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# CURRICULUM DESIGNS FOR LEARNERS WITH VISUAL IMPAIREMENT

UPPER PRIMARY LEVEL

**GRADE 4**

**BRAILLE SKILLS**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**



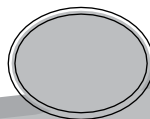
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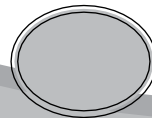
**MINISTRY OF EDUCATION**

**UPPER PRIMARY LEVEL DESIGNS**

**LEARNING AREA: BRAILLE SKILLS**

**KENYA INSTITUTE OF CURRICULUM EDUCATION**

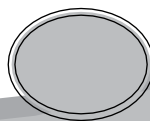
**August 2019**



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**ISBN: 978-9966-31-822-0**

Published and printed by Kenya Institute of Curriculum Development



## **FOREWORD**

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

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

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contains the National Goals of Education and outline the Middle School (Grade 4,5and 6) subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other activity areas.

It is my hope that all educators in Middle School level will anchor their delivery to these Curriculum Designs

**SARA RUTO, PhD**

**CHAIRPERSON**

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

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## **INTRODUCTION**

This design has been developed for learners in Grade 4. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum. The teacher must understand the learning outcomes and be able to use the suggested learning experiences to achieve the outcomes. The teacher can also design own learning experiences as long as learners achieve the designed learning outcomes. A variety of learning experiences will ensure that learners are engaged in the learning experience. Practical experiences will allow learners to retain more in the learning process. The designs allow the teachers to use a variety of assessment methods but in the end, they must evaluate the achievement of the learning outcomes. The curriculum designs are very critical and teachers must make reference to them consistently.

## NATIONAL GOALS OF EDUCATION

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

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people.

Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

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

#### a) Social Needs

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

#### b) Economic Needs

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

#### c) Technological and Industrial Needs

Education should provide the learner with necessary Competencies for technological and industrial development in tandem with changing global trends.

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

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

### 4 Promote sound moral and religious values

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



**5. Promote social equity and responsibility**

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

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

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

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

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

**8. Good health and environmental protection**

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

## **GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION**

By end of Middle School, the learner should be able to:

1. Apply literacy, numeracy skills and logical thinking appropriately in self-expression
2. Communicate effectively in diverse contexts.
3. Apply digital literacy skills appropriately for communication and learning in day-to-day life.
4. Practise hygiene, appropriate sanitation and nutrition to promote health.
5. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility
7. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
8. Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence
9. Manage pertinent and contemporary issues in society effectively.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of this learning area, the learner with visual impairment should be able to;

1. Use braille reading and writing skills in learning and communication.
2. Use braille writing and reading equipment and materials in learning and communication.
3. Use digital assistive devices, technologies to enhance learning braille.
4. Trace and interpret tactile graphics for learning.
5. Apply English, Kiswahili, Mathematics, Music, French and German braille for learning and communication.

## **ESSENCE STATEMENT**

Braille is the main medium of reading and writing for learners with blindness. It provides opportunities for the learners to access written information through touch. Braille reading and writing skills are important for learning and development of competencies and allow learners to learn the other subjects offered at this level. The use of assistive devices and technologies has been included to enhance learning through braille. Braille skills design for grade 4 comprises of strands and sub-strands. Each of the sub-strands has specific learning outcomes as well as suggested learning experiences to make the learner acquire requisite skills in braille. This learning area will equip the learner with appropriate skills in readiness for formal instructions. As the learner progresses to grade 4, their learning content grows in complexity with introduction of new concepts. As such the braille skills introduced here enable the learner grasp the new concepts easily. In addition to strands that are a build up from early years, there are additional strands to be learnt at this level which are; Music Braille Notation, French Braille and German Braille. The following are the strands and their respective sub strands in grade 4:

**GRADE 4**

**BRAILLE CURRICULUM DESIGN**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<p><b>1.0 BRAILLE WRITING AND READING EQUIPMENT AND MATERIALS</b></p>	<p><b>1.1 DIGITAL ASSISTIVE DEVICES</b> (4 lessons)</p>	<p>By the end of the sub-strand the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) identify digital assistive devices for reading, and writing braille for knowledge.</li> <li>b) use digital assistive devices in reading, listening and writing braille for learning.</li> <li>c) use digital assistive devices to record, store and retrieve information for skill development.</li> <li>d) take care of the digital assistive devices and store them well after use for safety.</li> <li>e) appreciate the use of digital assistive devices for communication and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners could be guided to identify digital assistive devices. such as Smart Brailleurs, Orbit Readers and refreshable braille displays.</li> <li>• Learners could be oriented on the features and use of these digital assistive devices.</li> <li>• Learners could be guided to use the digital assistive devices to read and write braille</li> <li>• Learners could be guided to record, store and retrieve information using the mentioned digital assistive devices.</li> <li>• In pairs or groups learners could practice reading, writing and recording information using the digital assistive devices.</li> <li>• Learners could be guided on how to take care of the digital assistive devices and how to store them well after use.</li> </ul>	<ul style="list-style-type: none"> <li>1. How do we use assistive devices for learning?</li> <li>2. Why should we take care for digital assistive devices?</li> </ul>

<p><b>Core competencies to be developed:</b>  <b>Learning to learn: this could be developed as learners use digital assistive devices to</b> research and get more information in other learning areas..  <b>Digital literacy:</b> This could be developed as learners use assistive devices and technologies to perform class tasks.</p>	
<p><b>Link to Pertinent and Contemporary Issues: Life Skills Moral education and human sexuality</b> – This is developed as learners are advised not to use assistive device and technologies to log in to sites that promote immorality and pornography.</p>	<p><b>Link to values: responsibility-</b> This is achieved as learners take good care of the assistive devices.</p>
<p><b>Link to other Learning Areas:</b> Science and technology, Kiswahili, English and Mathematics. This is achieved as use digital assistive devices in reading and writing in these learning areas.</p>	<p><b>Suggested community service learning:</b> visit ICT centres to sensitize people on the use of digital assistive devices for the visually impaired.</p>
<p><b>Suggested non formal activity to support learning:</b> Learners could visit the computer laboratory in their school to play computer games for entertainment.</p>	<p><b>Suggested modes of assessment:</b> observation, oral questions. Self assessment and peer assessment.</p>
<p><b>Suggested learning resources:</b> braille machines, braille papers, slate and stylus, smart brailers, orbit reader and refreshable braille displays.</p>	

### Suggested Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
<ul style="list-style-type: none"> <li>The learner is able to identify assistive devices for reading and writing braille with ease,</li> <li>The learner is able to use assistive devices in reading and writing braille with ease</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify assistive devices for reading and writing braille,</li> <li>The learner is able to use assistive devices in reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify assistive devices for reading and writing braille with assistance.</li> <li>The learner is able to use some of the assistive devices in reading and writing braille,</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify 1 or none of the assistive.,</li> <li>The learner has difficulty in using assistive devices for reading.</li> </ul>

<p>and speed,</p> <ul style="list-style-type: none"> <li>• The learner is able to use assistive devices to record and retrieve information with ease and speed,</li> <li>• The learner is able to take care of the assistive devices and store them after use with ease.</li> </ul>	<p>braille,</p> <ul style="list-style-type: none"> <li>• The learner is able to use assistive devices to record and retrieve information,</li> <li>• The learner is able to take care of the assistive devices and store them well after use,</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to use some of the assistive devices to record and retrieve information,</li> <li>• The learner is able to take good care of the assistive devices and store them well after use with support.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner has difficulty using assistive devices to write braille.,</li> <li>• The learner has difficult in caring and storing assistive devices use.</li> </ul>
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Strands	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<p><b>2.0 BRAILLE READING SKILLS</b></p>	<p><b>2.1 TACTILE GRAPHICS  (4 LESSONS)</b></p>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify simple tactile graphics by touching and tracing for familiarization.</li> <li>Interpret simple tactile graphics for conceptualization of information,</li> <li>store tactile materials with care for safe keeping ,</li> <li>appreciate the use of tactile materials in reinforcing concepts being taught for learning.</li> </ol>	<ul style="list-style-type: none"> <li>Learners could be guided to identify simple tactile graphics through touch and tracing (suggested tactile graphics include shapes, lines, compass direction points, clock Face, maps, and frequency tables, weather chart, tallying.</li> <li>Learners could be guided to interpret tactile graphics using interpretation cues</li> <li>In pairs or groups learners could practice touching tracing and interpreting tactile graphics.</li> <li>Learners could be guided on appropriate storage of tactile materials.</li> </ul>	<ol style="list-style-type: none"> <li>How do you identify tactile graphics?</li> <li>Why do we use tactile diagrams in learning?</li> <li>How do you store tactile materials?</li> </ol>
<p><b>Core competencies to be developed:</b></p> <p><b>Communication and collaboration:</b> This could be developed as learners work in pairs and in groups to identify tactile graphics.</p> <p><b>Critical thinking and problem solving:</b> This could be developed as learners manipulate tactile shapes, lines, compass direction points, clock face, maps and frequency tables, weather charts.</p> <p><b>Creativity and imagination:</b> this could be developed as learners use the cues to interpret the features on the tactile graphs.</p>				
<p><b>Link to Pertinent and Contemporary Issues: social – economic issues - Parental Engagement.</b> This can be achieved through parents supporting in provision of raw materials for making tactile diagrams and ensuring their safe storage.</p>			<p><b>Link to values;</b> learners demonstrate peace as they work together harmoniously.</p>	



<p><b>Link o other learning areas:</b> Mathematics, Social studies, Creative Arts. This is achieved as learners trace simple tactile graphics in the respective learning areas using the skills acquired.</p>	<p><b>Suggested Community Service Learning activities:</b> Learners could visit a nearby market to identify items with various shapes, texture and size. Learners perceive direction through location of various buildings or stalls. This will enhance relationship between the skills learnt in class and real life situation.</p>
<p><b>Suggested Non formal activity to support learning:</b> Learners could play games using items of different shapes, sizes and textures.</p>	<p><b>Suggested assessment:</b> Oral questions, self assessment, peer assessment.</p>
<p><b>Suggested learning resources:</b> Tactile shapes, lines, compas direction points, clock face, maps, and frequency tables.</p>	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>The learner is able to identify and even go a step further to interpret simple tactile graphics accurately.</li> <li>The learner is able to interpret simple tactile graphics accurately and is able to give explanation.</li> <li>The learner is able to independently store tactile materials safely after use.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify simple tactile graphics accurately.</li> <li>The learner is able to interpret simple tactile graphics accurately</li> <li>The learner is able to store tactile materials safely after use.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify most of the simple tactile graphics presented.</li> <li>The learner takes more time to interpret simple tactile graphics</li> <li>The learner is able to store simple tactile materials with guidance</li> </ul>	<ul style="list-style-type: none"> <li>The learner has difficulty in identifying simple tactile graphics.</li> <li>The learners has difficult in interpreting simple tactile graphics</li> <li>The learner has difficulty in storing simple tactile materials</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>3.0 BRAILLE WRITING SKILLS</b>	<b>3.1 NUMBERING BRAILLE WORK  (3 LESSONS)</b>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify different styles of numbering braille work for neatness and organization</li> <li>-</li> <li>b) read braille work numbered in different styles for learning,</li> <li>c) number braille work using different styles for organized presentation,</li> <li>d) appreciate the importance of numbering Braille work in day to day life .</li> </ol>	<ul style="list-style-type: none"> <li>• Learners could be guided to identify different styles of numbering braille work from braille cards. (suggested styles of numbering braille work include               <ul style="list-style-type: none"> <li>- Number list (numerals, roman numbers, alphabet)</li> <li>- Multilevel list (1. a, b,c 1. i, ii, iii)</li> <li>- Numbering pages of braille work</li> </ul> </li> <li>• Learners could be guided to read braille work numbered in different styles.</li> <li>• Learners could be guided to number braille work in different styles.</li> <li>• In pairs learners practice reading numbered work.</li> <li>• In groups learners could take turns to read and number braille work using different styles.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you number braille work?</li> <li>2. Why do you number braille work?</li> <li>3. Why should you page braille work?</li> </ol>

