Reading the name sugar.			
		v. Reading the name soap.			
4.	Ability to write the names of things sold in shopping facilities.	i. Writing the name fruits			
		ii. Writing the name vegetables			
		iii. Writing the name meat			
		iv. Writing the name sugar			
		v. Writing the name soap			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide:

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name things sold in shopping facilities.	The learner names 6 things sold in shopping facilities.	The learner names 4 to 5 things sold in shopping facilities.	The learner names 2 to 3 things sold in shopping facilities.	The learner names 1 of the things sold in shopping facilities or none.
Ability to use simple sentences to talk about things sold in shopping facilities.	The learner makes simple sentences about 4 things sold in shopping facilities.	The learner makes simple sentences about 3 things sold in shopping facilities.	The learner makes simple sentences about 2 things sold in shopping facilities.	The learner makes simple sentences about 1 of the things sold in shopping facilities or none.
Ability to read the names of things sold in shopping facilities.	The learner reads 6 names of things sold in shopping facilities.	The learner reads 4 to 5 names of things sold in shopping facilities.	The learner reads 2 to 3 names of things sold in shopping facilities.	The learner reads 1 name of things sold in shopping facilities or none.
Ability to write the names of things sold in shopping facilities.	The learner writes 6 names of things sold in shopping facilities.	The learner writes 4 to 5 names of things sold in shopping facilities.	The learner writes 2 to 3 names of things sold in shopping facilities.	The learner writes 1 name of things sold in shopping facilities or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Shopping	5.4 Activities in the shopping facilities	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify different activities that take place in the shopping facilities, participate in different activities in the shopping facilities, use simple sentences to talk about activities that take place in the shopping facilities to enhance expressive communication, enjoy performing different activities in the shopping facilities. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual descriptions of video clips or animations of different shopping facilities such as shop, market, butchery and hotel and identify activities that take place in these facilities (buying, selling, negotiating prices, packaging bought items, selecting items to be bought, displaying goods), <i>using verbal communication or signs or tactual signs or AAC,</i> take a guided tour to a shopping facility in the school surroundings and participate in different activities in the facilities such as selecting items, negotiating prices, buying items, getting correct balance, packaging bought items (<i>a learner with mobility difficulties could be supported by peers or learner support assistants or teacher. Safety precautions should be observed for all learners</i>), make simple sentences about activities that take place in the shopping facilities such as: buying, selling, negotiating prices, getting balance, packaging bought items, hawking, serving food, selecting items, displaying goods, picture read activities that take place in the shopping facilities (<i>a learner with blindness</i> 	<p>Which activities take place in the shopping facilities?</p>

			<i>and those with deafblindness could use tactile pictures or story box).</i>	
Core Competencies to be developed:				
Self-efficacy: as the learner visits the shopping facilities and participate in the activities that take place there.				
Values:				
Respect: is nurtured as the learner interacts with different people in the shopping facilities.				
Pertinent and Contemporary Issues:				
Environment conservation: as the learner uses the designated paths during the guided tour.				
Link to other Learning Areas:				
Activities taking place in the shopping facilities are linked to shopping skills in Daily Living Skills.				
Suggested Learning Resources:				
Video clips, pictures, shopping facilities, AAC resources, Learner Support Assistants.				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to identify different activities that take place in the shopping facilities.	i. Identifying selling different items as an activity that takes place in the shopping facilities.			
		ii. Identifying buying different items as an activity that takes place in the shopping facilities.			
		iii. Identifying negotiating prices as an activity that takes place			

		in the shopping facilities.			
		iv. Identifying packaging items as an activity that takes place in the shopping facilities.			
		v. Identifying selection of items to be bought as an activity that takes place in the shopping facilities.			
		vi. Identifying hawking as an activity that take place in the shopping facilities.			
2.	Ability to participate in different activities in the shopping facilities.	i. Selecting items to buy from shopping facilities.			
		ii. Negotiating the price of goods in the shopping facilities.			
		iii. Buying items from the shopping facilities.			
		iv. Getting correct balance after paying for the goods.			
		v. Packaging the bought items.			
3.	Ability to use simple sentences to talk about activities that take place in the shopping facilities.	i. Making simple sentences about buying items in the shopping facility.			
		ii. Making simple sentences about selling items in the shopping facility.			
		iii. Making simple sentences about paying for the items bought.			
		iv. Making simple sentences			

		about packaging bought items.			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide:

