REPUBLIC OF KENYA

MINISTRY OF EDUCATION

UPPER PRIMARY CURRICULUM DESIGNS

GRADE 5
BRAILLE SKILLS

FOR LEARNERS WITH VISUAL IMPAIREMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
JANUARY 2021

First Published in 2021

ISBN:

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

The Kenya Institute of Curriculum Development (KICD) has been undertaking intensive activities towards education reforms in the country since 2015. The reforms in the education sector have been informed by, among other factors, the summative evaluation of the curriculum   conducted in 2009 and the needs assessment study of 2016. These reforms have also given due regard to the policy environment as dictated by Kenya Constitution 2010, the Kenya Vision 2030, the East African Protocol, Taskforce Report on Realignment of Education Sector, 2012, and Sessional Paper No. 2 of 2015 on 'Reforming Education and Training in Kenya'.

Curriculum is the vehicle through which a country empowers its citizens with the necessary knowledge, skills, attitudes, and values that enable them to be socially and economically engaged and empowered, for personal and national development. A key milestone in the curriculum reform activities was the development of the Basic Education Curriculum Framework (BECF) which is a reference point for all subsequent curriculum development activities. This was followed by a competency-based curriculum for Early Years Education which was developed in 2016 and subsequently the curriculum designs for Grades 4, 5 and 6 as part of the curriculum reforms materials. The designs have addressed the Competency Based curriculum components such as Pertinent and Contemporary Issues, learner support programmes, linkages between learning areas, selected values and Community Service Learning.

It is hoped that the curriculum designs will guide the teacher to provide a practical approach to learning that aims to yield the desired learning outcomes. It is my expectation that the teacher will use the designs to make learning experiential, learner- centred, interesting, and enjoyable.

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PREFACE

The Government of Kenya embarked on a national implementation of the Competency Based Curriculum (CBC) in January 2019 in Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3. Based on the reorganization of the Basic Education structure, Grade 4, 5 and 6 are part of Middle School. This level is marked by providing the learner with a broad curriculum that allows them to explore their abilities and interests before selecting a Pathway and Track in **Senior Secondary School**.

These curriculum designs are aimed at providing the Middle School Learning areas, General Learning Outcomes and Specific Learning Outcomes; Strands and Sub Strands. The Designs also outline suggested learning experiences, key inquiry questions, assessment rubrics, pertinent and contemporary issues, values and community service-learning activities.

It is my hope that all Government agencies and stakeholders will use the designs for effective planning and efficient implementation of the curriculum. Feedback will be important on all aspects of the curriculum with regard to the designs, implementation and assessment. I encourage stakeholders to provide feedback and engage with relevant State agents.

I am confident that effective implementation of the curriculum in Grade 5 will be a significant milestone on the ongoing curriculum reforms.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

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INTRODUCTION

The Braille Skills curriculum designs have been developed for learners in Grade 5. The designs are comprehensive enough to guide the teachers to effectively facilitate the implementation of the curriculum. The teacher must understand the learning outcomes and use the suggested learning experiences to achieve the outcomes. The teacher can also design own learning experiences as long as learners achieve the desired learning outcomes. A variety of activities will ensure that learners are engaged in learning. 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. Braille for foreign language has been developed. Learners should be guided to choose either option 1 (French braille) or option 2 (German braille) to enable them read, write and perform other activities in class related to the foreign language they are learning. 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 instill 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-fulfillment**

   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.

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
1.	Mathematics	5
2.	Physical and Health Education	5
3.	English language	4
4.	Kiswahili Language KSL for learners who are deaf	4
5.	Science and Technology	4
6.	Agriculture	3
7.	Creative Arts (Art and craft, Music)	3
8.	Home science	3
9.	Religious Education (CRE/IRE/ HRE)	3
10.	Social Studies (Citizenship, Geography, History)	3
11.	Other Languages (Braille Skills)	2
12.	Pastoral Programme and Instructions	1
	TOTAL	**40**

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

By end of Middle School, the learner should be able to:
a) Apply literacy, numeracy skills and logical thinking appropriately in self-expression.
b) Communicate effectively in diverse contexts.
c) Apply digital literacy skills appropriately for communication and learning in day-to-day life.
d) Practise hygiene, appropriate sanitation and nutrition to promote health.
e) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
f) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
g) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
h) Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence.
i) Manage pertinent and contemporary issues in society effectively.

GENERAL LEARNING OUTCOMES FOR BRAILLE SKILLS

By the end of this learning area, the learner with blindness should be able to:
a) Use braille reading and writing skills in learning and communication.
b) Use braille writing and reading equipment and materials in learning and communication.
c) Use digital devices with assistive technology to enhance learning.
d) Trace and interpret tactile graphics for learning.
e) Apply English, Kiswahili, Mathematics, Music, French or 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 5 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 5, the learning content grows in complexity. As such, the braille skills to be acquired enable the learner grasp the new concepts easily. Below are the braille skills grade 5 designs.

1.0 BRAILLE WRITING AND READING EQUIPMENT AND MATERIALS

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
1.0 BRAILLE WRITING AND READING EQUIPMENT AND MATERIALS	**1.1 Digital devices with Assistive technology**	By the end of the sub-strand, the learner should be able to: a) Identify digital devices with assistive technology for reading and writing braille. b) Use digital devices with assistive technology in reading and writing braille. c) Use digital devices with assistive technology to record, store and retrieve information for skill development.	• Learners could be guided to identify digital devices with assistive technology such as Braillant B1 40, PAC mate (20, 40 or Omni), braille edge 40 and any refreshable braille keyboard. • Learners could be oriented on the parts of the digital devices with assistive technology and their use. • Learners could be guided to use the digital devices with assistive technology to read and write braille. • Learners could be guided to record, store and retrieve information using the digital devices with assistive	1. How do we use digital devices with assistive technology for reading and writing? 2. Why should we take care of digital devices?

		d) Handle and store carefully digital devices with assistive technology for safety. e) Appreciate the use of digital devices with assistive technology for learning.	technology. • In pairs or groups learners could practice reading, writing and recording information using the digital devices with assistive technology. • Learners could be guided to handle with care and store well the digital devices after use.	

Core competencies to be developed:

Learning to learn: this could be developed as learners use digital devices with assistive technology to research and get more information in other learning areas.

Digital literacy: This could be developed as learners use digital devices with assistive technology to read, write and search for information.

Link to Pertinent and Contemporary Issues: Human sexuality – This is developed as learners observe responsible behaviour by logging into relevant sites and avoiding those that promote immorality and pornography.	**Link to values: responsibility-** This is achieved as learners take good care of the digital devices with assistive technology.
Link to other Learning Areas: Science and technology, Kiswahili, English and Mathematics. This is achieved as learners use digital devices with assistive technology in reading, writing, storing and in performing research activities in these learning areas.	**Suggested community service learning:** visit ICT and use digital devices with assistive technology for the visually impaired as a way of creating awareness.

Suggested non formal activity to support learning: Learners could visit the computer laboratory in their school and use the digital devices with assistive technology to research on other similar digital devices with assistive technology.	Suggested modes of assessment: observation, oral questions. Self assessment and peer assessment.
Suggested learning resources: Smart braillers, Braillant B1 40, PAC mate (20, 40 or Omni), braille edge 40 and any refreshable braille keyboard, orbit reader and refreshable braille displays.	

ASSESSMENT RUBRICS

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
The learner is able to; identify digital devices with assistive technology for reading and writing braille and even assist others to identify them.	The learner is able to; identify digital devices with assistive technology for reading and writing braille,	The learner is able to; identify most of the digital devices with assistive technology for reading and writing braille.	The learner is able to; identify few digital devices with assistive technology.
use digital devices with assistive technology in reading and writing braille with ease and speed.	use digital devices with assistive technology in reading and writing braille,	use most of the digital devices with assistive technology in reading and writing braille,	use few digital devices with assistive technology for reading and writing braille.
use digital devices with assistive technology to record and retrieve information with ease and	use digital devices with assistive technology to record and retrieve information,	use most of the digital devices with assistive technology to record and retrieve information,	use few digital devices with assistive technology to read and write braille.

speed.			
take care of the digital devices with assistive technology and even innovate storage cases and store them well after use.	take care of the digital devices with assistive technology and store them well after use.	take good care of most of the digital devices with assistive technology and store them well after use.	care and store well after use few digital devices with assistive technology.