<p><b>Core competencies to be developed:</b></p> <p><b>Communication and collaboration:</b> This could be developed as learners work in pairs and in groups to read and number braille work in different styles.</p> <p><b>Self efficacy:</b> This could be developed as learners demonstrate ability to number their work appropriately.</p>	
<p><b>Link to Pertinent and Contemporary Issues: life skills - Career guidance.</b> This could be achieved as learners apply the learnt skills in numbering items in different environment or different life situations,</p>	<p><b>Link to values: responsibility:</b> This could be developed as learners learn and purpose to number their work independently.</p>

<b>Link o other learning areas:</b> English language, Kiswahili language, mathematics and other subjects: This could be realized as learners number ther work or read numbered work in the respective learning areas.	<b>Suggested Community Service Learning:</b> Learners could visit the Educational Assessment and Resource Centres to interact with official documents, catalogues and so to acquaint themselves with different styles of numbering.
<b>Suggested Non Formal Activities:</b> learners could prepare a shopping lists numbered in different styles and share with their peers for comparison.	<b>Suggested assessment:</b> Oral Questions and written questions, peer assessment.
<b>Suggested learning resources:</b> braille machines, slate and stylus, braille papers, brailled lists and catalogues, Kenyan constitution in braille.	

<b>Suggested Assessment Rubric</b>			
<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
<ul style="list-style-type: none"> <li>• The learner is able identify different styles of numbering braille work with ease.</li> <li>• The learner is able to read braille work numbered in different styles with precision.</li> <li>• The learner is able to number braille work using different styles of numbering precisely.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify the different styles of numbering braille work.</li> <li>• The learner is able to read braille work numbered in different styles.</li> <li>• The learner is able to number braille work using different styles of numbering.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify most of the styles of numbering braille work.</li> <li>• The learner is able to read the different styles of numbering braille work wih support.</li> <li>• The learner is able to use different styles of numbering braille work with minimal support.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner has difficulty in identifying different styles of numbering braille work.</li> <li>• The learner has difficulty in reading braille work numbered in different styles.</li> <li>• The learner has difficulty in numbering braille work using different styles.</li> </ul>

Strands	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>4.0 ENGLISH BRAILLE</b>	<b>4.1 LOWER WORD SIGNS.</b>  <b>(6 LESSONS)</b>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>Identify dots forming lower word signs by feeling and naming the dots that form them for knowledge,</li> <li>read lower word signs in sentences for recognition of their position within the braille cell and learning,</li> <li>write lower word signs in sentences for skill development,</li> <li>appreciate use of lower group signs in reading and writing braille work for saving time and space on paper .</li> </ol>	<ul style="list-style-type: none"> <li>Learners could be guided to identify by naming dots forming lower word signs in categories of :               <ul style="list-style-type: none"> <li>Those that must be written spaced from all other signs,</li> <li>Those that must be written spaced from other words but may in some cases be attached to punctuation marks,</li> <li>Those that must be written attached to the next word.</li> </ul> </li> <li>Learners could be guided to read sentences with lower word signs of various categories.</li> <li>Learners could be guided to write sentences with lower word signs of various categories.</li> <li>In pairs or groups learners could participate in reading and writing sentences with lower word signs of various categories.</li> </ul>	<ol style="list-style-type: none"> <li>How do we write lower word signs in braille?</li> <li>How are the lower words different from upper word signs?</li> </ol>
<b>Core competencies to be developed:</b>				
<b>Communication and collaboration:</b> This could be developed as the learners work in pairs and groups to read and write sentences using the lower word signs.				
<b>Critical thinking and problem solving:</b> This could be developed as the learners differentiate the lower word signs from the upper word signs learnt earlier.				
<b>Learning to learn:</b> this is developed as learners apply the skills acquired in writing poems, songs, compositions and other items.				
<b>Link to Pertinent and Contemporary Issues: -life skills.Learning to live together-</b> this could be achieved as learners apply the learnt skills in their day			<b>Link to values:</b> learners demonstrate unity as they work together harmoniously.	

to day activities such as writing journals, research work or reports.	
<b>Links to other learning areas:</b> English language, mathematics, social studies among others. This could be achieved as learners use lower word signs in reading and writing sentences, notes, compositions and any other class work in respective learning areas.	<b>Suggested community service learning:</b> visit childrens home to read to them braille texts for learning and enjoyment.
<b>Suggested non formal activity to support learning:</b> learners could visit a nearby library to read braille books and learn more about lower word signs.	<b>Suggested Mode of Assessment:</b> Oral Questions, Written questions, Peer assessment, observation
<b>Suggested Learning Resources:</b> Braille machines, slate and stylus, braille cards, braille papers.	

### Suggested Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
<ul style="list-style-type: none"> <li>The learner is able to identify dots forming lower word signs and further differentiate them from group signs.</li> <li>The learner is able to read lower word signs in sentences with ease and fluency.</li> <li>The learner is able to write lower word signs in sentences observing the set rules with precision.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify lower word signs by naming dots forming them.</li> <li>The learner is able to read lower word signs in sentences.</li> <li>The learner is able to write lower word signs in sentences observing the set rules.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify lower word signs by dots forming s with support.</li> <li>The learner is able to read lower word signs which are not joined to other signs but has difficulty in reading those which are attached to other words.</li> <li>The learner is able to write lower word signs which are not joined to other signs but has difficulty in writing those which should be attached to other words.</li> </ul>	<ul style="list-style-type: none"> <li>The learner has difficulty in identifying dots forming lower word signs.</li> <li>The learner has difficulty in reading lower word signs in sentences.</li> <li>The learner needs a lot of support in writing lower word signs in sentences.</li> </ul>

Strands	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>4.0 ENGLISH BRAILLE</b>	<b>4.2 INITIAL WORDSIGNS WITH:</b> - DOT 5 - DOTS 4,5 - DOTS 4,5,6  <b>(10 lessons)</b>	By the end of the sub-strand the learner should be able to; e) identify dots forming initial word signs by feeling and naming the dots that form them for knowledge, a) read in braille initial wordsigns in sentences for learning, b) write in braille initial wordsigns in sentences for practice and skill development, c) appreciate use of initial word signs in reading and writing braille for saving time and space on paper.	<ul style="list-style-type: none"> <li>• Learners could be guided to identify by naming dots forming initial word signs in categories of :               <ul style="list-style-type: none"> <li>- Initial wordsigns with dot 5</li> <li>- Initial wordsigns with dot 4,5</li> <li>- Initial wordsigns with dot 4,5,6</li> </ul> </li> <li>• Learners could be guided to read sentences with initial word signs of various categories.</li> <li>• Learners could be guided to write sentences with initial word signs of various categories.</li> <li>• In pairs or groups learners could participate in reading and writing sentences with initial word signs of various categories.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you write the initial word signs?</li> <li>2. How do you differentiate between a word sign and group sign?</li> </ol>
<p><b>Core competencies to be developed :</b></p> <p><b>Communication and collaboration:</b> This could be developed as the learners work in pairs and groups to read and write sentences using the initial wordsigns.</p> <p><b>Learning to learn:</b> this is developed as learners apply the skills learnt to read books, journals and other materials with initial word signs in real life situations for information and enjoyment.</p>				
<p><b>Link to Pertinent and Contemporary Issues</b> –social economic issues -  <b>Learning to live together-</b> this could be achieved as learners work together in pairs or groups in reading and writing sentences involving initial wordsigns.</p>			<p><b>Link to values:</b> learners demonstrate love as they work together harmoniously initials word signs while performing class tasks involving .</p>	

<b>Links to other learning areas:</b> English language, Mathematics, German and Creative arts. This could be achieved as learners interact with initial word signs in respective learning areas.	<b>Suggested community service learning:</b> Visit a worship place to read braille books initial word signs for practice, learning and enjoyment.
<b>Suggested non formal activity to support learning:</b> learners could prepare a tactile chart with initial word sign and hang them at the back of their class for reference.	<b>Suggested assessment:</b> Oral Questions, peer review, presentations
<b>Suggested learning resources:</b> braille machines, slate and stylus, braille cards, braille papers, glue scissors	

### Suggested Assessment Rubric

<b>Exceeding Expectation</b>	<b>Meeting Expectation</b>	<b>Approaching Expectation</b>	<b>Below Expectation</b>
<ul style="list-style-type: none"> <li>The learner is able to identify initial word signs by naming dots forming them.</li> <li>The learner is able to read initial wordsigns in sentences accurately with speed.</li> <li>The learner is able to write initial wordsigns in sentences with speed and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify by naming dots forming initial word signs</li> <li>The learner is able to read initial wordsigns in sentences.</li> <li>The learner is able to write initial wordsigns in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify by naming dots forming initial word signs with dot 5 and dots 4, 5, 6 but has difficulty in identifying those with dots 4, 5.</li> <li>The learner takes a lot of time to read initial wordsigns in sentences.</li> <li>The learner is able to write initial wordsigns in sentences with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>The learner has difficulty identifying and naming dots forming initial word signs.</li> <li>The learner has difficulty in reading initial wordsigns in sentences.</li> <li>The learner has difficulty in writing initial wordsigns in sentences.</li> </ul>

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>4.0 ENGLISH BRAILLE</b>	<b>4.3 PUNCTUATION SIGNS AND INDICATORS</b>  <b>(3 LESSONS)</b>	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify punctuation signs and indicators by naming the specific dots that form them knowledge</li> <li>b) Mention punctuation marks and indicator while reading sentences in braille for learning.</li> <li>c) Write punctuation signs and indicators in sentences for learning and practice.</li> <li>d) appreciate the use of punctuation signs and indicators in braille texts for effective communication..</li> </ul>	<ul style="list-style-type: none"> <li>• The learner could be guided to identify punctuation signs and indicator by naming their specific dots (colon, semi colon, exclamation mark, apostrophe, opening and closing quotation marks and letter sign).</li> <li>• The learners could be guided to mention punctuation marks and indicator while reading sentences in braille.</li> <li>• The learner could to read sentences in braille noting punctuation signs.</li> <li>• The learner could be guided to write punctuation signs and indicators in sentences.</li> <li>• In pairs learners could practice identifying punctuation signs and indicator while reading sentences in braille.</li> <li>• In groups, learners could take turns to dictate and write sentences using punctuation signs and indicators.</li> <li>• Learners could be guided to listen to a story from the digital assistive devices and write the punctuation marks used.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you indicate initials in braille?</li> <li>2. How do you differentiate between punctuation and a lower group sign?</li> </ol>



