



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

**DIPLOMA IN TEACHER EDUCATION (DTE)
PRE-PRIMARY AND PRIMARY**

**KENYAN SIGN LANGUAGE
CURRICULUM DESIGN**

2024

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INTRODUCTION

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

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

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

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

Professional Learning areas

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

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

Integrated Content and Pedagogy Learning areas

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

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

Entry Requirements

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

Duration of Training

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

Subjects Offered

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

Micro-Teaching and Practicum

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

Award of the Diploma

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

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

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

Grading

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

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TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TER M 2	TER M 3	TERM 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TE RM 8	TER M 9	TOTAL FOR PROGRAMME
PROFESSIONAL LEARNING AREAS												PROFESSIONAL LEARNING AREAS (420 Hours)
1.	Child Development and Psychology	10	10	10	10	10	10	60				
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				30				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
SUB TOTAL		120Hrs	80Hrs	80Hrs	60Hrs	40Hrs	40Hrs	420Hrs				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	Practicum 300 Hours	Practicum 300 Hours	CONTENT & PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30			
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

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

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

4. **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

The Kenyan Sign Language curriculum seeks to equip the teacher trainee with competencies, knowledge, skills, attitudes and values required to facilitate learning of Kenyan Sign Language in a Competency Based Curriculum. The design enhances the teacher trainee's pedagogical content knowledge and competencies required to facilitate the learning of observing, signing, viewing and presenting skills as well as grammar and literary appreciation in Primary schools. The KSL curriculum design is underpinned by varied language theories and approaches that will enhance effective facilitation of KSL to learners with Hearing impairment.

The learning of KSL at Diploma in Teacher Education and also as a medium of instruction in Early Years Education (EYE) level is informed by the fact that apart from KSL being acquired naturally by the pre-lingual, it can also be learnt through observation, imitation and modelling. This will enhance communication and interaction within the society hence promoting inclusion in the society. The design adopts learner centred learning strategies appropriate early years and Primary level. The content will be delivered through formal, non-formal and informal guided experiences including classroom interactions. The formative and summative assessment approaches such as research, projects, presentations and assignments will be used.

This curriculum prepares the teacher trainee for further studies and the world of work. It will also empower the teacher trainees to cope with variations, changes, challenges and realities of globalisation as well as the pertinent and contemporary issues. Further, this curriculum is envisaged to mould an engaged, empowered and ethical teacher trainee who will inculcate the same values to the learners.

GENERAL LEARNING OUTCOMES

By the end of course, the teacher trainee should be able to:

1. Apply knowledge of human communication, language processes and KSL skills in various contexts,
2. Communicate effectively using KSL in day-to-day interactions,
3. Analyse various forms of literature and signed presentations for literary criticism and enjoyment,
4. Adopt appropriate pedagogies to facilitate the learning of KSL skills in Early years and Primary school levels,
5. Use knowledge of various language theories and approaches in KSL learning and classroom interactions,
6. Mainstream core competencies, pertinent and contemporary issues and values in the learning of KSL,
7. Demonstrate ability to develop and use a wide range of resources to facilitate learning of KSL,
8. Integrate Information and Communication Technologies (ICTs) in the learning process,
9. Utilise knowledge of content, pedagogy and assessment to facilitate learning to learners with hearing impairment,
10. Appreciate the role of KSL as an avenue for creativity and talent development.

SUMMARY OF TIME ALLOCATION

YEAR	STRAND	SUB STRAND	NUMBER OF HOURS	SUB TOTAL
YEAR 1	Introduction to KSL	1.1 Overview of Kenyan Sign Language	5	40
	Observing and signing	2.1. Elements of sign and relationship to meaning	7	
	Introduction to KSL	1.3 Situations of using Kenyan Sign Language in Kenya.	6	
	Observing and signing	2.5 Greetings and responses to requests/demands	2	
	Grammar	4.1.3 Verbs	6	
	Viewing and Interpreting	3.1 Fingerspelling	4	
	Grammar	4.1.1 Nouns	4	
	Presenting	5.4 Dialogues	6	
	Grammar	4.1.2 Pronouns	4	
	Introduction to KSL	1.4. Sign innovations	5	
	Observing and signing	2.2 Types of signs	7	

Observing and signing	2.6 Farewell and words of courtesy/ Etiquette	4	
Presenting	5.1 Picture description	6	
Viewing and Interpreting	3.6 Signs related to people of Kenya, towns and Counties	6	
Observing and signing	2.7 Drawing attention and turn taking in Deaf community	3	
Viewing and Interpreting	3.2 Use of “less than” and “more than”	3	
Introduction to KSL	1.5. Spread of Kenyan Sign Language (Imitation, association and convention)	6	
Grammar	4.2.1 Present tense	6	
Observing and signing	2.4 Communication among the Deaf	3	50
Viewing and interpreting	3.5 Signs related to the government of Kenya	4	
Grammar	4.1.4 Adverbs	10	
Presenting	5.3 Presenting signed Narratives	15	
Grammar	4.2.2 Past tense	6	

	Observing and signing	2.9 Signed Narratives: Types of Narratives	12	
	Observing and signing	2.3 Sign identification and description in various settings	6	60
	Viewing and interpreting	3.3 Use of “how many” and “how much”	3	
	Viewing and interpreting	3.4 Signed Comprehensions	10	
	Grammar	4.1.5 Adjectives	8	
	Viewing and interpreting	3.7 Signs related to countries of the world	6	
	Grammar	4.2.3 Future tense	6	
	Grammar	4.5 Interrogatives	6	
	Presenting	5.5 Role play	15	
	Observing and signing	2.8 Social interactions- formal and informal	6	
	Presenting	5.3 Narratives	12	
	Introduction to KSL	1.2 Production and Publication of Kenyan Sign Language learning resources	15	
	Grammar	4.1.6 Prepositions	6	

	Grammar	4.4 Modifiers	6	
	Presenting	5.6 Debates	10	
	Presenting	5.8 Songs and dances	15	
	Observing and signing	2.4 Communication among the Deaf- interpreting and voicing	18	90
	Viewing and interpreting	3.7 Signs related to countries of the world.	10	
	Grammar	4.7 Conjunctions	6	
	Grammar	4.3 Complement adverbial phrases	6	
	Presenting	5.7 Poems and free verses	15	
	Introduction to KSL	1.6 Approaches of facilitating KSL	10	
	Introduction to KSL	1.7 Assessment of KSL	10	
	Presenting	5.9 Public signing	15	

STRAND 1.0: INTRODUCTION TO KENYAN SIGN LANGUAGE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Introduction to Kenyan Sign Language (KSL)</p>	<p>1.1 Overview of Kenyan Sign Language</p> <ul style="list-style-type: none"> • <i>KSL Skills</i> • <i>KSL learning resources (Production and Publication)</i> <p>(20 hrs)</p>	<p>By the end of the Sub Strand the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) describe Kenyan Sign Language as a learning area and a language of communication in relation to existing legal documents, b) evaluate the skills in KSL and the order in which they are developed, c) design appropriate tasks to mainstream communication and collaboration in the learning of KSL, d) describe the rationale of production and publication of Kenyan Sign Language learning resources, 	<p>The teacher trainees to:</p> <ul style="list-style-type: none"> • search online or offline or invite a resource person to discuss the historical background of Kenyan Sign Language. • brainstorm the importance of Kenyan Sign Language as a learning area and a language of communication and make presentations. • explore careers and areas of application of KSL. • watch KSL signed videos and analyse the characteristics as a language and present a paper. • watch KSL micro lessons and analyse the order in which the skills (<i>observing and signing,</i> 	<ol style="list-style-type: none"> 1. How has Kenyan Sign Language evolved? 2. How should we implement KSL in school? 3. How do we support the development of KSL among learners?

		<p>e) develop learning resources to support acquisition of skills in KSL.</p> <p>f) demonstrate ability to support learners with hearing impairment to acquire the KSL skills,</p> <p>g) appreciate the importance of Kenyan Sign Language as a subject and as a language of communication among the Deaf.</p>	<p><i>viewing and interpreting, presenting and grammar)</i> are developed.</p> <ul style="list-style-type: none"> ● design tasks and activities that can be used to develop KSL skills among the learners. ● discuss the process of developing, recording and publication of KSL learning resources. ● develop KSL videos, pictorial compositions, skits, signed narratives and stories and use them to support learners to acquire the appropriate skills in KSL. ● demonstrate how to facilitate acquisition and use of KSL skills during micro teaching. 	
<p>Core Competencies to be developed: Self-efficacy as the teacher trainee develops confidence in facilitating KSL skills. Communication and collaboration as the teacher trainee works in groups when developing learning resources to be used in KSL.</p>				

Pedagogical content knowledge as the teacher trainee watches, records and acknowledges the importance of KSL skills.

Values:

- **Social justice** is promoted as trainees develop appropriate resources for learners with hearing impairment.
- **Respect** as teacher trainee observes and responds to others opinions during discussion.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe Kenyan Sign Language as a learning area and a language of communication in relation to existing legal documents.	Describes, with illustrations, the rationale of Kenyan Sign Language as a learning area and a language of communication in relation to existing legal documents.	Describes Kenyan Sign Language as a learning area and a language of communication in relation to existing legal documents.	Describes Kenyan Sign Language as a language of communication.	Describes Kenyan Sign Language as a learning area with prompts.
Ability to evaluate the skills in KSL and the order in which they are developed.	Evaluates and demonstrates the order in which KSL skills are developed.	Evaluates the skills in KSL and the order in which they are developed.	Evaluates the order in which some KSL skills are developed.	Evaluates the order in which some KSL skills are developed with prompt.

Ability to design appropriate tasks to mainstream communication and collaboration in the KSL classroom.	Designs appropriate variety of tasks to mainstream communication and collaboration in the KSL and can support others	Designs appropriate tasks to mainstream communication and collaboration in the KSL classroom.	Designs tasks with mainstream communication and collaboration in the KSL classroom with assistance.	Design a task for communication and collaboration in the KSL.
Ability to develop learning resources to support acquisition of skills in KSL.	Develops a variety of learning resources to support acquisition of skills in Kenyan Sign Language and uses in learning.	Develops learning resources to support acquisition of skills in KSL.	Develops some learning resources support acquisition of skills in Kenyan Sign Language	Develops some resources in Kenyan Sign Language with support.
Ability to demonstrate ability to support learners with hearing impairment to acquire the KSL skills.	Demonstrates ability to support learners with hearing impairment to acquire and use the KSL skills in various contexts.	Demonstrates ability to support learners with hearing impairment to acquire the five KSL skills.	Demonstrates ability to support learners with hearing impairment to acquire at least 3 KSL skills.	Demonstrate ability to support learners with hearing impairment to acquire one or two KSL skills.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Introduction to Kenyan Sign Language (KSL)	1.2 Kenyan Sign Language use (6 hrs)	By the end of the Sub Strand the teacher trainee should be able to: <ol style="list-style-type: none"> a) identify variation in KSL and its implication to learning, b) describe aspects of the Language Policy and the Language in Education Policy and their implications on learning, c) address challenges in language development and learning among learners with hearing impairment, 	The teacher trainees to: <ul style="list-style-type: none"> ● search online and offline and brainstorm on variations in KSL and its implication on learning and make a presentation, ● practise signing different words with variation and discuss how to address them for effective learning, ● conduct a desk review and brainstorm the aspects of the Language Policy and the Language in Education Policy with reference to the constitution and education policies and their implications on learning of KSL, ● present the findings on language policy and education in language policy analysis, ● design activities such as picture description, sign puzzles, 	

		<p>e) integrate the core competencies in KSL learning,</p> <p>f) appreciate KSL sign variations used in and out of school in Kenya.</p>	<p>memory games, signed stories, fingerspelling, competition and digital content to support KSL development and learning.</p> <ul style="list-style-type: none"> ● organise activities to support parents acquire basic Kenyan Sign Language skills. ● use KSL appropriately to support learners with hearing impairment in learning. ● design activities to develop and nurture the core competencies during the learning of KSL. ● Integrate ICT in the learning of KSL. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Pedagogical content knowledge as the teacher trainee practice signing different vocabulary used in KSL. ● Assessment competency as the teacher trainee observes and critiques peers during articulation of signs. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism is promoted as trainees advocate for use KSL in social forums ● Love as teacher trainee observes and responds to others opinions in KSL during discussion. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify variation in KSL and its implication to learning.	Identifies, with examples, variations in KSL and its implication to learning.	Identifies variations in KSL and its implication to learning.	Identifies most variations in KSL and its implication to learning correctly.	Identifies few variation in KSL and its implication to learning correctly with prompts.
Ability to describe aspects of the Language Policy and the Language in Education Policy and their implications on learning.	Describes with illustrations aspects of the Language Policy and the Language in Education Policy and their implications on learning.	Describes aspects of the Language Policy and the Language in Education Policy and their implications on learning.	Describes most aspects of the Language Policy and the Language in Education Policy and their implications on learning.	Describes a few aspects of the Language Policy and the Language in Education Policy and their implications on learning with prompts.
Ability to address challenges in language development and	Addresses and illustrates challenges in language development and	Addresses challenges in language development and	Addresses most challenges in language development among	Attempts to address few challenges in language development and learning among

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
learning among learners with hearing impairment.	learning among learners with hearing impairment.	learning among learners with hearing impairment.	learners with hearing impairment.	learners with hearing impairment.
Ability to integrate the core competencies in KSL learning.	Integrates the core competencies in KSL learning using varied and most appropriate tasks.	Integrates the core competencies in KSL learning.	Integrates most of the core competencies in KSL learning.	Integrates a few of the core competencies in KSL learning with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Introduction to Kenyan Sign Language (KSL)	1.3 Sign innovations in KSL <ul style="list-style-type: none"> ● <i>Association</i> ● <i>Imitation</i> ● <i>Convention</i> ● <i>Convergence</i> ● <i>Divergence</i> ● <i>Wave phenomenal theory</i> (11 hrs)	By the end of the Sub Strand the teacher trainee should be able to: <ol style="list-style-type: none"> a) describe the relevance of association, imitation and convention theories in KSL development, b) analyse the contribution of the theories of convergence, divergence and wave phenomenal in relation to evolution and spread of KSL, 	The teacher trainee to: <ul style="list-style-type: none"> ● identify signs formed through association, imitation and convention as used in learning. ● explore the contribution of ASL, SE and SEE to the evolution and spread of KSL. ● discuss the causes of variations in KSL for example, education level, catchment area, social status and training. ● demonstrate various signs formed through association, imitation and convention. ● critique the role of research in sign invention and innovation in Kenyan schools. ● search online and offline and brainstorm on the different ways on how signs evolve and spread in Kenya. 	