2.0 BRAILLE READING SKILLS

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
2.0 BRAILLE READING SKILLS	**2.1 Tactile Graphic**	By the end of the sub-strand the learner should be able to: a) Identify tactile graphics for knowledge. b) Interpret tactile materials for learning. c) Handle and store tactile graphics safely after use. d) Appreciate the use of tactile materials for learning.	• Learners could be guided to identify simple tactile graphics through tracing horizontal line, perpendicular lines, angles, shapes, puzzles, music recorder chart and others. • Learners could be guided to trace and interpret information on the tactile graphics. • In pairs or groups learners could practice tracing and interpreting tactile graphics. • Learners could be guided on appropriate care and storage of tactile materials.	1. How do you identify different tactile graphics? 2. How do you store tactile materials?

Core competencies to be developed:

Communication and collaboration: This could be developed as learners work in pairs and in groups to identify tactile graphics.

Critical thinking and problem solving: This could be developed as learners trace and interpret horizontal line, perpendicular lines, angles, shapes, puzzles, music recorder chart and others. **Creativity and innovation**: this could be developed as learners use the tactile cues to interpret the features on the tactile graphics.	
Link to Pertinent and Contemporary Issues: safety measures: This can be achieved as learners observe safety measures while tracing and interpreting tactile materials.	**Link to values and responsibility:** this is achieved as learners handle tactile graphics with care.
Link o other learning areas: Mathematics, Social studies, Creative Arts, music. This is achieved as learners trace tactile graphics in the respective learning areas using the skills acquired.	**Suggested Community Service Learning activities:** learners could make tactile graphics with both print and braille captions then visit a nearby local library outside their school to display them.
Suggested Non formal activity to support learning: Learners could make their own tactile graphics using locally available materials during their own free time.	**Suggested assessment:** Oral questions, self assessment, peer assessment.
Suggested learning resources: horizontal line, perpendicular lines, angles, shapes, puzzles, music recorder chart, glue, braille paper, drawing board, spur wheel, beads and assorted cereals.	

ASSESSMENT RUBRICS

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: identify and even go a step further to interpret tactile graphics accurately.	The learner is able to: identify tactile graphics.	The learner is able to: identify most of the tactile graphics presented.	The learner: has difficulty in identifying tactile graphics.

trace, interpret tactile graphics accurately and is able to give explanation.	trace and interpret tactile graphics presented.	trace and interpret most of the tactile graphics.	has difficulty in tracing and interpreting tactile graphics.
creatively handle with care and store tactile materials safely.	handle with care and store tactile materials safely.	handle with care tactile materials and shows little effort in storing most of them safely.	shows minimal effort in both handling and storing tactile materials.

3.0 BRAILLE WRITING SKILLS

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
3.0 BRAILLE WRITING SKILLS	**3.1 Organizing Braille Work**	By the end of the sub strand the learner should be able to: a) Page braille work using different paging styles. b) Bind braille work into booklets. c) Handle with care and store braille books safely. d) Appreciate the importance of organizing braille work.	• Learners could be guided on how to page braille work using different paging styles (roman numbers/ Hindu Arabic, page number position, print/braille page. • learners could be guided on how to bind braille work into booklets using different binding styles and materials (binding styles: spiral, tape binding, stitching • materials: tape, pin, thread, spiral binder- wire/plastic). • Learners could be guided on how to handle, care and store braille books safely. • In pairs learners could be guided to practice paging braille work	1. Why do we page braille work? 2. How do you ensure safety of your braille written work

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| | | | | using different paging styles. | |
| | | | • In groups learners could be guided to practice binding braille work into booklets using different binding styles and materials. | |

Core competencies to be developed

Learning to learn: this is developed as learners apply the learnt skills to organize, bind and store their work in the different learning areas.

Self-efficacy: this is developed as learners confidently and independently page their braille, bind it into booklets and store them safely.

Creativity and innovation: this is developed as learners improvise binding materials to keep their work neat and safe.

Link to Pertinent and Contemporary Issues	**Link to Values**
Life skills: this is achieved as learners apply the learnt skills in their day to day life to organize and take care of their personal items, documents and records.	**Responsibility:** this is achieved as learners organize their braille work through paging, binding and safe storage for future use.
Link to other Learning Areas	**Suggested Community Service Learning**
Mathematics, English, Kiswahili, Science and technology, creative arts: this is achieved as learners use skills learnt to organize their work in theses learning areas.	Learners could visit local library in their county to help in rebinding braille books that are torn.

Suggested Non Formal Activity that Support Learning Learners could visit the transcriber's office and learn different styles of organizing and storing Braille work.	Suggested Assessment: Self-assessment. Oral assessment, peer assessment and presentations.
Suggested Learning Resources: Slate and stylus, Braille machines, Braille papers, binding materials	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to: page braille work using different paging styles sequentially.	The learner is able to: page braille work using different paging styles.	The learner is able to: page braille work using most of the paging styles.	The learner makes: minimal efforts in using different paging styles to page braille work.
Improvise materials for braille work into books using different binding styles and materials.	Bind braille work into booklets using different binding styles and materials.	Bind braille work into booklets using most of the binding styles and materials.	Minimal efforts in binding braille work into booklets.
Handle with care and creatively devise ways of arranging the books to avoid pilling.	Handle with care and store braille books safely.	Handle braille books with care make progressive efforts in storing appropriately.	Minimal efforts in handling and storing braille books.

4.0 ENGLISH BRAILLE

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
4.0 ENGLISH BRAILLE	**4.1 Punctuation Signs and Indicator** (3 Lessons)	By the end of the sub-strand the learner should be able to: a) identify punctuation signs and indicators by naming the specific dots that form them. b) mention punctuation marks and indicator while reading sentences in braille for learning. c) write in braille punctuation signs and indicators in sentences for learning.	• The learner could be guided to identify punctuation signs and indicator by naming their specific dots (Hyphen, dash, ellipsis italics) • Learners could be guided to read sentences while taking note of punctuation marks and the italic sign. • Learner could be guided to write punctuation signs and italic sign in sentences. • In pairs learners could practice identifying punctuation signs and italic sign while reading sentences in braille. • In groups, learners could take turns to dictate and write	1. How do you italicize words in braille? 2. How do you differentiate between punctuation marks and a lower group sign?

		d) enjoy the use of punctuation signs and indicators in braille texts for effective communication.	sentences using punctuation signs and italic sign. Learners could be guided to read a story from the digital devices with assistive technology and write the punctuation marks used.	

Core Competencies to be developed

Digital literacy: this is developed as learners use assistive digital devices to listen to a story and write the punctuation marks used.

Communication and Collaboration – this could be developed through learners working in pairs and groups as they take turns to dictate, read and write sentences with punctuations signs and italic sign.

Link to Pertinent and Contemporary Issues: - social economic- Social cohesion: this is achieved as learners work in pairs and groups to promote the values of sharing, tolerance and respect.	**Link to values;** learners demonstrate unity as they work together in pairs or groups.
Link to other learning areas: English Language, social studies, creative arts, Kiswahili language. This could be achieved as learners use punctuation marks and italics sign when taking notes in these learning areas.	**Suggested Community Service Learning:** learners could visit a local worship centre and together with other children compose songs, write in braille and recite it while taking note of the punctuation marks.
Suggested non formal activity to support learning: Learners could visit a library in the neighborhood, read braille books to familiarize themselves with various	**Suggested assessment:** Oral questions, written questions, observation.

punctuation marks and italic sign.	

Suggested learning resources: braille machines, braille papers, slate and stylus, braille books and digital devices with refreshable braille display.

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; identify punctuation marks and italic sign in braille and can also guide others.	The learner is able to; identify punctuation marks and italic sign in braille.	The learner is able to; identify most of the punctuation marks in braille	The leaner; makes minimal effort in identifying punctuation marks and italic sign in braille.
mention punctuation marks and indicator while reading sentences in braille with speed and ease.	mention punctuation marks and italic sign while reading sentences in braille.	mention most of the punctuation marks and italic sign while reading sentences in braille.	has difficult in identifying and mentioning punctuation marks and italic sign while reading sentences in braille
write in braille punctuation marks and italic sign in sentences with accuracy	write in braille punctuation marks and italic sign in sentences.	write in braille most of the punctuation marks and italic sign in sentences	makes minimal effort in writing punctuation signs and italic sign in sentences in braille

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
4.0 ENGLISH BRAILLE	**4.2 Final Group Signs with:** - **Dots 4, 6** - **Dots 5, 6** - **Dot 6** **(10 lessons)**	By the end of the sub-strand the learner should be able to; a) identify dots forming final group sign by feeling and naming the dots that form them. b) read final group signs in sentences. c) write in braille final group signs in sentences. d) Appreciate use of final group signs in reading and writing braille for reducing bulkiness of braille work.	• Learners could be guided to identify by naming dots forming final group signs in categories of: - Final group signs with dot 4, 6 - Final group signs with dot 5, 6 - Final group signs with dot 6 • Learners could be guided to read sentences with final group signs of various categories. • Learners could be guided to write sentences with final group signs of various categories. • In pairs or groups, learners could participate in reading and writing sentences with final group signs of various categories.	1. How do you write the final group signs? 2. How do you differentiate between a word sign and group sign?