<b>Core competencies to be developed:</b> <b>Digital literacy:</b> this is developed as learners use assistive digital devices to listen to a story and write the punctuation marks used. <b>Communication and Collaboration</b> – this could be developed through learners working in pairs and groups as they take turn to dictate, read and write sentences with punctuations signs and indicators.	
<b>Link to Pertinent and Contemporary Issues: - social economic-Social cohesion:</b> learners while working in pairs and groups promote the values of sharing, tolerance and respect.	<b>Link to values;</b> learners demonstrate peace, love and unity as they work together.
<b>Link o other learning areas:</b> English Language, social studies, creative arts, Kiswahili language. This could be be achieved as learners identify and write punctuation sign and indicators in the respective learning areas.	<b>Suggested Community Service Learning:</b> visit a library in the neighborhood, read braille books to familiarize themselves with various punctuation marks and indicators.
<b>Suggested non formal activity to support learning:</b> learners could listen to a story from a resource person noting punctuation signs and from the narrators voice intonations.	<b>Suggested assessment:</b> Oral questions, written questions, observation.
<b>Suggested learning resources:</b> braille machines, braille papers, slate and stylus.	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>The learner is able to identify by naming the dots that form specific punctuation sign signs indicators in English braille with ease.</li> <li>The learner is able to read punctuation signs and and note the indicators in sentences as well as differentiate them from lower group signs.</li> <li>The learner is able to write punctuation signs and indicators in sentences precisely with ease.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify by naming the dots that form specific punctuation signs and indicators in English braille</li> <li>The learner is able to read punctuation sign and indicators in sentences.</li> <li>The learner is able to write the punctuation signs and indicators in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify the dots that form specific punctuation sign and indicators in English braille with support.</li> <li>The learner is able to read some punctuation sign and indicator in sentences</li> <li>The learner requires support to appropriately read and write the punctuation signs and indicators in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>The learner has difficulty in identifying the dots that form specific punctuations signs and indicators in English braille</li> <li>The learner has difficulty in reading punctuations signs and indicators in sentences</li> <li>The learner has difficulty in writing punctuations signs and indicators in sentences</li> </ul>

Mada	Mada	Matokeo tarajiwa maalum	Mapendekezo Ya Shughuli Za ujifunzaji	Maswali Dadisi
<b>5.0</b>  <b>BRELI YA KISWAHILI</b>	<b>5.1</b> <b>ALAMA ZA KUAKIFISHA</b>  <b>MUDA: (VIPINDI 2)</b>	Kufikia mwisho wa mada ndogo, mwanafunzi aweze: a) kutambua nukta nundu zinazounda alama za kuakifisha katika breli kwa kutaja nukta nundu husika ili azifahamu. b) Ataje alama za kuakifisha wakati anaposoma sentensi kwa breli ili kuzifahamu. c) kuandika alama za kuakifisha katika sentensi ili kupata uzoefu. a) Kudhamini matumizi ya alama za kuakifisha kusoma na kuandika breli.	<ul style="list-style-type: none"> <li>• Wanafunzi wanaweza kuelekezwa kutambua nukta nundu zinazounda alama za kuakifisha husika katika breli. MF: (nukta mkato, nukta mbili, alama ya mshangao, ritifaa )</li> <li>• Wanafunzi wanaweza kuelekezwa wataje alama za kuakifisha wakati wanaposoma sentensi,</li> <li>• Wanafunzi wanaweza kuelekezwa kuandika alama za kuakifisha kwa katika sentensi.</li> <li>• Kwa vikundi wanafunzi wanaweza kutambua alama za kuakifisha katika sentensi ili kupata uzoefu na kasi inayohitajika katika kusoma na kuandika.</li> </ul>	<ol style="list-style-type: none"> <li>1. Ni vipi utaandika alama za kuakifisha kwa breli?</li> <li>2. Alama na kuakifisha hutofautishwa vipi baina yake na mikato yenye kutumia anukta nundu sawa?</li> </ol>

**Umilisi wa kimsingi unaokuzwa:**

**Mawasiliano na ushirikiano** – hukuzwa wakati wanafunzi wanapobadilishana mawazo kwenye vikundi wakishirikiana katika kusoma na kuandika kazi za breli zenye alama za kuakifisha.

**Ubunifu:** hukuzwa wakati wanafunzi wanatumia alama za kuakifisha kubuni na kuandika mashairi ya watoto.

**Uhusiano na masuala mtambuko: utangamano wa kijamii** – hudhihirika wakati wanafunzi wa jamii mbalimbali wanapokaa pamoja kujadiliana na kukubaliana na mawazo ya wenzao kuhusu alama za kuakifisha.

**Uhusiano wa maadili:** wanafunzi huonyesha upendo na heshima wanaposhirikiana wakifanya kazi kwa vikundi.

<p><b>Uhusiano na masomo mengine:</b> Kiswahili, Kingereza. hudhihirika wakati wanafunzi wanaposoma na kuandika sentensi ambazo zinahusisha alama za kuakifisha.</p>	<p><b>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji:</b></p> <p>Wanafunzi wanaweza kuhamazisha jamii nyumani kwa kusoma mashairi na hadithi fupi wakizingatia sheria za alama za kuafikisha</p>
<p><b>Shughuli za kila siku zisizoratibiwa zinazochangia ujifunzaji:</b> wanafunzi wakariri mashairi au waimbe nyimbo zinazohusisha alama za kuakifisha kujifurasha.</p>	<p><b>Mapendekezo ya tathmini:</b> kujibu maswali kwa sauti, kusoma na kuandika.</p>
<p><b>Nyenzo:</b> mashine za breli, karatasi za breli, kadi za breli.</p>	

#### Kiwango cha tathmini

Anazidi Matarajio	Anatimiza Matarajio	Anakaribia Matarajio	Chini Ya Matarajio
<ul style="list-style-type: none"> <li>• Mwanafunzi anaweza kutambua nukta nundu zinazounda alama za kuakifisha katika breli kwa urahisi.</li> <li>• Mwanafunzi anaweza kutaja alama za kuakifisha wakati anaposoma sentensi kwa breli kwa kasi na urahisi .</li> <li>• Mwanafunzi anaweza kuandika alama za kuakifisha katika sentensi kwa usahihi na urahisi.</li> </ul>	<ul style="list-style-type: none"> <li>• Mwanafunzi anaweza kutambua nukta nundu zinazounda alama za kuakifisha katika breli.</li> <li>• Mwanafunzi anaweza kutaja alama za kuakifisha wakati anaposoma sentensi kwa breli.</li> <li>• Mwanafunzi anaweza kuandika alama za kuakifisha katika sentensi.</li> </ul>	<ul style="list-style-type: none"> <li>• Mwanafunzi anaweza kutambua nukta nundu zinazounda alama za kuakifisha katika breli kwa usaidizi.</li> <li>• Mwanafunzi anaweza kutaja baadhi ya alama za kuakifisha wakati anaposoma sentensi kwa breli.</li> <li>• Mwanafunzi anaweza kuandika baadhi ya alama za kuakifisha katika sentensi.</li> </ul>	<ul style="list-style-type: none"> <li>• Mwanafunzi ana ugumu katika kutambua nukta nundu zinazounda alama za kuakifisha katika breli.</li> <li>• Mwanafunzi ana ugumu kutaja alama za kuakifisha wakati anaposoma sentensi kwa breli..</li> <li>• Mwanafunzi ana ugumu katika kuandika alama za kuakifisha kwa breli..</li> </ul>

mada	Mada ndogo	Matarajio Maalum	Mapendekezo Ya Shughuli Za Somo	Maswali Dadisi
<b>5.0 BRELI YA KISWAHILI</b>	<b>5.1 MIKATO INAYOUNDWA NA NUKTA NUNDU 5 AU 4,5,6 IKIFUATWA NA HERUFI AU MIKATO</b>	<p>Kufikia mwisho wa mada ndogo mwanafunzi aweze:</p> <ol style="list-style-type: none"> <li>a) kutambua maneno yanayosimamiwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato katika breli ili kuifahamu.</li> <li>b) kusoma maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato kwa breli ili kujifunza.</li> <li>c) kuandika maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato kwa breli ili kujifunza na kukuza ujuzi.</li> </ol> <ol style="list-style-type: none"> <li>a) Kudhamini matumizi ya maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato kwa breli kwa kusoma na kuandika</li> </ol>	<ul style="list-style-type: none"> <li>• Wanafunzi wanaweza kuelekezwa kutambua na kusema kwa sauti maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato katika breli.</li> <li>• Wanafunzi wanaweza kuelekezwa kusoma kwa sauti maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato katika breli.</li> <li>• Wanafunzi wanaweza kuelekezwa kuandika maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato katika breli.</li> <li>• Wanafunzi wawili wanaweza kusoma na kuandika sentensi zenye maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato katika breli.</li> </ul>	<ol style="list-style-type: none"> <li>1. Ni vipi utaandika maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato kwa breli?</li> <li>2. Kwa nini mikato hii haitumiwi mwanzoni mwa neno?</li> <li>3.</li> </ol>

<p><b>Umilisi wa kimsingi unaokuzwa:</b></p> <p><b>Ubunifu:</b> hudhahirika wakati wanafunzi wanapotumia maneno haya kuunda sentensi kando na zenye walizopewa na mwalimu kama mfano.</p> <p><b>Mawasiliano na ushirikiano</b> – hudhahirika wakati wanafunzi wanapojiunga kwa vikundi ili kujadiliana na pia kupeana mawaidha kwa manufaa ya somo hili.</p>	
<p><b>Uhusiano na masuala mtambuko:– utangamano wa kijamii</b> - hudhahirika wakati wanafunzi wanaposoma pamoja kwa vikundi wakiheshimu kauli na maoni ya wengine.</p>	<p><b>Uhusiano wa maadili:</b> umoja - hudhahirika wakati wanafunzi wanapo jifunza pamoja kimakundi au wawili wawili wakizingatia heshima na uaminifu.</p>
<p><b>Uhusiano na masomo mengine:</b> Kiswahili. Hudhahirika wakati wanafunzi wanaposoma na kuandika maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato.</p>	<p><b>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji:</b></p> <p>Wanafunzi waweze kuandika ilani kwa breli wakizingatia hii mikato kisha waibandike kando na ile ya maandishi ya kawaida kwenye ubao wa notisi nje ya ofisi za elemu ili kuhamasisha jamii kuhusu umuhimu wa maandishi ya breli.</p>
<p><b>Shughuli za kila siku zisizoratibiwa zinazochangia ujifunzaji:</b> Wanafunzi waweze kutembelea maktaba ilio karibu na eneo lao na wasome nakala zilizoandikwa kwa breli, ili kujifahamisha zaidi kuhusu mikato hii.</p>	<p><b>Mapendekezo ya taathmini:</b> kujibu maswali kwa sauti, kazi ya kusoma na kuandika.</p>
<p><b>Nyenzo:</b> Mashine za breli, karatasi za breli, vitabu vya breli</p>	