		<p>c) evaluate the impact of the theories on sign development,</p> <p>d) acknowledge the contribution of theories and their effects on KSL.</p>	<ul style="list-style-type: none"> ● brainstorm on the impact of the theories on the spread of KSL and present the findings. ● watch signed videos on how signs evolve and spread and make a presentation. ● develop signed videos of sign innovation, imitation and convention for learning. ● analyse the contribution of convergence, divergence and wave phenomenal theory in the development of KSL. ● assess the different KSL signs and identify those that evolved through convergence, divergence and wave phenomenal theories. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration as the trainees participate in discussions on the rationale of various publications of Kenyan sign language. ● Digital literacy skills as the teacher trainee searches online on the different ways on how signs evolve and spread. ● Pedagogical Content knowledge and reflective practice as trainees utilise different signs to describe the relevance of association, imitation and convention theories in KSL development. 				

Values:

- **Unity** is developed as trainees work in groups.
- **Responsibility** is enhanced as trainees take care of devices used in recording signed videos.

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the relevance of association, imitation and convention theories in KSL development	Describes, with examples, the relevance of association, imitation and convention theories in KSL development	Describes the relevance of association, imitation and convention theories in KSL development	Describes relevance of at most two (association, imitation and convention) theories in KSL development	Describes relevance of association, imitation and convention theories in KSL development with prompts
Ability to analyse the contribution of the theories of convergence, divergence and wave phenomena in relation to evolution and spread of KSL	Analyses and discusses the contribution of the theories of convergence, divergence and wave phenomena in relation to	Analyses the contribution of the theories of language; convergence, divergence and wave phenomenal in relation to evolution and spread of KSL	Analyses the contribution of at most two theories of language (convergence, divergence and wave phenomenal) in	Analyses the contribution of one theory of language (convergence, divergence and wave phenomenal) in relation to evolution and spread of KSL

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
	evolution and spread of KSL		relation to evolution and spread of KSL	
Ability to evaluate the impact of the theories on the development of Kenyan sign language.	Evaluates, with illustrations, the impact of the theories on development of Kenyan sign language.	Evaluates the impact of the theories on development of Kenyan sign language.	Evaluates the impact of at most two theories on development of Kenyan sign language.	Evaluates the impact of one theory on development of Kenyan sign language.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Introduction to Kenyan Sign Language (KSL)</p>	<p>1.4 Approaches of facilitating KSL</p> <ul style="list-style-type: none"> • <i>Manual approach</i> • <i>Total communication approach</i> <p>(10 hrs)</p>	<p>By the end of the Sub Strand the teacher trainee should be able to:</p> <p>a) describe the appropriate components of total communication and features of the manual approach used in facilitating KSL,</p> <p>b) apply appropriate components of total communication and features of the manual approach in communication and learning</p> <p>c) demonstrate how to use manual and total communication approach</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • search online and offline and brainstorm on components of total communication and features of manual approach and present in plenary, • discuss appropriate components of total communication and features of manual approach (<i>Pointing, eye contact, natural signs, gestures, body language, speech, fingerspelling, sign language, mimicry, pantomime</i>) • practise signing different words and sentences using components and features 	<ol style="list-style-type: none"> 1. Why are sign and non-manual approaches used in facilitating KSL? 2. How do we use a manual approach to support learners with hearing impairment to learn KSL? 3. How are the components of the total communication approach used?

		<p>to support learners with hearing impairment to learn KSL,</p> <p>d) appreciate the role of manual and total communication approaches in facilitating KSL.</p>	<p>of manual and total communication approach.</p> <ul style="list-style-type: none"> ● dramatise using appropriate components of total communication and features of manual approach. ● discuss how to use manual approach to support learners with hearing impairment to learn KSL, ● use various components of total communication (<i>pantomime, mimicry, Kenyan sign language gestures and indigenous languages</i>) to narrate stories in different settings ● watch signed video clips and analyse the components of total communication used. ● demonstrate and record using a digital device the different components of 	
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			<p>total communication for learning</p> <ul style="list-style-type: none"> ● use manual approach (<i>expressive and receptive skills</i>) in conversations. ● support learners with hearing impairment to be able to use manual and total communication approaches in their day-to-day communication. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Assessment competency as the teacher trainee observes and critiques peers during articulation of signs. ● Pedagogical Content knowledge and reflective practice as trainees facilitate the learning of KSL during modelling sessions. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism is promoted as trainees sing the national anthem. ● Respect as teacher trainee observes and responds to others opinions during discussion. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Introduction to Kenyan Sign Language (KSL)	1.5 Assessment of KSL (10 hrs)	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> identify the appropriate approaches and methods used in assessment of KSL, develop tasks to assess various skills in KSL, design appropriate tools to assess various skills in KSL, administer the designed tools and tasks to assess learners with hearing impairment, provide feedback to learners after assessment of various skills in KSL, 	The teacher trainee to: <ul style="list-style-type: none"> search online or from print the appropriate approaches and methods used in assessment of KSL skills and present them in class, discuss the various methods used in assessment of KSL expressive and receptive skills such as signed questions, pre-recorded signed comprehensions, signed presentations, portfolios, signed performances, picture puzzles among others and present in class, develop tasks to be used in assessing various skills 	

		<p>f) appreciate the role of assessment in learning of KSL.</p>	<p>in KSL using sample from the KNEC.</p> <ul style="list-style-type: none"> ● design various tools to be used during assessment of KSL (<i>signed videos, pictorial stories, illustrations, drawn signs and symbols</i>) to learners with hearing impairment during learning, ● brainstorm on various ways of providing feedback on assessment to learners with hearing impairment and make presentations in plenary. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration Skills will be enhanced as teacher trainees participate in discussions on signs and non-manual features when facilitating KSL. ● Self-efficacy is enhanced as trainees carry out research on manual approach of facilitating KSL. ● Pedagogical Content Knowledge is enhanced as teacher trainees sign and analyses non-manual features used when teaching KSL. 				

Values:

- Unity is developed as trainees work in groups.
- Patriotism is promoted as teacher trainees learn about approaches to facilitating KSL.
- Respect is developed as trainees work in groups and respect views of others.

Suggested Formative Assessment Rubrics

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the appropriate components of total communication and features of the manual approach used in facilitating KSL.	Describes the appropriate components of total communication and features of the manual approach used in facilitating KSL with illustration for knowledge acquisition	Describes the appropriate components of total communication and features of the manual approach used in facilitating KSL.	Describe components of total communication and features of the features of the manual approach used in facilitating KSL.	Describe total communication and features of the manual approach used in facilitating KSL.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to apply appropriate components of total communication and features of the manual approach in communication and learning.	Applies various appropriate components of total communication and features of the manual approach in communication and learning in different settings.	Applies appropriate components of total communication to support learning and communication and features of the manual approach in communication and learning.	Applies some components of total communication and features of the manual approach in communication and learning.	Applies some components of total communication and features of the manual with prompts.
Ability to demonstrate the use of manual and total communication approaches to support learners with hearing impairment to learn KSL	Demonstrates the use of manual and total communication approaches to support learners with hearing impairment to learn KSL with details	Demonstrates the use of manual and total communication approaches to support learners with hearing impairment to learn KSL	Demonstrates either the use manual or total communication approach to support learners with hearing impairment to learn KSL	Demonstrates the use of either manual or total communication approach to support learners with hearing impairment to learn KSL with prompts

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the appropriate approaches and methods used in assessment of KSL	Identifies various appropriate approaches and methods used in assessment of KSL skills with in depth details	Identifies the appropriate approaches and methods used in assessment of KSL	Identifies approaches and methods used in assessment of KSL	Identifies methods used in assessment of KSL
Ability to develop tasks to assess the various skills in KSL.	Develops a variety of the various tasks to assess the various skills in KSL.	Develops tasks to assess the various skills in KSL.	Develops most of the tasks to assess the various skills in KSL.	Develops few of the tasks to assess some skills in KSL.
Ability to Administer given assessment tools/tasks and providing feedback.	Administers various assessment tools and tasks and provides elaborate feedback to learners with hearing impairment.	Administers given assessment tools/tasks and provides feedback to learners with hearing impairment.	Administers most of the given assessment tools/tasks and provides some feedback to learners with hearing impairment.	Administers few of the given assessment tools/tasks and provides feedback to learners with hearing impairment with support.

STRAND 2.0: OBSERVING AND SIGNING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Observing and Signing	2.1 Elements of a Sign <ul style="list-style-type: none"> • <i>Place of articulation (location)</i> • <i>Movement</i> • <i>Orientation</i> • <i>Hand shape</i> • <i>Non-manual signals</i> <p>(7 hours)</p>	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) identify elements of a sign for knowledge acquisition, b) relate elements of a sign to their meaning, c) apply elements of a sign to make signs of words on parts of the body for effective facilitation of KSL, d) analyse the elements of a sign from signed words or videos, e) demonstrate the support learners with hearing impairment need to 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • search for information from print or non-print media on elements of sign such as handshapes (<i>open palm, clenched fist, claw handshake</i>), location (<i>body or space</i>), movement (<i>direction, speed and frequency</i>), orientation (<i>toward or away from the body</i>) and non-manual signals (<i>eye gazes, head movement, facial expressions</i>) and present their findings in plenary, • watch signed words and sentences involving parts of the body, types of 	<ol style="list-style-type: none"> 1. Why should we apply proper articulation of signs using the elements of signs? 2. Why are non-manual signals important in KSL?

		<p>articulate signs appropriately,</p> <p>f) appreciate the proper use of elements of a sign and non-manual signals in enhancing learning of KSL.</p>	<p>clothes or objects in the immediate surrounding and analyse the elements of each sign,</p> <ul style="list-style-type: none"> ● practise articulating various signs on parts of the body, types of clothes or objects in the immediate surrounding by combining the elements in different settings, ● practise using various non-manual signals for effective communication, ● role play the use of different non manual signals in conversations on parts of the body, types of clothes or objects in the immediate surrounding, ● organise micro teaching lessons on how to support learners with hearing impairment to articulate 	
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			<p>signs for effective communication,</p> <ul style="list-style-type: none"> ● watch a signed video clip on parts of the body, types of clothes or objects in the immediate surrounding and analyse proper utilisation of elements of a sign to enhance facilitation of KSL, ● practise signing songs, poems and stories (<i>parts of the body, types of clothes or objects in the immediate surrounding</i>) while observing all the elements of a sign with appropriate non-manual signals. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration as teacher trainees practise articulating signs with peers using elements of a sign. ● Pedagogical Content Knowledge as teacher trainees carries out research and practices signing various signs. ● Digital literacy skills as teacher trainees uses digital devices to search elements of signs. 				