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Core competencies to be developed	
Communication and collaboration: This is developed as the learners work in pairs and groups to read and write sentences using the final groups signs. **Learning to learn:** this is developed as learners apply the skills learnt to write composition, notes, and exercises in class.	
Link to Pertinent and Contemporary Issues –life skills – this is realized as learners use the skills learnt to communicate to each other through writing and keeping records.	**Link to values:** learners demonstrate peace and unity as they work together harmoniously while performing class tasks involving final group signs.
Links to other learning areas: English language, Mathematics, Creative arts. This could be achieved as learners use final group signs in writing notes and reading text books in the respective learning areas.	**Suggested community service learning:** learners could read story books to their friends at home for learning and enjoyment
Suggested non formal activity to support learning: learners could prepare tactile charts with final group signs and hang them at the back of their class for reference.	**Suggested assessment:** Oral Questions, peer review, presentations, observation
Suggested learning resources: braille machines, slate and stylus, braille cards, braille papers, glue, scissors, threads.	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; identify final group signs by naming dots that form them with precision.	The learner is able to; identify final group signs by naming dots that form them.	The learner is able to; identify most of the final group signs by naming dots that form them.	The learner makes; minimal effort in identifying dots forming final group signs.

read in braille words with final group signs in sentences with speed and precision.	read final group signs in sentences in braille.	read sentences with final group signs with dot 6 but confuses those with dots 4, 6 with 5, 6.	minimal effort in reading final group sign in sentences.
write in braille final group signs with speed and accuracy.	write in braille final group signs in sentences.	write sentences with final group signs with dot 6 but confuses those with dots 4, 6 with 5, 6.	minimal efforts in writing final group signs in sentences in braille.

5.0 BRELI YA KISWAHILI

Mada	Mada ndogo	Matarajio Maalum	Mapendekezo Ya Shughuli Za Somo	Maswali Dadisi
5.0 BRELI YA KISWAHILI	**5.1 Alama za Kuakifisha** **Muda:** **(Vipindi 2)**	Kufikia mwisho wa mada ndogo, mwanafunzi aweze: a) kutambua nukta nundu zinazounda alama za kuakifisha katika breli kwa kutaja nukta nundu husika. b) kutaja alama za kuakifisha wakati anaposoma sentensi kwa breli. **c)** kuandika alama za kuakifisha katika sentensi ili kupata uzoefu. d) Kudhamini matumizi ya alama za kuakifisha	• Wanafunzi wanaweza kuelekezwa kutambua nukta nundu zinazounda alama za kuakifisha husika katika breli. (nusu kistari, kistari , alama za usemi, alama za mabano mzunguko), • Wanafunzi wanaweza kuelekezwa kutaja alama za kuakifisha wakati wanaposoma sentensi, • Wanafunzi wanaweza kuelekezwa kuandika alama za kuakifisha katika sentensi. • Kwa vikundi wanafunzi wanaweza kuelekezwa kutambua na kuandika alama za kuakifisha katika sentensi ili kupata uzoefu na kasi inayohitajika katika kusoma na	1. Ni vipi utaandika alama za kuakifisha kwa breli? 2. Alama za kuakifisha ya kiulizio hutofautishwa vipi baina yake na alama ya kufungua usemi?

		kusoma na kuandika breli.	kuandika.	

Umilisi wa kimsingi unaokuzwa:

Mawasiliano na ushirikiano – hukuzwa wakati wanafunzi wanpofanya kazi kwa vikundi vikundi wakishirikiana katika kusoma na kuandika kazi za breli zenye alama za kuakifisha.

Ubunifu: hukuzwa wakati wanafunzi wanatumia alama za kuakifisha kutunga na kuandika insha.

Uhusiano na masuala mtambuko: utangamano wa kijamii –hudhihirika wakati wanafunzi wa jamii mbalimbali wanapokaa pamoja na kufanya kazi pamoja kwa ushirikiano.	**Uhusiano wa maadili: umoja -** wanafunzi huonyesha umoja wanaposhirikiana wakifanya kazi kwa vikundi.
Uhusiano na masomo mengine: Kiswahili, Kingereza. hudhihirika wakati wanafunzi wanaposoma na kuandika sentensi ambazo zinahusisha alama za kuakifisha.	**Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji:** Wanafunzi wanaweza kuwasomea jamaa zao nyumbani hadithi fupi zenye alama za kuafikisha.
Shughuli za kila siku zisizoratibiwa zinazochangia ujifunzaji: wanafunzi wanaweza kutembelea maktaba ya shule ili wajifahamishe zaidi kuhusu alama za kuakifisha..	**Mapendekezo ya tathmini:** kujibu maswali kwa sauti, kusoma na kuandika.

Nyenzo: mashine za breli, karatasi za breli, kadi za breli.

KIWANGO CHA TATHMINI

Anazidi Matarajio	Anatimiza Matarajio	Anakaribia Matarajio	Chini Ya Matarajio
Mwanafunzi anaweza; kutambua nukta nundu zinazounda alama za kuakifisha katika breli na pia kuwaelekeza wengine kuzitambua.	Mwanafunzi anaweza; kutambua nukta nundu zinazounda alama za kuakifisha katika breli.	Mwanafunzi anaweza; kutambua baadhi ya nukta nundu zinazounda alama za kuakifisha katika breli.	Mwanafunzi anaweza; kutambua nukta nundu chache zinazounda alama za kuakifisha katika breli.
kutaja alama za kuakifisha wakati anaposoma sentensi kwa breli kwa kasi na urahisi .	kutaja alama za kuakifisha wakati anaposoma sentensi kwa breli.	kutaja baadhi ya alama za kuakifisha wakati anaposoma sentensi kwa breli.	kutaja alama chache za kuakifisha wakati anaposoma sentensi kwa breli..
kuandika alama za kuakifisha katika sentensi kwa usahihi na urahisi.	kuandika alama za kuakifisha katika sentensi	kuandika baadhi ya alama za kuakifisha katika sentensi.	kuandika alama chache za kuakifisha kwa breli..

Mada	Mada Ndogo	Matarajio Maalum	Mapendekezo Ya Shughuli Za Somo	Maswali Dadisi
5.0 Breli ya kiswahili	**5.2 Mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi**	Kufikia mwisho wa mada ndogo, mwanafunzi aweze: a) kutambua mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi katika breli ili kuifahamu. b) kusoma sentensi zenye maneno yaliyo na mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi kwa breli ili kujifunza. c) kuandika sentensi zenye maneno yaliyo na mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi kwa breli. d) Kudhamini matumizi ya mikato inayoundwa na	• Wanafunzi wanaweza kuelekezwa kutambua na kusema kwa sauti mikato inayoundwa na nukta nundu 4, 6 au 5, 6 zikifuatwa na herufi katika breli. • Wanafunzi wanaweza kuelekezwa kusoma kwa sauti mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi katika breli. • Wanafunzi wanaweza kuelekezwa kuandika mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi katika breli. • Wanafunzi wawili wawili wanaweza kusoma na kuandika sentensi zenye mikato inayoundwa na nukta nundu 4,	1. Ni vipi utaandika mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi kwa breli? 2. Kwa nini mikato hii haitumiwi mwanzoni mwa neno?

		nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi katika kusoma na kuandika breli	6 au 5, 6 ikifuatwa na herufi katika breli.	