## Kiwango cha tathmini

ANAZIDI MATARAJIO	ANATIMIZA MATARAJIO	ANAKARIBIA MATARAJIO	CHINI YA MATARAJIO
<ul style="list-style-type: none"> <li>• Mwanafunzi anaweza kutambua maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato kwa urahisi na kasi.</li> <li>• Mwanafunzi anaweza kusoma sentensi zilizo na maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato kwa kasi na ufasaha.</li> <li>• Mwanafunzi anaweza kuandika sentensi zilizo na maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato kwa kasi na usahihi</li> </ul>	<ul style="list-style-type: none"> <li>• Mwanafunzi anaweza kutambua maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato .</li> <li>• Mwanafunzi anaweza kusoma sentensi zilizo na maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato .</li> <li>• Mwanafunzi anaweza kuandika sentensi zilizo na maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato .</li> </ul>	<ul style="list-style-type: none"> <li>• Mwanafunzi anaweza kutambua baadhi ya maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato</li> <li>• Mwanafunzi anaweza kusoma sentensi zilizo na maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato anapopata usaidizi.</li> <li>• Mwanafunzi anaweza kuandika sentensi zilizo na maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato anapopata usaidizi.</li> </ul>	<ul style="list-style-type: none"> <li>• Mwanafunzi ana ugumu wa kutambua maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato .</li> <li>• Mwanafunzi ana ugumu wa kusoma sentensi zilizo na maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato Mwanafunzi ana ugumu wa kuandika sentensi zilizo na maneno yanayoundwa na nukta nundu 5 au 4,5,6 kabla ya herufi au mikato</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>6.0 MATHEMATICS BRAILLE NOTATIONS</b>	<b>6.1 NUMBERS IN BRAILLE (2 LESSONS)</b>	By the end of the sub-strand the learner should be able to: a) Identify numbers ranging from 1,001 to 10,000 by naming dots that form them for knowledge, b) read numbers ranging from 1,001 to 10,000 in braille for learning, c) write numbers ranging from 1,001 to 10,000 in braille for skill development d) read and write simple mathematics statements involving numbers ranging from 1,001 to 10,000 in braille for mastery. e) appreciate reading and writing numbers in braille.	<ul style="list-style-type: none"> <li>• Learners could be guided to name dots forming numbers ranging from 1,001 to 10,000.</li> <li>• Learners could be guided to read numbers ranging from 1001 to 10,000 in braille.</li> <li>• Learners could be guided to write numbers ranging from 1,001 to 10,000 in braille,</li> <li>• Learners could practice writing simple mathematics statements using numbers ranging from 1,001 to 10,000 in braille using braille papers or digital assistive devices.</li> <li>• In pairs or in groups, learners could practice reading and writing numbers and simple mathematics statements in braille.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you represent a mathematical comma in braille?</li> <li>2. How do you write number ranging from 1,001 to 10,000 in braille</li> </ol>
<p><b>Core competencies to be developed:</b>  <b>Learning to learn:</b> This could be developed as learners practice writing numbers additional within the same range in braille.  <b>Digital literacy:</b> this is developed as learners use assistive digital devices to read and write numbers and mathematical statements in braille.</p>				
<p><b>Link to Pertinent and Contemporary Issues: life skills-career guidance:</b> this could be achieved as learners apply skills acquired to perform tasks involving numbers.</p>		<p><b>Link to values:</b> Learners demonstrate respect as they exercise patience, tolerance and allow turn taking while performing tasks.</p>		

<b>Link o other learning areas:</b> mathematics: this could be realised as learners apply the learnt skills to write numbers in mathematics	<b>Suggested community service learning :</b> Visit to a local library tand together with the librarian and your classmates assist in brailleing the existing catalogues
<b>Suggested non formal activity to support learning:</b> Learners could play games involving numbers and dots for enjoyment	<b>Suggested assessment:</b> Oral questions and written questions, self assessment, observation.
<b>Suggested learning resources:</b> braille machines, braille cards, braille papers, slate and stylus.	

### Suggested Assessment rubrics

Exceeding expectations	Meeting expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>The learner is able to identify numbers ranging from 1,001 to 10,000 and beyond by naming specific dots that form them.</li> <li>The learner is able to read numbers ranging from 1,001 to 10,000 and beyond in braille</li> <li>The learner is able to write numbers ranging from 1,001 to 10,000 and beyond in braille in braille.</li> <li>The learner is able to read and write simple mathematics statements in involving numbers ranging from 1,001 to 10,000 and beyond in braille with ease.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify numbers ranging from 1,001 to 10,000 by naming specific dots that form them.</li> <li>The learner is able to read numbers ranging from 1,001 to 10,000 in braille</li> <li>The learner is able to write numbers ranging from 1,001 to 10,000 in braille in braille.</li> <li>The learner is able to write numbers ranging from 1,001 to 10,000 in braille appropriately;</li> <li>The learner is able to read and write simple mathematics statements in involving numbers ranging from 1,001 to 10,000 in braille;</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify most of the numbers ranging from 1,001 to 10,000 by naming specific dots that form them.</li> <li>The learner is able to read numbers ranging from 1,001 to 10,000 in braille but confuses those numbers that mirror each other.</li> <li>The learner is able to write numbers ranging from 1,001 to 10,000 in braille but confuses those numbers that mirror each other.</li> <li>The learner is able to read and write simple mathematics statements involving numbers ranging from 1,001 to 10,000 in braille but confuses statements with mirror numbers.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is able to identify few numbers ranging from 1,001 to 10,000 by naming specific dots that form them.</li> <li>The learner is able to read few numbers ranging from 1,001 to 10,000 in braille.</li> <li>The learner is able to write few numbers ranging from 1,001 to 10,000 in braille.</li> <li>The learner can read and write few simple mathematics statements involving numbers ranging from 1,001 to 10,000 in braille;</li> </ul>



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>6.0 MATHEMATICS BRAILLE NOTATIONS</b>	<b>6.2 ROMAN NUMBERS IN BRAILLE</b>  <b>(2 LESSONS)</b>	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> <li>Identify Roman numbers from I to X by naming dots that form them for knowledge</li> <li>read Roman numbers from I to X in braille for learning.</li> <li>write Roman numbers from I to X in braille for skill development,</li> <li>write Hindu Arabic numbers into roman numbers in braille for mastery.</li> <li>appreciate reading and writing Roman numbers in braille for reference.</li> </ol>	<ul style="list-style-type: none"> <li>Learners could be guided to identify Roman numbers from I to X by naming dots that form them.</li> <li>Learners could be guided to read Roman numbers from I to X in braille</li> <li>Learners could be guided to write Roman numbers from I to X in braille</li> <li>Learners could be guided to change Hindu Arabic numerals into Roman numbers from I to X in braille.</li> <li>In pairs or in groups, learners could practice reading and writing Roman numbers from I to X in braille.</li> </ul>	<ol style="list-style-type: none"> <li>How do you write Roman numbers in braille?</li> <li>Why do we use letter sign when writing Roman numbers in braille</li> </ol>
<p><b>Core competencies to be developed:</b></p> <p><b>Learning to learn:</b> This could be developed as learners apply the skills learnt to read and write Roman numbers in other learning areas.</p> <p><b>Communication and collaboration:</b> This could be developed as learners work together in pairs or groups to read and write Roman numbers</p>				
<p><b>Link to Pertinent and Contemporary Issues: social economic - Social cohesion:</b> Learners could promote the values of sharing, tolerance and respect while working in pairs and groups.</p>			<p><b>Link to values:</b> Learners demonstrate unity as they work together.</p>	

<p><b>Link o other learning areas:</b>          Mathematics: the skills learnt could help learners perform basic arithmetic tasks in addition and subtraction          English and social studies. This could be realized as learners use Roman numbers to list various items in English or social studies assignment.</p>	<p><b>Suggested community service learning:</b> learners to go to a local church to label chairs, benches.</p>
<p><b>Suggested non formal activity to support learning:</b> learners could tag trees around the school compound using roman numbers in braille.</p>	<p><b>Suggested assessment:</b> Oral questions and written questions, self assessment and peer assessment..</p>
<p><b>Suggested learning resources:</b> braille machines, braille cards, braille papers, slate and stylus. glue</p>	

**Suggested Assessment Rubrics**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• The learner is able to identify Roman numbers from I to X and beyond by naming the dots that form them</li> <li>• The learner is able to read Roman numbers from I to X and beyond with speed.</li> <li>• The learner is able to write Roman numbers from I to X and beyond with speed.</li> <li>• The learner is able to change Hindu Arabic numbersto Roman numerals up to ‘X’ in braille independently and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify Roman numbers from I to X by naming the dots that form them</li> <li>• The learner is able to read Roman numbers from I to X in braille.</li> <li>• The learner is able to write Roman numbers from I to X in braille.</li> <li>• The learner is able to change Hindu Arabic numbers to Roman numerals up to ‘X’ in braille</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify Roman numbers from I to X by naming the dots that form them with prompts.</li> <li>• The learner is able to read most of the Roman numbers from I to X in braille.</li> <li>• The learner is able to write Roman numbers from I to X in braille but sometimes forgets to use the letter sign.</li> <li>• The learner is able to change Hindu Arabic numbers to Roman numerals up to ‘X’ in braille with support.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify few Roman numbers from I to X by naming the dots that form them</li> <li>• The learner is able to read few Roman numbers from I to X in braille.</li> <li>• The learner has difficulty writing Roman numbers from I to X in braille.</li> <li>• The learner has difficulty in changingHindu Arabic numbers to Roman numerals up to ‘X’ in braille</li> </ul>

Strands	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>6.0 MATHEMATIC S BRAILLE NOTATION</b>	<b>6.3 FRACTIONS WITH DENOMINATO RS NOT EXCEEDING 12 (4 LESSONS)</b>	by the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> <li>a) Identify simple and mixed by naming dots thatform them for knowledge,</li> <li>b) read simple and mixed fractions in braille for learning,</li> <li>c) write simple and mixed fractions in braille for skill development,</li> <li>d) appreciate reading and writing simple and mixed fractions in braille for learning.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners could be guided to identify simple and mixed fractions by naming dots thatform them.</li> <li>• Learners could be guided to read simple and mixed fractions in braille.</li> <li>• Learners could be guided to write simple and mixed fractions in braille</li> <li>• In pairs learners could take turns to read and write simple and mixed fractions in braille.</li> <li>• In groups, learners could practice reading and writing mathematics statements involving simple and mixed fractions in braille.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you write do you write fractions in braille braille?</li> <li>2. How do you differentiate a simple fraction from a mixed fraction in braille?</li> </ol>
<p><b>Core competenciess to be developed:</b></p> <p><b>Critical thinking and problem solving:</b> This could be developed as learners differentiate simple fractions from mixed fractions in braille.</p> <p><b>Communication and collaboration:</b> This could be achieved as learners work together in pairs and groups while practicing reading and writing mathematics statements involving simple and mixed fractions.</p>				
<p><b>Link to Pertinent and Contemporary Issues:</b> <b>life skills-:</b> this could be achieved as learners apply skills acquired to perform tasks involving fractions in real life stuations.</p>			<p><b>Link to values:</b> Learners demonstrate unity as they work together in pairs or groups while reading and writing fractions.</p>	

