

#### 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

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## **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.

PROF. GEORGE A. O. MAGOHA, EGH CABINET SECRETARY MINISTRY OF EDUCATION

#### **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	Suggested Learning	Key Inquiry
		Outcome	Experiences	Question
1.0 BRAILLE	1.1 Digital	By the end of the sub-	• Learners could be guided to	1. How do we use
WRITING	devices with	strand, the learner should	identify digital devices with	digital devices
AND	Assistive	be able to:	assistive technology such as	with assistive
READING EQUIPMENT AND MATERIALS		<ul> <li>a) Identify digital devices with assistive technology for reading and writing braille.</li> <li>b) Use digital devices with assistive technology in reading and writing braille.</li> <li>c) Use digital devices with assistive technology to record, store and retrieve information for skill development.</li> </ul>	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	technology for reading and writing?  2. Why should we take care of digital devices?

d) Handle and store carefully digital devices with assist technology for safe e) Appreciate the use digital devices with assistive technolog for learning.	and recording information using the digital devices with assistive technology.
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## 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	Link to values: responsibility- This is achieved
sexuality – This is developed as learners observe responsible	as learners take good care of the digital devices
behaviour by logging into relevant sites and avoiding those that	with assistive technology.
promote immorality and pornography.	
Link to other Learning Areas: Science and technology,	Suggested community service learning: visit
Kiswahili, English and Mathematics. This is achieved as learners	ICT and use digital devices with assistive
use digital devices with assistive technology in reading, writing,	technology for the visually impaired as a way of
storing and in performing research activities in these learning	creating awareness.
areas.	

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

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

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

## 2.0 BRAILLE READING SKILLS

Strand	Sub	Specific Learning	<b>Suggested Learning Experiences</b>	Key Inquiry
	Strand	Outcome		Question
2.0 BRAILLE READING SKILLS		•	<ul> <li>Learners could be guided to identify simple tactile graphics through tracing horizontal line, perpendicular lines, angles, shapes, puzzles, music recorder chart and others.</li> <li>Learners could be guided to trace and interpret information on the tactile graphics.</li> <li>In pairs or groups learners</li> </ul>	
		d) Appreciate the use of tactile materials for learning.	<ul> <li>could practice tracing and interpreting tactile graphics.</li> <li>Learners could be guided on appropriate care and storage of tactile materials.</li> </ul>	

**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   Link to values and responsibility: this is achieved as			
<b>measures:</b> This can be achieved as learners observe	learners handle tactile graphics with care.		
safety measures while tracing and interpreting tactile			
materials.			
Link o other learning areas: Mathematics, Social Suggested Community Service Learning activity			
studies, Creative Arts, music. This is achieved as	learners could make tactile graphics with both print and		
learners trace tactile graphics in the respective braille captions then visit a nearby local library outside			
learning areas using the skills acquired. school to display them.			
Suggested Non formal activity to support learning: Suggested assessment: Oral questions, self assessment.			
Learners could make their own tactile graphics using	peer assessment.		
locally available materials during their own free time.			

**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

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

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

# 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.	<ul> <li>Learners could be guided on how to page braille work using different paging styles (roman numbers/ Hindu Arabic, page number position, print/braille page.</li> <li>learners could be guided on how to bind braille work into booklets using different binding styles and materials (binding styles: spiral, tape binding, stitching</li> <li>materials: tape, pin, thread, spiral binder- wire/plastic).</li> <li>Learners could be guided on how to handle, care and store braille books safely.</li> <li>In pairs learners could be guided to practice paging braille work</li> </ul>	<ol> <li>Why do we page braille work?</li> <li>How do you ensure safety of your braille written work</li> </ol>

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

<b>Suggested Non Formal Activity that Support</b>		
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