Values:

- **Patriotism** is promoted as trainees sing the national anthem.
- **Respect** as teacher trainee observes and responds to others opinions during discussion.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify elements of a sign for knowledge acquisition	Identifies all elements of a sign for knowledge acquisition and can illustrate	Identifies all elements of a sign for knowledge acquisition	Identifies 2 – 3 elements of a sign for knowledge acquisition	Identifies at most 2 elements of a sign for knowledge acquisition with hints
Ability to relate elements of a sign to their meaning	Relates elements of a sign to their meaning citing examples	Relates elements of a sign to their meaning	Relates 2 – 3 elements of a sign to their meaning	Relates one element of a sign to its meaning
Ability to apply elements of a sign to make signs of words on parts of the body for effective facilitation of KSL.	Applies, with examples, elements of a sign to make signs of words on parts of the body for effective facilitation of KSL.	Applies elements of a sign to make signs of words on parts of the body for effective facilitation of KSL.	Applies most of the elements of a sign to make signs of words on parts of the body for effective facilitation of KSL.	Applies a few of the elements of a sign to make signs of words on parts of the body for effective facilitation of KSL.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the elements of a sign from signed words or videos.	Analyses, with illustrations, elements of a sign from a variety of signed words and videos.	Analyses elements of a sign from signed words and videos.	Analyses most of the elements of a sign from signed words and videos.	Analyses few elements of a sign from signed words and videos.
Ability to demonstrate the support learners with hearing impairment need to articulate signs appropriately.	Demonstrates, with details, adequate support learners with hearing impairment need to articulate signs appropriately.	Demonstrates adequate support learners with hearing impairment need to articulate signs appropriately.	Demonstrate inadequate support learners with hearing impairment need to articulate signs appropriately.	Demonstrate support learners with hearing impairment need to articulate signs appropriately with hints.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<p>2.2 Types of signs</p> <ul style="list-style-type: none"> ● <i>One handed signs</i> ● <i>Two handed signs</i> ● <i>Mixed signs</i> ● <i>Cognition signs</i> <p>(7 hours)</p>	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) describe types of signs used in the locality to enhance learning, b) apply the types of signs used in the locality when giving instructions, c) demonstrate the support learners with hearing impairment need to use various types of signs, d) appreciate the importance of differentiating types of signs for clarity when giving instructions. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● watch signed video clips of various signs used in the locality (<i>family members, clothes, food</i>) to identify the type of signs, ● observe and identify the various types of signs on family members, clothes or food in the locality to enhance acquisition of sign vocabulary in KSL, ● practise giving each other instructions using various types of signs on family members, clothes and food in the locality to enhance skills in facilitating learning of KSL, ● prepare and present a micro teaching lesson on how to support learners with hearing impairment to respond to questions from a signed poem, narrative or passage 	<p>Why is it important to use various types of signs while giving instructions?</p>

			<p>on family members, clothes and food in the locality,</p> <ul style="list-style-type: none"> visit an institution for learners with hearing impairment to practise using different types of signs about family members, clothes or food in the locality. 	
<p>Core Competencies to be developed: Learning to learn and reflective practice as the teacher trainee uses different types of signs to facilitate learning of Kenyan Sign Language.</p>				
<p>Values:</p> <ul style="list-style-type: none"> Unity is enhanced as trainees discuss various types of work. Social justice is promoted as the trainee visits an institution for learners with hearing impairment to interact with them. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe types of signs used in the locality to enhance learning.	Describes and explains the various types of signs used in the locality to enhance learning.	Describes types of signs used in the locality to enhance learning.	Describes most of the types of signs used in the locality to enhance learning.	Describes signs on family members, clothes or food in the locality to enhance learning.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to apply the types of signs used in the locality when giving instructions.	Applies various types of signs used in the locality when giving instructions in varied contexts.	Applies types of signs used in the locality when giving instructions.	Applies most of the types of signs used in the locality when giving instructions.	Applies a few of the types of signs used in the locality when giving instructions with prompts.
Ability to demonstrate support learners with hearing impairment need to use various types of signs	Demonstrates, with illustrations, adequate support learners with hearing impairment need to use various types of signs	Demonstrates adequate support learners with hearing impairment need to use various types of signs	Demonstrates inadequate support learners with hearing impairment need to use various types of signs	Demonstrates little support learners with hearing impairment need to use various types of signs with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Observing and Signing	2.3 Sign Identification (6 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) describe different signs about family members, clothes and food in the locality, b) analyse signs on family members, clothes and food in the locality for effective identification, c) examine sign variations on family members, clothes and food for harmonisation, d) use signs of family members, clothes and food in the locality in day-to-day communication, e) appreciate sign identification and description for effective articulation. 	The teacher trainee to: <ul style="list-style-type: none"> ● observe different signs of family members, clothes and food in the locality based on various contexts as presented in videos, ● watch online signed videos on sentences and stories about family members, clothes and food in the locality to enhance receptive skills, ● watch signed sentences and practice signing words of family members, clothes and food in the locality ● draw similarities and differences of sign variations of signed words on family members, clothes and food in various settings, 	<ol style="list-style-type: none"> 1. Why do we have sign variations? 2. How are the various non-manual signals used in communication?

			<ul style="list-style-type: none"> ● observe and apply signs from signed stories on family members, clothes or food in the locality, ● describe sign variations in various contexts for harmonisation, ● practise using signs of family members, clothes or food in the locality as used in various contexts in day-to-day life, ● discuss with peers the importance of sign identification and description for effective articulation. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as the teacher trainee develops confidence in the use of signs in a variety of contexts. ● Communication and collaboration as the teacher trainee works in groups when practising signs acquired. ● Pedagogical content knowledge as the teacher trainee watches, records and acknowledges the importance of sign identification. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is developed as the teacher trainee shares ideas in groups on how to use various non manual features when signing. ● Responsibility is enhanced as the teacher trainee takes care of digital devices. 				

- **Respect** is enhanced as teacher trainee accommodates others' opinions during discussions description of signs

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe different signs about family members, clothes and food in the locality.	Describes and demonstrates different signs about family members, clothes and food in the locality.	Describes different signs about family members, clothes and food in the locality.	Describes most of the signs about family members, clothes or food in the locality.	Describes a few about family members, clothes and food in the locality.
Ability to analyse signs on family members, clothes and food in the locality for effective identification.	Analyses and demonstrates variety of signs on family members, clothes and food in the locality for effective identification.	Analyses signs on family members, clothes and food in the locality for effective identification.	Analyses most of the signs on family members, clothes and food in the locality for effective identification.	Analyses few of the signs on family members, clothes and food in the locality for effective identification with prompts.
Ability to examine sign variations on family	Examines variety of sign variations on	Examines sign variations on	Examines most of the sign variations on	Examines a few of the sign variations on

members, clothes and food for harmonisation.	family members, clothes and food for harmonisation.	family members, clothes and food for harmonisation.	family members, clothes and food for harmonisation.	family members, clothes and food for harmonisation.
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DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Observing and Signing</p>	<p>2.4 Interpreting messages</p> <ul style="list-style-type: none"> • Voicing and signing <p>(21 hours)</p>	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) describe ways of communication and interaction in the Deaf community, b) analyse the models of interpretation for effective decoding, c) decode signed extracts for effective communication, d) interpret audio clips or speeches using the manual approach, e) appreciate the importance of interpretation as a mode of inclusion. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • search online and offline the various ways of communication and interaction in Deaf community and present the findings in plenary, • compare and contrast the ways of communication and interaction in Deaf and Hearing community for effective inclusion, • brainstorm on the models of interpretation (<i>simultaneous, consecutive & team interpreting</i>), • practise using different models of interpretation in different contexts to support learners acquire signs on home and home activities, • watch a signed extract and decode the information on home and home activities, 	<ol style="list-style-type: none"> 1. How do we communicate with the Deaf? 2. Why is interpretation important?

			<ul style="list-style-type: none"> ● listen to audio clips or sign read written texts on home and home activities and interpret the information using manual approach, ● watch signed stories on home and home activities and analyse the elements of interpreting (<i>chunking, lag time, equivalence</i>), ● interpret each other's speeches about home and home activities and record using digital devices, ● use ICT devices and applications (<i>WhatsApp, Zoom, Google meet and Facebook</i>) to communicate manually when discussing about home and home activities. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as the teacher trainee develops confidence as they interpret in a variety of contexts. ● Communication and collaboration as the teacher trainee works in groups when practising signing and voicing at different contexts. 				
<p>Values: Social Justice as trainees support those who are Deaf in interpreting the signed or voiced information.</p>				

Love as trainees support each as they learn how to interpret appropriately.

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe ways of communication and interaction in Deaf community.	Describes and elaborates with examples a variety of the ways of communication and interaction in Deaf community.	Describes ways of communication and interaction in Deaf community.	Describes most of the ways of communication and interaction in Deaf community.	Describes few of the ways of communication and interaction in Deaf community with prompts.
Ability to analyse the models of interpreting for effective decoding.	Analyses and applies the models of interpreting for effective decoding.	Analyses the models of interpreting for effective decoding.	Analyses most of the models of interpreting for effective decoding.	Analyses a few models of interpreting for effective decoding with prompts.
Ability to decode signed extracts and interpreting audio clips or speeches using manual approach.	Decodes signed extracts and interprets clearly audio clips or speeches on varied themes.	Decodes signed extracts and interprets audio clips or speeches.	Decodes most of the signed extracts and interprets some audio clips or speeches.	Decodes a few of the signed extracts and interprets a few audio clips or speeches with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Observing and Signing	2.5 Greetings and Responses (2 hours)	By the end of the Sub Strand, the teacher should be able to: a) identify signs for vocabularies related to greetings and responses to requests/demands in KSL, b) describe signs for vocabularies related to greetings at different times of the day and responses to requests/demands, c) apply signs used to respond to greetings, requests/demands in KSL, d) appreciate use of greetings and responses to requests /demands	The teacher trainee to: <ul style="list-style-type: none"> ● discuss the terminologies used in greetings, responding to requests and demands, ● search online for various signs used for greetings and responding to requests/demands, ● use digital devices to watch signs used for greetings, responding to requests and demands in a variety of contexts, ● watch videos on signed sentences and practise signing them in groups, ● construct simple greeting sentences in KSL, ● practise greeting each other using various signs in KSL, 	<ol style="list-style-type: none"> 1. How do we greet people in KSL? 2. Why should we respond to requests and demands appropriately?

		when communicating with learners with hearing impairment.	<ul style="list-style-type: none"> ● practise responding to requests and demands from each other, ● dramatise and role play signing greetings and responses to requests. 	
<p>Core Competencies to be developed: Self-efficacy as the teacher trainee develops confidence in the use of signs related to greeting at different times of the day. Communication and collaboration as the teacher trainee works in groups when practising greetings.</p>				
<p>Values: Love as they greet and respond to others at different times of the day. Respect as they learn appropriate ways of greeting people of different ages and gender appropriately.</p>				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and describe signs for vocabularies related to greetings and responses	Identifies, describes and utilises various signs for vocabularies related to greetings and	Identifies and describes signs for vocabularies related to greetings and	Identifies and describes most of the signs for vocabularies related to greetings and	Identifies and describes a few of the signs for vocabularies related to greetings and responses

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
to requests/demands in KSL.	responses to requests/demands in KSL.	responses to requests/demands in KSL	responses to requests/demands in KSL	to requests/demands in KSL with prompts
Ability to apply signs related to greetings and responses; requests/demands in KSL.	Applies and describes signs related to greetings and responses; requests/demands in KSL.	Applies signs related to greetings and responses; requests/demands in KSL.	Applies some signs related to greetings and responses; requests/demands in KSL.	Applies signs related to greetings and responses; requests/demands in KSL with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Observing and Signing	2.6 Farewell, courtesy and Etiquette (4 hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) describe signs related to farewell and words of courtesy in KSL, b) sign words related to farewell and words of courtesy in KSL, c) apply the signs related to farewell and words of courtesy when signing sentences and stories in KSL in various settings, d) construct sentences and stories related to farewell and words of courtesy to appreciate communication in KSL,	The teacher trainee to: <ul style="list-style-type: none"> ● search online and offline and identify the signs related to farewell and words of courtesy in KSL, ● practise signing signs related to farewell and words of courtesy, ● watch videos showing signs related to farewell and words of courtesy, ● role play signing farewell and words of courtesy signs in various settings, ● search from print and non-print on signed sentences and dialogue with farewell and words of courtesy signs, ● make and interpret simple sentences and stories related 	How do we sign signs related to farewell and courtesy?

		e) appreciate the use of signs related to farewell and words of courtesy while communicating in and facilitating KSL.	to farewell and words of courtesy to appreciate communication in KSL, <ul style="list-style-type: none"> practise the use of signs related to farewell and words of courtesy in day to day communication. 	
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Core Competencies to be developed:

- Learning to learn as trainees learn how to use words of courtesy when addressing others.
- Assessment competency is enhanced as trainees develop tasks to assess use of words of courtesy and etiquette during learning

Values:

- Respect is enhanced as trainees use polite signs and words during discussions
- Peace is enhanced as trainees use polite expressions and signs as they solve issues in the groups

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe signs related to farewell and courtesy in KSL.	Describes and articulates the signs related to farewell	Describes the signs related to farewell and courtesy in KSL	Describes most of the signs related to farewell and courtesy in KSL	Describes some of the signs related to farewell and

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	and courtesy in KSL			courtesy in KSL with assistance
Ability to sign words related to farewell and courtesy in KSL.	Clearly signs a variety of words related to farewell and courtesy in Kenyan Sign Language	Signs words related to farewell and courtesy in Kenyan Sign Language	Signs most words related to farewell and courtesy in Kenyan Sign Language	Signs a few words related to farewell and courtesy in Kenyan Sign Language with prompts
Ability to apply signs related to farewell and courtesy when signing sentences and stories in KSL.	Applies varied signs related to farewell and courtesy when signing sentences and stories in KSL	Applies signs related to farewell and courtesy when signing sentences and stories in KSL	Applies most of the signs related to farewell and courtesy when signing sentences and stories in KSL	Applies few signs related to farewell and courtesy when signing sentences and stories in KSL with assistance
Ability to construct sentences and stories on farewell and words of courtesy	Constructs and interprets signed sentences and stories on farewell and words of courtesy	Constructs signed sentences and stories on farewell and words of courtesy	Constructs signed sentences and most stories on farewell and words of courtesy	Constructs signed sentences and a few stories on farewell and words of courtesy with assistance.

\Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Observing and Signing</p>	<p>2.7 Initiating and Maintaining Communication</p> <ul style="list-style-type: none"> • <i>Drawing attention</i> • <i>Initiating communication</i> • <i>Turn taking in Deaf community</i> <p>(3 hours)</p>	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <p>a) explain appropriate ways for drawing attention and taking turns using KSL in Deaf Community,</p> <p>b) analyse appropriate ways of drawing attention and taking turns during signed conversation,</p> <p>c) apply appropriate ways of drawing attention and turn taking during learning of KSL,</p> <p>d) appreciates the importance of drawing attention and taking turns in deaf community.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • search information from print and non-print media on ways of drawing attention and taking turns using KSL and discuss with peers. • watch signed video clips on drawing attention and taking turns. • practise appropriate ways of drawing attention and taking turns when communicating in KSL and facilitating the language to learners with hearing impairments, • watch signed videos on appropriate ways of drawing attention and taking turns while communicating in KSL. • practise giving each other instructions on various ways of drawing attention and turn taking, • prepare and present a micro lesson on ways of initiating and maintaining communication in KSL, 	<ol style="list-style-type: none"> 1. How do we draw attention when communicating using KSL? 2. Why should we observe turn taking when communicating in KSL?

			<ul style="list-style-type: none"> ● role play on the importance of appropriate ways of drawing attention and taking turns. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as teacher trainees practise greeting and responding to requests/demands to ensure effective interaction and communication. ● Digital literacy skills as teacher trainees use digital devices to source information on the signs related to greetings, response to requests/demands. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is developed while handling various digital and non-digital devices. ● Respect is developed as trainees discuss with peers in pairs or groups given tasks each giving his/her opinions. ● Unity is promoted as trainees work in groups as they sign signs related to drawing attention and turn taking. 				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain appropriate ways for drawing attention and taking turns using KSL in Deaf Community.	Explains and demonstrates appropriate ways for drawing attention and taking turns using KSL in Deaf Community.	Explains appropriate ways for drawing attention and taking turns using KSL in Deaf Community.	Explains most of the appropriate ways for drawing attention and taking turns using KSL in Deaf Community.	Explains a few appropriate ways for drawing attention and taking turns using KSL in Deaf Community.
Ability to analyse appropriate ways of drawing attention and taking turns during signing conversation.	Analyses with examples varied ways for drawing attention and taking turns during signing conversation in a range of contexts.	Analyses appropriate ways for drawing attention and taking turns during signing conversation.	Analyses most of the appropriate ways for drawing attention and taking turns during signing conversation.	Analyses few appropriate ways for drawing attention and taking turns during signing conversation with assistance.
Ability to apply appropriate ways of drawing attention and turn taking	Applies appropriate ways of drawing attention and turn taking most frequently.	Applies appropriate ways of drawing attention and turn taking.	Applies appropriate ways of drawing attention and turn taking less frequently.	Applies appropriate ways of drawing attention and turn taking occasionally.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Observing and Signing</p>	<p>2.8 Social Interactions</p> <ul style="list-style-type: none"> ● <i>Formal and informal conversations</i> <p>(6 hours)</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) identify key signs and expressions used in various settings/contexts, b) describe the process of initiating, giving and receiving feedback during a formal and an informal signed conversation, c) apply signed conversation skills when initiating communication, giving and receiving feedback in a formal 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● brainstorm on key signs and expressions used in a formal and informal conversations, ● discuss signs and expressions used in various formal and informal conversations (<i>parliament, court, religious functions, funerals, weddings</i>), ● role-play different roles in a formal and an informal conversation in various settings (<i>refer above</i>), ● discuss effective and ineffective communication in both formal and informal signed conversations, ● discuss the elements to be observed in order to give appropriate feedback (<i>constant</i> 	<ol style="list-style-type: none"> 1. How can we improve your signed skills in a formal and informal conversation? 2. How will you ensure fluency in signing during formal and informal conversations among learners who are Deaf?

		<p>and an informal setting/contexts,</p> <p>d) use assistive digital devices and technologies in formal signed conversations,</p> <p>e) appreciate the importance of conversational skills for effective communication.</p>	<p><i>attention, specific, timely, appropriate posture, composed, confidence, eye contact, etiquette),</i></p> <ul style="list-style-type: none"> ● watch signed video clips on dialogues in formal and informal conversations in various settings/contexts (<i>parliament, court, religious functions, funerals, weddings</i>), ● construct KSL sentences using signs and expressions learnt on conversations in parliament, court, religious functions, funerals, weddings and share with peers. ● initiate a signed dialogue on an activity in formal conversations in parliament, court, religious functions, funerals and weddings, ● conduct dialogue in informal conversations such as funerals, religious functions, weddings and in recreational facilities, 	
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			<ul style="list-style-type: none"> ● prepare signed video-clips on formal and informal conversations in parliament, court, religious functions, funerals, weddings and share the virtually/online. ● practise with peers, formal and informal conversations observing the elements discussed in class to show appropriate ways of giving feedback in the various settings. 	
<p>Core Competencies to be developed: Digital Literacy as the teacher trainees manipulate the digital devices and conduct online search. Communication and collaboration as the teacher trainees work together in groups. Pedagogical Content Knowledge as teacher trainees master signs related to formal and informal conversations.</p>				
<p>Values: Unity will be enhanced as learners work together in groups. Integrity will be enhanced as the teacher trainee uses ICT in formal conversations.</p>				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify key signs and expressions used in conversations of various settings/contexts (<i>parliament, court, religious functions, funerals and weddings</i>).	Identifies elaborately the key signs and expressions used in conversations of various settings/contexts	Identifies key signs and expressions used in conversations of various settings/contexts	Identifies most key signs and expressions used in conversations of various settings/contexts	Identifies few signs and expressions used in conversations of various settings/contexts
Ability to describe the process of initiating, giving and receiving feedback during formal and informal conversations in various settings/contexts	Describes and demonstrates systematically the process of initiating, giving and receiving feedback in formal and informal conversations in various settings/contexts	Describes the process of initiating, giving and receiving feedback during formal and informal conversations in various settings/contexts	Describes most of the processes of initiating, giving and receiving feedback during formal and informal conversations in various settings/contexts	Describes the process of initiating, giving feedback during formal and informal conversations in various settings/contexts with guidance.

Ability to apply signed conversation skills when initiating communication, giving and receiving feedback in a formal and informal settings/contexts.	Applies signed conversation skills when initiating communication, giving and receiving feedback in a formal and informal settings/contexts and in similar interactions most often	Applies signed conversation skills when initiating communication, giving and receiving feedback in a formal and informal settings/contexts.	Applies signed conversation skills when initiating communication, giving and receiving feedback in a formal and informal settings/contexts less often.	Attempts to apply formal conversation skills when initiating communication, giving and receiving feedback in a formal and an informal signed conversation rarely.
Ability to initiate signed dialogues during formal conversations	Initiates signed dialogues during formal conversations most often	Initiates signed dialogues during formal conversations	Initiates some signed dialogues during formal conversations less often	Initiates signed dialogues during formal conversations rarely
Ability to demonstrate use assistive digital devices in formal signed conversations	Demonstrates ability to use various assistive digital devices in a variety of formal signed conversations	Demonstrates ability to use assistive digital devices in formal signed conversations	Demonstrates ability to use most of assistive digital devices in formal signed conversations	Demonstrates ability to use few of assistive digital devices in formal signed conversations with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Observing and Signing</p>	<p>2.9 Signed Narratives</p> <ul style="list-style-type: none"> • <i>Types of narratives</i> <p>(12 hours)</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) identify types of signed narratives from videos or pictorial narratives, b) describe the characters as portrayed in each type of narrative, c) analyse the signed narrative to identify the characters, settings, techniques used and message, d) sign narratives of varied contexts using the third person style, e) examine different types of narratives presented in the signed videos or pictorial narratives, 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • search from online and offline sources information on the different types of signed narratives (<i>school, objects used in school or activities</i>), • discuss different styles used in various signed narratives from a video clip. • discuss various characters observed in the narrative depending on the context (<i>school, objects used in school or activities</i>), • discuss how the third person features in different types of narrative through choice of signs, • practise signing a story using the third person narrative style to peers, 	<ol style="list-style-type: none"> 1. How would you teach the various types of signed narratives? 2. How do we identify a third person narrative?

		<p>f) appreciate the role of narratives in communication.</p>	<ul style="list-style-type: none"> ● watch video clips of signed narratives and discuss various character traits of each character, ● discuss with peers the moral lessons learnt from each type of narrative, ● use ICT in developing and presenting various types of narratives during learning, ● use third person narratives to communicate in varied contexts. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as the teacher trainee discusses and narrates various signed narratives. ● Digital literacy skills as the teacher trainee manipulates and uses ICT in developing and presenting various types of narratives during learning. ● Pedagogical Content Knowledge as the teacher trainee analyses the signed narratives on signed video clips. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect is enhanced as teacher trainees listens and responds to others opinions during discussions on signed narratives. ● Responsibility is developed as the teacher trainee uses and takes care of digital devices. ● Unity is enhanced as teacher trainees work together in groups. 				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify types of narratives presented in signed videos or pictorial narratives.	Identifies and signs different types of narratives presented in signed videos or pictorial narratives.	Identifies different types of narratives presented in signed videos or pictorial narratives.	Identifies most of the narratives presented in signed videos or pictorial narratives.	Identifies few narratives presented in signed videos or pictorial narratives with assistance.
Ability describe characters as portrayed in each type of narrative.	Describes the characters as portrayed in each type of narrative.	Describes the characters as portrayed in each type of narrative.	Describes some of the characters as portrayed in each type of narrative.	Attempts to describe the characters as portrayed in each type of narrative.
Ability to analyse signed narratives to identify the characters, settings, techniques used and message.	Analyses and explains signed narratives to identify the characters, settings, techniques used and message.	Analyses signed narrative to identify the characters, settings, techniques used and message.	Describes signed narrative to identify the characters, settings, techniques used and message, with guidance.	Hardly describes signed narrative to identify the characters, settings and message.
Ability to sign narratives about school, objects used in school or activities	Signs narratives about school, objects used in school or activities using the third person style and	Signs narratives about school, objects used in school or activities	Signs narratives about school, objects used in school or activities	Has challenges signing narrative about school, objects used in school or

using the third person style.	using appropriate facial expressions.	using the third person style.	using the third person style with guidance.	activities using the third person style.
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STRAND 3.0: VIEWING AND INTERPRETING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Viewing and Interpreting</p>	<p>3.1 Fingerspelling</p> <ul style="list-style-type: none"> • <i>Fluency in fingerspelling</i> • <i>Manual alphabet A-Z</i> • <i>Manual numbers 0-1 Trillion</i> <p>(4 hours)</p>	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) explain the hints for fluent fingerspelling during communication, b) describe the use of fingerspelling when facilitating learning of KSL using a given theme, c) fingerspell the manual alphabets A-Z and words related to road transport, d) apply the hints for fingerspelling to facilitate fluent 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • search information from online or offline sources on the hints for fluent fingerspelling of words related to means of transport and present findings in plenary, • demonstrate the hints for fluent fingerspelling of words related to different means of transport to enhance effective communication, • search from print or non-print media reasons for fingerspelling and share in plenary, 	<ol style="list-style-type: none"> 1. How do we fingerspell words? 2. Why do we use fingerspelling when signing? 3. How do we sign numbers?