<p><b>Link o other learning areas:</b> Mathematics: This is achieved as learners apply the skills learnt to write mathematics sums involving fractions in braille.</p>	<p><b>Suggested community service learning:</b> Make a shopping list with quantities involving fractions, buy the items from the market place, label them in braille and visit childrens home for distribution</p>
<p><b>Suggested non formal activity to support learning:</b> learners could take containers and label them in braille using fractions to depict their volume.</p>	<p><b>Suggested mode of assessment:</b> oral questions, written questions, presentations peer assessment.</p>
<p><b>Suggested learning Resources:</b> braille machines, slate and stylus, , braille cards, abacus, cubes and cubarithms, fruits.</p>	

**Suggested Assessment Rubric**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
<ul style="list-style-type: none"> <li>• The learner is able to identify simple and mixed fractions by naming dots that form them with ease.</li> <li>• The learner is able to read simple and mixed fractions in braille with speed and precision.</li> <li>• The learner is able to write simple and mixed fractions in braille with speed and precision.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify simple and mixed fractions by naming dots that form them.</li> <li>• The learner is able to read simple and mixed fractions in braille.</li> <li>• The learner is able to write simple and mixed fractions in braille.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify simple fractions by naming dots that form them but requires support to identify mixed fractions.</li> <li>• The learner is able to read simple fractions but requires support to read mixed fractions in braille.</li> <li>• The learner is able to write simple fractions but requires support to write mixed fractions in braille.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner has difficulty in identifying simple and mixed fractions.</li> <li>• The learner is able to read few simple and mixed fractions in braille.</li> <li>• The learner is able to writed few simple fraction but requires a lot of support in writng mixed fractions in braille.</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>6.0 MATHEMATICS BRAILLE NOTATION S</b>	<b>6.4 DECIMALS UPTO 2 DECIMAL PLACES (2 LESSONS)</b>	By the end of the sub-strand the learner should be able to; a) identify the decimal point sign in braille for knowledge; b) read decimal numbers in braille for learning, c) write decimal numbers in braille for skill development, d) appreciate the use of decimals in braille day to day use.	<ul style="list-style-type: none"> <li>Learners could be guided to identify the decimal point sign by naming the dot.</li> <li>Learners could be guided to read decimal numbers in braille</li> <li>Learners could be guided to write decimal numbers in braille;</li> <li>In pairs or groups learners could practice reading and writing decimal numbers in braille.</li> </ul>	<ol style="list-style-type: none"> <li>How do you represent the decimal point in braille?</li> <li>How do you differentiate decimal numbers from other numbers.</li> </ol>
<p><b>Core competencies to be developed:</b>  <b>Learning to learn:</b> This is developed as learners apply the knowledge acquired in performing tasks in different learning areas  <b>Self efficacy:</b> this is developed as learners independently work out sums involving decimals</p>				
<p><b>Link to Pertinent and Contemporary Issues: social - economic social cohesion:</b> while working in pairs and groups learners promote the values of sharing, tolerance and respect.</p>			<p><b>Link to values:</b> Learners demonstrate peace together harmoniously.</p>	
<p><b>Link o other learning areas:</b> Mathematics, Social studies: This is realized as learners apply the skill of writing decimal points to do tasks involving decimal numbers in mathematics or social studies.</p>			<p><b>Suggested community service learning:</b> Visit a milk shop and record the quantities of milk sold in numbers with decimals in braille. Match the list with a printed list and pin it at the shops entrance to sensitize clients on braille literacy.</p>	
<p><b>Suggested non formal activity to support learning:</b> learners could play games related to decimal numbers.</p>			<p><b>Suggested assessment:</b> Oral questions, written questions Observations, presentations, peer assessment</p>	
<p><b>Suggested learning resources:</b> braille machines, slate and stylus, braille cards, abacus, plastic types, cubes and cubarithms.</p>				

**Suggested Assessment rubric**

<b>Exceeding expectations</b>	<b>Meeting expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"><li>• The learner is able to identify the decimal point sign in braille with ease.</li><li>• The learner is able read decimal numbers in braille upto 2 decimal places and beyond</li><li>• The learner is able write decimal numbers in braille upto 2 decimal places and beyond</li></ul>	<ul style="list-style-type: none"><li>• The learner is able to identify the decimal point sign in braille.</li><li>• The learner is able read decimal numbers in braille upto 2 decimal places.</li><li>• The learner is able write decimal numbers in braille upto 2 decimal places.</li></ul>	<ul style="list-style-type: none"><li>• The learner is able to identify the decimal point sign in braille with assistance.</li><li>• The learner is able read most of the decimal numbers in braille.</li><li>• The learner is able write most of the decimal numbers in braille.</li></ul>	<ul style="list-style-type: none"><li>• The learner has difficulty in identifying the decimal point sign in braille.</li><li>• The learner is able to read few decimal numbers in braille.</li><li>• The learner has difficult in witing decimal numbers in braille.</li></ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>6.0 MATHEMATICS BRAILLE NOTATION</b>	<b>6.5 UNITS OF MEASUREMENTS (5 LESSONS)</b>	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> <li>identify braille signs for units of measurement by naming the dots that form them for knowledge;</li> <li>read signs for units of measurement in braille for learning,</li> <li>write signs for units of measurement in braille for skill development,</li> <li>appreciate the use signs for units of measurement in braille for future reference.</li> </ol>	<ul style="list-style-type: none"> <li>Learners could be guided to identify the dots forming the signs for units of measurement (- length – mm, cm, m - weight – g, kg - time – hours, minutes, a.m, p.m),</li> <li>Learners could be guided to read signs for units of measurement in braille on a work card.</li> <li>Learners could be guided to write signs for units of measurement in braille.</li> <li>In pairs or groups learners could practice reading and writing signs for units of measurement for practice.</li> </ul>	<ol style="list-style-type: none"> <li>Why do we use a letter sign on some units and not on others?</li> <li>How do you differentiate the writing of a single unit of measurement from a double one in braille?</li> </ol>
<p><b>Core competencies to be developed:</b>  <b>Learning to learn:</b> this is developed as learners apply the skills learnt in using units of measurement for labelling  <b>Communication and collaboration:</b> This is developed as learners work in pairs and in groups while reading and writing signs for units of measurement.</p>				
<p><b>Link to Pertinent and Contemporary Issues:</b>  <b>Social Economic – financial literacy :</b> this achieved as learners use the acquired skills in business related activities where they are required to measure and label.</p>			<p><b>Link to values:</b> Learners demonstrate unity as they work together in pairs or groups while performing tasks related to units of measurement.</p>	
<p><b>Link o other learning areas:</b> Mathematics, Social studies: This is realized as learners apply the skills learnt to write numbers with units of measurement in these subjects.</p>			<p><b>Suggested Community Service Learning:</b> Visit a weather station to familiarize themselves with different units of measurements and label the instrument.</p>	

<b>Non formal activity to support learning.</b> Learners to sing a song involving units of measurements.	<b>Suggested assessment:</b> oral questions and written questions, self assessment, peer assessment
<b>Suggested learning resources:</b> braille machines, braille papers, slate and stylus, Weighing machines, braille rulers and tape measures, tactile clockface, measuring cylinders calibrated in braille.	

**Suggested Assessment rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• The learner is able to identify signs for units of measurement in braille with ease.</li> <li>• The learner is able to read signs for units of measurement in braille with speed and precision.</li> <li>• The learner is able to write signs for units of measurement in braille with speed and precision.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify signs for units of measurement in braille;</li> <li>• The learner is able to read signs for units of measurement in braille.</li> <li>• The learner is able to write signs for units of measurement in braille.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify signs for units of measurement in braille with minimal support.</li> <li>• The learner is able to read most of the signs of units of measurement in braille.</li> <li>• The learner is able to write most of the signs of units of measurement in braille.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner has difficulty in identifying signs for units of measurement in braille.</li> <li>• The learner has difficulty in reading units of measurement in braille.</li> <li>• The learner is able to write few units of measurement in braille.</li> </ul>



Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>7.0 MUSIC BRAILLE NOTATION</b>	<b>7.1 NOTE VALUES AND SIMPLE TIME SIGNATURE S (4 lessons)</b>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>identify the note values and simple time signatures by feeling and naming the dots that form them for knowledge.</li> <li>read the note values and time signatures in braille for learning.</li> <li>write the note values and time signatures in braille to enhance skill mastery.</li> <li>appreciate the use of note values and time signatures in braille for day to day life..</li> </ol>	<ul style="list-style-type: none"> <li>Learners could be guided to identify note values and simple time signatures by naming dots that form them.(note values: quaver note, crotchet note , minim note, semi breve note time signatures: <math>^2_4, ^3_4, ^4_4</math> ) ,</li> <li>Learners could be guided to read note values and time signatures in braille.</li> <li>Learners could be guided to write note values and time signatures in braille by feeling the dots that form them.</li> <li>In pairs, learners could practice reading and writing the note values and time signatures for skill development</li> <li>In groups learners could associate the dots with note values and time signatures by singing or formulating a dots-note value song for enjoyment.</li> </ul>	<ol style="list-style-type: none"> <li>How do you write note values and simple time signatures in braille?</li> <li>How do you differentiate note values from time signatures?</li> </ol>
<p><b>Core competencies to be developed:</b>  <b>Learning to learn</b>-This could be developed as learners use the acquired braille skills to compose music.  <b>Communication and collaboration</b> – This could be developed as learners work in pairs and in groups in reading and writing note values and time signatures in braille.</p>				
<p><b>Link to Pertinent and Contemporary Issues: –social economic-financial literacy-</b> this is developed as learners use the knowledge</p>			<p><b>Link to value: respect:</b> This is achieved as learners listen to each others opinion.</p>	

and skills learnt here to enable them earn through music writing and performance.	
<b>Link to other Learning Areas: Creative arts-</b> this could be realised as learners use the note values and time signatures in writing rhythms in music	<b>Suggested Community Service Learning:</b> Learners could create a youtube channel and demonstrate how to write braille note values and simple time signatures in braille.
<b>Suggested non formal activity:</b> Learners could sing songs related to the dots forming note values and time signatures.	<b>Suggested assessment:</b> Oral Questions, Observation, written questions.
<b>Suggested learning resources:</b> braille machine, slate and stylus, braille papers, braille cards.	