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

# 4.0 ENGLISH BRAILLE

Strand	Sub Strand	<b>Specific Learning</b>	<b>Suggested Learning Experiences</b>	Key Inquiry
		Outcome		Question
4.0	4.1 Punctuation	By the end of the sub-	• The learner could be guided to	1. How do you
ENGLISH	Signs and	strand the learner	identify punctuation signs and	italicize words in
BRAILLE	Indicator	should be able to:	indicator by naming their	braille?
	(3 Lessons)	a) identify punctuation signs and indicators by naming the	<ul><li>specific dots (Hyphen, dash, ellipsis italics)</li><li>Learners could be guided to</li></ul>	2. How do you differentiate between
		specific dots that	read sentences while taking note	punctuation
		form them.	of punctuation marks and the	marks and a
		<ul> <li>b) mention     punctuation marks     and indicator while     reading sentences in     braille for learning.</li> <li>c) write in braille     punctuation signs     and indicators in     sentences for     learning.</li> </ul>	<ul> <li>Learner could be guided to write punctuation signs and italic sign in sentences.</li> <li>In pairs learners could practice identifying punctuation signs and italic sign while reading sentences in braille.</li> <li>In groups, learners could take turns to dictate and write</li> </ul>	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.	
<b>Core Competencies to be develo</b>	ped		
_	_	digital devices to listen to a story and	write the
punctuation marks used.			
<b>Communication and Collaboration</b> – this could be develo		oped through learners working in pairs	and groups as they
take turns to dictate, read and write sentences with punctuat		ions signs and italic sign.	
Link to Pertinent and Contemporary Issues: - social		Link to values; learners demonstrate	e unity as they work
economic- Social cohesion: this is achieved as learners		together in pairs or groups.	
work in pairs and groups to promote the values of			
sharing, tolerance and respect.			
Link to other learning areas: En	nglish Language, social	Suggested Community Service Learning: learners	
studies, creative arts, Kiswahili language. This could be		could visit a local worship centre and together with other	
achieved as learners use punctuation marks and italics		children compose songs, write in braille and recite it	
sign when taking notes in these learning areas.		while taking note of the punctuation marks.	
Suggested non formal activity to support learning:		Suggested assessment: Oral questio	ns, written
Learners could visit a library in the neighborhood, read		questions, observation.	
braille books to familiarize themse	braille books to familiarize themselves with various		

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

# ASSESSMENT RUBRICS

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

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

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

## **ASSESSMENT RUBRICS**

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

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

# 5.0 BRELI YA KISWAHILI

Mada	Mada ndogo	Matarajio Maalum	Mapendekezo Ya Shughuli Za Somo	Maswali Dadisi
		77 011		
5.0 BRELI	5.1 Alama za	Kufikia mwisho wa	Wanafunzi wanaweza	1. Ni vipi
YA	Kuakifisha	mada ndogo,	kuelekezwa kutambua nukta	utaandika
KISWAHILI		mwanafunzi aweze:	nundu zinazounda alama za	alama za
	Muda:	a) kutambua nukta	kuakifisha husika katika breli.	kuakifisha
	(Vipindi 2)	nundu zinazounda	(nusu kistari, kistari , alama za	kwa breli?
		alama za kuakifisha	usemi, alama za mabano	2. Alama za
		katika breli kwa	mzunguko),	kuakifisha ya
		kutaja nukta nundu	Wanafunzi wanaweza	kiulizio
		husika.	kuelekezwa kutaja alama za	hutofautishw
		b) kutaja alama za	kuakifisha wakati wanaposoma	a vipi baina
		kuakifisha wakati	sentensi,	yake na
		anaposoma sentensi	Wanafunzi wanaweza	alama ya
	•	kwa breli.	kuelekezwa kuandika alama za	kufungua
		c) kuandika alama za	kuakifisha katika sentensi.	usemi?
		kuakifisha katika	Kwa vikundi wanafunzi	
		sentensi ili kupata	wanaweza kuelekezwa	
		uzoefu.	kutambua na kuandika alama za	
		d) Kudhamini	kuakifisha katika sentensi ili	
		matumizi ya alama	kupata uzoefu na kasi	
		za kuakifisha	inayohitajika katika kusoma na	