		<p>fingerspelling of words related to transport,</p> <p>e) analyse appropriate ways of using fingerspelling in KSL to facilitate learning,</p> <p>f) fingerspell manual numbers from 0 -1 Trillion for effective communication,</p> <p>g) use the sign names of manual numbers to facilitate learning of words related to travel charts and distances,</p> <p>h) appreciate the role of fluent fingerspelling of words during learning.</p>	<ul style="list-style-type: none"> ● practise fingerspelling manual alphabets A-Z and words related to different means of transport for effective communication, ● practise fingerspelling simple and complex words and sentences on means of transport for learning, ● watch signed video clips and analyse appropriate fingerspelling of various words involving means of transport for fluency, ● observe a signed story and identify the fingerspelt vocabularies on means of transport, ● practise fingerspelling manual numbers 0 - 1 	
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			<p>trillion in sentences to enhance communication,</p> <ul style="list-style-type: none"> ● practise fingerspelling of words and signing of manual numbers to enhance production, presentation and comprehension of sentences, stories or passages related to means of transport, ● observe signed passages or narratives with fingerspelt words and manual numbers and respond to questions appropriately, ● prepare and present a micro teaching lesson on how to support learners with hearing impairment on appropriate fingerspelling techniques, ● make appropriate resources to support learners with 	
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			hearing impairment to learn fingerspelling.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as the teacher trainee practises fingerspelling for effective interaction and communication. • Digital literacy skills as the teacher trainee searches online, watch video clips and record fingerspelling activities. 				
<p>Values: Love is developed as the teacher trainee shares opinion and corrects one another.</p>				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain hints for fluent fingerspelling in given contexts.	Explains hints for fluent fingerspelling in varied contexts.	Explains hints for fluent fingerspelling in given contexts.	Explains most hints for fluent fingerspelling in given contexts.	Explains a few hints for fluent fingerspelling in given contexts.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the use of fingerspelling when facilitating learning of KSL based on a given theme.	Describes the use of fingerspelling when facilitating learning of KSL based on a given theme.	Describes the use of fingerspelling when facilitating learning of KSL based on a given theme.	Describes the use of fingerspelling when facilitating learning of KSL based on a given theme.	Describes the use of fingerspelling when facilitating learning of KSL based on a given theme.
Ability to fingerspell the manual alphabet A-Z and words related to means of road transport.	Fingerspells the manual alphabet A-Z and words related to different means of road transport most skilfully.	Fingerspells the manual alphabet A-Z and words related to different means of road transport.	Fingerspells the manual alphabet A-Z and most words related to different means of road transport less skilfully	Fingerspells the manual alphabet A-Z and a few words related to different means of road transport with difficulty.
Ability to analyse the appropriate ways of using fingerspelling to facilitate learning of KSL.	Analyses appropriate ways of using fingerspelling to facilitate learning of KSL with in depth details.	Analyses the appropriate ways of using fingerspelling to facilitate learning of KSL.	Analyses the appropriate ways of using fingerspelling to facilitate learning of KSL with minimal correct details.	Analyses few of the appropriate ways of using fingerspelling to facilitate learning of KSL without details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<p>3.2 Comparing quantities</p> <ul style="list-style-type: none"> ● <i>Use of less than and more than</i> ● <i>Use how many and how much</i> <p>(3 hours)</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) identify signs that show quantity of items, b) describe signs used in shopping contexts for effective articulation, c) use signs related to quantities to construct dialogues and conversations to enhance learning of KSL, d) examine signs and expressions used to compare quantities of items, e) appreciate the importance of effective articulation of words when comparing the quantities of items. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● search from print and non-print media the signs for items in a shop, currency (<i>denominations of Kenyan currency</i>) and words that show quantity of items in a shopping place, ● engage in a dialogue and use signs for items in a shop, currency and words used to show the quantity of items in a shopping place. ● watch signed video clips show dialogue with use of signs for shop, currency and words used of items in a shopping place. ● practise signs for items in a shop, currency and words that show varying quantities of items in a shopping context. 	<p>How do we sign s and expressions that quantities in a ersation?</p>

			<ul style="list-style-type: none"> ● role play dialogues in a buying and selling context, ● discuss signs of words involved in shopping contexts for effective articulation (<i>banks, modes of payment and online shopping</i>) ● make sentences using signs of items in a shop, currency and words that show quantities of items in different shopping contexts (<i>banks, modes of payment and online shopping</i>) and share with peers. ● support learners with hearing impairment to appropriately sign words/names of items in a shop, currency and words that show their quantities. 	
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Core Competencies to be developed:

- Learning to learn and reflective practice as the teacher trainee uses signs that show quantities of items in communication.

- Communication and collaboration as the teacher trainee practises acquired signs that show quantities for effective interaction and communication.
- Citizenship and patriotism as the teacher trainee identifies signs of different denominations of Kenyan currency.

Values:

Respect is developed as the teacher trainee shares own opinion, respects and corrects peers politely.

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify given signs that show quantity of items.	Identifies variety of signs that show quantity of items.	Identifies given signs that show quantity of items.	Identifies most of the given signs that show quantity of items.	Identifies a few of the given signs that show quantity of items.
Ability to describe given signs used in shopping contexts for effective articulation.	Describes a variety of signs used in shopping contexts for effective articulation.	Describes given signs used in shopping contexts for effective articulation.	Describes most of the given signs used in shopping contexts for effective articulation.	Describes few of the given signs used in shopping contexts for effective articulation.
Ability to use given signs related	Uses a variety of signs related to quantities to	Uses given signs related to quantities	Uses most of the given signs related to quantities to	Uses few of the given signs related to

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
to quantities to construct dialogues and conversations to enhance learning of KSL.	construct dialogues and conversations to enhance learning of KSL.	to construct dialogues and conversations to enhance learning of KSL.	construct dialogues and conversations to enhance learning of KSL.	quantities to construct dialogues and conversations to enhance learning of KSL.
Ability to examine given signs and expressions used to compare quantities of items.	Examines a variety of signs and expressions used to compare quantities of items.	Examines given signs and expressions used to compare quantities of items.	Examines most of the given signs and expressions used to compare quantities of items.	Examines few of the given signs and expressions used to compare quantities of items.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Viewing and Interpreting	3.4 Signed Narratives/ Passages/Poems (10 hours)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> identify signs used in narratives, passages and poems in given context(s)/themes, describe the mood used in poems, narratives or passages for effective communication, analyse themes and messages used in poems, narratives or passages for learning, apply techniques of presenting narratives, reciting poems or signing passages for skill acquisition, 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> watch signed videos or observe pictorial passages to identify the characters in given narratives, passages and poems (<i>Themes on farming activities, crops, farm equipment, seasonal changes</i>) and make presentations in class, discuss the characters observed in signed narratives, passages and poems on various themes (<i>farming activities, crops, farm equipment, seasonal changes</i>), observe signed narratives, poems or passages on given themes (<i>farming activities, crops, farm equipment,</i> 	<ol style="list-style-type: none"> How do we sign narrative and passages? How do we use narratives, poems and passages in learning?

		<p>e) demonstrate ability to support learners with hearing impairment to observe and interpret poems, narratives or passages,</p> <p>f) appreciate the use of narratives, passages and poems in learning.</p>	<p><i>seasonal changes</i>) and explain the mood expressed by non-manual features,</p> <ul style="list-style-type: none"> ● practise signing vocabularies used in the narratives, passages or poems on given themes, ● watch signed video clips and discuss the themes and moral lessons intended in signed narratives, passages or poems, ● practise signing vocabularies learnt from observed signed narrative, poems or passage on given themes, ● construct KSL sentences using vocabularies acquired from the signed narratives, poems or pictorial passages, ● present to peers an imaginative fictitious poem, narrative or passage 	
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			<p>on farming activities, crops, farm equipment, seasonal changes and interpret their moral lessons,</p> <ul style="list-style-type: none"> • develop appropriate resources to support learners with hearing impairment to learn narratives, passages and poems (<i>Themes: farming activities, crops, farm equipment, seasonal changes</i>), • prepare and present a micro-teaching lesson on how to support learners with hearing impairment to respond to questions from signed poems, narratives or passages on various themes. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration as the teacher trainee practises signing narratives, passages and poems in pairs or in groups. 				

- Pedagogical Content Knowledge as the teacher trainee signs and analyses themes, moral lessons and vocabulary in the signed narratives, poems or passages.
- Learning to learn and reflective practice as trainees supports learners with hearing impairment to sign read and analyse signed narratives, passages or poems on various themes.

Values:

Unity is promoted as trainees work in groups to practise signing narratives, passages or poems.

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify signs used in narratives, passages and poems in given context(s)/themes.	Identifies signs used in narratives, passages and poems in a variety of context(s)/themes.	Identifies signs used in narratives, passages and poems in given context(s)/themes.	Identifies most of the signs used in given narratives, passages and poems in given context(s)/themes.	Identifies few of the signs used in given narratives, passages and poems in given context(s)/themes.
Ability to describe the mood used in poems, narratives or passages for effective communication.	Describes the mood used in poems, narratives or passages for effective	Describes the mood used in poems, narratives or passages for	Describes the mood, used in poems, narratives or passages for effective	Describes the mood, used in poems, narratives or passages for effective communication imprecisely.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	communication most precisely.	effective communication.	communication less precisely	
Ability to analyse themes and messages used in poems, narratives or passages for learning.	Analyses themes and messages used in poems, narratives or passages for learning with in depth details.	Analyses themes and messages used in poems, narratives or passages for learning	Analyses themes and messages used in poems, narratives or passages for learning with minimal details.	Analyses themes and messages used in poems, narratives or passages for learning without expected details.
Ability to apply techniques of presenting narratives, reciting poems or signing passages for skill acquisition	Applies techniques of presenting narratives, reciting poems or signing passages for skill acquisition most efficiently	Applies techniques of presenting narratives, reciting poems or signing passages for skill acquisition	Applies techniques of presenting narratives, reciting poems or signing passages for skill acquisition less efficiently	Applies techniques of presenting narratives, reciting poems or signing passages for skill acquisition inefficiently
Ability to demonstrate support	Demonstrates support learners	Demonstrates support learners	Demonstrates support learners with hearing	Rarely demonstrates support learners with hearing

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
learners with hearing impairment need to effectively observe and interpret poems, narratives or passages.	with hearing impairment need to effectively observe and interpret poems, narratives or passages most often.	with hearing impairment need to effectively observe and interpret poems, narratives or passages most often.	impairment need to effectively observe and interpret poems, narratives or passages less often.	impairment need to effectively observe and interpret poems, narratives or passages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Viewing and Interpreting	3.5 Signs related to countries <ul style="list-style-type: none"> • <i>Government and people of Kenya</i> • <i>Countries of the world</i> (26 hours)	<p>By the end of the Sub Strand the teacher trainee should be able to:</p> <p>a) identify signs related to the government of Kenya to enhance facilitation in learning of KSL,</p> <p>b) use signs related to the government of Kenya in signed conversations,</p> <p>c) construct sentences using signs related to countries of the world, national events, social occasions and cultures of the people of Kenya for effective communication,</p> <p>d) use appropriate signs related to various counties, towns and people of Kenya to facilitate learning to learners with hearing impairment,</p>	<p>In pairs or in groups trainees could:</p> <ul style="list-style-type: none"> • Identify and sign various towns and Counties in Kenya from the Kenyan map, • watch signed video clips showing signs of various towns, counties, people of Kenya and countries of the world, • narrate stories or narratives or debates or poems about various towns, counties, cultures and people of Kenya or countries of the world, • discuss the formation of signs related to towns, counties, people of Kenya and countries of the world, • watch various signed video clips on occasions, events and celebrations performed in 	<ol style="list-style-type: none"> 1. How do we sign various names of towns around? 2. How is the structure of the government of Kenya?

		<p>e) develop interest in using signs of various towns, Counties, people of Kenya and countries of the world during conversations.</p>	<p>different counties and countries of the world by people of Kenya,</p> <ul style="list-style-type: none"> • discuss unique features and signs of various towns, counties, occasions, events and celebrations performed by various people of Kenya, • make sentences using signs related to government, towns, counties, countries of the world, events, occasions and cultures of the people of Kenya, • organise cultural events, clubs activities and cultural exhibitions and fairs to practise signs related to towns, counties, people of Kenya and countries of the world, • make appropriate resources to facilitate learning of different signs related to the government, people of Kenya, towns, counties, and countries of the world. 	
<p>Core Competencies to be developed:</p>				

- Communication and collaboration as teacher trainees participate in discussions on the origin of towns in Kenya.
- Citizenship and leadership as teacher trainees learn the signs for towns in Kenya.

Values:

Unity is developed as trainees work in groups

Patriotism is promoted as teacher trainees learn signs for towns in Kenya.

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify signs related to the government of Kenya to enhance facilitation in learning of KSL.	Identifies signs related to the government of Kenya to enhance facilitation in learning of KSL most precisely.	Identifies signs related to the government of Kenya to enhance facilitation in learning of KSL.	Identifies signs related to the government of Kenya to enhance facilitation in learning of KSL less precisely.	Identifies signs related to the government of Kenya to enhance facilitation in learning of KSL imprecisely.
Ability to construct sentences using signs related to countries of the world, national events, social occasions and cultures of the people of	Constructs sentences using signs related to countries of the world, national events, social occasions and cultures of the people of Kenya	Constructs sentences using signs related to countries of the world, national events, social	Constructs sentences using signs related to countries of the world, national events, social occasions and cultures of the people of Kenya for	Rarely constructs sentences using signs related to countries of the world, national events, social occasions and cultures

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Kenya for effective communication.	for effective communication most often.	occasions and cultures of the people of Kenya for effective communication.	effective communication less often.	of the people of Kenya for effective communication.
Ability to use appropriate signs related to various counties, towns and people of Kenya to facilitate learning of KSL to learners with hearing impairment.	Uses appropriate signs related to various counties, towns and people of Kenya to facilitate learning of KSL to learners with hearing impairment most effectively.	Uses appropriate signs related to various counties, towns and people of Kenya to facilitate learning of KSL to learners with hearing impairment.	Uses appropriate signs related to various counties, towns and people of Kenya to facilitate learning of KSL to learners with hearing impairment less effectively.	Uses appropriate signs related to various counties, towns and people of Kenya to facilitate learning of KSL to learners with hearing impairment ineffectively.

STRAND 4.0: GRAMMAR

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 GRAMMAR	4.1 Parts of Speech <ul style="list-style-type: none"> • <i>Nouns</i> (4hrs)	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) describe signs of types of nouns for knowledge acquisition, b) analyse signs of nouns for effective communication, c) construct KSL sentences using signs of nouns for effective communication, d) facilitate facilitating learning of different types of nouns to learners with hearing impairment, e) appreciate the use of different types of nouns 	The teacher trainee to: <ul style="list-style-type: none"> • search from print or electronic media for various types of nouns (<i>proper, common, material, countable, uncountable, concrete, abstract, collective</i>) and share in class, • discuss signs of various types of nouns related to accidents and make notes, • download, watch or listen to signed video clips on signs of various types of nouns related to accidents, • practise the use of different signs of nouns related to road crashes and fatalities, 	<ol style="list-style-type: none"> 1. How do we sign nouns in KSL sentences? 2. How do we use nouns in KSL sentences?