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to identify different activities that take place in the shopping facilities.	The learner identifies 6 activities that take place in the shopping facilities.	The learner identifies 4 to 5 activities that take place in the shopping facilities.	The learner identifies 2 to 3 activities that take place in the shopping facilities.	The learner identifies 1 activity that takes place in the shopping facilities or none.
Ability to participate in different activities in the shopping facilities.	The learner participates in 5 activities in the shopping facilities.	The learner participates in 4 activities in the shopping facilities.	The learner participates in 2 to 3 activities in the shopping facilities.	The learner participates in 1 activity in the shopping facilities or none.
Ability to use simple sentences to talk about activities that take place in the shopping facilities.	The learner makes 4 sentences about activities that take place in the shopping facilities.	The learner makes 3 sentences about activities that take place in the shopping facilities.	The learner makes 2 sentences about activities that take place in the shopping facilities.	The learner makes 1 sentence about activities that take place in the shopping facilities or none.

6.0 SOCIAL AMENITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.1 Social Amenities</p>	<p>6.1 Hospital</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify people who work in a hospital, b) use simple sentences to talk about the services provided in a hospital to enhance expressive communication, c) read the names used to refer to people who work in the hospital, d) write the names used to refer to people who work in the hospital, e) appreciate the role played by hospitals in the society. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of a video clip or picture of a hospital setting and identify the staff found there such as nurse, doctor, dentist, pharmacist, <i>using verbal communication or signs or tactual signs or AAC,</i> • take a guided tour to a local hospital, interact with the workers and talk about the services they provide such as treating sick people, giving medicine, giving injections, checking the teeth (<i>a learner with mobility difficulties could be supported by peers or learner support assistants or teacher</i>), • simulate the services provided in hospital by dramatizing the roles of people who work there (doctor, nurse, pharmacist, dentist), • make simple sentences about services provided in a hospital, (treating sick people, giving medicine, giving injections, checking people's teeth), • read or sign or tactual sign the names used to refer to people who work in a hospital (nurse, doctor, dentist, pharmacist), 	<p>What services are offered in a hospital?</p>

			<ul style="list-style-type: none"> • write or copy or print on palm the names used to refer to people who work in a hospital (nurse, doctor, dentist, pharmacist), • Sing /sign sing/ tactually sign sing songs on the services offered in the hospital and the people involved in providing these services. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaborations: as the learners uses simple sentences to talk about the services offered in the hospital. • Self-efficacy: as the learner identifies the services provided in a hospital. 				
Values: <ul style="list-style-type: none"> • Responsibility: is nurtured as learners take care of self and the equipment while on hospital visit. • Respect: is inculcated as learner interact and talk to people who work in the hospital about the services they provide. 				
Pertinent and Contemporary Issues (PCIs): Health Education: as learners identify the services offered in a hospital.				
Link to other Learning Areas: Singing songs about services provided in a hospital is linked to performing topical songs on health in Music and Movement.				
Suggested Learning Resources: Video clips, pictures, models, hospital personnel, hospital buildings, animations, photos, writing materials, Learner Support Assistant, AAC resources.				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to identify the people who work in the hospital.	i. Identifying a nurse.			
		ii. Identifying a doctor.			
		iii. Identifying a dentist.			
		iv. Identifying a pharmacist.			
2.	Ability to use simple sentences to talk about the services offered in a hospital.	i. Making simple about treating sick people.			
		ii. Making simple giving medicine.			
		iii. Making simple giving injections.			
		iv. Making simple checking people's teeth.			
3.	Ability to read the names used to refer to people who work in the hospital.	i. Reading the name nurse.			
		ii. Reading the name doctor.			
		iii. Reading the name pharmacist.			
		iv. Reading the name dentist.			
4.	Ability to write the names used to refer to people who work in the hospital.	i. Writing the name nurse.			
		ii. Writing the name doctor.			
		iii. Writing the name pharmacist.			
		iv. Writing the name dentist.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide;