Umilisi wa kimsingi inayokuzwa:

Ufanisi wa kibinafsi: hudhihirika wakati wanafunzi wanapotumia mikato hii kwenye maneno ya ziada

Mawasiliano na ushirikiano – hudhihirika wakati wanafunzi wanapojiunga kwa vikundi usoma na kuandika sentensi zenye sentensi zenye mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi

Uhusiano na masuala mtambuko:– utangamano **wa kijamii -** hudhihirika wakati wanafunzi wanaposoma pamoja kwa vikundi wakifanya kazi kwa pamoja.	**Uhusiano wa maadili:** umoja - hudhihirika wakati wanafunzi wanapo jifunza pamoja kimakundi au wawili wawili wakizingatia heshima na uaminifu.
Uhusiano na masomo mengine: Kiswahili. Hudhihirika wakati wanafunzi wanaposoma na kuandika mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi.	**Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji:** Wanafunzi waweze kutembelea sehemu za ibada kisha waombe nafasi ya kuwasomea waumini Aya kwenye vitabu vya dini wakizangatia mikato hii.
Shughuli za kila siku zisizoratibiwa zinazochangia ujifunzaji: Wanafunzi waweze kutembelea maktaba ilio karibu na eneo lao na wasome nakala zilizoandikwa kwa breli, ili kujifahamisha zaidi kuhusu mikato hii.	**Mapendekezo ya taathmini:** kujibu maswali kwa sauti, kazi ya kusoma na kuandika.
Nyenzo: Mashine za breli, karatasi za breli, vitabu vya breli	

KIWANGO CHA TATHMINI

Anazidi Matarajio	Anatimiza Matarajio	Anakaribia Matarajio	Chini Ya Matarajio
Mwanafunzi anaweza; kutambua mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi na pia kuwaelekeza wengine kuzitambua.	Mwanafunzi anaweza; kutambua mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi.	Mwanafunzi anaweza; kutambua baadhi ya mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi	Mwanafunzi; anaweza kutambua mikato michache inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi.
kusoma sentensi zilizo na mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi kwa kasi na ufasaha.	kusoma sentensi zilizo na mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi.	kusoma sentensi zilizo na mikato inayoundwa na nukta nundu 4,6 lakini ana ugumu wa kusoma 5, 6 ikifuatwa na herufi.	ana ugumu wa kutofautisha baina ya mikato inayoundwa na nukta nundu 4,6 na ile ya nukta nundu 5,6 ikifuatwa na herufi anaposoma.
kuandika sentensi zilizo na mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi kwa kasi na usahihi	kuandika sentensi zilizo na mikato inayoundwa na nukta nundu 4, 6 au 5, 6 ikifuatwa na herufi.	kuandika sentensi zilizo na mikato inayoundwa na nukta nundu 4, 6 lakini ana ugumu wa kusoma 5, 6 ikifuatwa na herufi	ana ugumu wa kutofautisha baina ya mikato inayoundwa na nukta nundu 4,6 na ile ya nukta nundu 5,6 ikifuatwa na herufi anapoandika.

6.0 MATHEMATICS BRAILLE NOTATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 MATHEMATICS BRAILLE NOTATION	**6.1 Numbers in Braille** **(2 Lessons)**	By the end of the sub-strand the learner should be able to: a) Identify numbers ranging from 10,001 to 100,000 by naming dots that form them for knowledge, b) read numbers ranging from 10,001 to 100,000in braille for learning, c) write numbers ranging from 10,001 to 100,000 in braille for skill development d) read and write simple mathematics statements involving numbers ranging from	• Learners could be guided to name dots forming numbers ranging from 10,001 to 100,000. • Learners could be guided to read numbers ranging from 10,001 to 100,000 in braille. • Learners could be guided to write numbers ranging from 10,001 to 100,000 in braille, • Learners could practice writing simple mathematics statements using numbers ranging from 10,001 to 100,000 in braille using braille papers or digital devices with assistive technology.	1. How do you represent a mathematical comma in braille? 2. How do you write number ranging from 10,001 to 100,000 in braille?

		10,001 to 100,000 in braille for mastery. e) appreciate reading and writing numbers in braille.	• In pairs or in groups, learners could practice reading and writing numbers and simple mathematics statements in braille.	

Core competencies to be developed:

Learning to learn: This could be developed as learners practice writing other additional numbers within the same range in braille using acquired skills.

Digital literacy: this is developed as learners use assistive digital devices to read and write numbers and mathematical statements in braille.

Link to Pertinent and Contemporary Issues: life skills- career guidance: this could be achieved as learners apply skills acquired to perform tasks involving numbers in their day to day activities.	**Link to values**: Learners demonstrate respect as they exercise patience, tolerance and allow turn taking while performing tasks involving numbers.
Link to other learning areas: mathematics**,** Social studies: this could be realized as learners apply the learnt skills to write numbers in mathematics and social studies	**Suggested community service learning:** at home ask members of your family to mention numbers ranging from 10,001 to 100,000 as you braille them, then read the numbers to them as they confirm.
Suggested non formal activity to support learning: Learners could play games involving numbers and dots for enjoyment	**Suggested assessment:** Oral questions and written questions, self assessment, observation.
Suggested learning resources: braille machines, braille cards, braille papers, slate and stylus.	

ASSESSMENT RUBRICS

Exceeding expectations	Meeting expectations	Approaching Expectations	Below Expectations
The learner is able to; identify numbers ranging from 10,001 to 100,000 and beyond by naming specific dots that form them.	The learner is able to; identify numbers ranging from 10,001 to 100,000 by naming specific dots that form them.	The learner is able to; identify most of the numbers ranging from 10,001 to 100,000 by naming specific dots that form them.	The learner is able to; identify few numbers ranging from 10,001 to 100,000 by naming specific dots that form them.
read numbers ranging from 10,001 to 100,000 and beyond in braille	read numbers ranging from 10,001 to 100,000 in braille	read numbers ranging from 10,001 to 100,000 in braille but confuses those numbers that mirror each other.	read few numbers ranging from 10,001 to 100,000 in braille.
write numbers ranging from 10,001 to 100,000 and beyond in braille in braille.	write numbers ranging from 10,001 to 100,000 in braille in braille.	write numbers ranging from 10,001 to 100,000 in braille but confuses those numbers that mirror each other.	write few numbers ranging from 10,001 to 100,000 in braille.
read and write simple mathematics statements in involving numbers ranging from 10,001 to 100,000 and beyond in braille with ease.	read and write simple mathematics statements in involving numbers ranging from 10,001 to 100,000 in braille;	read and write simple mathematics statements involving numbers ranging from 10,001 to 100,000 in braille but confuses statements with mirror numbers.	read and write few simple mathematics statements involving numbers ranging from 10,001 to 100,000 in braille;

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
6.0 MATHEMATICS BRAILLE NOTATION	**6.2 Roman Numbers in Braille** **(2 Lessons)**	By the end of the sub-strand the learner should be able to; a) Identify Roman numbers from XI to L by naming dots that form them. b) read Roman numbers from XI to L in braille. c) write Roman numbers from XI to L in braille. d) write Hindu Arabic numbers into roman numbers in braille. e) appreciate reading and writing Roman numbers in braille for reference.	• Learners could be guided to identify Roman numbers from XI to L by naming dots that form them. • Learners could be guided to read Roman numbers from XI to L in braille • Learners could be guided to write Roman numbers from XI to L in braille • Learners could be guided to change Hindu Arabic numerals into Roman numbers from XI to L in braille. • In pairs or in groups, learners could practice reading and writing Roman numbers from XI to L in braille.	1. How do you write Roman numbers in braille? 2. Why do we use letter sign when writing Roman numbers in braille?

