

REPUBLIC OF KENYA MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

GRADE SIX

BRAILLE SKILLS

FOR LEARNERS WITH BLINDNESS



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT FEBRUARY 2021

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training, and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs), and the regional and global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January 2019, from the level of Early Years Education (Pre-Primary 1 and 2, Lower Primary Grades 1, 2 and 3) and foundation level. The roll out of the curriculum in Grade 4 and intermediate level followed this in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed and adapted for learners with special needs.

Grade 6 designs have also been developed and adapted. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects), as well as strands and sub-strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values, and Community Service Learning (CSL) activities.

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

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PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 and intermediate level in 2020. This is the first cohort of the Upper Primary and intermediate levels in the new education structure. Grade 5 and 6 designs have also been developed and adapted for learners with visual impairment.

Grade 6, being the final stage of the upper primary level, is critical in realizing the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019, whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential.**

The Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs also link the activities in the main learning areas to the other aspects of the CBC, including links to Pertinent and Contemporary Issues (PCIs), Values, and Community Service Learning (CSL). The designs also offer suggested interactive learning activities and a variety of assessment techniques adapted to suit learners with visual impairment. It is expected that the curriculum designs will guide teachers to enable learners attain the expected learning outcomes for Grade 6 and effectively prepare them for the next grade.

It is my expectation that teachers will use the designs to make learning interesting, exciting and enjoyable.

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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. The curriculum development process involves thorough research, international benchmarking, and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualized the Competency Based Curriculum (CBC) in accordance with the Basic Education Curriculum Framework (BECF). The framework 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 achieve the stipulated mandate and implement the Government and Sector (Ministry of Education) 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). The Institute is also grateful to the Government of Kenya through the MoE and the development partners for the policy, resource, and logistical support. Specifically, we appreciate the support of the Cabinet Secretary of the Ministry of Education and the Principal Secretary in charge of the State Department of Early Learning and Basic Education.

We also wish to acknowledge KICD curriculum developers and other staff, all teachers, educators who took part as panelists, the semi-autonomous government agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the 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 developing these designs.

Finally, we are very grateful to the Chairperson of the KICD Council, Dr. Sara Ruto, and other members of the Council for their consistent guidance during 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 design has been developed for learners in Grade 6. The designs are comprehensive enough to guide the teachers to facilitate the implementation of the curriculum effectively. The teacher must understand the learning outcomes and use the suggested learning experiences to achieve them. 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. Teachers should guide learners to choose either option 1 (French) or option 2 (German) to enable them to read, write and perform other activities in class related to the foreign language of their choice. The curriculum designs are very critical, and teachers must refer 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 live and interact as one people. Education should enable the learner to acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values

Education should promote the 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 an 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
Mathematics	5
Physical and Health Education	5
English language	4
Kiswahili Language KSL for learners who are deaf	4
Science and Technology	4
Agriculture	3
Creative Arts (Art and craft, Music)	3
Home science	3
Religious Education (CRE/IRE/ HRE)	3
Social Studies (Citizenship, Geography, History)	3
Other Languages (Braille Skills)	2
Pastoral Programme and Instructions	1
TOTAL	40

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

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

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

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

ESSENCE STATEMENT

Braille is the primary 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 essential for the 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 6 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 6, the learning content grows in complexity. As such, the braille skills to be acquired enables the learner to grasp the new concepts easily. Below is the braille skills grade 6 design.

1.0 BRAILLE WRITING AND DISPLAY DEVICES AND MATERIALS

Strand	Sub-strand	Specific Learning	Suggested Learning	Key Inquiry	
		Outcomes	Experiences	Questions	
1.0 Braille	1.1 Digital	By the end of the sub-strand,	Learners be guided to:-	1. How do	
Writing	Devices	the learner should be able to:	Identify digital devices with	you use	
and	with	a) identify digital devices	assistive technology such as	digital	
Reading	Assistive	with assistive technology	braille me note-taker, smart	devices	
Devices	Technolog	for reading and writing	beetle, refreshable braille	with	
and	у	braille.	keyboards, e-braille writer	assistive	
Materials		b) state key features of	through manipulation	technology	
	(4 lessons)	various digital devices	Manipulate the key features	to take	
		with assistive technology	of the digital devices with	notes and	
		for reading and writing	assistive technology	collect	
		braille	Use the digital devices with	data?	
		c) use digital devices with	assistive technology to read	2. How do	
		assistive technology to	and write braille work, take	you take	
		read and write braille,		care of	

take notes and collec	t notes and collect data.	digital
data	Store and retrieve	devices
d) use digital devices w	ith information using the digital	with
assistive technology	to devices with assistive	assistive
store and retrieve	technology	technology
information	• Practise reading, writing,	?
e) care for and store dig	gital storing, and retrieving	
devices with assistive	e information using the digital	
technology safely aft	devices with assistive	
use	technology in groups	
f) appreciate the use of	Handle with care and store	
digital devices with	the digital devices with	
assistive technology	in assistive technology safely	
the learning process	after use	

Core competencies to be developed:

• Digital literacy: This could be developed as learners use digital devices with assistive technology to read, write,

take notes, and collect data to develop and organize their own portfolios.

• 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.

Link to Pertinent and Contemporary Issues:

Sports and Games: This is developed as learners use digital devices with assistive technology to play audio-visual games.

Link to other Learning Areas:

Science and technology, Kiswahili, English and Mathematics. This is achieved as learners use digital devices with assistive technology to take notes and collect data on plant species, read and write passages, count and record tallies of scores of different games.

Values:

- **Responsibility**: This is achieved as learners take good care of the digital devices with assistive technology.
- Unity: This achieved as learners work together in groups

Suggested non-formal activity to support

learning: Using digital devices with assistive technology, learners could note scores of different games being played in the field during games time.

Suggested Community Service Learning:

Learners could visit a nearby farm, take notes, collect data of different livestock species in the farm, and present their findings to their classmates.

Suggested modes of assessment:

Observation, oral questions, self-assessment, and peer assessment.

Suggested learning resources: Smart braille machine, orbit reader and refreshable braille displays among others.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify various digital	Identify various digital	Identify most of the digital	Identify few digital
devices with assistive	devices with assistive	devices with assistive	devices with assistive
technology for reading and	technology for reading	technology for reading and	technology for reading
writing braille, and can	and writing braille.	writing braille presented.	and writing braille
even identify some			presented.
operational buttons.			