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the people who work in the hospital.	The learner identifies 4 people who work in a hospital.	The learner identifies 3 people who work in a hospital.	The learner identifies 2 people who work in a hospital.	The learner identifies 1 person who works in a hospital or none
Ability to use simple sentences to talk about the services offered in a hospital.	The learner makes 4 sentences about the services offered in a hospital.	The learner makes 3 sentences about the services offered in a hospital.	The learner makes 2 sentences about the services offered in a hospital.	The learner makes 1 sentence about the services offered in a hospital or none.
Ability to read the names used to refer to people who work in the hospital.	The learner reads 4 names used to refer to people who work in the hospital.	The learner reads 3 names used to refer to people who work in the hospital.	The learner reads 2 names used to refer to people who work in the hospital.	The learner reads 1 name used to refer to people who work in the hospital or none.
Ability to write the names used to refer to people who work in the hospital.	The learner writes 4 names used to refer to people who work in the hospital.	The learner writes 3 names used to refer to people who work in the hospital.	The learner writes 2 names used to refer to people who work in the hospital.	The learner writes 1 name used to refer to people who work in the hospital or none .

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Social Amenities	6.2 Police Station	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify a police station as a public service facility in the community, use simple sentences to talk about services offered at the police station to enhance expressive communication, read simple vocabulary related to the police station, write simple words related to the police station, develop interest in seeking for services from a police station. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual description of pictures of a police station and identify the unique features such as the colour of the buildings, sign post, police cars, police officers, fire arms, police cells, services offered <i>using verbal communication or signs or tactual or AAC</i>, take a guided tour to a police station in the surroundings, interact with the police officers and discuss the services they offer to the public such as maintaining law and order, arresting criminals, resolving disputes, ensuring road discipline, detaining criminals, keeping peace, providing security among others <i>(a learner with mobility difficulties could be supported by peers or learner support assistants or teacher. A learner with severe communication difficulties could use AAC to interact with the police officers. Safety precautions should be observed for all learners)</i>, make simple sentences about the about services offered at the police station (maintaining law and order, arresting criminals, resolving disputes, ensuring 	<p>What services are offered in a police station?</p>

			<p>road discipline, detaining criminals, keeping peace, providing security),</p> <ul style="list-style-type: none"> ● observe or manipulate flash cards with simple words related to the police station such as ‘police, police station, policeman, police cell’ and spell out or finger spell or spell on palm the letters that form the words in the flash cards, ● imitate reading the words as read by the teacher from a chart or screen, ● sight read, palm read or fingerspell the words, ● practise reading the words in groups, in pairs and individually, ● practise copying or <i>printing on palm</i> the words, ‘police, police station, policeman, police cell’, ● practice writing or <i>modelling or printing on palm (for a learner who is deafblind who can use this mode of communication)</i> the words, ‘police, police station, policeman, police cell’, ● sing or sign sing or tactual sign sing a simple song on services provided in a police station. 	
<p>Core Competencies to be developed: Communication and collaboration: as the learner makes simple sentences on the services offered at the police station.</p>				
<p>Values: Social cohesion: is nurtured as the learner interacts with police officers to discuss the services they offer to the public.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Citizenship: is nurtured as the learner identifies the role of the police officers in maintaining law and order.</p>				
<p>Link to other Learning Areas:</p>				

Singing songs on services provided in a police station is linked to singing topical songs in Music and Movement.

Suggested Learning Resources:

police station, Flash cards, charts, pictures of a police station, modelling materials, AAC resources, Learner Support Assistants,

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to identify police station as a public service facility in the community.	i. Identifying the colour of buildings as a unique feature of a police station.			
		ii. Identifying the sign post as a unique feature of a police station.			
		iii. Identifying the police cars as a unique feature of a police station.			
		iv. Identifying the police officers as a unique feature of a police station.			
		v. Identifying the fire arms as a unique feature of a police station.			
		vi. Identifying the police cells as a unique feature of a police station.			
		vii. Identifying the services offered as a unique feature of			

		a police station.			
2.	Ability to read simple vocabulary related to the police station.	i. Reading the word police.			
		ii. Reading the word police station			
		iii. Reading the word policeman.			
		iv. Reading the word police cell.			
3.	Ability to write simple words related to the police station.	i. Writing the word police.			
		ii. Writing the word police station.			
		iii. Writing the word policeman.			
		iv. Writing the word police cell.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide;