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		<p>during accidents in communication.</p>	<ul style="list-style-type: none"> ● make KSL sentences using signs of different types of nouns related to accidents. ● practise signing sentences with signs of different nouns related to types of accidents, ● make poems using signs of different types of nouns related to accidents, ● practise signing poems related to accidents and present in plenary, ● make appropriate resources to support learners with hearing impairment to learn signs of different types of nouns on accidents, ● prepare and present a micro-teaching lesson to facilitate learning of different types of 	

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			nouns related to accidents in class for the Deaf.	
4.0 GRAMMAR	4.1.2 Pronouns (4 hrs)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <p>a) describe signs of different types of pronouns for appropriate articulation of information,</p> <p>b) construct sentences in KSL using signs of pronouns for effective communication,</p> <p>c) develop interest in using signs of pronouns during communication.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● carry out library search on signs of various types of pronouns (<i>relative, reflexive, personal, possessive, object, reciprocal, demonstrative, interrogative</i>) as used in KSL and make a PowerPoint presentation, ● watch signed video clips from the internet on various types of pronouns related to occupation (<i>persons, tools/equipment, goods and services</i>), ● discuss and sign vocabulary related to different types of pronouns related to people and objects and share with peers, 	<p>1. How do we use pronouns in KSL sentences?</p> <p>2. How do we use pronouns in KSL sentences?</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
			<ul style="list-style-type: none"> ● practise the signs of different types of pronouns related to people and objects and peer review, ● Make KSL sentences using signs of different types of pronouns related to people and objects and share in plenary, ● practise signing sentences involving different pronouns related to people and objects in the environment, ● compose songs using signs of different types of pronouns to people and objects , ● sign sing songs related to people and objects and present in class, ● make appropriate resources to facilitate learning of different types of pronouns. 	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 GRAMMAR	4.1.3 Verbs (6 hrs)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <p>a) identify signs of different types of verbs for effective articulation,</p> <p>b) sign different types of verbs to enhance learning,</p> <p>c) construct sentences in KSL using signs of given verbs for effective communication,</p> <p>d) facilitate learning of different types of verbs to learners with hearing impairment,</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● search, study and make PowerPoint presentations on types of verbs (<i>regular, irregular, auxiliary, linking, transitive, intransitive, finite, infinite</i>) and share in plenary, ● download, watch or listen to signed video clips from the internet on different types of verbs related to weather and weather conditions, ● discuss and sign vocabulary of different types of verbs related to weather and weather conditions and share with peers, ● practise the signing of various types of verbs related to weather and weather conditions in conversations, 	<p>1. Why do we use verbs in sentences?</p> <p>2. How do we construct KSL sentences using verbs?</p>

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		e) appreciate the use of verbs for effective communication.	<ul style="list-style-type: none"> ● make sentences in KSL using signs of different types of verbs related to weather and weather conditions and share in class, ● practise signing sentences using signs of different types of verbs related to weather and weather conditions and peer review, ● practise signing the dialogues related to weather and weather conditions and present in class, ● make appropriate resources to facilitate learning of different types of verbs related to weather and weather conditions, ● model micro teaching sessions to demonstrate how to 	

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			<p>facilitate learning of different types of verbs related to weather and weather conditions to learners with hearing impairment and peer critique.</p>	
<p>4.0 GRAMMAR</p>	<p>4.1.4 Adverbs (10 hrs)</p>	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) describe signs of different types of adverbs for knowledge acquisition, b) construct sentences in KSL using signs of adverbs for effective communication, c) analyse signs of different types of adverbs for appropriate articulation, 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● search online or offline on different types of adverbs (<i>adverbs of manner, time, place, reason, affirmation, attitude, frequency, conjunctive, interrogative, degree</i>) and share in class. ● download, watch or listen to signed video clips on various types of adverbs related to Information communication technology devices and applications, 	<ul style="list-style-type: none"> 1. How do we use adverbs in KSL sentences? 2. Why do we use adverbs in sentences?

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		<p>d) enjoy using signs of different adverbs in day to day communication.</p>	<ul style="list-style-type: none"> ● discuss and sign various types of adverbs related to Information communication technology devices and applications and make notes, ● practise signs of various types of adverbs related to Information communication technology devices and applications, ● make sentences in KSL using signs of different types of adverbs related to Information communication technology devices and applications and share in plenary, ● practise signing sentences using signs of different types of adverbs related to Information communication technology devices and applications, 	

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			<ul style="list-style-type: none"> ● compose and recite poems using signs of different types of adverbs related to Information communication technology devices and applications, ● practise signing the poems on Information communication technology devices and applications and present them in class, ● make appropriate resources to facilitate learning of different types of adverbs related to Information communication technology devices and applications. 	
4.0 GRAMMAR	4.1.5 Adjectives (8 hrs)	By the end of the Sub Strand, the teacher trainee should be able to: a) identify signs of various types of	The teacher trainee to: ● search from print or non-print media for various types of adjectives (<i>comparative, superlative, compound,</i>	1. Why do we use adjectives in sentences?

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
		<p>adjectives for knowledge acquisition,</p> <p>b) examine signs of different types of adjectives in signed sentences,</p> <p>c) construct KSL sentences using signs of adjectives to facilitate learning,</p> <p>d) develop resources to support learners with hearing impairment to learn and sign different types of adjectives,</p> <p>e) model lessons on facilitating learning of different types of adjectives to enhance learning,</p>	<p><i>descriptive, quantitative, proper, demonstrative, possessive, interrogative, indefinite</i>) and share in plenary,</p> <ul style="list-style-type: none"> ● download, watch or listen to signed video clips from the internet on various types of adjectives related to Kenyan ethnic groups and their cultural activities and summarise findings. . ● discuss and sign various types of adjectives related to Kenyan cultural activities and make notes, ● practise the signs of various types of adjectives related to Kenyan ethnic groups and their cultural activities, 	<p>2. How do we use adjectives in KSL sentences?</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
		f) appreciate the use of adjectives in day-to-day use of KSL.	<ul style="list-style-type: none"> ● construct sentences in KSL using signs of different types of adjectives related to Kenyan ethnic groups and their cultural activities and share them in class, ● practise singing sentences with signs of different adjectives related to Kenyan ethnic groups and their cultural activities share with peers, ● compose poems using signs of different types of adjectives related to Kenyan ethnic groups and their cultural activities and recite to peers, ● make appropriate resources to facilitate learning of different types of adjectives related to Kenyan ethnic groups and their cultural activities, 	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
			<ul style="list-style-type: none"> • prepare and conduct micro teaching sessions to demonstrate how to facilitate learning of different types of adjectives to learners with hearing impairment and peer review. 	
4.0 GRAMMAR	4.1.6 Prepositions (6 hrs)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <p>a) identify signs of different types of prepositions as used in KSL,</p> <p>b) construct KSL sentences using signs of prepositions for effective communication,</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • discuss the signs of various types of prepositions (<i>direction, time, position, relationships</i>) as used in KSL for effective communication, • brainstorm and make notes on signs of prepositions such as: <i>under, though, between, in, on, beside and middle</i> and share in class. • download, watch or listen to signed video clips on signs of various use of prepositions, 	<p>1. How do we sign prepositions in sentences?</p> <p>2. Why do we use prepositions in KSL sentences?</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
		<p>c) analyse signs of prepositions in signed conversations,</p> <p>d) embrace the use of prepositions for effective communication.</p>	<ul style="list-style-type: none"> ● practise signs of various prepositions and words that show social justice and peers critique, ● make sentences in KSL using signs of various prepositions basing on words that show social justice and share in plenary, ● practise singing sentences with signs of prepositions and words that show care for others and social justice, ● make appropriate resources to support learners with hearing impairment to learn prepositions and words that show care for others and social justice. 	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 GRAMMAR	4.1.7 Conjunctions (6 hrs)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <p>a) describe signs of different conjunctions for appropriate articulation,</p> <p>b) construct sentences in KSL using signs of conjunctions for effective communication,</p> <p>c) model sessions on facilitating learning of conjunctions to learners with hearing impairment,</p> <p>d) appreciate the use of conjunctions in constructing KSL</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● search, study and make PowerPoint presentations on signs of various conjunctions (<i>so, because, but, for, and, therefore, yet</i>) used in KSL sentences and share with peers, ● watch signed video clips on conjunctions and words related to human rights and share findings. ● discuss and practice the signs of different conjunctions and words related to human rights and peers critique, ● construct KSL sentences using signs of various conjunctions and words related to human rights and present in plenary, 	<p>1. How do we sign conjunctions in KSL sentences?</p> <p>2. Why do we use conjunctions in sentences?</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
		sentences for effective communication.	<ul style="list-style-type: none"> ● practise signing sentences using conjunctions and words related to human rights, ● make appropriate resources to facilitate learning of conjunctions and issues related to human rights, ● prepare and conduct a micro teaching session to demonstrate how to facilitate learning of different conjunctions basing on issues related to human rights to learners with hearing impairment as peers critique. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as the teacher trainee signs sentences using signed vocabularies of various parts of speech. ● Digital literacy skills as the teacher trainee downloads, watches or listens to signed video clips from the internet or a video on signs of various types of parts of speech. ● Pedagogical content Knowledge as the teacher trainee utilises appropriate strategies in facilitating learning of parts of speech to learners with hearing impairment. 				

Values:

- Unity is developed as the teacher trainee constructs sentences using signs of various types of parts of speech with peers.
- Respect is nurtured as the teacher trainee accommodates peers' opinions on various parts of speech and share in class.

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe signs of types of nouns for knowledge acquisition.	Describes signs of various types of nouns for knowledge acquisition.	Describes signs of types of nouns for knowledge acquisition.	Describes signs of most types of nouns for knowledge acquisition.	Describes signs of a few types of nouns for knowledge acquisition.
Ability to construct sentences in KSL using signs of nouns for effective communication.	Constructs sentences in KSL using signs of nouns for effective communication most logically.	Constructs sentences in KSL using signs of nouns for effective communication.	Constructs sentences in KSL using signs of nouns for effective communication moderately logical.	Constructs sentences in KSL using signs of nouns for effective communication.
Ability to analyse signs of nouns in given contexts for effective communication.	Analyses signs of nouns in a variety of contexts for effective communication.	Analyses signs of nouns in given contexts for effective communication.	Analyses signs of nouns in most of the given contexts for effective communication.	Analyses signs of nouns in a few of the given contexts for effective communication.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify signs of different types of pronouns for appropriate articulation.	Identifies signs of different types of pronouns for appropriate articulation most appropriately	Identifies signs of different types of pronouns for appropriate articulation.	Identifies some signs of pronouns for appropriate articulation prepositions with minimal errors	Identifies a few signs of pronouns for appropriate articulation with numerous errors (inappropriately).
Signing different types of verbs related to weather and weather conditions to enhance learning.	Signs and explains different types of verbs related to weather and weather conditions to enhance learning with appropriate facial expressions..	Signs different types of verbs related to weather and weather conditions to enhance learning.	Signs some different types of verbs related to weather and weather conditions to enhance learning.	Signs a few verbs related to weather and weather conditions to enhance learning.
Ability to describe signs of different types of adverbs for knowledge acquisition.	Describes signs of different types of adverbs for knowledge acquisition with in depth details	Describes signs of different types of adverbs for knowledge acquisition	Describes signs of different types of adverbs for knowledge acquisition with minimal details	Describes signs of different types of adverbs for knowledge acquisition without details
Ability to describe signs of different types of pronouns for	Describes and elaborates signs of different types of	Describes signs of different types of pronouns for	Describes signs of different types of pronouns for articulation	Describes signs of pronouns for articulation

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
articulation of information.	pronouns for articulation of information most appropriately.	articulation of information.	of information less appropriately.	of information inappropriately.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 GRAMMAR	4.2 Tenses in KSL <ul style="list-style-type: none"> • <i>Present tense</i> (6 hrs) 	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) describe signs of present tense markers for appropriate articulation, b) demonstrate ability to construct KSL sentences using present tense markers for effective communication, c) compose stories in present tense to enhance learning, d) model lessons on facilitating learning of present tense in KSL, e) appreciate the use of present tense in conversations. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● search, study and make PowerPoint presentations on present tense markers such as; <ul style="list-style-type: none"> - <i>NOW</i> - <i>EVERYDAY</i> - <i>ALWAYS</i> - <i>TODAY</i> ● watch signed video clips on sentences in present tense and make presentations. ● make sentences in KSL using present tense markers and signs of different professions and careers, ● practice signing sentences in KSL involving different professions and careers using present tense markers and peers critique, 	<ol style="list-style-type: none"> 1. How do we sign the tense markers used to indicate present tense in KSL? 2. How do we construct KSL sentences using different present tense markers?

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
			<ul style="list-style-type: none"> ● compose simple stories about different professions and careers and present them in class, ● make appropriate resources to support learners with hearing impairment to learn present tense and signs of different professions and careers, ● conduct micro teaching sessions to demonstrate how to facilitate learning of present tense and signs of different professions and careers to learners with hearing impairment and peers critique. 	
4.0 GRAMMAR	<i>Past tense</i> (6 hrs)	By the end of the Sub Strand, the teacher trainee should be able to:	The teacher trainee to: <ul style="list-style-type: none"> ● Search, study and make PowerPoint presentations on past tense markers such as use of: 	1. How do we sign past tense markers in KSL?