12	usoma na kuandika	kuandika.		
		Kualiuika.		
	oreli.			
Umilisi wa kimsingi unaokuzwa:				
<b>Mawasiliano na ushirikiano</b> – hukuzv	va wakati wanafunzi	wanpofanya kazi kwa viku	ındi vikundi wakishirikiana	
katika kusoma na kuandika kazi za bre	li zenye alama za ku	akifisha.		
Ubunifu: hukuzwa wakati wanafunzi w	vanatumia alama za k	uakifisha kutunga na kuan	dika insha.	
Uhusiano na masuala mtambuko: uta	angamano Uhusia	no wa maadili: umoja - v	wanafunzi huonyesha umoja	
wa kijamii –hudhihirika wakati wanafu	ınzi wa wanapo	wanaposhirikiana wakifanya kazi kwa vikundi.		
jamii mbalimbali wanapokaa pamoja na kufanya				
kazi pamoja kwa ushirikiano.				
Uhusiano na masomo mengine: Kiswahili,		Mapendekezo ya shughuli za huduma za kijamii		
Kingereza. hudhihirika wakati wanafunzi		zinazochangia ujifunzaji:		
wanaposoma na kuandika sentensi ambazo		Wanafunzi wanaweza kuwasomea jamaa zao nyumbani hadithi		
zinahusisha alama za kuakifisha.		fupi zenye alama za kuafikisha.		
Shughuli za kila siku zisizoratibiwa		Mapendekezo ya tathmini: kujibu maswali kwa sauti, kusoma		
zinazochangia ujifunzaji: wanafunzi wanaweza		na kuandika.		
kutembelea maktaba ya shule ili wajifahamishe				
zaidi kuhusu alama za kuakifisha				
Nyenzo: mashine za breli, karatasi za breli, kadi za breli.				

# KIWANGO CHA TATHMINI

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

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

	nukta nundu 4, 6 aı	15,6	6 au 5, 6 ikifuatwa na herufi	
	ikifuatwa na herufi	katika	katika breli.	
	kusoma na kuandik	a breli		
Umilisi wa kimsingi inayokuz	wa:			
Ufanisi wa kibinafsi: hudhihir	ika wakati wanafunzi wa	napotumia	a mikato hii kwenye maneno ya ziada	
Mawasiliano na ushirikiano -	- hudhihirika wakati wan	nafunzi wanapojiunga kwa vikundi usoma na kuandika		
sentensi zenye sentensi zenye n	nikato inayoundwa na nu	ıkta nundı	u 4, 6 au 5, 6 ikifuatwa na herufi	
Uhusiano na masuala mtamb	uko:- utangamano	Uhusian	o wa maadili: umoja - hudhihirika wak	cati
wa kijamii - hudhihirika wakat	i wanafunzi	wanafunzi wanapo jifunza pamoja kimakundi au wawili		
wanaposoma pamoja kwa vikui	ndi wakifanya kazi kwa	wawili wakizingatia heshima na uaminifu.		
pamoja.				
Uhusiano na masomo mengine: Kiswahili.		Mapend	ekezo ya shughuli za huduma za kija	mii
Hudhihirika wakati wanafunzi wanaposoma na		zinazochangia ujifunzaji:		
kuandika mikato inayoundwa na nukta nundu 4, 6 au		Wanafunzi waweze kutembelea sehemu za ibada kisha		
5, 6 ikifuatwa na herufi.		waombe nafasi ya kuwasomea waumini Aya kwenye vitabu		
		vya dini wakizangatia mikato hii.		
Shughuli za kila siku zisizoratibiwa zinazochangia		Mapendekezo ya taathmini: kujibu maswali kwa sauti,		
ujifunzaji: Wanafunzi waweze kutembelea maktaba		kazi ya kusoma na kuandika.		
ilio karibu na eneo lao na wasome nakala				
zilizoandikwa kwa breli, ili kujifahamisha zaidi				
kuhusu mikato hii.				
Nyenzo: Mashine za breli, karatasi za breli, vitabu vya breli				