State key features, as well	State key features of	State most of the key features	State few features of
as other features of various	various digital devices	of various digital devices with	various digital devices
digital devices with	with assistive	assistive technology for	with assistive technology
assistive technology for	technology for reading	reading and writing braille.	for reading and writing
reading and writing braille.	and writing braille.		braille.
Use digital devices with	Use digital devices with	Use most of the digital devices	Use few digital devices
assistive technology in	assistive technology in	with assistive technology in	with assistive technology
reading and writing braille,	reading and writing	reading and writing braille,	for reading and writing
taking notes and collecting	braille, taking notes and	taking notes and collecting	braille, and also has
data, and even operate	collecting data.	data.	difficulty in taking notes
other features to more			and collecting data.
functions.			
Use digital devices with	Use digital devices with	Use most of the digital devices	Use few digital devices
assistive technology to	assistive technology to	with assistive technology to	with assistive technology
store, retrieve information,	store and retrieve	store information.	to store information but
and even perform other	information.		even experiences

technical functions.			difficulty in retrieving it.
Take care of the digital	Take care of the digital	Take substantive care of the	Take minimal care of the
devices with assistive	devices with assistive	digital devices with assistive	digital devices with
technology and store them	technology and store	technology and stores them	assistive technology and
well after use by	them well after use.	fairly well after use.	somewhat stores them
improvising storage			fairly well after use.
materials.			

2.0 BRAILLE READING SKILLS

Stra	and	Sub-strand	Specific Learning	Suggested Learning Experiences	Key Inquiry
			Outcomes		Questions
2.0	Braille	2.1 Tactile	By the end of the	Learners be guided to:	1 How do you
	Readin	Graphics	sub-strand, the	Identify tactile graphics through tracing	store tactile
	g Skills		learner should be	tactile frequency tables, tactile charts,	materials?
			able to:	tactile posters, tactile clock face,	2 Why should
		(4	a) identify tactile	multiplication tables, shapes, compass	you handle
		lessons)	graphics by	direction, tactile maps, music recorder	tactile
			touching and	chart, tactile globes, crossword puzzles,	materials
			manipulating	mosaic, among others	with care?
			them	Trace and interpret information on the	
			b) interpret tactile	tactile materials through manipulation	
			materials	In pairs or groups, practise tracing and	
			through tracing	interpreting tactile graphics	
			c) care for and store	Take proper care while handling tactile	
			tactile graphics		

	safely after use		materials	
d)	appreciate the	•	Store tactile materials carefully after	
	use of tactile		use.	
	materials to			
	enhance			
	learning.			

Core Competencies to be developed:

- Communication and collaboration: This could be developed as learners work in pairs and in groups to trace and interpret the information on tactile graphics.
- **Critical thinking and problem solving:** This could be developed as learners use their critical thinking and problem-solving skills to interpret and analyse information from tactile graphics.

Link to Pertinent and Contemporary Issues:	Values:
Personal hygiene: This could be achieved as learners	Responsibility: This is achieved as learners handle and
observe safety measures while tracing and interpreting	store tactile graphics with care.
tactile materials.	

Link to other learning areas:	Suggested Community Service Learning activities:	
Mathematics, Social studies, Creative Arts, Music. This	Learners could visit a nearby regular school during clubs	
could be achieved as learners apply the acquired skills	time and interpret maps with their sighted colleagues.	
to trace and interpret tactile graphics in the	Learners with blindness could use tactile maps while their	
aforementioned learning areas.	sighted counterparts use print maps.	
Suggested non-formal activity to support learning:	Suggested assessment:	
Learners could visit the school resource room and	Oral questions, self-assessment, and peer assessment.	
compete in tracing and interpreting information on		
tactile graphics.		
Suggested learning resources: Tactile bar graphs, horizontal line, perpendicular lines, angles, shapes, crossword		

Assessment Rubric

puzzles, tactile charts, maps among others.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify and give further	Identify tactile graphics.	Identify most of the tactile	Identify few tactile

information on the tactile		graphics presented.	graphics.
graphics.			
Trace and interpret tactile	Trace and interpret tactile	Trace and interpret most of	Trace and interpret few
graphics revealing more	graphics presented.	the tactile graphics.	tactile graphics.
information.			
Handle with care and store	Handle with care and	Handle with care and store	Handle a few tactile
tactile materials safely by	store tactile materials	most of the tactile materials	materials and stores them
improvising storage	safely.	safely after use.	fairly well after use.
materials.			

Strand	Sub-strand	Specific Learning	Suggested Learning	Key Inquiry
		Outcomes	Experiences	Question
2.0 Braille	2.2 Typographical	By the end of the	Learners be guided to:	1. How do you
Reading	features of	sub-strand, the	Identify the typographical	identify
Skills	braille text	learner should be	features on braille text (edges	typographical
		able to:	of braille book, title page	features on a
	(5 lessons)	a) identify the	braille, page number,	braille text?
		typographical	headings, first line,	2. Why are
		features of braille	paragraph	typographical
		text on a braille	• Locate the position of the	features
		book	typographical features on	important in a
		b) locate the	braille text on a braille page	braille text?
		position of the	Read braille text using	
		typographical	appropriate reading styles	
		features on	Care for and store braille	

braille text in a	books safely
braille page	In pairs to practise
c) read braille text	identifying and locating
on a braille book	typographical features on
appropriately	braille text
d) care for and store	
braille books	
safely after use	
e) appreciate the	
typographical	
features of the	
braille text	

Core Competencies to be developed:

- **Communication and collaboration:** This could be developed as learners work in pairs as they practise locating typographical features on braille text.
- Self-efficacy: this could be developed as learners apply the acquired knowledge and skills to produce their own

work.	
Link to Pertinent and Contemporary Issues:	Values:
Life skills - career guidance - This could be achieved as	Unity: This is achieved as learners work together in
learners apply the skills learned to organize personal work	harmony while locating typographical features on
in their daily lives.	braille text.
Link to other learning areas: Mathematics, Social	Suggested Community Service Learning activities:
studies, Creative Arts, music. This could be achieved as	Learners could visit a nearby place of worship and read
learners apply the acquired skills to improve their reading	out to the congregation the brailed programs and other
skills in the aforementioned learning areas.	materials with typographical features.
Suggested non-formal activity to support learning:	Suggested assessment:
Learners could visit the school library to read braille	Oral questions, self-assessment, and peer assessment.
textbooks with typographical features to improve their	y
reading skills.	

Suggested learning resources: Braille textbooks, brailed magazines, brailed articles, the Kenyan Constitution, and other brailed materials.