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
		a) identify signs of past tense makers for effective articulation, b) construct KSL sentences in past tense to enhance communication, c) compose stories in past tense for skill acquisition, e) facilitate learning of past tense and past tense makers to learners with hearing impairment, e) appreciate the use of past tense for effective communication.	<ul style="list-style-type: none"> - <i>PAST</i> - <i>YESTERDAY</i> - <i>RECENT</i> - <i>AGO</i> - <i>PAST TIME</i> ● practise signing the sign vocabularies of tense markers, activities and people found in school in sentences using past tenses, ● watch signed video clips on sentences in past tense about activities and people found in school, ● make sentences in KSL using past tense involving activities and people found in school and share with peers. ● practise signing KSL sentences using past tense on activities 	2. How do we sign KSL sentences in past tense?

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
			<p>and people found in school and peers review.</p> <ul style="list-style-type: none"> ● compose simple stories using past tense on activities and people found in school and present in class. ● make appropriate resources to facilitate learning of past tense, activities and people found in school, ● conduct micro teaching lessons to demonstrate how to facilitate learning of past tense to learners with hearing impairment and peers review. 	
4.0 GRAMMAR	<i>Future tense</i> (6 hrs)	By the end of the Sub Strand, the teacher trainee should be able to: a) describe signs of future tense makers for knowledge acquisition,	The teacher trainee to: <ul style="list-style-type: none"> ● search, study and make PowerPoint presentations on future tense markers such as use of: - <i>FUTURE</i> 	1. How do we sign the tense markers used to indicate past tense in KSL?

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
		b) construct KSL sentences in future tense for effective communication, c) use future tense to compose simple stories for content learning, d) appreciate the use of future tense in conversations.	<ul style="list-style-type: none"> - <i>TOMORROW</i> - <i>FUTURE TIME (WEEK NEXT, YEAR NEXT)</i> ● watch signed video clips on sentences in future tense about animals and plants found in the local environment, ● practise signing KSL sentences using future tenses on animals and plants found in the local environment and share with peers, ● make KSL sentences using future tense about animals and plants found in the local environment and share with peers, ● practise signing KSL sentences using future tense on animals and plants found in the local environment and peers review, 	2. How do we sign KSL sentences in future tense?

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
			<ul style="list-style-type: none"> ● compose stories using future tense on animals and plants found in the local environment and present in class, ● make appropriate resources to facilitate learning of future tense, animals and plants found in the local environment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Professional skills and values as trainees conduct micro teaching sessions to demonstrate how to facilitate learning of tenses to learners with hearing impairment. ● Communication and collaboration as trainees work together in groups practising signing sentences using present, past and future tenses and peer review. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity is promoted as trainees support each other in their groups to compose simple stories and make presentations in class. ● Social justice is promoted as trainees take turns and participate in signing sign vocabularies of tense markers in various tenses and making sentences. 				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe signs of present tense makers and demonstrate ability to construct KSL sentences in present tense.	Describes signs of present tense makers and demonstrates ability to construct KSL sentences in present tense most appropriately.	Describes signs of present tense makers and demonstrates ability to construct KSL sentences in present tense.	Describes signs of present tense makers and demonstrates ability to construct KSL sentences in present tense less appropriately.	Describes signs of present tense makers and demonstrates ability to construct KSL sentences in present tense inappropriately.
Ability to identify signs of past tense makers, demonstrate ability to sign sentences and construct KSL sentences in past tense.	Identifies and elaborates signs of past tense makers, demonstrates ability to sign sentences and constructs KSL sentences in past tense most appropriately.	Identifies signs of past tense makers, demonstrates ability to sign sentences and constructs KSL sentences in past tense.	Identifies signs of past tense makers, demonstrates ability to sign sentences and constructs KSL sentences in past tense less appropriately.	Identifies signs of past tense makers, demonstrates ability to sign sentences and constructs KSL sentences in past tense inappropriately.
Ability to describe signs of future tense makers and applying the signs in	Describes signs of future tense markers and applies the signs in constructing KSL	Describes signs of future tense makers and applies the signs in constructing KSL	Describes signs of future tense makers and applies the signs in constructing KSL	Describes signs of future tense makers and applies the signs in constructing KSL

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
constructing KSL sentences in future tense.	sentences in future tense most articulately.	sentences in future tense.	sentences in future tense somewhat articulately.	sentences in future tense least articulately.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 GRAMMAR	4.2.4 Complement adverbial phrases (6 hrs)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) describe signs of different types of complement adverbial phrases for appropriate articulation, b) sign the different types of complement adverbial phrases for learning, c) construct sentences in KSL using complement adverbial phrases for effective communication, d) facilitate learning signs of complement adverbial phrases to enhance learning, 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● search from print or electronic media for various types of Complement adverbial phrases such as: <i>subject, object, adjective, verb, adverbial</i> and make PowerPoint presentations in class, ● watch signed video clips on sentences with complement adverbial phrases on activities at home, ● discuss the use of complement adverbial phrases in KSL sentences on activities at home and share in class, ● make sentences using complement adverbial phrases in KSL about activities at home and share with peers, 	<p>1. How are complement adverbial phrases indicated in KSL sentences?</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
		e) appreciate the use of complement adverbial phrases in conversations.	<ul style="list-style-type: none"> ● practise signing KSL sentences with complement adverbial phrases on activities at home and peers review, ● make appropriate resources to facilitate learning of complement adverbial phrases and signs of activities at home, ● conduct micro teaching lessons to demonstrate how to facilitate learning of complement adverbial phrases to learners with hearing impairment and peer critique. 	
4.0 GRAMMAR	4.4 Modifiers (6 hrs)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <p>a) describe signs of the different types of modifiers for appropriate articulation,</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● search from print or electronic media for the modifiers and economic activities in the locality and snake notes, ● carry out library search and make PowerPoint presentations 	<p>1. Why do we use modifiers in KSL sentences?</p> <p>2. How are modifiers</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
		b) sign sentences using signs of modifiers for effective communication, c) use of non-manual features to describe modifiers for skill acquisition, d) facilitate learning of modifiers to enhance learning, e) appreciate the use of modifiers in KSL conversations.	on different types of modifiers such as: <i>Adjective phrases, Adjective clauses, Adjectives, Adverbs, Adverbial phrases, Adverbial clauses, limiting modifiers, Misplaced modifiers, Prepositional phrases</i> and share in class. <ul style="list-style-type: none"> ● download, watch or listen to signed video clips from the internet on sentences about economic activities with modifiers, ● discuss the use of modifiers in KSL sentences on economic activities and share Construct KSL sentences on economic activities using different types of modifiers and share with peers, 	indicated in KSL sentences?

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
			<ul style="list-style-type: none"> ● make appropriate resources to facilitate learning of modifiers and signs of different economic activities. ● conduct micro teaching sessions to demonstrate how to facilitate learning of modifiers to learners with hearing impairment and peer critique. 	
4.0 GRAMMAR	4.5 Interrogatives (6 hrs)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <p>a) describe signs of interrogatives for appropriate articulation,</p> <p>b) construct KSL sentences on social facilities using interrogatives for effective communication,</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● search from print or electronic media for signs of interrogatives such as: <i>WHY, WHO, WHEN, WHICH, HOW, WHERE, WHAT</i> and share in class, ● download, watch or listen to signed video clips on signs of interrogatives and social facilities, 	<p>1. Why do we use interrogatives in KSL sentences?</p> <p>2. How are interrogatives indicated in KSL sentences?</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
		<p>c) facilitate how to use interrogatives with appropriate non manual signals in KSL sentences,</p> <p>d) appreciate the use of facial expressions and body language when signing interrogatives during conversations.</p>	<ul style="list-style-type: none"> ● discuss and present how to use and sign interrogatives in KSL conversations, ● construct KSL sentences on social facilities using interrogatives with appropriate non manual signals and peer critique, ● practise signing KSL sentences on social facilities using interrogatives with appropriate non manual signals and share with peers, ● compose songs on social facilities using interrogatives with appropriate non manual signals and present in class, ● make appropriate resources to facilitate learning of interrogatives and signs of social facilities. 	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as trainees conduct micro teaching sessions to demonstrate how to facilitate learning of complement adverbial phrases and modifiers to learners with hearing impairment and peer review. ● Integration of ICT as trainees search from print or electronic media for signs of complement adverbial phrases, modifiers and interrogatives and share in class 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect is inculcated as trainees tolerate each other's opinions as they make KSL sentences and correct each other politely. ● Integrity is promoted as trainees work harmoniously in pairs or in groups to compose songs using interrogatives and present them in class. 				

Suggested Formative Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe 5 different types of complement adverbial	Describes more than 5 different types of complement adverbial phrases and constructs	Describes 5 different types of complement adverbial phrases and	Describes at least 3 types of complement adverbial phrases and	Describes at least 2 types of complement adverbial phrases and

phrases and construct sentences in KSL.	sentences in KSL elaborately.	constructs sentences in KSL.	constructs sentences in KSL.	constructs sentences in KSL with prompts.
Ability to examine 8 types of modifiers, apply non-manual features and construct KSL sentences using modifiers.	Examines 8 types of modifiers citing examples, applies use of non-manual features and constructs KSL sentences using modifiers.	Examines 8 types of modifiers, applies use of non-manual features and constructs KSL sentences using modifiers.	Examines 5 to 7 types of modifiers, applies use of non-manual features and constructs KSL sentences using modifiers.	Examines 2 to 4 types of modifiers, applies use of non-manual features and constructs KSL sentences using modifiers.
Ability to describe signs of interrogatives and construct KSL sentences using appropriate facial and body language.	Describes signs of interrogatives, and constructs KSL sentences using appropriate facial and body language most elaborately.	Describes signs of interrogatives and constructs KSL sentences using appropriate facial and body language.	Describes signs of interrogatives, and constructs KSL sentences using appropriate facial and body language somewhat elaborately.	Describes signs of interrogatives, and constructs KSL sentences using appropriate facial and body language least elaborately.

STRAND 5.0: PRESENTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Presenting	5.1 Pictorial Presentations (6 hours)	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) describe a picture story to enhance expressive and receptive skills, b) analyse sequence of activities from a set of pictures, c) sign a story from the given picture or a series of pictures, d) appreciate the importance of using pictures to develop expressive and receptive skills in learning. 	The teacher trainee to: <ul style="list-style-type: none"> ● carry out online or offline search for electronic materials on signed stories from a set of pictures on environmental conservation issues and present in plenary, ● collect pictures on environmental conservation issues from different sources and use them to create stories, ● practise analysing activities or events from given pictures on environmental conservation issues to identify themes, 	How do you sign a story from a picture?

			<ul style="list-style-type: none"> • sign a paragraph of a picture story, • practise describing pictures collected by signing in KSL to enhance expressive and receptive skills. 	
<p>Core Competencies to be developed: Self-efficacy as the teacher trainee practises describing pictures collected by signing in KSL to enhance expressive and receptive skills.</p>				
<p>Values: Integrity as the teacher trainee collects pictures on environmental conservation issues from different sources and use them to create stories</p>				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectation
Ability to describe a picture story to enhance expressive and receptive skills.	Describes a picture story to enhance expressive and	Describes a picture story to enhance expressive and receptive skills.	Describes a picture story to enhance expressive and receptive skills most details.	Describes a picture story to enhance expressive and

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectation
	receptive skills with in depth details.			receptive skills with very minimal details
Ability to analyse sequence of activities from a set of pictures.	Analyses sequence of activities from a set of pictures most coherently.	Analyses sequence of activities from a set of pictures.	Analyses sequence of activities from a set of pictures less coherently.	Analyses sequence of activities from a set of pictures incoherently.
Ability to sign a story from the given picture or a series of pictures	Signs a story from the given picture or a series of pictures most fluently.	Signs a story from the given picture or a series of pictures.	Signs a story from the given picture or a series of pictures less fluently.	Signs a story from the given picture or a series of pictures with longer lag time than expected.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Presenting	5.2 Presenting stories, Passages and Narratives (27 hrs)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) identify skills of narrating an imaginative story for effective presentation, b) compose an imaginative story focusing on flow of ideas, c) narrate short and long imaginative stories using correct placement and indexing to enhance creativity, d) analyse themes, styles and techniques used, characters, setting and the message in different imaginative stories, 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● sign stories from given pictures of different themes and contexts to enhance fluency of ideas, ● search information from print and non-print media on the skills and techniques used to narrate a story from a set of pictures on given themes, ● record the signed stories of different themes by peers to form a digital-library, ● search information from online or offline sources on the skills of narrating imaginative stories <i>(creativity, directness, attention to details, use of songs, mimicry,</i> 	<ol style="list-style-type: none"> 1) How do you employ different skills during story telling? 2) Why is sequencing of ideas important in a narrative?