# KIWANGO CHA TATHMINI

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

### **6.0 MATHEMATICS BRAILLE NOTATION**

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

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

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

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

Strand	Sub	Specific Learning	Suggested Learning	Key inquiry
	Strand	Outcomes	Experiences	questions
6.0	6.2 Roman	By the end of the sub-	Learners could be guided	1. How do you
<b>MATHEMATICS</b>	Numbers	strand the learner should	to identify Roman numbers	write Roman
BRAILLE	in Braille	be able to;	from XI to L by naming	numbers in
<b>NOTATION</b>		a) Identify Roman	dots that form them.	braille?
		numbers from XI to	Learners could be guided	2. Why do we use
	(2 Lessons)	L by naming dots	to read Roman numbers	letter sign
		that form them.	from XI to L in braille	when writing
		b) read Roman numbers	Learners could be guided	Roman
		from XI to L in	to write Roman numbers	numbers in
		braille.	from XI to L in braille	braille?
		c) write Roman	Learners could be guided	
		numbers from XI to	to change Hindu Arabic	
		L in braille.	numerals into Roman	
		d) write Hindu Arabic	numbers from XI to L in	
		numbers into roman	braille.	
		numbers in braille.	• In pairs or in groups,	
		e) appreciate reading	learners could practice	
		and writing Roman	reading and writing Roman	
		numbers in braille	numbers from XI to L in	
		for reference.	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	Link to values: Learners demonstrate unity as		
- Social cohesion: Learners could promote the values of sharing,	they work together.		
tolerance and respect while working in pairs and groups.			
Link to other learning areas:	Suggested community service learning:		
Mathematics: the skills learnt could help learners perform basic	learners to go to a local church to label chairs,		
arithmetic tasks in addition and subtraction	benches.		
English and social studies. This could be realized as learners use			
Roman numbers to list various items in English or social studies			
assignment.			
Suggested non formal activity to support learning: learners	Suggested assessment: Oral questions and		
could tag trees around the school compound using roman	written questions, self assessment and peer		
numbers in braille.	assessment		
Suggested learning resources: braille machines, braille cards, braille papers, slate and stylus. glue			

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
The learner is able to;	The learner is able to;	The learner is able to;	The learner;
identify Roman numbers	identify Roman numbers	identify Roman numbers	is able to identify few

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

Strand	<b>Sub Strand</b>	Specific Learning	<b>Suggested Learning</b>	Key inquiry
		Outcomes	Experiences	questions
6.0	6.3 Decimals	By the end of the sub-	<ul> <li>Learners could be</li> </ul>	1. How do you
MATHEMATICS	up to 4	strand the learner should	guided to identify the	represent the
BRAILLE	Decimal	be able to;	decimal point sign by	decimal point
NOTATION	Places	a) identify the decimal	naming the dot.	in braille?
	(2 Lessons)	<ul><li>point sign in braille;</li><li>b) read numbers with decimal in braille,</li><li>c) write numbers with decimal in braille,</li></ul>	<ul> <li>Learners could be guided to read numbers with decimal in braille.</li> <li>Learners could be guided to write grant and to write grant and to write grant and to grant and grant a</li></ul>	2. How do you differentiate numbers with decimal from other
		d) enjoy reading and writing numbers with decimals in braille.	guided to write numbers with decimal in braille;  In pairs or groups learners could practice reading and writing decimal numbers in braille.	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:	Link to values: Learners demonstrate peace as they work
social -economic social cohesion: while working	together in reading and writing numbers with decimals
in pairs and groups learners promote the values of	together harmoniously.
sharing, tolerance and respect.	
Link to other learning areas:	Suggested community service learning:
Mathematics, Social studies: This is realized as	Visit a national library then write different numbers with
learners apply the skill of writing decimal points to	decimal in braille which should be displayed for people to read
do tasks involving numbers with decimal in	alongside print versions.
mathematics or social studies.	
Suggested non formal activity to support	Suggested assessment: Oral questions, written questions,
learning: learners could visit their school library to	Observations, presentations, peer assessment
read and write various numbers with decimal for	
practice.	

**Suggested learning resources:** braille machines, slate and stylus, braille cards, abacus, plastic types, cubes and cubarithms.

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

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

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

	I	I		
		d) appreciate the use	e write simple mathematical	
		of signs for units	statements with units of	
		of measurement i	n measurement	
		braille for future		
		reference.		
Core competencies	to be developed:			
Learning to learn: t	his is developed a	s learners apply the sk	ills learnt in reading and writing num	bers with units of
measurement in math	nematics.			
Communication and	d collaboration: 7	This is developed as le	arners work in pairs and in groups wh	hile reading and
writing numbers with	n units of measure	ment in braille.		
Link to Pertinent an	nd Contemporary	y Issues: Financial	Link to values: Learners demonstrate unity as they	
literacy: this is achie	eved as learners us	e the acquired skills	work together in pairs or groups whi	ile performing tasks
in business related activities where they are required to		related to units of measurement.		
measure, label and record.				
Link to other learning areas: Mathematics, Social			Suggested Community Service Lea	arning: learners
studies: This is realiz	zed as learners app	ly the skills learnt to	could label hospital walls in braille a	alongside print
write numbers with u	inits of measureme	ent in these subjects.	labels at the outpatient department to be used in taking	
			measurements.	
Non formal activity to support learning. Learners could		Suggested assessment: oral questions and written		
role play buying and selling of items requiring units of		questions, self-assessment, peer asse	essment	
measurement.				
Suggested learning	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.