ASSESSMENT RUBRIC

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify the typographical	Identify the	Identify most of the	Identify a few of the
features of braille text	typographical features	typographical features of	typographical features of
citing the exact position.	of braille text.	braille text.	braille text.
Locate the position of the	Locate the position of	Locate the position of most of	Locate the position of few
typographical features on	the typographical	the typographical features on	typographical features on
braille text in a braille	features on braille text	braille text in a braille page.	braille text in a braille page.
page and even explain	in a braille page.		
their role.			
Read braille text using	Read braille text using	Read braille text using	Read braille text using
appropriate reading styles	appropriate reading	appropriate reading styles but	appropriate reading styles
and even improvise more	styles.	with low speed.	but with very low speed.
styles that are appropriate.			

Care for and store braille	Care for and store	Exhibits some care in	Exhibits very little care in
books safely by	braille books safely.	handling and storing braille	handling and storing braille
improvising storage		books.	books.
materials.			

3.0 BRAILLE WRITING SKILLS

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key Inquiry
		Outcomes		Question
3.0 Braille	3.1 Braille	By the end of the sub-	Learners be guided to:	1. How do
Writin	Work	strand, the learner should	State features of an appropriate	you
g Skills	Layout	be able to:	braille text layout – (setting margins,	format
		a) state features of an	centering headings, indicating page	braille
	(5	appropriate braille text	information, ending braille text,	text?
	lessons)	layout	words - division at the end of the	2. Why is
		b) write a braille text	line, spacing braille text	formattin
		observing formatting	Write braille text using features of	g braille
		features	formatting	text
		c) appreciate the use of	In pairs, practise writing braille text	important
		different features in	using different features of	?
		formatting braille text.	formatting.	

Core Competencies to be developed:

- **Communication and collaboration:** This could be developed as learners work in pairs and practise writing braille text using different features producing a well-formatted braille text.
- **Self-efficacy:** This could be developed as learners apply the acquired knowledge and skills to produce their own work in an appropriate layout.

Link to Pertinent and Contemporary Issues:	Values:	
Social - learner support programmes - career guidance	Unity: This is achieved as learners work together in	
- This could be achieved as learners apply the skills	harmony, in writing braille text using different formatting	
learned to organize personal work in their day-to-day	features.	
life.		
Link to other Learning areas: Mathematics, Social	Suggested Community Service Learning activities:	
studies, Creative Arts, music. This could be achieved	Learners could visit a local worship centre and work with	
as learners apply the acquired skills to improve their	worshippers to write in braille religious materials in	
reading skills in the aforementioned learning areas.	conformity with the formatting rules then make a	
	presentation before the congregation.	

Suggested non-formal activity to support learning:	Suggested assessment: Oral questions, self-assessment,
Learners could assist their colleagues in lower grades	and peer assessment.
to format their work after classes.	
Suggested learning resources: braille textbooks, braile	ed magazines, brailed articles, the Kenyan Constitution, and
other brailed materials	

ASSESSMENT RUBRIC

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
State features on an	State features on an	State most of the features on	State few features on an
appropriate braille text	appropriate braille text	an appropriate braille text	appropriate braille text
layout.	layout.	layout.	layout.
Write a braille text	Write a braille text	Write a braille text observing	Write a braille text
observing formatting	observing formatting	most of the formatting	observing few formatting
features, and even include	features.	features.	features.
other features not learnt.			

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key Inquiry
		Outcomes		Question
3.0 Braille	3.2 Vertical	By the end of the sub-	Learners be guided to:	1. How do you
Writing	Alignme	strand, the learner should	Identify vertically arranged	ensure the
Skills	nt of	be able to:	numbers in braille (in addition,	proper
	Numbers	a) identify vertically	subtraction, multiplication, and	alignment of
		arranged numbers in	division tasks)	numbers when
	(4	braille	Read vertically arranged	writing them in
	lessons)	b) read vertically arranged	numbers in braille	braille?
		numbers in braille	Write numbers in a vertical	2. How do you
		c) write numbers in a	arrangement in braille	locate an
		vertical arrangement in	In groups, practise reading and	operation sign
		braille	writing vertically arranged	in vertically
		d) appreciate the	numbers in braille.	arranged
		importance of		numbers while
		arranging numbers		performing an
		vertically in braille		addition task?

- Critical thinking and problem solving: This is developed as learners ensure that numbers are arranged correctly in vertical order.
- Communication and collaboration: This could be developed as learners work together in groups to read and arrange numbers vertically in braille.

Link to Pertinent and Contemporary Issues:	Values:
Learner support programmes - career guidance: This could	Unity: This is achieved as learners work together in
be developed as learners use the skills learnt to perform	harmony in arranging numbers vertically in braille.
tasks involving addition, subtraction, multiplication, and	
division in day-to-day life.	
Link to other learning areas: Mathematics - this could	Suggested Community Service Learning activities:
be achieved as learners apply the acquired skills to do	Learners could visit a nearby wholesale shop with a
sums.	shopping list, then inquire the cost of the items, arrange
	them vertically, add the total cost of items, and compare
	it with that of the shopkeeper.
Suggested non-formal activity to support learning:	Suggested assessment: Oral questions, self-assessment,

Learners could go to the resource room and play a game of	and peer assessment.
writing different numbers vertically in braille.	
Suggested learning resources:	
Braille textbooks, braille machine, slate, and stylus,	

ASSESSMENT RUBRIC

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to:	Learner is able to:	Learner is able to:	Learner is able to:
Read vertically arranged	Identify vertically	Identify vertically arranged	Identify only one-digit
numbers, including those	arranged numbers in	numbers in braille except for	vertically arranged
with varying digits.	braille.	those, which are not evenly	numbers in braille.
		arranged.	
Read vertically arranged	Read vertically	Read vertically arranged	Read only one-digit
numbers in braille,	arranged numbers in	numbers in braille except for	vertically arranged
including those with	braille.	those that are not evenly	numbers in braille.
varying digits.		arranged.	

Write numbers in a	Write numbers in a	Write most of the numbers in a	Write few numbers in a
vertical arrangement in	vertical arrangement in	vertical arrangement in braille.	vertical arrangement in
braille and come up with	braille.		braille.
other relevant examples.			