### Suggested Assessment Rubrics

Exceedingly Expectation	Meeting Expectation	Approaching Expectation	Below Expectations
<ul style="list-style-type: none"> <li>• The learner is able to identify the note values and time signatures with speed.</li> <li>• The learner is able to read the note values and simple time signatures in braille with speed.</li> <li>• The learner is able to write the note values and simple time signatures in braille with ease, speed and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify the note values and time signatures</li> <li>• The learner is able to read the note values and simple time signatures in braille.</li> <li>• The learner is able to write the note values and simple time signatures in braille.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify the note values and time signatures with assistance</li> <li>• The learner is able to read most of the note values and simple time signatures in braille.</li> <li>• The learner is able to write most of the note values and simple time signatures in braille.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner has difficulty in identifying the note values and time signatures.</li> <li>• The learner has difficulty in reading the note values and simple time signatures in Braille.</li> <li>• The learner has difficulty in writing the note values and simple time signatures in braille.</li> </ul>

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
7.0 MUSIC BRAILLE NOTATION	7.2 RESTS, BAR LINES, DOUBLE BAR LINES & CLEFS (4 lessons)	By the end of the sub-strand the learner should be able to:  a) identify the rests, bar lines, double bar lines and clefs by naming the specific dots that form them for knowledge.  b) read rests, bar lines, double bar lines and clefs in braille by feeling dots that form them for learning  c) write rests, bar lines, double bar lines and clefs in braille for skill development.  d) appreciate the use of rests, bar lines, double bar lines and clefs for use in day to day life. .	<ul style="list-style-type: none"> <li>• Learners could be guided to identify rests, bar lines, double bar lines and clefs by naming the dots that form them. (quaver rest, crotchet rest, minim rest and semi-breve rest. Clefs: treble/G clef and bass/F clef. Bar lines and double bar lines).</li> <li>• Learners could be guided to read rests, bar lines, double bar lines and clefs in braille by feeling the dots that form them</li> <li>• Learners could be guided to write rests, bar lines, double bar lines and clefs in braille.</li> <li>• Learners could practice reading and writing rests, double bar lines and clefs.</li> <li>• n groups learners could associate the dots with rests, bar lines, double bar lines and clefs by playing rests dot song.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you write rests, bar lines, double bar lines and clefs in music braille?</li> <li>2. How do you differentiate rests from double bar lines and clefs?</li> </ol>
<p><b>Core competencies to be developed:</b></p> <p><b>Communication and collaboration</b> – This will be developed as learners work in pairs and in groups while reading and writing rests, barlines, double barlines and clefs in braille.</p> <p><b>Self efficacy</b> – This could be developed as learners use knowledge and skills acquired to read and perform music in music competitions.</p>				
<p><b>Link to Pertinent and Contemporary Issues: social economic-financial literacy:</b> this could be achieved as</p>			<p><b>Link to value: patriotism:</b> this is achieved as learners use the skills acquired to compose songs in praise of their country.</p>	

learners apply music braille skills and knowledge to create music as a source of income.	
<b>Link to other learning Areas: Creative arts-</b> This could be realised as learners apply the braille music skills to write and read music in creative arts.	<b>Suggested Community Service Learning:</b> learners could visit a studio to sensitise the community on how to use rests, bar lines, double bar lines and clefs in braille.
<b>Suggested non formal activity:</b> visit the school library to acquaint themselves with rests, bar lines, double bar lines and clefs in music texts.	<b>Suggested assessment:</b> Oral Questions, Observation, self assessment and peer assessment.
<b>Suggested learning resources:</b> braille machine, slate and stylus, braille papers, braille cards.	

### Suggested Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>• Learner is able to identify rests, bar lines, double bar lines and clefs in braille with ease and accuracy.</li> <li>• Learner is able to read rests, bar lines, double bar lines and clefs in braille with speed and accuracy.</li> <li>• Learner is able to write rests, bar lines, double bar lines and clefs in braille with speed and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is able to identify rests, bar lines, double bar lines and clefs</li> <li>• Learner is able to read rests, bar lines, double bar lines and clefs in braille;</li> <li>• Learner is able to write rests, bar lines, double bar lines and clefs in braille.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is able to identify rests, bar lines, double bar lines and clefs in braille with support.</li> <li>• Learner is able to read rests, bar lines, double bar lines and clefs in braille by feeling the dots that form them with support.</li> <li>• Learner is able to write rests, bar lines, double bar lines and clefs in braille with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficulty in identifying rests, bar lines, double bar lines and clefs in braille.</li> <li>• Learner has difficulty in reading rests, bar lines, double bar lines and clefs in braille.</li> <li>• Learner has difficulty in writing rests, bar lines, double bar lines and clefs in braille.</li> </ul>

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>7.0 MUSIC BRAILLE NOTATION</b>	<b>7.3 MUSICAL LETTER NAMES AND OCTAVE SIGNS</b>  <b>(6 lessons)</b>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>identify the musical letter names and octave signs by in braille naming the dots that form the for recall.;</li> <li>read the musical letter names and octave signs in braille by feeling dots that form them for learning.</li> <li>write the musical letter names and octave signs in braille for skill mastery.</li> <li>appreciate the use musical letter names and octave signs in day to day activities.</li> </ol>	<ul style="list-style-type: none"> <li>Learners could be guided to identify the musical letter names and octave signs by naming the dots that form them. ( quaver A – G, crotchet a-g, minim A – G , semi – breve A – G Octave signs – 1 -8)</li> <li>Learners could be guided to read the musical letter names and octave signs in braille.</li> <li>Learners could be guided to write the musical letter names and octave signs in braille.</li> <li>In pairs learners could practice writing and compairing the musical letter names and octave signs.</li> <li>In groups learners could associate the dots with the musical letter names and octave signs by playing a musical letter name game..</li> </ul>	<ol style="list-style-type: none"> <li>How do you write musical letter names in braille?</li> <li>How do you write octave marks in braille?</li> <li>How do you differentiate musical letter names from octave marks.</li> </ol>
<p><b>Core competencies to be developed:</b></p> <p><b>Communication and collaboration</b> – This could be developed as learners work in pairs and in groups while reading and writing musical letter names and octave signs in braille.</p> <p><b>Learning to learn:</b> this could developed as learners apply the knowledge and skills acquired to read and write melodies in creative arts.</p>				
<p><b>Link to Pertinent and Contemporary Issues :social economic: education for sustainable development-this could be achieved as learners use the knowledge and skills to perform music as a profession in future.</b></p>			<p><b>Link to value: love:</b> this could be developed as learners work together in groups to help each other.</p>	
<p><b>Link to other learning Areas Creative arts-</b> This could be realised as learners apply the skills learnt to read and write music.</p>			<p><b>Suggested Community Service Learning:</b> visit a national and sensitize them on them on the importance of</p>	

	having brailled music books.
<b>Suggested non formal activity:</b> learners to visit school library to familiarize themselves with musical letter names and octave signs in music books and journals in braille.	<b>Suggested assessment:</b> Oral Questions, Observation, written questions, self assessment.
<b>Suggested learning resources:</b> braille machine, slate and stylus, braille papers, braille cards.	

### Suggested Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>• The learner is able to identify the musical letter names and octave signs in braille by naming the dots that form them ease..</li> <li>• The learner is able to read the musical letter names and octave signs in braille by feeling dots that form them with ease..</li> <li>• The learner is able to write the musical letter names and octave signs in braille with speed and accuracy..</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify the musical letter names and octave signs in braille by naming the dots that form them</li> <li>• The learner is able to read the musical letter names and octave signs in braille.by feeling the dots thatbform them.</li> <li>• The learner is able to write tmusical letter names and octave signs in braille.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify some musical letter names and octave signs in braille by naming the dots that form them..</li> <li>• The learner is able to read some of the musical letter names and octave signs in braille.by feeling the dots that form them.</li> <li>• The learner is able to write some musical letter names and octave signs in braille</li> </ul>	<ul style="list-style-type: none"> <li>• The learner has difficulty in identifying musical letter names and octave signs in braille.</li> <li>• The learner has difficulty in reading musical letter names and octave signs in braille.</li> <li>• The learner has difficulty in writing musical letter names and octave signs in braille. in braille.</li> </ul>

<b>8.0 FRENCH BRAILLE</b>	<b>8.1 LETTERS OF THE ALPHABET &amp; FRENCH ACCENT MARKS</b>  <b>(4 LESSONS)</b>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify letters of the alphabet and the french accent marks by feeling and naming the specific dots that form them for knowledge.</p> <p>b) read letters of the alphabet and the french accent marks in braille for learning;</p> <p>c) write letters of the alphabet and the french accent marks in braille for skill development.</p>	<ul style="list-style-type: none"> <li>• Learners could be guided to state the letters of the alphabet and the French accent marks in a sequence orally.</li> <li>• Learners could be guided to identify letters of the alphabet and the French accent marks by feeling and naming specific dots that make each of these characters.</li> <li>• Learners could be guided to read the letters of the alphabet and the French accent marks on a card.</li> <li>• Learners could be guided to write the letters of the alphabet and the French accent marks.</li> <li>• In pairs learners could practice reading letters of the alphabet by identifying the letters that are reverse of each other such as DF, EI, JH, RW.</li> <li>• In turns learners could practice reading and writing the French accent marks in braille.</li> <li>• In groups learners could associate the dots with letters of the alphabet by singing or formulating a letter-dot song.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you distinguish letters that are reverse to each other?</li> <li>2. How do you distinguish the French letters of the alphabet from the English ones?</li> </ol>
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**Core competencies to be developed:**

**Communication and collaboration** – This will be achieved as learners work in pairs and in groups in reading and writing French letters of the alphabet and accent mark in braille.

**Learning to learn:** this developed as learners proceed to use the letters of the alphabet to form simple French words in braille

<p><b>Link to Pertinent and Contemporary Issues : social economic:Social cohesion:</b> while working in pairs and groups learners promote the values of sharing, tolerance and respect.</p>	<p><b>Link to values:</b> respect is developed as learners work together in turns to read and write letters of the alphabet and the French accent marks in braille.</p>
<p><b>Link o other learning areas:</b> French language, English language, Kiswahili language. This is achieved as learners use the alphabet in reading and writing in respective learning areas.</p>	<p><b>Suggested Community Service Learning:</b> visit a French cultural centre library, and together with the librarian, label the shelve in French braille</p>
<p><b>Suggested non formal activity:</b> sing songs related to the dots forming letters of the alphabet and the French accent marks.</p>	<p><b>Suggested assessment:</b> Oral Questions, , Observation, peer assessment.</p>

**Suggested learning resources:** braille machine, slate and stylus, braille papers, braille cards, glue, adhesive braille labels.