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

Strand	Sub Strand	Specific Learning	<b>Suggested Learning</b>	Key Inquiry
		Outcome	Experiences	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	<ul> <li>Learners could be guided to read algebraic expressions in braille</li> <li>Learners could be guided to write algebraic</li> </ul>	1. How do you write algebraic expressions in braille?
		expressions in braille. c) Appreciate reading and writing algebraic expressions in braille for enjoyment.	<ul> <li>expressions in braille</li> <li>in pairs learners could practice reading and writing algebraic expressions in braille for mastery</li> </ul>	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	Link to Values: Peace Love and Tolerance-this is achieved as learners
Issues:	appreciate each other as they work in pairs.
<b>Life skills:</b> this is achieved as learners	
use the skills learnt in their day to day	

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

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

mathematical statements involving	braille	
algebraic expressions.		

### 7.0 MUSIC BRAILLE NOTATION

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

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

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

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

Strand	Sub Strand	Specific Learning	<b>Suggested Learning Experiences</b>	Key Inquiry
		Outcome		Question
7.0 MUSIC BRAILLE NOTATION	7.1 Dotted Notes/Values	By the end of the substrand the learner should be able to:  a) Identify braille dots used for doting notes in braille.  b) Read the dotted notes in braille for learning. d) Appreciate reading and writing dotted notes in bralle.	<ul> <li>Learners could be guided to identify braille dots used to dot notes (dotted quaver, dotted crotchet, and dotted minim).</li> <li>Learners could be guided to read different dotted notes noting the braille dots used to dot them.</li> <li>Learners could be guided to write dotted notes in braille.</li> <li>In pairs learners could be guided to practice reading and writing dotted notes in braille.</li> </ul>	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.

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

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

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

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

	reading and writing		
	semi-quavers, demi-		
	semi-quavers, tie and		
	slur for enjoyment.		
Competencies to be Developed:			
<b>Communication and Collaboration:</b> 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 learne	ers apply the knowledge and skills learnt to braille music in		
creative arts.			
Link to Pertinent and Contemporary Issues:	Link to Values: love-this is achieved as learners work		
career guidance: this could be developed as	together in groups appreciating each other's individual		
learners apply the knowledge to compose/perform	difference.		
music as income generation activity.			
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.		
<b>Suggested Non Formal Activity that Support</b>	Suggested Assessment:		
Learning:	Questions, self-assessment and peer assessment.		
Learners to sing dot songs.			
Suggested Learning Resources:			
Braille machines, slate and stylus, braille paper.			

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

Strand	Sub	Specific Learning	Specific Learning Suggested Learning Experiences Key Inquiry			y Inquiry
	Strand	Outcome			Qι	iestion
7.0 MUSIC	7.3 Music	By the end the sub-	Learne	ers could be guided to	1.	How do we
<b>BRAILLE</b>	accidentals	strand the learner should	identify	y accidentals and key		write
<b>NOTATION</b>	and key	be able to:	signatu	ares in braille by naming		accidentals
	signatures	a) Identify music braille	the dot	s that form them.		and key
		accidentals and key	Accide	entals are: (sharp dot 1,		signatures in
		signatures by naming	4, 6, fla	at dot 1, 2, 6. Natural		braille?
		the dots that form	dot 1, 6	6). Key signatures are a	2.	How are key
		them in braille.	sharp o	or group of sharps and a		signatures
		b) Read accidentals and	flat or	group of flats.		different from
		key signatures in	Learne	ers could be guided to		accidentals in
		braille by feeling the	read ac	ecidentals and key		braille?
		dots that form them	signatu	ares in braille by feeling		
		in braille.	the dot	s that form them.		
		c) Write accidentals	Learne	ers could be guided to		
		and key signatures in	write a	ccidentals and key		
		braille.	signatu	res in braille.		
		d) Appreciate reading	In pairs	s or groups learners		
		and writing	could p	practice reading and		
		accidentals and key	writing	g accidentals and key		
		signatures in braille.	signatu	res in braille.		