4.0 ENGLISH BRAILLE

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key Inquiry
		Outcomes		Questions
4.0	4.1 Short-	By the end of the sub-	Learners be guided to:	1. Why are
Englis	Forms	strand, the learner	Identify short forms representing words	words
h		should be able to:	in braille in categories of:	abbreviate
Braille	(4	a) identify short forms	- those beginning with alphabet letters	d when
	lessons)	representing words	(a-z)	written in
		in braille.	- those with group signs	braille?
		b) read words	- those with word sign	2. How are
		represented by short	Read words represented by short forms	abbreviate
		forms in braille,	in various categories in braille.	d words
		c) write short forms	Write short forms representing words in	written in
		representing words	braille in various categories	braille in
		in braille	Write in full words represented by the	full?
		d) write in full words	short forms in braille	
1		represented by the		

	short forms in	Use digital devices with assistive
	braille.	technology to read and write words and
	e) appreciate the use	sentences with short forms in braille
	of short-forms	In pairs, participate in reading and
	reading and write	writing sentences with short-forms of
	writing braille.	various categories in braille.

- **Digital literacy:** This is developed as learners use digital devices with assistive technology to read and write braille text with shorts forms.
- **Self-efficacy:** This is developed as learners apply the knowledge acquired to write their own braille texts with short forms and even spell out the words to master the spelling.

short forms and even spen out the words to master the	spening.
Link to Pertinent and Contemporary Issues:	Values:
Life skills - This is realized as learners use the skills	Responsibility – This is achieved as learner care for
learnt to communicate to others through writing braille	digital devices when using them to perform class tasks.
text and keeping records.	Peace - Learners demonstrate peace as they work
	together harmoniously while reading and writing short-

	forms in braille.
Links to other learning areas:	Suggested community service learning:
English language, Mathematics, Science and technology,	Learners could play a game with children in their
Creative arts: This could be achieved as learners use the	neighborhood where one would mention a short form of
knowledge acquired to perform tasks in the	a word, and the first person to mention the correct word
aforementioned learning areas.	is rewarded.
Suggested non-formal activity to support learning:	Suggested assessment:
Learners could prepare tactile charts with short forms	Oral questions, peer review, presentations, observation
together with the words in full spelling, and hang them at	
the far wall of their classroom for reference.	
Suggested learning resources	

Suggested learning resources:

Braille machines, slate and stylus, braille cards, braille papers, glue, scissors, threads, cardboards.

ASSESSMENT RUBRIC

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify short forms	Identify short forms	Identify most short forms	Identify few short forms
representing words in	representing words in	representing words in braille.	representing words in
braille, and even spell out	braille.		braille.
the full word.			
Read words written in	Read words written in	Read most of the short-forms	Read very few words
short forms in braille with	short forms in braille.	in braille.	abbreviated in braille.
fluency.			
Write short forms	Write short forms	Write most of the short forms	Write few short forms
representing words in	representing words in	representing words in braille.	representing words in
braille, and even include	braille.		braille.
suffixes.			
Write in full, words	Write in full, words	Write in full, most of the	Write in full, few words
represented by short forms	represented by the short	words represented by the	represented by the short
in braille including those	forms in braille.	short forms in braille.	forms in braille.

with group signs, suffixes,		
and prefixes.		

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key Inquiry
		Outcomes		Question
4.0	4.2 General	By the end of the	Learners be guided to:	1. How do you
Englis	Rules for	sub-strand, the	Read and write braille texts,	divide a word
h	the use of	learner should be	observing rules on braille	at the end of a
Braille	Contraction	able to:	contractions	braille line?
	S	a) read and write a	Write words that may not be	2. Why are
		braille text,	contracted	some words
	(3 lessons)	observing rules	Divide words appropriately at the	not contracted
		on braille	end of a braille line	in braille?
		contractions	In groups, practise reading and	
		b) divide words	writing sentences and paragraphs	
		appropriately at	while observing the general rules for	
		the end of a	the use of contractions	
		braille line	Use digital devices with assistive	

	c) appreciate the	technology to read and write	
	use of rules in	contracted braille text	
	reading and		
	writing braille to		
	ensure		
	uniformity.		

Digital literacy: This developed as learners use digital devices with assistive technology to read and write contracted braille text.

Self-efficacy: This is developed as learners apply the skills learnt to write a composition, notes, and exercises in class.

Link to Pertinent and Contemporary Issues:

Life skills – career guidance - this is realized as learners use the skills learnt to communicate to each other through writing and keeping records.

Link to values:

Respect – this is achieved as learners respect each other as they perform class tasks on word division, and other contractions.

Links to other learning areas: English language,	Suggested community service learning: Learners
Mathematics: This could be achieved as learners demonstrate	could prepare tactile charts with braille contractions
skills learnt to perform class tasks in the learning areas	and short forms alongside print transcription, and
mentioned above.	present them to parents and visitors during school
	functions.
Suggested non-formal activity to support learning:	Suggested assessment:
Learners could prepare tactile charts with key rules on	Oral questions, peer review, presentations,
contractions and hang them at the back of their classroom for	observation
reference.	

Suggested learning resources:

Braille machines, slate and stylus, braille cards, braille papers, glue, scissors, threads.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Read and write braille text,	Read and write braille	Observe most of the rules on	Observe few rules on
observing rules on braille	text observing rules on	braille contractions while	braille contractions while
contractions and even state	braille contractions.	reading and writing braille	reading and writing braille
the rules.		text.	text.
Divide words appropriately	Divide words	Divide most of the words	Divide few words
at the end of braille line and	appropriately at the end	appropriately at the end of	appropriately at the end of
explain the rules of word	of braille line.	braille line.	braille line.
division.			

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key Inquiry
		Outcomes		Questions
4.0	4.3	By the end of the sub-	The learner be guided to:	1. How do
Englis	Punctuati	strand, the learner should be	Identify punctuation and indicator	you
h	on Signs	able to:	signs by naming their specific dots	differentiat
Braill	and	a) identify punctuation	oblique stroke, compound quote	e between
e	Indicators	signs and indicators by	signs, square bracket signs,	the double
	(2	naming the specific dots	ellipsis, long dash, letter sign –	quotation
	lessons)	that form them	used with abbreviations	mark and
		b) mention punctuation	Read sentences while taking note	single
		marks while reading	of punctuation marks	quotation
		sentences in braille	Write punctuation signs in	mark in
		c) write punctuation marks	sentences	braille?
		in braille	In pairs, practise writing	2. How do
		d) write abbreviations	punctuation signs in sentences in	you

using the letter sign in	braille	differentiat
braille	• Identify the letter sign in	e between
e) appreciate the use of	abbreviations in braille	words and
punctuation signs and	• In groups, take turns to dictate and	abbreviatio
indicators in braille	write sentences using punctuation	ns in
texts for effective	signs and abbreviations	braille?
communication.		

- Communication and Collaboration: This could be developed through learners working in pairs and groups as they take turns to dictate, read, and write sentences with punctuations signs and abbreviation.
- **Learning to learn:** This is developed as learners look for more abbreviations and write them down using letter sign.