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify police station as a public service facility in the community.	The learner identifies 7 unique features of a police station.	The learner identifies 5 to 6 unique features of a police station.	The learner identifies 3 to 4 unique features of a police station.	The learner identifies 1 or 2 unique features of a police station or none.
Ability read simple vocabulary related to the police station.	The learner reads 4 simple vocabulary related to the police station.	The learner reads 3 simple vocabulary related to the police station.	The learner reads 2 simple vocabulary related to the police station.	The learner reads 1 simple vocabulary related to the police station or none.
Ability write simple words related to the police station.	The learner writes 4 simple words related to the police station.	The learner writes 3 simple words related to the police station.	The learner writes 2 simple words related to the police station.	The learner writes 1 simple word related to the police station.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Social Amenities	6.3 Hotel	By the end of the Sub Strand, the learner should be able to: a) differentiate a hotel from other buildings to promote access to appropriate services, b) identify the people who work in a hotel for effective services, c) use simple sentences to talk about work done by people	The learner is guided to: <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of video clips or pictures or animations of different buildings such as hotel, shop, butchery, supermarket and identify the hotel, ● talk about places in the surrounding where cooked food is sold and identify the unique features used to identify the places, such the sign post, clothes worn by the workers, layout of the building, services offered, 	1. Which services are offered in a hotel?

		<p>in the hotel,</p> <p>d) read simple vocabulary related to the hotel as a public service facility,</p> <p>e) write simple words related to the hotel as a public service facility,</p> <p>f) develop interest in visiting hotels in the neighbourhood to seek relevant services.</p>	<p><i>using verbal communication or signs or tactual signs or AAC,</i></p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of pictures of people who work in a hotel such chefs, waiters, cleaners, servers, hotel managers, ● take a guided tour to a hotel, interact with workers and observe and talk about the work done in the hotel by different people <i>(a learner with mobility difficulties could be supported by peers or learner support assistants or teacher. A learner with severe communication difficulties could use AAC to interact with the workers at the hotel. Safety precautions should be observed for all learners),</i> ● make simple sentences about the work done by different people who work in a hotel such preparing food, cooking food, serving food and drinks, maintaining cleanliness, supervising workers, ● observe or manipulate flash cards with simple vocabulary related to the hotel such as ‘hotel, waiter, chef, cleaner’, ● imitate reading the words as read by the teacher from a chart or screen, ● sight read, palm read or fingerspell the words, ● practise reading the words, (hotel, waiter, chef, cleaner), ● practise copying or <i>printing on palm</i> the words, (hotel, waiter, chef, cleaner), 	
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			<ul style="list-style-type: none"> practice writing or <i>modelling or printing on palm</i> the words, (hotel, waiter, chef, cleaner), sing or sign sing or tactual sign sing a simple song on services offered in a hotel. 	
Core Competencies to be developed:				
Communication and collaboration: as the learner reads and writes words related to a hotel as a public service facility.				
Values:				
Unity: is enhanced as learners share information about places in the surrounding where cooked food is sold.				
Pertinent and Contemporary Issues(PCIs):				
Social cohesion: as the learner interacts with people who work in a hotel and discuss the work done by different people.				
Link to other Learning Areas:				
Identifying food preparation, cooking and serving as work done in a hotel linked cookery in Prevocational Skills.				
Suggested Learning Resources:				
Hotels, word cards, charts, books, pencils, adjustable writing surfaces, modelling materials, video clips, pictures of a hotel, AAC resources, Learner Support Assistants, digital devices with assistive technology.				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to differentiate a hotel from other buildings.	i. Identifying the sign post as a unique feature that differentiates a hotel from other buildings.			
		ii. Identifying the clothes worn by workers as a unique feature that			

		differentiates a hotel from other buildings.			
		iii. Identifying the layout of the building as a unique feature that differentiates a hotel from other buildings.			
		iv. identifying the services offered as a unique feature that differentiates a hotel from other buildings.			
2	Ability to identify the people who work in a hotel.	i. Identifying the chef as a person who works in a hotel.			
		ii. Identifying the waiter as a person who works in a hotel.			
		iii. Identifying the cleaner as a person who works in a hotel.			
		iv. Identifying the food server as a person who works in a hotel.			
		v. Identifying the hotel manager as a person who works in a hotel.			
3.	Ability to use simple sentences about work done by people in the hotel.	i. Making simple sentences about preparing food as work done by people in the hotel.			
		ii. Making simple sentences about serving foods and drinks as work done by people in the hotel.			
		iii. Making simple sentences about maintaining cleanliness as work done by people in the hotel.			
		iv. Making simple sentences about supervising workers as work done by people in the hotel.			
4	Ability to read simple	i. Reading the word hotel.			