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

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

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	<b>Specific Learning</b>	Suggested Learning Experiences	<b>Key Inquiry</b>
		Outcome		Question
8.0 FRENCH BRAILLE	8.1 French Accent Marks	By the end of the substrand, the learner should be able to:	• Learners could be guided to identify accent marks in French braille by feeling and naming the	How are     accent marks     in French
		<ul> <li>a) identify accent marks in French braille by feeling and naming the dots that form them.</li> <li>b) read out the accent marks in French braille.</li> <li>c) write accent marks in French braille.</li> <li>d) appreciate use of accent marks in French braille.</li> </ul>	<ul> <li>dots on braille cards e-trema, itrema. u-trema and of diphthong.</li> <li>Learners could be guided to read out accent marks in French braille.</li> <li>Learners could be guided to write accent marks in French braille.</li> <li>In pairs learners could be guided to read out simple words in French with accent marks in braille.</li> </ul>	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

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

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

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

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

### **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.

<b>Link to Pertinent and Contemporary Issues:</b>	<b>Link to Values:</b> love: this could be achieved as learners	
<b>Life skills:</b> this could be developed has learners use	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:	Suggested Community Service Learning: Learners could
<b>French-</b> as learners use the acquired skills to read and	write, and transcribe simple sentences in French braille them
write in French.	stick the papers in public places for the public to read.
Suggested Non Formal Activity that Support	Suggested Assessment: self-assessment, oral assessment,
Learning:	peer assessment.
Learners could sing simple French songs written in	
un contracted French braille.	
Suggested Learning Resources:	
Braille machines, braille paper and slate and stylus.	

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

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

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

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

**OPTION 2 – GERMAN BRAILLE** 

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

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

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

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

Strand	Sub Strand	<b>Specific Learning Outcome</b>	Suggested Learning	Key Inquiry
			Experiences	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.	<ul> <li>Learner be guided to read simple sentences in un contracted German braille.</li> <li>Learner be guided to write simple sentences in un contracted German braille.</li> <li>In groups learners take turns to read out sentences as the others write in uncontracted braille.</li> </ul>	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.

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

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

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

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

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

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

Strand	Sub Strand	Specific Learning	Suggested Learning	Key Inquiry
		Outcome	Experiences	Question
9.0	9.4 Vowel	By the end of the sub-	Learners be guided to	Why are vowels
<b>GERMAN</b>	Contractions	strand the learner should	identify German vowel	important in
<b>BRAILLE</b>		be able to:	contractions in braille by	German braille?
		a) Identify German	naming and feeling dots	
		vowel contractions in	that form them (au, ei, ie,	
		braille,	eu)	
		b) Read out words with	Learners be guided to read	
		German vowel	out words with German	
		contraction in braille,	vowel contractions in	
		c) Write words with	braille.	
		German vowel	• Learners be guided to write	
		contraction in braille,	words with German vowel	
		d) Appreciate reading	contractions in braille.	
		and writing German	In groups learners be	
		vowel contraction.	guided to read and write	
			simple words in German	
			with vowel contractions in	
			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.				
<b>Self-efficacy:</b> this is developed as learners gain c	<b>Self-efficacy:</b> this is developed as learners gain confidence while practicing reading and writing German vowel			
contractions in braille.				
Link to Pertinent and Contemporary Issues:	Link to Values: love-this is achieved as learners work in groups			
Life skills: this is achieved as learners use	sharing ideas and assisting each other.			
German vowel contractions in writing and				
reading to improve on their German language				
for day to day communication				
Link to other Learning Areas: German	Suggested Community Service Learning:			
language-this could be developed as learners use	Learners could visit a library in their locality then with the help of			
German vowel contractions in braille to read and peers, they could label pictures of household items with German				
write German language. vowel contractions which could be posted on the walls for oth				
	to read			
<b>Suggested Non Formal Activity that Support</b>	Suggested Assessment:			
Learning:	Self-assessment, peer assessment, portfolio, presentations.			
Learners could label items in school using				
German vowel contractions.				
Suggested Learning Resources:				
Slate and stylus, brailler, braille paper, manila paper, glue.				

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