Link to Pertinent and Contemporary Issues:	Values:
Social economic- Social cohesion: This is achieved as	Love- as learners help each other while performing tasks
learners work together in harmony as they read and	involving punctuation signs and abbreviations.
write braille text with punctuation marks.	
Link o other learning areas: English language, Social	Suggested Community Service Learning: Learners
studies, Creative arts, Kiswahili language. This could	could visit a local older person to share a story with them.
be achieved as learners use punctuation marks and	Learner could then write the story in braille, taking note of
abbreviations when taking notes and performing other	the punctuation marks and abbreviations, and then read to
tasks in the above-mentioned learning areas.	their siblings at home.

Suggested non-formal activity to support learning:	Suggested assessment:
Learners could go to the resource room, compose and	Oral questions, written questions, observation.
write a well-punctuated poem in braille, then read it to	
other learners during the entertainment hour.	
Suggested learning resources:	
Braille machines, braille papers, slate and stylus, braille books	

ASSESSMENT RUBRIC

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify punctuation signs	Identify punctuation signs	Identify most of the	Identify few punctuation
and indicators explaining	and indicators in braille.	punctuation signs in braille.	signs in braille.
how to they are used.			
Mention punctuation	Mention punctuation	Mention most of the	Mention few punctuation
marks while reading	marks while reading	punctuation marks while	marks while reading

sentences in braille, and	sentences in braille.	reading sentences in braille.	sentences in braille.
even include intonation.			
Write punctuation marks in	Write punctuation marks	Write most of the	Write few punctuation
braille, and even write a	in braille.	punctuation marks in braille.	marks in braille.
well-punctuated braille			
text.	Write abbreviations using	Write most of the	Write few abbreviations
Write abbreviations using	the letter sign in braille.	abbreviations using the letter	using the letter sign in
the letter sign in braille,		sign in braille.	braille.
citing examples that are			
more relevant.			

5.0 BRELI YA KISWAHILI

Mada	Mada	Matarajio Maalum	Mapendekezo ya Shughuli za Somo	Maswali
	Ndogo			Dadisi
5.0 Breli ya	5.1	Kufikia mwisho wa mada	Wanafunzi waweze kuelekezwa:	1. Kwanini
Kiswahi	Vifupish	ndogo, mwanafunzi	kutambua vifupisho vya maneno ya	maneno
li	o vya	aweze:	Kiswahili katika breli, katika vikundi	hufupishw
	Maneno	a) kutambua vifupisho	vifuatavyo:	a katika
	ya	vya maneno ya	- vifupisho vinavyoanza kwa herufi	breli ya
	Kiswahil	Kiswahili katika	a - z	Kiswahili
	i	breli	- vifupisho vinavyohusisha mikato	?
		b) kusoma sentensi	ya herufi	2. Ni vipi
	(Vipindi	zilizo na vifupisho	kusoma sentensi zilizo na vifupisho	utaandika
	4)	vya maneno ya	vya maneno ya Kiswahili katika breli	maneno
		Kiswahili katika	kuandika sentensi zilizo na vifupisho	ya
		breli	vya maneno ya Kiswahili katika breli	vifupisho
		c) kuandika sentensi	kutumia vifaa vya kidijitali kusoma	kwa
		zilizo na vifupisho		herufi

vya maneno katika	na kuandika sentensi zilizo na	kamili?
breli	vifupisho vya maneno ya Kiswahili	
d) Kudhamini	katika breli	
matumizi ya	wanafunzi wawili wawili wanaweza	
vifupisho vya	kusoma na kuandika sentensi zilizo na	
maneno ya	vifupisho vya maneno ya Kiswahili	
Kiswahili katika	katika breli.	
kusoma na kuandika		
breli.		

Umilisi wa kimsingi unaokuzwa:

- Mawasiliano na ushirikiano: Hudhihirika wakati wanafunzi wanapojiunga kwa vikundi kusoma na kuandika sentensi zilizo na vifupisho vya maneno ya Kiswahili katika breli.
- **Ufanisi wa kibinafsi:** Hukuzwa wakati wanafunzi wanapotumia mbinu walizojifunza katika kusoma na kuandika nakala mbalimbali za Kiswahili.

Uhusiano na masuala mtambuko:	Uhusiano wa maadili:	l
Utangamano wa kijamii - hukuzwa wakati wanafunzi	Umoja - hudhihirika wakati wanafunzi wanapojifunza	

wanaposoma pamoja kwa vikundi wakifanya kazi pamoja.	pamoja kimakundi au wawili wawili wakiandika
	sentensi zilizo na vifupisho vya maneno ya Kiswahili.
Uhusiano na masomo mengine:	Mapendekezo ya shughuli za huduma za kijamii
Kiswahili - wakati wanafunzi wanaposoma na kuandika	zinazochangia ujifunzaji:
sentensi zilizo na vifupisho vya maneno ya Kiswahili.	Wanafunzi wanaweza kuungana na wenzao mtaani na
	kucheza mchezo wa kuandika maneno. Mmoja wao
	ataje kifupisho cha neno kisha wenzao waliseme hilo
	neno huku wakiliendeleza. Atakayefanya hivyo wa
	kwanza atatuzwa.
Shughuli za kila siku zisizoratibiwa zinazochangia	Mapendekezo ya taathmini:
ujifunzaji:	Kujibu maswali kwa sauti, kazi ya kusoma na kuandika.
Wanafunzi wanaweza kutembelea maabara ya kompyuta	
ili watumie vifaa vya kidijitali kuandika hadithi fupi	
wakitumia maneno yaliofupishwa katika breli.	
Nyenzo: Mashine za breli, karatasi za breli, vitabu vya bre	li, vifaa vya kidijitali.