**Suggested Assessment Rubrics**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"><li>• The learner is able to identify letters of the alphabet and the French accent marks with ease.</li><li>• The learner is able to read letters of the alphabet and the French accent marks in braille with speed accuracy.</li><li>• The learner is able to write letters of the alphabet and the French accent marks in braille with speed accuracy.</li></ul>	<ul style="list-style-type: none"><li>• The learner is able to identify letters of the alphabet and the French accent marks.</li><li>• The learner is able to read letters of the alphabet and the French accent marks in braille;</li><li>• The learner is able to write letters of the alphabet and the French accent marks in braille.</li></ul>	<ul style="list-style-type: none"><li>• The learner is able to identify letters of the alphabet but requires support to identify the French accent marks.</li><li>• The learner is able to read letters of the alphabet and some French accent marks in braille;</li><li>• The learner is able to write letters of the alphabet and some French accent marks in braille;</li></ul>	<ul style="list-style-type: none"><li>• The learner has difficulty in identifying both letters of the alphabet and French accent marks</li><li>• The learner is able to read few letters of the alphabet and few accent marks in braille;</li><li>• The learner is able to write few letters of the alphabet and few accent marks in braille;</li></ul>



<b>8.0 FRENCH BRAILLE</b>	<b>8.2 UN- CONTRACTED BRAILLE</b>  <b>(4 LESSON)</b>	By the end of the sub-strand the learner should be able to; <ul style="list-style-type: none"> <li>a) read simple French words in braille for knowledge,</li> <li>b) write simple French words in Braille for skill development,</li> <li>c) appreciate the use of braille in reading and writing French for future reference.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner could be guided to read three – four letter word in braille.</li> <li>• In pairs learners could participate in reading three – four letter words in French.</li> <li>• Learner could be guided to write three – four letter words in French braille</li> <li>• In pairs learners could participate in writing three - four letter words in French braille.</li> <li>• In groups learners could take turns to dictate and write simple French words in braille.</li> </ul>	1. How do you form words in French braille  2. How do we write the following words  jeu  be'be'
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**Core competencies to be developed:**

**Imagination and creativity:** this is developed as learners come up with their own words similar to those on the cards.

**Self efficacy:** This could be developed as the learners read words correctly as they appear on the card.

**Communication and collaboration:** This could be achieved as the learners work in pairs and groups while reading and writing uncontracted words in french braille.

**Link to Pertinent and Contemporary Issues:**

**Llife skills- knowing and living with others:** this is achieved as learners use the learnt skills to communicate and interact with others in the world

**Link to values:** while working together learners will learn to tolerate and respect each other.

**Link o other learninig areas:** French language: this could be realised as learners use the skills learnt to learn the French language.

**Suggested to community service learning:** visit a French cultural centre library, and together with the librarian, label the pigeon hole in French braille

**Suggested non formal activity to support learning:** learners could play simple letter word games in French.

**Suggested assessment:** Observation, Oral Questions and peer assessment.

**Suggested learning resources:** braille machine, slate and stylus, braille papers, braille cards.

**Suggested Assessment Rubric:**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"><li>• Learner is able to read simple words in braille with speed and fluency.</li><li>• Learner is able to write simple words in Braille speed and accuracy.</li></ul>	<ul style="list-style-type: none"><li>• Learner is able to read simple French words in braille.</li><li>• Learner is able to write simple French words in Braille.</li></ul>	<ul style="list-style-type: none"><li>• Learner is able to read simple French words in braille with support.</li><li>• Learner is able to write simple French words in braille with assistance.</li></ul>	<ul style="list-style-type: none"><li>• Learner has difficulty in reading French words in braille.</li><li>• Learner needs a lot of assistance in writing French words in braille.</li></ul>

Strand	Sub – Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry questions
<b>8.0 FRENCH BRAILLE</b>	<b>8.3 PUNCTUATIONS AND INDICATOR  (2 LESSONS)</b>	By the end of the sub-strand the learner should be able to: a) identify punctuation signs and indicator in French braille by naming the dots that form them for knowledge b) read out punctuation signs and indicator in French braille for pose and intonation; c) write punctuations signs and indicator in French braille for skill development; d) Appreciate the use of punctuation signs and the indicator in French braille for future use.	<ul style="list-style-type: none"> <li>• Learners could be guided to identify punctuation and indicator sign in French braille (- punctuation signs: fullstop, comma, question mark, exclamation mark) Indicator - Capital sign)</li> <li>• Learners could be guided to read out punctuations signs in French braille.</li> <li>• Learners could be guided to write punctuations signs and indicator in French braille.</li> <li>• In pairs learners could participate in identifying punctuations signs and indicators in French braille,</li> <li>• In groups learners could take turns to and write French braille sentences using punctuations signs and the indicator in braille.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you indicate a letter sign in French braille?</li> <li>2. How do we differentiate between lower signs and punctuations</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Core competencies to be developed:</b></li> <li>• Communication and Collaboration – This could be developed through learners working in pairs and groups as they take turn to dictate, read and write sentences with punctuations signs and indicator.</li> <li>• <b>Learning to learn</b> – This can be achieved through learners using the learnt punctuation signs to read and write sentences.</li> </ul>				
<b>Link to Pertinent and Contemporary Issues: - social economic- Social cohesion:</b> learners while working in pairs and groups promote the values of sharing, tolerance and respect.			<b>Link to values;</b> learners demonstrate unity as they work together.	
<b>Link o other learninig areas:</b> french language This could be be achieved as learners use punctuation marks for pose, intonation and coherence while reading and writng French language.			<b>Suggested Community Service Learning:</b> visit childrens home and read for them childrens stories in French observing punctuation marks in braille.	

<b>Suggested non formal activity to support learning:</b> learners could recite simple poems noting the punctuation marks.	<b>Suggested assessment:</b> Oral questions, written questions, observation, peer assessment.
<b>Suggested learning resources:</b> braille machines, braille papers, slate and stylus.	

### Suggested Assessment Rubric

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• The learner is able to identify punctuation signs and note the indicator in French braille and observe poses and intonations.</li> <li>• The learner is able to read punctuation signs and indicator in sentences with speed and fluency.</li> <li>• The learner is able to write punctuation signs and indicator in sentences with speed and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify punctuation signs and indicator in French braille.</li> <li>• The learner is able to read punctuation signs and and note the indicator in braille in sentences .</li> <li>• The learner is able to write punctuation signs and indicator in French braille sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify punctuation signs and indicator in French braille with support.</li> <li>• The learner is able to read most of the punctuation signs and and note the indicator in sentences.</li> <li>• The learner is able to write punctuation signs and indicator in French braille with support.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner has difficulty in identifying punctuation signs and indicator in French braille.</li> <li>• The learner is able to read few punctuation signs but cannot note the indicator in French braille sentences</li> <li>• The learner has difficulty in writing punctuation signs and indicator in French braille sentences.</li> </ul>

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>8.0 FRENCH BRAILLE</b>	<b>8.4 NUMBERS IN BRAILLE</b>  <b>(3 LESSONS)</b>	By the end of the sub-strand the learner should be able to;  a) identify the number sign in French braille by naming the dots that form them for Knowledge. b) read numbers 0-20 in French braille for learning. c) write numbers 0-20 in French braille for skill development. d) appreciate reading and writing numbers in French braille for future use.	<ul style="list-style-type: none"> <li>Learners could be guided to identify specific dots forming the number sign in French braille.</li> <li>Learners could be guided to identify numbers 0-20 in French braille.</li> <li>Learners could be guided to write numbers 0-20 in French braille.</li> <li>In pairs learners could be guided to practice writing the number sign in French braille.</li> <li>In groups learners could sing and play dot-number game/songs in French braille.</li> </ul>	<ol style="list-style-type: none"> <li>Why do we use number sign when writing numbers in braille?</li> <li>How do you differentiate numbers from letters in braille?</li> </ol>
<b>Core competencies to be developed:</b>				
<b>Learning to learn:</b> This could be developed as learners use reading and writing skills learnt to write poems, notes letters in French..				
<b>Creativity and imagination:</b> This is developed as learners devise ways of mastering dots through singing dot number songs				
<b>Link to Pertinent and Contemporary Issues:</b> - social economic financial literacy- This could be achieved as learners apply the learnt skills in mathematical tasks that would help them in day to day life and business ventures			<b>Link to values:</b> Responsibility is realized as learners undertake turns to do tasks in groups as guided. <b>Unity</b> is realized as learners work together in groups or pairs to accomplish tasks.	
<b>Link to other learning areas:</b> French Language: this is realized as learners learn numbers in french language. This could also help them in numbering and organizing their work.JNKJK Mathematics: This could be realized as learners use braille numbers in learning whole and Mathematics			<b>Suggested community service learning:</b> learners could visit a local library-french section to label and code books in French .	
<b>Suggested non formal activity to support learning:</b> learners could be involved in singing, playing number game-song in groups.			<b>Suggested assessment:</b> Oral questions, written questions, self assessment and peer assessment.	
<b>Suggested learning resources:</b> braille machine, slate and stylus, braille papers, braille cards French books..				

**Suggested Assessment rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• The learner is able to identify the French number sign in braille with ease.</li> <li>• The learner is able to read numbers 0-20 in French braille with ease, speed and accuracy.</li> <li>• The learner is able to write numbers 0-20 in French braille with ease, speed and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify the number sign in French braille.</li> <li>• The learner is able to read numbers 0-20 in French braille.</li> <li>• The learner is able to write numbers 0-20 in French braille.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify the French number sign in braille with support.</li> <li>• The learner is able to read some of the numbers ranging from 0-20 in French braille.</li> <li>• The learner is able to write numbers ranging from 0-20 in French braille with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner has difficulty in identifying the number sign in French braille.</li> <li>• The learner has difficulty in reading numbers ranging from 0-20 in French braille.</li> <li>• The learner has difficulty in writing numbers ranging from 0-20 in French braille.</li> </ul>

<b>9.0 GERMAN BRAILLE</b>	<b>9.1 LETTERS OF THE ALPHABET &amp; GERMAN ACCENT MARKS</b>  <b>(3 LESSONS)</b>	<p>By the end of the sub-strand the learner should be able to;</p> <p>a) identify letters of the alphabet and the German accent marks by feeling and naming the specific dots that form them for knowledge,</p> <p>b) read out letters of the alphabet and the German accent marks in braille for learning,</p> <p>c) write letters of the alphabet and the German accent marks in braille for skill development.</p>	<ul style="list-style-type: none"> <li>• Learners could be guided to state the letters of the alphabet and the German accent marks in a sequence orally.</li> <li>• Learners could be guided to identify letters of the alphabet and the German accent marks by feeling and naming specific dots that make each of these characters.</li> <li>• Learners could be guided to read out the letters of the alphabet and the German accent marks on a card.</li> <li>• Learners could be guided to write the letters of the alphabet and the German accent marks.</li> <li>• In pairs learners could practice reading letters of the alphabet by identifying and reading letters that are reverse of each other such as DF, EI, JH, RW.</li> <li>• In turns learners could practice reading and writing the German accent marks in braille.</li> <li>• In groups learners could associate the dots with letters of the alphabet by singing or formulating a letter-dot song.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you distinguish letters that are reverse to each other?</li> <li>2. How do you distinguish the German letters of the alphabet from the English ones?</li> </ol>
<p><b>Core competencies to be developed:</b>  <b>Communication and collaboration</b> – This will be achieved as learners work in pairs and in groups in reading and writing braille.  <b>Self efficacy</b> - Self esteem is developed as learners master the dots forming the alphabet and the German accent marks in Braille.</p>				
<p><b>Link to Pertinent and Contemporary Issues: Social cohesion:</b> while working in pairs and groups learners promote the values of sharing, tolerance and respect.</p>		<p><b>Link to value:</b> respect is developed as learners work together in turns to read and write letters of the alphabet and the German accent marks in braille.</p>		
<p><b>Link o other learning areas:</b> German language, English language, Kiswahili language. This is achieved as learners use the alphabet in reading and writing.</p>		<p><b>Suggested Community Service Learning:</b> visit the library to read German books and also get guidance from the librarians.</p>		
<p><b>Suggested non formal activity:</b> sing songs related to the dots forming letters of the alphabet and the German accent marks.</p>		<p><b>Suggested assessment:</b> Oral Questions, Observation, written questions</p>		
<p><b>Suggested learning resources:</b> braille machine, slate and stylus, braille papers, braille cards, German books.</p>				