Core competencies to be developed:	
Learning to learn: This could be developed as learners apply the skills learnt to read and write Roman numbers in other learning areas. **Communication and collaboration**: This could be developed as learners work together in pairs or groups to read and write Roman numbers	
Link to Pertinent and Contemporary Issues: social economic **- Social cohesion:** Learners could promote the values of sharing, tolerance and respect while working in pairs and groups.	**Link to values**: Learners demonstrate unity as they work together.
Link to other learning areas: 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.	**Suggested community service learning:** learners to go to a local church to label chairs, benches.
Suggested non formal activity to support learning: learners could tag trees around the school compound using roman numbers in braille.	**Suggested assessment:** Oral questions and written questions, self assessment and peer assessment..
Suggested learning resources: braille machines, braille cards, braille papers, slate and stylus. glue	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to; identify Roman numbers	The learner is able to; identify Roman numbers	The learner is able to; identify Roman numbers	The learner; is able to identify few

from XI to L and beyond by naming the dots that form them	from XI to L by naming the dots that form them	from XI to L by naming the dots that form them with prompts.	Roman numbers from XI to L by naming the dots that form them
read Roman numbers from XI to L and beyond with speed.	read Roman numbers from XI to L in braille.	read most of the Roman numbers from XI to L in braille.	is able to read few Roman numbers from XI to L in braille.
write Roman numbers from XI to L and beyond with speed.	write Roman numbers from XI to L in braille.	write Roman numbers from XI to L in braille but sometimes forgets to use the letter sign.	makes minimal efforts in writing Roman numbers from XI to L in braille.
change Hindu Arabic numbers to Roman numerals up to 'L' and beyond.	change Hindu Arabic numbers to Roman numerals up to 'L' in braille	change most of the Hindu Arabic numbers to Roman numerals in braille.	is able to change few Hindu Arabic numbers to Roman numerals in braille

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions
6.0 MATHEMATICS BRAILLE NOTATION	**6.3 Decimals up to 4 Decimal Places (2 Lessons)**	By the end of the sub-strand the learner should be able to; a) identify the decimal point sign in braille; b) read numbers with decimal in braille, c) write numbers with decimal in braille, d) enjoy reading and writing numbers with decimals in braille.	• Learners could be guided to identify the decimal point sign by naming the dot. • Learners could be guided to read numbers with decimal in braille. • Learners could be guided to write numbers with decimal in braille; • In pairs or groups learners could practice reading and writing decimal numbers in braille.	1. How do you represent the decimal point in braille? 2. How do you differentiate numbers with decimal from other numbers?

Core competencies to be developed:

Learning to learn: This is developed as learners apply the knowledge acquired in performing tasks in different learning areas

Self efficacy: this is developed as learners independently work out sums involving decimals

Link to Pertinent and Contemporary Issues: **social -economic social cohesion:** while working in pairs and groups learners promote the values of sharing, tolerance and respect.	**Link to values:** Learners demonstrate peace as they work together in reading and writing numbers with decimals together harmoniously.
Link to other learning areas: Mathematics, Social studies: This is realized as learners apply the skill of writing decimal points to do tasks involving numbers with decimal in mathematics or social studies.	**Suggested community service learning:** Visit a national library then write different numbers with decimal in braille which should be displayed for people to read alongside print versions.
Suggested non formal activity to support learning: learners could visit their school library to read and write various numbers with decimal for practice.	**Suggested assessment:** Oral questions, written questions, Observations, presentations, peer assessment
Suggested learning resources: braille machines, slate and stylus, braille cards, abacus, plastic types, cubes and cubarithms.	

ASSESSMENT RUBRICS

Exceeding expectations	Meeting expectations	Approaching Expectations	Below Expectations
The learner is able to; identify the decimal point sign in braille even when it shifts position.	The learner is able to; identify the decimal point sign in braille.	The learner is able to; show progressive effort in identifying the decimal point sign in braille.	The learner; shows minimal effort in identifying the decimal point sign in braille.

read numbers with decimal in braille upto 4 decimal places and beyond	read numbers with decimal in braille up to 4 decimal places.	read most of the numbers with decimal in braille.	is able to read few numbers with decimal in braille.
write numbers with decimal in braille upto 4 decimal places and beyond	write numbers with decimal in braille up to 4 decimal places.	write most of the numbers with decimal in braille.	is able to write few numbers with decimal in braille.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry questions

6.0 MATHEMATICS BRAILLE NOTATION	**6.4 Units of Measurements**
	
	(5 Lessons)
		By the end of the sub-strand the learner should be able to;
		a) identify braille signs for units of measurement by naming the dots that form them.
		b) read numbers with units of measurement in braille.
		c) write numbers with units of measurement in braille read and write simple mathematical statements with units of measurement.
			• Learners could be guided to identify the dots forming the signs for units of measurement
			(- length – mm, cm, m km, cm2, m2, km2 cm and their respective square units
			   - volume – mm^3, cm^3, m^3
			   - weight – g, kg
			   - time – hours, minutes, sec a.m., p.m.),
			• Learners could be guided to read numbers with units of measurement in braille on a work card.
			• Learners could be guided to write numbers with units of measurement in braille.
			• In pairs or groups learners could be guided to read and
				1. Why do we use a letter sign on some units and not on others?
				2. How do you differentiate units of measurement abbreviated by a letter from those abbreviated with two letters?

		d) appreciate the use of signs for units of measurement in braille for future reference.	write simple mathematical statements with units of measurement	

Core competencies to be developed:

Learning to learn: this is developed as learners apply the skills learnt in reading and writing numbers with units of measurement in mathematics.

Communication and collaboration: This is developed as learners work in pairs and in groups while reading and writing numbers with units of measurement in braille.

Link to Pertinent and Contemporary Issues: Financial literacy: this is achieved as learners use the acquired skills in business related activities where they are required to measure, label and record.	**Link to values**: Learners demonstrate unity as they work together in pairs or groups while performing tasks related to units of measurement.
Link to other learning areas: Mathematics**,** Social studies: This is realized as learners apply the skills learnt to write numbers with units of measurement in these subjects.	**Suggested Community Service Learning:** learners could label hospital walls in braille alongside print labels at the outpatient department to be used in taking measurements.
Non formal activity to support learning. Learners could role play buying and selling of items requiring units of measurement.	**Suggested assessment:** oral questions and written questions, self-assessment, peer assessment

Suggested learning resources: braille machines, braille papers, slate and stylus, Weighing machines, braille rulers and tape measures, tactile clock face, measuring cylinders calibrated in braille.

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify signs for units of measurement in braille with ease.	The learner is able to; identify signs for units of measurement in braille;	The learner is able to; identify most of the signs for units of measurement in braille.	The learner is able to; identify few signs for units of measurement in braille.
read numbers with units of measurement in braille with speed and precision.	read numbers with units of measurement in braille.	read most of the signs of units of measurement in braille.	read few units of measurement in braille.
write signs for units of measurement in braille with ease.	write numbers with units of measurement in braille.	write most of the signs of units of measurement in braille.	write few units of measurement in braille.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
6.0 MATHEMATICS BRAILLE NOTATION	6.5 Simple Algebraic Expressions	By the end of the sub strand the learner should be able to: a) read algebraic expression in braille. b) write algebraic expressions in braille. c) Appreciate reading and writing algebraic expressions in braille for enjoyment.	• Learners could be guided to read algebraic expressions in braille • Learners could be guided to write algebraic expressions in braille • in pairs learners could practice reading and writing algebraic expressions in braille for mastery	1. How do you write algebraic expressions in braille? 2. Why do we use dot 5, 6 in some algebraic expressions

Competencies to be Developed:

Communication and collaboration: this is developed as learners work in pairs practicing reading and writing algebraic expressions in braille.

Critical thinking and problem solving: this is developed as learners as learners critically decide on when to use the letter sign in writing and when not to in writing algebraic expressions in braille.

Link to Pertinent and Contemporary Issues: **Life skills:** this is achieved as learners use the skills learnt in their day to day	**Link to Values: Peace Love and Tolerance-**this is achieved as learners appreciate each other as they work in pairs.

activities.	
Link to other Learning Areas: Mathematics-this is achieved as learners apply the skills learnt in working out algebraic expressions in mathematics.	**Suggested Community Service Learning: With the help of the parent** learners could write algebraic expressions then read them to their peers at home as they write out.
Suggested Non Formal Activity that Support Learning: Learners could visit the school library to familiarize themselves with more algebraic expressions	**Suggested Assessment: observation, peer assessment, self-assessment and oral questions.**
Suggested Learning Resources: braille machines, braille papers, braille cards.	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; read algebraic expressions in braille and even read simple mathematical statements involving algebraic expressions.	The learner is able to; read algebraic expressions in braille	The learner is able to; read most of the algebraic expressions in braille	The learner has difficulty; in reading algebraic expressions.
write algebraic expressions in braille and even write simple	read and write algebraic expressions in	read and write most of the algebraic expressions in braille	in reading and writing algebraic expressions.

mathematical statements involving algebraic expressions.	braille		

7.0 MUSIC BRAILLE NOTATION

Strand	Sub-strand	Specific Learning Outcome	Suggested learning experiences	Key inquiry questions
7.0 MUSIC BRAILLE NOTATION	**7.1 Musical Letter Names and Octave Signs** **(6 lessons**	By the end of the sub-strand the learner should be able to: a) identify the musical letter names and octave signs by feeling and naming the dots that form them in braille. b) read the musical letter names and octave signs in braille by feeling and naming dots that form them in braille. c) write the musical letter names and octave signs in braille. d) appreciate the use of	• Learners could be guided to identify the musical letter names and octave signs by naming the dots that form them. They include; quaver E – G, crotchet E-G, minim E – G, semi – breve E – G Octave signs – 2nd -8th) • Learners be guided to read the musical letter names and octave signs in braille. • Learners be guided to write the musical letter names and octave signs in braille. • In pairs learners practice writing and reading the musical letter names and octave signs. • In groups learners associate the dots with the musical letter	How do you indicate letter name in braille?

		musical letter names and octave signs in braille.	names and octave signs by singing a dot note song	

Core competencies to be developed:

Communication and collaboration – This is developed as learners work in pairs and in groups while reading and writing musical letter names and octave signs in braille.