KIWANGO CHA TATHMINI

Anazidi Matarajio	Anatimiza Matarajio	Anakaribia Matarajio	Chini ya Matarajio
Mwanafunzi anaweza:	Mwanafunzi anaweza:	Mwanafunzi anaweza:	Mwanafunzi anaweza:
Kutambua vifupisho vya	Kutambua vifupisho	Kutambua baadhi ya	Kutambua vifupisho
maneno ya Kiswahili katika	vya maneno ya	vifupisho vya maneno ya	vichache vya maneno ya
breli na pia kutaja herufi kamili	Kiswahili katika breli.	Kiswahili katika breli.	Kiswahili katika breli.
za maneno hayo.			
Kusoma sentensi zilizo na	Kusoma sentensi zilizo	Kusoma baadhi ya sentensi	Kusoma sentensi chache
vifupisho vya maneno ya	na vifupisho vya	zilizo na vifupisho vya	zilizo na vifupisho vya
Kiswahili katika breli kwa	maneno ya Kiswahili	maneno ya Kiswahili katika	maneno ya Kiswahili
ufasaha.	katika breli.	breli.	katika breli.
Kuandika sentensi zilizo na	Kuandika sentensi	Kuandika zaidi ya theluthi	Kuandika chini ya theluthi
vifupisho vya maneno ya	zilizo na vifupisho vya	mbili ya sentensi zilizo na	moja ya sentensi zilizo na
Kiswahili katika breli na pia	maneno ya Kiswahili	vifupisho vya maneno ya	vifupisho vya maneno ya
kuyaandika hayo maneno katika	katika breli.	Kiswahili katika breli.	Kiswahili katika breli.

herufi kamili.		

Mada	Mada Ndogo	Matarajio Maalum	Mapendekezo ya Shughuli za	Maswali Dadisi
			Somo	
5.0 Breli ya	5.2 Sheria	Kufikia mwisho wa	Wanafunzi wanaweza	1. Ni vipi
Kiswahi	Zinazozingatiwa	mada ndogo,	kuelekezwa:	utagawa
li	katika Matumizi	mwanafunzi aweze:	kusoma na kuandika nakala	maneno ya
	ya Mikato ya	kusoma na kuandika	ya breli wakizingatia sheria	Kiswahili
	Breli ya	nakala akizingatia	za mikato ya breli ya	mwishoni
	Kiswahili	sheria za mikato ya	Kiswahili	mwa laini?
	(Vipindi 2)	breli ya Kiswahili	• jinsi ya kugawa maneno ya	2. Ni kwanini
		kugawa maneno ya	Kiswahili mwishoni mwa	maneno
		Kiswahili mwishoni	laini	fulani
		mwa laini	kutumia vifaa vya kidijitali	hayastahili
		kudhamini sheria	kusoma na kuandika hadithi	kufupishwa
		zinazozingatiwa	fupi wakizingatia sheria za	katika breli
		katika matumizi ya	mikato ya breli ya Kiswahili	ya

mikato ya	kwa vikundi wanafunzi	Kiswahili?
Kiswahili.	wajadili sheria	
	zinazozingatiwa katika	
	matumizi ya mikato ya	
	Kiswahili.	

Umilisi wa kimsingi unaokuzwa:

- **Teknolojia ya kidijitali:** hukuzwa wakati wanafunzi wanapotumia vifaa vya kidijitali katika kusoma na kuandika makala mbalimbali ya Kiswahili wakizingatia sharia za mikato ya breli ya Kiswahili.
- Mawasiliano na ushirikiano hukuzwa wakati wanafunzi wanapojadiliana kwenye vikudi kuhusu sheria zinazozingatiwa katika matumizi ya mikato ya Kiswahili.
- **Ufanisi wa kibinafsi**: hukuzwa wakati wanafunzi wanaposoma na kuandika makala ya breli huku wakizingatia sheria za mikato ya breli ya Kiswahli kikamilifu.

Uhusiano na masuala mtambuko:	Maadili:
Utangamano wa kijamii - hukuzwa wakati wanafunzi	Heshima- hudhihirika wakati wanafunzi wanapotoa nafasi
wanapojadiliana pamoja kwa vikundi kuhusu maneno	kwa wenzao kuchangia mada husika.
yasiofupishwa katika breli ya Kiswahili.	

Uhusiano na masomo mengine:	Mapendekezo ya shughuli za huduma za kijamii
Kiswahili - wakati wanafunzi wanaposoma na kuandika	zinazochangia ujifunzaji:
sentensi za Kiswahili wakizingatia sheria za mikato	Wanafunzi wanaweza kutembelea chumba cha habari
husika.	kilichoko katika kaunti yao, kisha waandike habari kwa
	mukhutasari wakizingatia sheria za mikato ya Kiswahili.
	Kisha wasome habari hizi.
Shughuli za kila siku zisizoratibiwa zinazochangia	Mapendekezo ya taathmini:
ujifunzaji:	Kujibu maswali kwa sauti, kazi ya kusoma na kuandika.
Wanafunzi wanaweza kutembelea maktaba na kusoma	
vitabu vya breli ili kujifahamisha zaidi na sheria za	
mikato ya Kiswahili.	

Nyenzo: Mashine za breli, karatasi za breli, vitabu vya breli, vifaa vya kidijitali.

KIWANGO CHA TATHMINI

Anazidi Matarajio	Anatimiza Matarajio	Anakaribia Matarajio	Chini ya Matarajio
Mwanafunzi anaweza:	Mwanafunzi anaweza:	Mwanafunzi anaweza:	Mwanafunzi anaweza:
Kusoma na kuandika nakala	Kusoma na kuandika	Zingatia baadhi ya sheria za	Zingatia sheria chache za
akizingatia sheria za mikato	nakala akizingatia sheria	mikato ya breli ya Kiswahli	mikato ya breli ya
ya breli ya Kiswahili na hata	za mikato ya breli ya	wakati anaposoma na	Kiswahili wakati
kuzieleza sharia hizo.	Kiswahili.	kuandika nakala za breli.	anaposoma na kuandika
			nakala za breli.
Kugawa maneno ya Kiswahili	Kugawa maneno ya	Kugawa baadhi ya maneno	Kugawa maneno
mwishoni mwa laini kisha	Kiswahili mwishoni	ya Kiswahili mwishoni	machache ya Kiswahili
kueleza sheria za kugawa	mwa laini.	mwa laini.	mwishoni mwa laini.
maneno.			

Mada	Mada ndogo	Matarajio Maalum	Mapendekezo ya Shughuli za Somo	Maswali
				Dadisi
5.0 Breli ya	5.3 Alama Za	Kufikia mwisho wa mada	Wanafunzi waweze:	1. Alama za
Kiswahi	Kuakifisha	ndogo, mwanafunzi	Kuelekezwa kutambua nukta	dukuduku
li		aweze:	nundu zinazounda alama za	huandikwa
	(Vipindi 2)	a) kutambua alama za	kuakifisha husika katika breli,	vipi kwa
		kuakifisha katika	kistari kirefu, alama ya mshazari,	breli?
		breli kwa kutaja	mabano mraba, na alama ya usemi	2. Alama ya
		nukta nundu	ndani ya usemi.	kufungua
		zinazounda alama	Kutaja alama za kuakifisha wakati	usemi
		hizo	wanaposoma sentensi	inatofautia
		b) kutaja alama za	Kuelekezwa kuandika alama za	na vipi na
		kuakifisha wakati	kuakifisha katika sentensi	alama ya
		anaposoma sentensi	Kwa vikundi wanafunzi	kufungua
		kwa breli	wanaweza kutambua na kuandika	usemi

c)	kuandika alama za	alama za kuakifisha katika	ndani ya
	kuakifisha katika	sentensi ili kupata uzoefu na kasi	usemi?
	sentensi	inayohitajika katika kusoma na	
d)	kudhamini matumizi	kuandika	
	ya alama za		
	kuakifisha kusoma na		
	kuandika breli.		