	vocabulary related to the hotel.	ii. Reading the word waiter.			
		iii. Reading the word chef.			
		iv. Reading the word cleaner.			
5.	Ability to write simple words related to the hotel as a public service facility.	i. Writing the word hotel.			
		ii. Writing the word waiter.			
		iii. Writing the word chef.			
		iv. Writing the word cleaner.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

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2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide:

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to differentiate a hotel from other buildings.	The learner identifies 4 unique feature that differentiates a hotel from other buildings.	The learner identifies 3 unique feature that differentiates a hotel from other buildings.	The learner identifies 2 unique feature that differentiates a hotel from other buildings.	The learner identifies 1 unique feature that differentiates a hotel from other buildings or none.
Ability to identify the people who work in a hotel.	The learner identifies 4 groups of workers in a hotel.	The learner identifies 3 groups of workers in a hotel.	The learner identifies 2 groups of workers in a hotel.	The learner 1 group of workers in a hotel or none.
Ability to use simple sentences to talk about work done by people in a hotel.	The learner makes 4 simple sentences about work done by people in a hotel.	The learner makes 3 simple sentences about work done by people in a hotel.	The learner makes 2 simple sentences about work done by people in a hotel.	The learner makes 1 sentence about work done by people in a hotel or none.
Ability to read simple vocabulary related to a hotel.	The learner reads 4 simple vocabulary related to a hotel.	The learner reads 3 simple vocabulary related to a hotel.	The learner reads 2 simple vocabulary related to a hotel	The learner reads 1 simple vocabulary related to a hotel or none.
Ability to write simple words related to a hotel.	The learner writes 4 simple words related to a hotel.	The learner writes 3 simple words related to a hotel.	The learner writes 2 simple words related to a hotel.	The learner writes 1 simple word related to a hotel or none.

APPENDIX I: COMMUNITY SERVICE LEARNING GUIDELINES FOR PREVOCATIONAL LEVEL

The goal of the Community Service Learning (CSL) activity at this level is to provide linkage between concepts or skills learnt in the various Learning Areas. Learners begin to make connections between what they learn and its relevance to their daily life. CSL is hosted in the Prevocational Skills learning area. Implementation of the CSL activity is a collaborative effort where the teacher coordinates and works with other teachers for the other Learning Areas to design and implement the CSL activity. Though they are teacher-guided, the learners should progressively be given more opportunities to participate in doing the project in school. Safety of the learners should also be taken into account during the CSL activity. The following steps for the CSL activity should be spread out across the school terms:

Steps in carrying out the CSL activity: Tree Nursery
<p>1. Preparation</p> <ul style="list-style-type: none">● Map out the skill to be integrated in CSL from the other learning areas and share with the respective teachers.● Map out the targeted core competencies, values and PCIs for the CSL activity.● Identify resources required for the activity (locally available materials).● Spread out the activities across the term (Set dates and time for the activities).● Communicate to learners, parents or caregivers or guardians, school administration, teachers and other relevant stakeholders in the school community.● Identify and develop assessment tools.
<p>2. Implementation of the CSL Activity</p> <ul style="list-style-type: none">● Assign roles to learners.● Ensure every learner actively participates in the activity.● Observe learners as they carry out the CSL activity and record feedback.● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product).● Assess the targeted core competencies, values, PCIs and skills.
<p>3. Reflection on the CSL Activity</p> <p>Conduct a self-evaluation session with learners on the CSL activity undertaken by focusing on the following:</p> <ul style="list-style-type: none">● What was done well.● What needs to be improved. (what did not go well and why)

- Intervention measures to be put in place.

There will be one integrated CSL activity that will be conducted annually for the four years at the Prevocational level. The thematic areas for the integrated CSL activity will be derived from concepts from the various Learning Areas and the broader categories of the PCIs. Teachers are expected to vary the themes yearly or seasonally to allow learners to practise different skills and PCIs within their contexts. Different seedlings should be planted at different times. There should be a linkage between the skills from the Learning Areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents or caregivers or guardians, school administration, teachers). Parents or caregivers or guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, the learner will be expected to participate actively in the whole process. Learners are expected to engage in differentiated activities according to their abilities.

The CSL activity provides an opportunity for development of core competencies and nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners individually using various tools such as an observation schedule, checklist or rating scale or portfolio or any other appropriate tool. The teacher will differentiate assessment items according to learner's ability.