Learning to learn: this is developed as learners apply the knowledge and skills acquired to read and their own music for performance.

Link to other learning Areas Music: this is realized as learners apply the skills learnt to read and write music. Letter names and octave signs in music.	**Suggested Community Service Learning:** learners could write music letter names and octave marks in braille then visit a music conservatoire to display on notice boards alongside print copies.
Suggested non formal activity: learners to visit school library to familiarize themselves with musical letter names and octave signs in music books and journals in braille.	**Suggested assessment:** Oral Questions, Observation, written questions, and self-assessment.
Link to Pertinent and Contemporary Issues: social economic: education for sustainable development-this is developed as learners use the knowledge and skills to perform music as a profession in future.	**Link to value: love:** this is achieved as learners work together in groups to read and write music letter names and octave signs.

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify the musical letter names and octave signs in braille by naming the dots that form them with ease. • The learner is able to read the musical letter names and octave signs in braille fluently. • The learner is able to write the musical letter names and octave signs in braille with speed and accuracy.	• The learner is able to identify the musical letter names and octave signs in braille. • The learner is able to read the musical letter names and octave signs in braille. • The learner is able to write musical letter names and octave signs in braille.	• The learner is able to identify some musical letter names and octave signs in braille. • The learner is able to read some of the musical letter names and octave signs in braille by feeling the dots that form them. • The learner is able to write some musical letter names and octave signs in braille	• The learner is able to identify few musical letter names and octave signs in braille. • The learner is able to read few musical letter names and octave signs in braille. • The learner is able to write few musical letter names and octave signs in braille.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
7.0 MUSIC BRAILLE NOTATION	**7.1 Dotted Notes/Values**	By the end of the sub-strand the learner should be able to: a) Identify braille dots used for doting notes in braille. b) Read the dotted notes in braille. c) Write dotted notes in braille for learning. d) Appreciate reading and writing dotted notes in bralle.	• Learners could be guided to identify braille dots used to dot notes (dotted quaver, dotted crotchet, and dotted minim). • Learners could be guided to read different dotted notes noting the braille dots used to dot them. • Learners could be guided to write dotted notes in braille. • In pairs learners could be guided to practice reading and writing dotted notes in braille.	How do you write dotted notes in braille?
Core Competencies to be Developed: **Learning to learn:** this is developed as learners apply skills gained to read dotted notes in music. **critical thinking and problem solving:** this is developed as learners identify dots dotting the note values.				

Link to Pertinent and Contemporary Issues: **financial literacy**-this is achieved as learners use the skills learnt to compose music.	**Link to Values:** Unity: this is achieved as learners work together in groups to practice reading and writing dotted notes
Link to other Learning Areas: music: this is achieved as learners apply the skills to learn dotted notes in music.	**Suggested Community Service Learning:** learners could visit a music conservatoire to read music with dotted notes and sensitize the community on certain issues using through music.
Suggested Non Formal Activity that Support Learning: Learners could visit the school library to acquaint themselves with dotted notes in music braille from the available materials.	**Suggested Assessment:** Oral Questions, Self-Assessment, Portfolio and peer Assessment.
Suggested Learning Resources: braille paper, braille machine, braille cards on dotted notes.	

ASSESSMENT RUBRICS

Exceeding Expectations	**Meeting Expectations**	**Approaching Expectation**	**Below Expectations**
The learner is able to; identify and use the dots used to dot notes in braille.	The learner is able to; identify dots used to dot notes in braille.	The learner is able to; identify some dotted notes in braille.	The learner is able to; identify few dotted notes in braille.
read and interpret the dotted notes noting the dots that dot them in braille.	read dotted notes in braille.	read some dotted notes in braille.	read few dotted notes in braille.

write a rhythm using dotted notes in braille.	to write dotted notes in braille.	write some dotted notes in braille	write few dotted notes in braille.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
7.0 MUSIC BRAILLE NOTATION	**7.2 Notes smaller than eighth note, Tie and slur**	By the end of the sub-strand the learner should be able to: a) Identify dots forming a semi-quaver, demi-semi-quaver, the tie and slur in braille. b) The learner is able to read semi-quaver, demi-semi-quaver, tie and slur noting the dots that form them in braille. c) The learner is able to write semi-quaver, demi=semi-quaver, tie and slur in braille. d) Appreciate reading and writing semi-quavers, demi-semi-quavers, tie and slur in braille.	• Learners could be guided to identify semi-quaver, demi-semi-quaver, tie and slur by naming the dots that form them in braille. • Learners could be guided to read semi-quavers, demi-semi-quavers, tie and slur by feeling the dots that form them. • Learners could be guided to write semi-quaver, demi-semi-quaver, tie and slur in braille. • In groups or in pairs learners could practice	1. How do you write semi-quavers, demi-semi-quavers, tie and slur in braille? 2. How do you differentiate semi-quavers and demi-semi-quavers from ties and slurs in braille?

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			reading and writing semi-quavers, demi-semi-quavers, tie and slur for enjoyment.	

Competencies to be Developed:

Communication and Collaboration: This could be developed as learners practice reading and writing semi-quavers, demi-semi-quavers, tie and slur in groups or in pairs.

Learning to learn: this could be developed as learners apply the knowledge and skills learnt to braille music in creative arts.

Link to Pertinent and Contemporary Issues: **career guidance:** this could be developed as learners apply the knowledge to compose/perform music as income generation activity.	**Link to Values: love-**this is achieved as learners work together in groups appreciating each other's individual difference.
Link to other Learning Areas: music	**Suggested Community Service Learning:** Learners could visit a national library in their locality to familiarize themselves with materials containing music rhythms and melodies in braille.
Suggested Non Formal Activity that Support Learning: Learners to sing dot songs.	**Suggested Assessment:** Questions, self-assessment and peer assessment.

Suggested Learning Resources:
Braille machines, slate and stylus, braille paper.

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; identify semi-quaver, demi-semi-quaver, tie and slur by naming the dots that form them in braille with precision.	The learner is able to; identify semi-quaver, demi-semi-quaver, tie and slur in braille by naming the dots that form them.	The learner is able to; identify semi-quavers, demi-semi-quaver, tie and slur by naming the dots that form them with assistance.	The learner has difficulty; in identifying semi-quaver, demi-semi-quaver, tie and slur in braille.
read semi-quaver, demi-semi-quaver, tie and slur by feeling the dots that form them in braille.	read semi-quaver, demi-semi-quaver, tie and slur in braille by feeling the dots that form them.	read semi-quaver, demi-semi-quaver, tie and slur in braille by feeling the dots that form them.	to read semi-quaver, demi-semi-quaver, tie and slur in braille.
write semi-quaver, demi-semi-quaver, tie and slur in braille.	write semi-quaver, demi-semi-quaver, tie and slur in braille.	write semi-quaver, demi-semi-quaver tie and slur in braille.	to write semi-quaver, demi-semi quaver, tie and slur in braille.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
7.0 MUSIC BRAILLE NOTATION	**7.3 Music accidentals and key signatures**	By the end the sub-strand the learner should be able to: a) Identify music braille accidentals and key signatures by naming the dots that form them in braille. b) Read accidentals and key signatures in braille by feeling the dots that form them in braille. c) Write accidentals and key signatures in braille. d) Appreciate reading and writing accidentals and key signatures in braille.	• Learners could be guided to identify accidentals and key signatures in braille by naming the dots that form them. Accidentals are: (sharp dot 1, 4, 6, flat dot 1, 2, 6. Natural dot 1, 6). Key signatures are a sharp or group of sharps and a flat or group of flats. • Learners could be guided to read accidentals and key signatures in braille by feeling the dots that form them. • Learners could be guided to write accidentals and key signatures in braille. • In pairs or groups learners could practice reading and writing accidentals and key signatures in braille.	1. How do we write accidentals and key signatures in braille? 2. How are key signatures different from accidentals in braille?