Umilisi wa kimsingi unaokuzwa:

- Mawasiliano na ushirikiano: Hukuzwa wakati wanafunzi wanapofanyakazi pamoja kwa vikundi wakiandika na kusoma kazi mbalimbali zenye alama zakuakifisha husika.
- **Teknolojia ya kidijitali:** Hukuzwa wakati wanafunzi wanapotumia vifaa vya kidijitali kwa kusoma na kuandika nakala mbalimbali za Kiswahili zinazohuzisha alama za kuakifisha.

Uhusiano na masuala mtambuko:	Maadili:
Utangamano wa kijamii –	Upendo - hudhihirka wakati wanafunzi wanaposaidiana
Hudhihirika wakati wanafunzi wa jamii	wakifanya kazi kwa vikundi.
mbalimbali wanapokaa pamoja na kufanya kazi	

pamoja kwa ushirikiano.	
Uhusiano na masomo mengine:	Mapendekezo ya shughuli za huduma za kijamii
Kiswahili, Kingereza: hudhihirika wakati	zinazochangia ujifunzaji:
wanafunzi wanaposoma na kuandika sentensi	Wanafunzi wanaweza kumtembelea ajuza aliye karibu na wao,
ambazo zinahusisha alama za kuakifisha.	kisha awasimulia hadithi huku wakiiandika kwa kuzingatia alama
	za kuakifisha, halafu wakawasomee wenzao.
Shughuli za kila siku zisizoratibiwa	Mapendekezo ya tathmini:
zinazochangia ujifunzaji:	Kujibu maswali kwa sauti, kusoma na kuandika.
Wanafunzi wanaweza kutembelea maktaba ya	
shule. Kisha wasome vitabu vya breli ili	
wajifahamishe zaidi kuhusu alama za kuakifisha.	
Nyenzo: Mashine za breli, karatasi za breli, kadi z	

KIWANGO CHA TATHMINI

Anazidi Matarajio	Anatimiza Matarajio	Anakaribia Matarajio	Chini Ya Matarajio
Mwanafunzi anaweza:	Mwanafunzi anaweza:	Mwanafunzi anaweza:	Mwanafunzi anaweza:
Kutambua alama za	Kutambua alama za	Kutambua baadhi ya	Kutambua alama
kuakifisha katika breli kwa	kuakifisha katika breli kwa	alama za kuakifisha katika	chache za kuakifisha
kutaja nukta nundu	kutaja nukta nundu	breli kwa kutaja nukta	katika breli.
zinazounda alama hizo na	zinazounda alama hizo.	nundu zinazounda alama	
hata kueleza jinsi		hizo.	
zinvyotumika.			
Kutaja alama za kuakifisha	Kutaja alama za kuakifisha	Kutaja baadhi ya alama za	Kutaja alama chache
wakati anaposoma sentensi	wakati anaposoma sentensi	kuakifisha wakati	za kuakifisha
kwa ufasaha.	kwa breli.	anaposoma sentensi kwa	anaposoma sentensi
		breli.	kwa breli.
Kuandika alama za	Kuandika alama za	Kuandika baadhi ya alama	Kuandika alama
kuakifisha katika sentensi na	kuakifisha katika sentensi.	za kuakifisha katika	chache za kuakifisha
pia nakala ilioakifishwa		sentensi.	katika sentensi.
kikamilifu.			

6.0 MATHEMATICS BRAILLE NOTATION

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key
		Outcomes		Inquiry
				Questions
6.0	6.1	By the end of the sub-	Learners be guided to:	1. How do
Mathemati	Number	strand, the learner should be	Identify numbers ranging from	you
cs Braille	s in	able to:	100,001 to 1,000,000	break
Notation	Braille	a) identify numbers	read numbers ranging from	numbers
		ranging from 100,001 to	100,001 to 1,000,000 in braille	at the
	(2	1,000,000 by naming	Write numbers ranging from	end of a
	lessons)	dots that form them	100,001 to 1,000,000 in braille	braille
		b) read numbers ranging	on how to break numbers at the	line?
		from 100,001 to	end of braille line	2. How do
		1,000,000 in braille	Practise writing mathematics	you
		c) write numbers ranging	statements using numbers ranging	write
		from 100,001 to	from 100,001 to 1,000,000 in	numbers
		1,000,000 in braille		ranging

(d)	read and write simple	braille using braille papers or	from
	mathematics statements	digital devices with assistive	100,001
	involving numbers	technology	to
	ranging from 100,001 to	In pairs or groups, practise	1,000,00
	1,000,000 in braille	reading and writing numbers and	0 in
e)	appreciate reading and	mathematics statements in braille.	braille?
	writing numbers in		
	braille.		

- Communication and collaboration: This could be developed as learners share their experiences in class and pairs as they work tasks involving numbers.
- **Self-efficacy:** This is developed as learners acquire self-confidence in tackling issues involving numbers in life situations.

Link to Pertinent and Contemporary Issues:	Values:	
Life skills- career guidance: This could be achieved as	Respect- Learners demonstrate respect as they	
learners apply skills acquired to perform tasks involving	exercise patience, tolerance and allow turn taking	

numbers in their day-to-day activities.	while performing tasks involving numbers.	
Link to other learning areas:	Suggested community service learning:	
Mathematics, science and technology, social studies, home	At home, together with children in your	
science: this could be realized as learners apply the learnt	neighborhood, take turns to create an imaginary list	
skills to solve issues involving numbers.	of bank customers and the amount in their bank	
	accounts. Write it in braille and present it to your	
	classmates.	
Suggested non-formal activity to support learning:	Suggested assessment:	
At the resource, learners could take turns to play a game of	Oral questions and written questions, self-	
numbers where one team reads the numbers for the other team	assessment, observation.	
to write.		
Suggested learning resources: Braille machines, braille number cards, braille papers, slate and stylus.		