		<p>e) acknowledges the importance of stories and narratives in learning,</p>	<p><i>pantomime</i>) and present findings in plenary,</p> <ul style="list-style-type: none"> ● compose and sign imaginative stories such folktales, myths, historical stories, aetiological stories on a given on gender based issues using placement and indexing techniques, ● pantomime stories based on gender based and contemporary issues for enjoyment, ● observe and critique the stories on gender based issues signed by peers to develop intensive viewing skills, ● watch signed video clips of various signed stories on gender based issues and analyse the themes for better understanding of the moral values, 	
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			<ul style="list-style-type: none">● record signed stories as part to develop an e-portfolio,● discuss different styles used in narratives on gender based issues from a signed video (<i>Metaphors, imagery, personification</i>),● discuss the characters observed in the narrative depending on the context (physical, description, action, inner thought, reaction & speech)● re-count the sequence of ideas in a given narrative,● practise narrating stories on selected contemporary themes such gender based issues,● sign and record different narratives on gender based issues using digital devices,	
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			<ul style="list-style-type: none"> • watch video clips of pictures then create and narrate stories from them. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn and reflective practice as the teacher trainee practises narrating stories on selected contemporary themes such gender based issues. • Digital literacy skills as the teacher trainee records signed stories as part to develop an e-portfolio 				
<p>Values: Respect as the teacher trainee discusses the characters observed in the narrative depending on the context (physical, description, action, inner thought, reaction & speech).</p>				

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify skills of narrating an imaginative story for effective presentation	Identifies skills of narrating an imaginative story for effective presentation with in depth details	Identifies skills of narrating an imaginative story for effective presentation	Identifies skills of narrating an imaginative story for effective presentation with minimal details	Identifies skills of narrating an imaginative story for effective presentation without details
Ability to compose an imaginative story	Composes an imaginative story	Composes an imaginative story	Composes an imaginative story	Composes an imaginative story

Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
focusing on flow of ideas	focusing on flow of ideas most logically	focusing on flow of ideas	focusing on flow of ideas but less logically	focusing on flow of ideas but without logical flow
Ability to narrate short and long imaginative stories using correct placement and indexing to enhance creativity	Narrates short and long imaginative stories using correct placement and indexing to enhance creativity most fluently	Narrates short and long imaginative stories using correct placement and indexing to enhance creativity	Narrates short and long imaginative stories using correct placement and indexing to enhance creativity less fluently	Narrates short and long imaginative stories using correct placement and indexing to enhance creativity without fluency
Ability to analyse themes, styles and techniques used, characters, setting and the message in different imaginative stories	Analyses themes, styles and techniques used, characters, setting and the message in different imaginative stories most precisely	Analyses themes, styles and techniques used, characters, setting and the message in different imaginative stories	Analyses themes, styles and techniques used, characters, setting and the message in different imaginative stories less precisely	Analyses themes, styles and techniques used, characters, setting and the message in different imaginative stories imprecisely

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Presenting	5.4 Dialogue (21 hrs)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) identify signs of symbols on safety for effective articulation, b) interpret messages in a signed dialogue using appropriate signs and expressions, c) apply appropriate skills of resuming a conversation after an interruption, d) analyse the themes, characters, traits, play techniques and moral lessons of skits presented, e) appreciate the importance of role- 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● research online and offline skills used in a good dialogue for effective communication. ● observe signs and expressions as used in a dialogue from an electronic device to enhance appropriate dialogue skills. ● practice holding conversations on road safety with each other to promote appropriate values. ● review different responses of signs and expressions as used in dialogues on road safety for effective self-expression. ● discuss the etiquette to be observed in a dialogue on 	<ol style="list-style-type: none"> 1. How do you sustain a dialogue? 2. How do you write a good script for a skit?

		<p>playing in different settings.</p>	<p>road safety (polite language, turn taking, maintaining eye contact) for effective delivery of information.</p> <ul style="list-style-type: none"> ● watch video clips of various signed conversations and answer questions on road safety. ● research online on road safety issues where role-play can be used and present their findings ● watch signed pre-recorded plays on road safety and analyse situations, themes and issues addressed, ● discuss emerging issues on road safety in the society that can be addressed through role-play, ● discuss use of characters in a play, assign roles and 	
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			<p>identify techniques to be used in presenting the play,</p> <ul style="list-style-type: none"> ● dramatise different roles using appropriate signs and expressions such as how to make a request, apologise, appreciate and expressions related to different emotions like; <i>happiness, sadness, fear, anger, surprises, enjoyment and disgust.</i>) ● compose a simple script on road safety for role play, ● present a play on road safety during assemblies, cultural events, club days and public holidays for entertainment ● record signed role-played skits performances on road safety for learning. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy skills as the teacher trainee records signed role-played skits performances on road safety for learning. 				

- **Creativity and Innovation** as the teacher trainee discusses use of characters in a play, assign roles and identify techniques to be used in presenting the play

Values:

Love and **respect** as the teacher trainee dramatises different roles using appropriate signs and expressions such as how to make a request, apologise, appreciate and expressions related to different emotions

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify signs of symbols on safety for effective articulation	Identifies signs of symbols on safety for effective articulation with in depth details	Identifies signs of symbols on safety for effective articulation	Identifies signs of symbols on safety for effective articulation with in minimal details	Identifies signs of symbols on safety for effective articulation without details
Ability to interpret messages in a signed dialogue using appropriate signs and expressions	Interprets messages in a signed dialogue using appropriate signs and expressions most precisely	Interprets messages in a signed dialogue using appropriate signs and expressions	Interprets messages in a signed dialogue using appropriate signs and expressions less precisely	Interprets messages in a signed dialogue using appropriate signs and expressions imprecisely

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to apply appropriate skills of resuming a conversation after an interruption	Applies appropriate skills of resuming a conversation after an interruption most appropriately	Applies appropriate skills of resuming a conversation after an interruption	Applies appropriate skills of resuming a conversation after an interruption less appropriately	Applies appropriate skills of resuming a conversation after an interruption inappropriately
Ability to analyse given themes, characters, traits, play techniques and moral lessons of skits presented	Analyses a variety themes, characters, traits, play techniques and moral lessons of skits presented	Analyses given themes, characters, traits, play techniques and moral lessons of skits presented	Analyses most of the given themes, characters, traits, play techniques and moral lessons of skits presented	Analyses a few of the given themes, characters, traits, play techniques and moral lessons of skits presented

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Presenting	5.6 Debates, Poems and free verses (25 hours)	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) explain how debates are conducted in different settings, b) sign vocabulary and procedures used in a debate, c) conduct a debate on themes based on pertinent and contemporary issues, d) distinguish between a free verse and a poem as used in language contexts, e) compose simple signed free verses and poems for learning, 	The teacher trainee to: <ul style="list-style-type: none"> ● search for information from online and offline sources on proper procedures of carrying out debates in varied contexts such as parliament, forums, clubs and media discussions, ● carry out a signed debate session on child rights, ● observe a signed video clip of a debate on child rights from a digital device, ● practise signs used during the proceedings of the debate on child rights to build an appropriate vocabulary. ● conduct a class debate on a selected issue on child rights with emphasis on 	<ol style="list-style-type: none"> 1. Why is procedure important in a debate? 2. How do we compose poems or free verses?

		<p>f) analyse the message conveyed in a poem for learning,</p> <p>g) recite poems for enjoyment to enhance expressive and receptive skills.</p>	<p>style, speed of signing, clarity and fluency.</p> <ul style="list-style-type: none"> ● search online or offline on the difference and similarities between a free verse and a poem, ● compose simple poems/free verses on child rights to facilitate acquisition of vocabulary. ● watch video clips of various signed poems on child rights and analyse the themes. ● analyse messages conveyed in selected poems on child rights for better understanding of the themes. ● recite the poem on child rights applying facial expressions and body language and record for enjoyment. 	
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Core Competencies to be developed:

Communication and collaboration as the teacher trainee analyses messages conveyed in selected poems on child rights for better understanding of the themes

Values:

Social justice as the teacher trainee composes simple poems/free verses on child rights to facilitate acquisition of vocabulary

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain how debates are conducted in different settings	Explains how debates are conducted in different settings most thoroughly	Explains how debates on child rights are conducted in different settings	Explains how debates are conducted in different settings with less thoroughly	Explains how debates are conducted in different settings superficially
Ability to sign vocabulary and procedures used in a debate	Signs vocabulary and procedures used in a debate most thoroughly	Signs vocabulary and procedures used in a debate	Signs vocabulary and procedures used in a debate less thoroughly	Signs vocabulary and procedures used in a debate superficially
Ability to conduct a debate on themes	Conducts a debate on themes based on	Conducts a debate on themes based on	Conducts a debate on themes based on	Conducts a debate on themes based on

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
based on pertinent and contemporary issues	pertinent and contemporary issues most appropriately	pertinent and contemporary issues	pertinent and contemporary issues less appropriately	pertinent and contemporary issues inappropriately
Ability to compose simple signed verses on child rights for learning	Composes simple signed verses on child rights for learning most skilfully	Composes simple signed verses on child rights for learning	Composes simple signed verses on child rights for learning less skilfully	Composes simple signed verses on child rights for learning lacking expected skills
Ability to analyse the message conveyed in a poem on child rights for learning	Analyses the message conveyed in a poem on child rights for learning with in depth details	Analyses the message conveyed in a poem on child rights for learning	Analyses the message conveyed in a poem on child rights for learning with minimal details	Analyses the message conveyed in a poem on child rights for learning without details

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Presenting	5.8 Songs, Dances and Public Signing (30 hours)	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <p>a) describe the signs of different types of songs, dances and instruments for appropriate articulation,</p> <p>b) sign sing different types of songs from different communities in Kenya,</p> <p>c) describe sequence of ideas, etiquette and expressions in public signing,</p> <p>d) conduct a public signing presentation using appropriate signs and expressions,</p> <p>e) reflect on the importance of public</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● Brainstorm on signs of different types of songs, dances and instruments to enhance articulation. ● Practise signing the different songs, dances and instruments and terms such as verse, chorus and bridge. ● Name and sign various types of songs (folk, gospel, pop, patriotic-national anthem) social justice in their communities to enhance sign vocabulary, ● Present various songs and dances on social justice during official occasions to enhance social cohesion in the institution. ● Discuss and sign the various instruments used in dances for 	<p>1. How do we sign the various musical instruments used to accompany songs?</p>

		<p>signing in articulating emerging issues.</p>	<p>example percussion, stringed, keyboard, wind, and electronic to enhance vocabulary.</p> <ul style="list-style-type: none"> ● Watch video clips of various dances on social justice to compare the different styles. ● Observe and discuss in groups signed videos clips or pictorial on social justice noting the flow of events ● In pairs, practice public signing and discuss how to sequence ideas relevant to social justice and record presentation using a digital device. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn and reflective knowledge is enhanced as trainees improve their skills through narrating stories, debating, engaging in conversations and role playing. ● Communication and collaboration are enhanced as trainees turn take during different presentations 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity is promoted as trainees create stories, narratives, poems with moral teachings. ● Respect is promoted as trainees accommodate each other’s opinion during presentations. ● Patriotism is promoted as trainees compose songs and dances based on patriotic themes. 				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the signs of different types of songs, dances and instruments for appropriate articulation	Describes the signs of different types of songs, dances and instruments for appropriate articulation with in depth details	Describes the signs of different types of songs, dances and instruments for appropriate articulation	Describes the signs of different types of songs, dances and instruments for appropriate articulation with minimal details	Describes the signs of different types of songs, dances and instruments for appropriate articulation without details
Ability to sign sing different types of songs from different communities in Kenya	Sign sings different types of songs from different communities in Kenya most skilfully	Sign sings different types of songs from different communities in Kenya	Sign sings different types of songs from different communities in Kenya less skilfully	Sign sings different types of songs from different communities in Kenya without expected skills
Ability to describe sequence of ideas, etiquette and expressions in public signing	Describes sequence of ideas, etiquette and expressions in public signing most logically	Describes sequence of ideas, etiquette and expressions in public signing most logically	Describes sequence of ideas, etiquette and expressions in public signing most logically	Describes sequence of ideas, etiquette and expressions in public signing most logically

<p>Ability to conduct a public signing presentation using appropriate signs and expressions</p>	<p>Conducts a public signing presentation using appropriate signs and expressions most appropriately</p>	<p>Conducts a public signing presentation using appropriate signs and expressions</p>	<p>Conducts a public signing presentation using appropriate signs and expressions least appropriately</p>	<p>Conducts a public signing presentation using appropriate signs and expressions inappropriately</p>
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SUGGESTED LEARNING RESOURCES

- Signed videos
- Kenyan Sign Language DVDs
- Manual alphabet charts
- Manual number charts
- Excerpts of passages, stories, poems, narratives
- Realia
- White boards
- Flip charts, felt pens, white board makers
- ICT devices (smart phone, projectors, recorders, accessible computers, wall roll up, digital cameras)
- Internet
- Sign Language for Schools Dictionary- 4th Draft by KIE
- Sign Language for Schools - 5th Draft DVDs by KICD
- Picture books
- Picture Puzzles
- Flash cards
- Resource persons
- Learner
- DVD players
- Sign language interpreters
- Games
- Diagrams
- Signed quizzes
- Fingerspelling practice tool
- Sign language apps
- Online signed books
- Kenya Education cloud
- Online classes for the Deaf
- Web resources
- Printable colouring Sheets
- Printable wall Charts
- Printable worksheets/Lessons
- Printable games
- Online games
- Sight Words
- Greeting Cards
- Teacher Videos
- Recorded signed performances