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Competencies to be Developed:	
Collaboration and communication: this is developed as learners work in groups or pairs practicing reading and writing accidentals and key signatures. **Learning to learn:** this is developed as learners apply braille knowledge and skills to read and write music.	
Link to Pertinent and Contemporary Issues: **Life skills** this is achieved as learners apply music braille skills to improve their livelihoods through composing simple songs for performance.	**Link to Values: love-** this is achieved as learners work in pairs reading and writing accidentals and key signatures while assisting each other
Link to other Learning Areas: music- This is achieved as learners use the learnt skills to read and write accidentals and key signatures in music.	**Suggested Community Service Learning:** Learners could write accidentals and key signatures in braille then visit a local library to display them.
Suggested Non Formal Activity that Support Learning: Learners could carry out online research on the use of accidentals, key signatures, ties and slurs in braille.	**Suggested Assessment:** Questions, self-assessment, peer assessment, portfolios.
Suggested Learning Resources: Braille machines, braille paper, slate and stylus.	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to identify accidentals and key signatures and even guide others.	The learner to; identify accidentals and key signatures in braille.	The learner is able to; identify some accidentals as well as key signatures in braille,	The learner is able to; identify few accidentals and key signatures in braille.
read accidentals and key signatures in braille and guide others.	read accidentals and key signatures in braille.	read some accidentals as well as key signatures in braille.	read few accidental and key signatures in braille.
write music accidentals and key signatures in braille and use them to write short melodies.	write accidentals and key signatures in braille.	write some accidentals as well as key signatures in braille	write few accidentals and key signatures in braille.

Note: learners should be guide to choose option 1 (French braille) or option 2 (German braille) to enable them read, write and perform other activities in class related to the foreign language they are learning.

OPTION 1 – FRENCH BRAILLE

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
8.0 FRENCH BRAILLE	**8.1 French Accent Marks**	By the end of the sub-strand, the learner should be able to: a) identify accent marks in French braille by feeling and naming the dots that form them. b) read out the accent marks in French braille. c) write accent marks in French braille. d) appreciate use of accent marks in French braille.	• Learners could be guided to identify accent marks in French braille by feeling and naming the dots on braille cards e-trema, i-trema. u-trema and of diphthong. • Learners could be guided to read out accent marks in French braille. • Learners could be guided to write accent marks in French braille. • In pairs learners could be guided to read out simple words in French with accent marks in braille.	1. How are accent marks in French braille different from the French alphabet? 2. Why are accent marks used in French braille??
Core Competencies to be Developed				
Communication and Collaboration: this is developed as learners work together in pairs and groups while reading and writing accent marks in French braille.				
Learning to Learn: this is developed as learners look for more words with these accent marks in text books.				
Link to Pertinent and Contemporary Issues:		**Link to Values:** respect-this is achieved as learners work		

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Career guidance: This is achieved as learners utilize the acquired skills to perfect their pronunciation in the French language..	together in pairs in reading and writing French accents marks in braille.
Link to other Learning Areas: **French:** As learners use the learned skill in reading and writing French work.	**Suggested Community Service Learning:** learners could visit animal orphanage centers to label pictures in French braille.
Suggested Non Formal Activity that Support Learning: earners could practice writing French braille accents marks with the transcriber using thermoforms and braillons.	**Suggested Assessment:** self-assessment, peer assessment and oral assessment.
Suggested Learning Resources Braille paper, braille machine, thermoform machine, slate and stylus, braille cards.	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; identify French accent marks in braille and use them in words.	The learner is able to; identify French accent marks in braille.	The learner is able to; identify most of French accent marks in braille.	The learner is able to; identify few French accent marks in braille.
read out words with French accent marks with the correct intonation.	read accent marks in French braille.	read most of the French braille accent marks.	read few French accent marks in braille.

write French accent marks in braille and give examples of words for each.	write accent marks in French braille accurately.	write most of French braille accent marks.	write few French braille accent marks.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
8.0 FRENCH BRAILLE	**8.2 Uncontracted French Braille**	By the end of the sub-strand the learner should be able to; a) read simple sentences in uncontracted French braille. b) write simple, sentences in un contracted French braille, c) appreciate the use of full spelling in reading and writing French braille.	• Learners could be guided to read simple sentences in un contracted French braille. • Learners could be guided to write simple sentences in un contracted French braille. • In groups learners could take turns to read out sentences as the others write in uncontracted braille..	Why do we use uncontracted French braille?

Core Competencies to be Developed

Communication and collaboration: this is developed as learners work together in pairs to read, write and pronounce uncontracted French words in braille.

Self-efficacy: this is developed as learners exhibit confidence in reading and writing simple sentences in French braille.

Link to Pertinent and Contemporary Issues:	Link to Values:
Life skills: this could be developed has learners use	**Link to Values:** love: this could be achieved as learners assist one another during their group activities.

the learnt skills to improve their French, as result explore the job market world.	
Link to other Learning Areas: **French-**as learners use the acquired skills to read and write in French.	**Suggested Community Service Learning:** Learners could write, and transcribe simple sentences in French braille them stick the papers in public places for the public to read.
Suggested Non Formal Activity that Support Learning: Learners could sing simple French songs written in un contracted French braille.	**Suggested Assessment:** self-assessment, oral assessment, peer assessment.
Suggested Learning Resources: Braille machines, braille paper and slate and stylus.	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; read simple sentences in un contracted French braille with the right intonation.	The learner is able to; read simple sentences in un contracted French braille.	The learner is able to; read some simple sentences in un contracted French braille.	The learner is able to; read few simple sentences in un contracted braille.
write simple sentences in un contracted French braille and interpret them.	write simple sentences in un contracted French braille.	write some simple sentences in un contracted French braille.	write few simple sentences in un contracted French braille.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
8.0 FRENCH BRAILLE	8.3 Punctuations and Indicator	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 b) read out punctuation signs and indicator in French braille. c) write punctuations signs and indicator in French braille. d) Appreciate the use of punctuation signs and indicator in French braille.	• Learners be guided to identify punctuation and indicator sign in French braille (Colon. Semi-colon, Apostrophe, Hyphen And Speech marks) • Learners be guided to read sentences paying attention to punctuation signs. • Learners be guided to write punctuations signs and indicator in French braille. • In groups learners be guided to read and write punctuations signs in braille.	1. Why do we use punctuation marks when writing braille work? 2. How is a semi-colon different from colon?

Competencies to be Developed	
Competencies to be Developed	
Learning to learn: this is achieved as learners apply braille skills learnt to punctuate texts in French.	
Self-efficacy: this is achieved as learners use the acquired braille skills to perform other written tasks in French in their day to day lives.	
Link to Pertinent and Contemporary Issues: **Life skills:** this could be achieved as learners use the braille skills to write poems and chorales for contest.	**Link to Values:** unity-this is achieved as learners work together in harmony in their groups to read and write sentence with punctuation marks.
Link to other Learning Areas: **French and English-**this is achieved as learners punctuate sentences in French and English.	**Suggested Community Service Learning:** Learners could make game cards with simple sentences with different punctuations then share them with others in a nearby French cultural centre.
Suggested Non Formal Activity that Support Learning: Learners could read children readers in French in the school library to familiarize themselves more on French punctuation braille.	**Suggested Assessment:** peer assessment, oral assessment and presentations.
Suggested Learning Resources: Braille paper, braillers, cards and manila papers, children readers.	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; identify punctuation signs and indicator in French and supports others.	The learner is able to; identify punctuation signs and indicator in French braille.	The learner is able to; identify some punctuation signs and indicator in French braille.	The learner is able to; identify few punctuation signs and indicator in French braille.
read punctuation signs and indicator in sentences and bring out their intonation.	read punctuation signs and indicator in sentences.	read some punctuation signs and indicator in sentences.	read few punctuation signs and indicator in French braille.
write punctuation signs and indicator in sentences and can even independently punctuate short texts.	and indicator in French braille sentences.	write some punctuation signs and indicator in French braille.	write few punctuation signs and indicator in French braille.