### Suggested Assessment Rubrics

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• The learner is able to identify letters of the alphabet and the German accent marks by feeling and naming the specific dots with ease.</li> <li>• The learner is able to read letters of the alphabet and the German accent marks in braille with ease, speed and accuracy.</li> <li>• The learner is able to write letters of the alphabet and the German accent marks in braille independently with ease, speed and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify letters of the alphabet and the German accent marks by feeling and naming the specific dots.</li> <li>• The learner is able to read letters of the alphabet and the German accent marks in braille;</li> <li>• The learner is able to consistently write letters of the alphabet and the German accent marks in braille.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify some letters of the alphabet and some German accent marks by feeling and naming the specific dots.</li> <li>• The learner is able to read some of the letters of the alphabet and some German accent marks in Braille;</li> <li>• The learner is able to write letters of the alphabet and the German accent marks in Braille with support.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner has difficulty in identifying letters of the alphabet and the German accent marks by feeling and naming the specific dots.</li> <li>• The learner takes a lot time to read the letters of the alphabet and the German accent marks in Braille;</li> <li>• The learner needs a lot of assistance writing the letters of the alphabet and the German accent marks in Braille.</li> </ul>



<b>9.0 GERMAN BRAILLE</b>	<b>9.2 UN- CONTRACTED BRAILLE (4 LESSONS)</b>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) Read simple German words in braille for knowledge;</p> <p>b) Write simple German words in Braille for learning</p> <p>c) Appreciate the use of German braille in reading and writing for skill development.</p>	<ul style="list-style-type: none"> <li>• Learner could be guided to read three to four letter German words in braille.</li> <li>• In pairs learners could participate in reading three to four letter German words.</li> <li>• Learner could be guided to write three to four letter German words in braille</li> <li>• In pairs learners could participate in writing three to four letter German words.</li> <li>• In groups, learners could be guided to read and write simple German sentences in braille.</li> </ul>	<p>1. How do you form words in German braille</p> <p>2. How do you write the following words</p> <p>gern</p> <p>neun</p> <p>für</p>
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**Core competencies to be developed:**

**Imagination and creativity:** Through student coming up with their own German words similar to those on the cards.

**Self efficacy:** This could be realized as the learners read German words correctly as they appear on the card.

**Communication and collaboration:** This could be achieved as the learners work in pairs and in groups.

**Link to Pertinent and Contemporary Issues :**

**Social cohesion:** while working in pairs and groups, learners promote the values of sharing, tolerance and respect.

**Link to values:** while working together learners will learn to tolerate and respect each other.

**Link to other learning areas:** German language, English language, Kiswahili language. This could be developed as learners write German alphabet.

**Suggested to community services:** Visit an Education Assessment and Resource Centre and learn more from the personnel and interact further with German Learning materials.

**Suggested non formal activity:** learners could play simple letter word games.

**Suggested assessment:** Observation, Oral Questions, written questions.

**Suggested learning resources:** braille machine, slate and stylus, braille papers, braille cards German braille.

<b>Suggested Assessment rubric:</b>			
<b>Exceeding expectations</b>	<b>Meeting expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
<ul style="list-style-type: none"> <li>• Learner is able to read simple German words in braille with ease, speed and accuracy.</li> <li>• Learner is able to write simple German words in Braille ease, speed and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is able to read simple german words in braille.</li> <li>• Learner is able to write simple German words in Braille.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is able to read some of the German words in braille.</li> <li>• Learner is able to write some of the German words in braille.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficult in reading German words in braille.</li> <li>• Learner needs a lot of assistance in writing German words in braille.</li> </ul>

Strand	Sub – Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry question
<b>9.0 GERMAN BRAILLE</b>	<b>9.3 PUNCTUATIONS AND INDICATOR  (2 LESSONS)</b>	By the end of the sub-strand the learner should be able to:  a) identify punctuation signs and indicator in German braille for knowledge, b) read punctuation signs and indicator in German braille sentences for learning; c) write punctuations signs and indicator in German sentences for skill development: d) Appreciate the use of punctuation signs and the indicator sign in braille.	<ul style="list-style-type: none"> <li>Learners could be guided to identify punctuation signs and indicator sign in German braille (- punctuation signs: fullstop, comma, question mark, exclamation mark) Indicator - Capital sign)</li> <li>Learners could be guided to read punctuations signs and indicator sign in German braille sentences.</li> <li>Learners could be guided to write punctuations signs and indicator in German braille sentences.</li> <li>In pairs learners could participate in identifying punctuations signs and indicators in sentences.</li> <li>In groups learners could take turns to dictate and write sentences using punctuations signs and the indicator sign.</li> </ul>	<ol style="list-style-type: none"> <li>How do you indicate a letter sign in German braille?</li> <li>How do you differentiate lower croup signs from punctuation signs</li> </ol>
<p><b>Core competencies to be developed:</b> Communication and Collaboration – This could be achieved through learners working in pairs and groups as they take turn to dictate, read and write sentences with punctuations and indicators marks. <b>Learning to learn</b> – This can be achieved through learners identifying specific dots for each indicator and punctuation sign and how to place them in the sentences</p>				
<p><b>Link to Pertinent and Contemporary Issues:</b> <b>Social cohesion:</b> While working in pairs and groups learners promote the values of sharing, tolerance and respect.</p>			<p><b>Link to values;</b> learners demonstrate peace, love and unity as they work together.</p>	
<p><b>Link o other learning areas:</b> German language this could be</p>			<p><b>Suggested Community Service Learning activities:</b> Visit a</p>	

realized as learners use punctuation signs and indicator in reading and writing the German language.	library in the neighborhood, read German braille books to familiarize themselves with various punctuation marks and the indicator sign.
<b>Suggested non formal activity to support learning:</b> learners could listen to a story from a resource person.	<b>Suggested assessment:</b> oral questions, written questions.
<b>Suggested learning resources:</b> braille machines, braille papers, slate and stylus, German books.	

### Suggested Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>• The learner is able to identify punctuation signs and indicator in German braille with ease.</li> <li>• The learner is able to read punctuation signs and indicator in German braille sentences with ease, speed and accuracy.</li> <li>• The learner is able to write punctuation signs and indicator in German braille sentences with ease, speed and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify punctuation signs and indicator in German braille.</li> <li>• The learner is able to read punctuation signs and indicator in German braille sentences.</li> <li>• The learner is able to write punctuation signs and indicator in German braille sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify punctuation signs and indicator in German braille with support.</li> <li>• The learner is able to read most of the punctuation signs and indicator in German braille sentences.</li> <li>• The learner is able to write punctuation signs and indicator in German braille sentences with support.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify a few punctuation signs and indicator in German braille.</li> <li>• The learner takes time to read most of the punctuation signs and indicator in German braille sentences.</li> <li>• The learner needs a lot of support in writing punctuation signs and indicator in German braille sentences.</li> </ul>

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
<b>9.0 GERMAN BRAILLE</b>	<b>9.4 NUMBERS IN BRAILLE (3 LESSONS)</b>	By the end of the Sub-Strand the learner should be able to; identify the number sign in German braille,  a) read numbers 0-20 in German braille, b) write numbers 0-20 in German braille, c) appreciate reading and writing numbers in German braille.	<ul style="list-style-type: none"> <li>• Learners could be guided to identify specific dots forming the number sign in German braille.</li> <li>• Learners could be guided to practice writing the number sign in German braille.</li> <li>• Learners could be guided to identify numbers 0-20 in German braille.</li> <li>• Learners could be guided to write numbers 0-20 in German braille.</li> <li>• In pairs or groups learners could count objects in the classroom.</li> <li>• In groups learners could sing and play dot-number game or songs.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we use number sign when writing numbers in braille?</li> <li>2. How do you differentiate numbers from letters in braille?</li> </ol>
<p><b>Core competencies to be developed:</b>  <b>Learning to learn:</b> This could be developed as learners practice reading and writing numbers in German braille.  <b>Creativity and imagination</b> is seen as learners devise ways of mastering dots through singing dot number songs.</p>				
<p><b>Link to pertinent and contemporary issues: citizenship - Social cohesion</b> – This is achieved as learners work in groups irrespective of their backgrounds.  <b>Self efficacy</b> - self esteem is boosted as learners are able to read and write numbers in German braille</p>			<p><b>Link to values:</b> responsibility is realized as learners undertake their turns to do tasks in groups as guided.  <b>patriotism and peace</b> are realized through appreciation of cultural diversity as learners learn other languages.</p>	
<p><b>Link to other learning areas:</b> German language. Mathematics: This could be realized as learners use braille numbers in learning how to read numbers in German language.</p>			<p><b>Suggested community service learning:</b> visit to a local market to familiarize with counting different objects and items using numbers in Germany.</p>	
<p><b>Suggested non formal activity to support learning:</b> Learners could be involved in singing playing number games, songs working in groups.</p>			<p><b>Suggested assessment:</b> oral questions, written questions.</p>	
<p><b>Suggested learning resources:</b> braille machine, slate and stylus, braille papers, braille cards learning materials in Germany.</p>				

**Suggested Assessment rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• The learner is able to identify the number sign in German braille with ease.</li> <li>• The learner is able to read numbers 0-20 in German braille with ease, speed and accuracy.</li> <li>• The learner is able to write numbers 0-20 in German braille with ease, speed and accuracy..</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify the number sign in German braille.</li> <li>• The learner is able to read numbers 0-20 in German braille.</li> <li>• The learner is able to write numbers 0-20 in German braille.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is able to identify the number sign in German braille.</li> <li>• The learner is able to read some of the numbers ranging from 0-20 in German braille.</li> <li>• The learner is able write numbers ranging from 0-20 in German braille with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner has difficulty in identifying the number sign in German braille.</li> <li>• The learner has difficulty in reading numbers ranging from 0-20 in German braille.</li> <li>• The learner needs a lot of assistance in writing numbers ranging from 0-20 in German braille.</li> </ul>



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