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OPTION 2 – GERMAN BRAILLE

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
9.0 GERMAN BRAILLE	**9.1 German Accent Marks**	By the end of the sub-strand, the learner should be able to: a) identify accent marks in German braille by feeling and naming the dots that form them. b) read out the accent marks in German braille. c) write accent marks in German braille. d) appreciate use of accent marks in German braille.	• Learners be guided to identify accent marks in German braille by feeling and naming the dots on braille cards (Umlaut, eszett). • Learners be guided to read out accent marks in German braille. • Learners could be guided to write accent marks in German braille. • In pairs learners be guided to read out simple words in German with accent marks in braille for mastery.	1. How are accent marks in German braille different from the German alphabet? 2. Why are accent marks used in German braille?
Competencies to be Developed				
Communication and Collaboration: this is developed as learners work together in pairs and groups while reading and writing accent marks in German braille.				

Learning to: this is developed as learners look for more words with the accent marks in German Braille.	
Link to Pertinent and Contemporary Issues: **Life skill:** This is developed as learners use the learned skill to improve their linguistic competence.	**Link to Values:** respect-this could be achieved as learners work together in pairs in reading and writing German accents marks in braille.
Link to other Learning Areas: **German:** this is achieved a learners use the learned skill in reading and writing German work.	**Suggested Community Service Learning:** Learners could visit could visit tourist attraction centers then label pictures of animals in braille alongside print; they should display them at strategic areas within institution.
Suggested Non Formal Activity that Support Learning: l learners could practice writing German braille accents marks with the transcriber using thermoforms and braillons.	**Suggested Assessment:** Self-assessment, peer assessment and oral assessment.
Suggested Learning Resources Braille paper, braille machine, thermoform machine, slate and stylus, braille cards.	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; identify German accent marks in braille and use them in words.	The learner is able to; identify German accent marks in braille.	The learner is able to; identify most of German accent marks in braille.	The learner is able to; identify few German accent marks in braille.

read out words with German accent marks with the correct intonation.	read accent marks in German braille.	read most of the German braille accent marks.	read few German accent marks in braille.
write German accent marks in braille and give examples of words for each.	write accent marks in German braille accurately.	write most of German braille accent marks.	write few German braille accent marks.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
9.0 GERMAN BRAILLE	**9.2 Uncontracted German Braille**	By the end of the sub-strand the learner should be able to; a) read simple sentences in un contracted German braille, b) write simple, sentences in un contracted German braille, c) appreciate the use of uncontracted braille in reading and writing simple sentences in German.	• Learner be guided to read simple sentences in un contracted German braille. • Learner be guided to write simple sentences in un contracted German braille. • In groups learners take turns to read out sentences as the others write in uncontracted braille.	Why do we use uncontracted German Braille?

Competencies to be Developed:

Communication and collaboration: this is developed as learners work together in reading and writing sentences in uncontracted German Braille.

Self-efficacy: this is developed as learners' exhibit confidence in reading and writing simple sentences in uncontracted German braille.

Link to Pertinent and Contemporary Issues: **Life skills:** this is achieved as learners use the learnt	**Link to Values:** love: this could be achieved as learners assist one another in reading and writing sentences in

skills to improve their German in anticipation of fitting in the job market world.	uncontracted German Braille.
Link to other Learning Areas: **German:-**as learners use the acquired skills to read and write in German.	**Suggests Community Service Learning:** Learners could write, and transcribe simple sentences in German braille them stick the papers in public places for the public to read.
Suggested Non Formal Activity that Support Learning: Learners could sing simple French songs written in un contracted German braille.	**Suggested Assessment:** self-assessment, oral assessment, peer assessment.
Suggested Learning Resources: Braille machines, braille paper and slate and stylus.	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; read simple sentences in un contracted German braille with the right intonation.	The learner is able to; read simple sentences in un contracted German braille.	The learner is able to; read some simple sentences in un contracted German braille.	The learner is able to; read few simple sentences in un contracted braille.
write simple sentences in un contracted German braille and interpret them.	write simple sentences in un contracted German braille.	write some simple sentences in un contracted German braille.	write few simple sentences in un contracted German braille.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
9.0 FRENCH BRAILLE	**9.3 Punctuations and Indicators**	By the end of the sub-strand the learner should be able to: a) identify punctuation signs and indicator in German braille by naming the dots that form them. b) read out punctuation signs and indicator in German braille. c) write punctuations signs and indicator in German braille. d) Appreciate the use of punctuation signs and indicator in German braille.	• Learners could be guided to identify punctuation and indicator sign in German braille (Colon. Semi-colon, Speech marks) • Learners could be guided to read sentences paying attention to punctuation signs. • Learners could be guided to write punctuations signs and indicator in German braille. • In groups learners could be guided to read and write	1. Why do we use punctuation marks when writing braille work? 2. How is a semi-colon different from colon?

			punctuations signs in braille.	

Competencies to be Developed
Learning to learn: this is achieved as learners apply braille skills learnt to punctuate texts in German
Self-efficacy: this is achieved as learners use the acquired braille skills to perform other written tasks in German in their day to day lives.

Link to Pertinent and Contemporary Issues: **Life skills:** this could be achieved as learners use the braille skills to write poems and chorales for contest.	**Link to Values: unity**-this is achieved as learners work together in harmony in their groups to read and write sentence with punctuation marks.
Link to other Learning Areas: **German and English-**this is achieved as learners punctuate sentences in German and English.	**Suggested Community Service Learning:** Learners could make game cards with simple sentences with different punctuations then share them with others in a nearby German cultural centre.
Suggested Non Formal Activity that Support Learning: Learners could read children readers in German in the school library to familiarize themselves more on German punctuation marks in braille.	**Suggested Assessment:** Peer assessment, oral assessment and presentations.

Suggested Learning Resources:
Braille paper, braillers, cards and manila papers, children readers.

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; identify punctuation signs and indicator in German and supports others.	The learner is able to; identify punctuation signs and indicator in German braille.	The learner is able to; identify some punctuation signs and indicator in German braille.	The learner is able to; identify few punctuation signs and indicator in German braille.
read punctuation signs and indicator in sentences and bring out their intonation.	read punctuation signs and indicator in sentences.	read some punctuation signs and indicator in sentences.	read few punctuation signs and indicator in German braille.
write punctuation signs and indicator in sentences and can even independently punctuate short texts.	write punctuation signs and indicator in German braille sentences.	write some punctuation signs and indicator in German braille.	write few punctuation signs and indicator in German braille sentences.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
9.0 GERMAN BRAILLE	9.4 Vowel Contractions	By the end of the sub-strand the learner should be able to: a) Identify German vowel contractions in braille, b) Read out words with German vowel contraction in braille, c) Write words with German vowel contraction in braille, d) Appreciate reading and writing German vowel contraction.	• Learners be guided to identify German vowel contractions in braille by naming and feeling dots that form them (au, ei, ie, eu) • Learners be guided to read out words with German vowel contractions in braille. • Learners be guided to write words with German vowel contractions in braille. • In groups learners be guided to read and write simple words in German with vowel contractions in braille.	Why are vowels important in German braille?
Core Competencies to be Developed **Communication and collaboration:** this is developed as learners work in groups while reading and writing simple				

words with German vowel contractions.

Self-efficacy: this is developed as learners gain confidence while practicing reading and writing German vowel contractions in braille.

Link to Pertinent and Contemporary Issues: **Life skills:** this is achieved as learners use German vowel contractions in writing and reading to improve on their German language for day to day communication	**Link to Values: love-**this is achieved as learners work in groups sharing ideas and assisting each other.
Link to other Learning Areas: German language-this could be developed as learners use German vowel contractions in braille to read and write German language.	**Suggested Community Service Learning:** Learners could visit a library in their locality then with the help of peers, they could label pictures of household items with German vowel contractions which could be posted on the walls for others to read
Suggested Non Formal Activity that Support Learning: Learners could label items in school using German vowel contractions.	**Suggested Assessment:** Self-assessment, peer assessment, portfolio, presentations.
Suggested Learning Resources: Slate and stylus, brailler, braille paper, manila paper, glue.	

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectation	Below Expectations
The learner is able to; identify German vowel contractions in braille and use them in words.	The learner is able to; identify German vowel contractions in braille.	The learner is able to; identify some of German vowel contractions in braille.	The learner is able to; identify few German vowel contractions in braille.
read out words with German vowel contractions with the correct pronunciation.	read German vowel contractions in braille.	read most of the German vowel contractions.	read few German vowel contractions.
write German vowel contractions in braille and give examples of words for each.	write German vowel contractions in braille.	write most of the German vowel contractions in braille.	write few German vowel contractions.