ASSESSMENT RUBRIC

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
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	Identify most of the numbers	Identify few numbers ranging
from 100,001 to	ranging from 100,001	ranging from 100,001 to	from 100,001 to 1,000,000.
1,000,000 and beyond.	to 1,000,000.	1,000,000.	
Read numbers ranging	Read numbers ranging	Read more than two thirds of	Read less than one third of
from 100,001 to	from 100,001 to	the numbers ranging from	the numbers ranging from
1,000,000 and beyond in	1,000,000 in braille.	100,001 to 1,000,000 in	100,001 to 1,000,000 in
braille.		braille.	braille.
Write numbers ranging	Write numbers	Write more than two thirds of	Write less than one third of
from 100,001 to	ranging from 100,001	the numbers ranging from	the numbers ranging from
1,000,000 and beyond in	to 1,000,000 in braille.	100,001 to 1,000,000 in	100,001 to 1,000,000 in
braille.		braille.	braille.
Read and write	Read and write	Read and write most of the	Read and write few
mathematics statements	mathematics	mathematics statements	mathematics statements
involving numbers	statements involving	involving numbers ranging	involving numbers ranging

ranging from 100,001 to	numbers ranging from	from 100,001 to 1,000,000 in	from 100,001 to 1,000,000 in
1,000,000 and beyond in	100,001 to 1,000,000	braille.	braille.
braille.	in braille.		

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key Inquiry
		Outcomes		Questions
6.0	6.2	By the end of the sub-	Learners be guided to:	1. Why do
Mathema	Fractions	strand, the learner should	Identify simple and mixed	you use a
tics		be able to:	fractions (with denominator up to	lower sign
Braille		a) identify simple and	100)	when
Notation	(2	mixed fractions in	Differentiate simple fractions from	writing
	lessons)	braille	mixed fractions in braille	fractions?
		b) read simple and mixed	Read simple and mixed fractions	2. How do
		fractions in braille	in braille	you write
		c) write simple and	Write simple and mixed fractions	denominat
		mixed fractions in	in braille	ors
		braille	In pairs, take turns to read and	involving
		d) appreciate reading and	write simple and mixed fractions	two to
		writing simple and	in braille	three digits

	mixed fractions in braille.	 In groups, practise reading and writing mathematics statements involving simple and mixed fractions in braille. 	in braille?
Core competencies to be deve	eloped:		

- **Self-efficacy:** This could be developed as learners use the skills learnt to perform tasks involving numbers.
- Communication and collaboration: This is developed as the learners present their input in differentiating simple fractions from mixed fractions.

Link to Pertinent and Contemporary Issues:	Values:	
Life skills: This could be promoted as learners apply skills	Respect – this is achieved as learners accommodate	
acquired to perform tasks involving fractions in real-life	each other's views as they perform the task of	
situations.	differentiating simple from mixed fractions.	
Link to other learning areas:	Suggested community service learning:	
Mathematics: as learners apply the skills learnt to perform	Learners could visit a nearby local market, buy fruits,	
tasks involving fractions in braille.	and then cut them into different equal portions. They	
	could then take different numbers of portions and then	

	prepare a list of the participants and the portions they		
	have received in braille.		
Suggested non-formal activity to support learning:	Suggested mode of assessment:		
Learners could go to the school canteen and buy a sliced	Oral questions, written questions, and presentations peer		
loaf of bread then share it unequally. They then write in	assessment.		
braille their portions in relation to the number of slices in			
the whole loaf.			
Suggested learning Resources: Braille machines, slate and stylus, braille cards, fruits.			

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify simple and mixed	Identify simple and mixed	Identify most of simple and	Identify few simple and
fractions with denominators	fractions with	mixed fractions with	mixed fractions with
up to 100 and beyond.	denominators up to 100.	denominators up to 100.	denominators up to 100.
Read simple and mixed	Read simple and mixed	Read most of the simple and	Read few simple and

fractions in braille with	fractions with	mixed fractions with	mixed fractions with
denominators up to 100 and	denominators up to 100 in	denominators up to 100 in	denominators up to 100
beyond.	braille.	braille.	in braille.
Write simple and mixed	Write simple and mixed	Write most of the simple and	Write few simple and
fractions in braille with	fractions with	mixed fractions with	mixed fractions with
denominators up to 100 and	denominators up to 100 in	denominators up to 100 in	denominators up to 100
beyond.	braille.	braille.	in braille.

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key inquiry
		Outcomes		questions
6.0	6.3	By the end of the sub-	Learners be guided to:	1. How do
Mathematic	Decimals	strand, the learner should	Read decimal numbers in braille	you
s Braille		be able to:	(up to 4 decimal places)	represent
Notation		a) read decimal numbers	Write decimal numbers in braille	the
	(2 lessons)	in braille	Identify the percentage sign by	percentag
		b) write decimal numbers	naming the dots forming it	e sign in
		in braille	Write the percentage sign in	braille?
		c) write numbers with the	braille	2. How do
		percentage sign in	Write numbers with the	you write
		braille	percentage sign in braille	numbers
		d) appreciate the use of	Use digital devices with assistive	with
		decimals and the	technology to read and write	percentag
		percentage sign in	decimal and percentages in	es in

braille.	braille	braille?
	• In pairs or groups, practise	
	reading and writing	
	mathematical statements	
•	involving decimal numbers and	
	percentages in braille.	

Core competencies to be developed:

Digital literacy: This is developed as learners use digital devices with assistive technology to read and write decimal numbers and percentages in braille.

Communication and collaboration: This is developed as learners work in pairs to read and write mathematical statements involving decimal numbers and percentage in braille.

Link to Pertinent and Contemporary Issues:	Values:	
Learner support programmes- games and sports: This is	Social - this is achieved as learners fairly share the	
developed as learners use the concept of decimals in	available digital devices with assistive technology as	
situations involving measurements such as recording	they perform the tasks given.	
scores.		

Suggested community service learning:	
Learners could visit a nearby hospital, and then	
calibrate a weighing machine and stadiometers in braille	
alongside print using adhesive braille paper.	
Suggested assessment:	
Oral questions, written questions, Observations,	
presentations, peer assessment	

Suggested learning resources:

Braille machines, slate and stylus, braille number cards, weighing machine and stadiometers.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Read numbers with up to 4	Read numbers with up to 4	Read numbers with up to 3	Read numbers with up
decimal places and beyond,	decimal places, in braille.	decimal places, in braille.	to 1 decimal place, in

in braille.			braille.
Read numbers with up to 4	Write numbers with up to 4	Write numbers with up to 3	Write numbers with up
decimal places and beyond,	decimal places in braille.	decimal places in braille.	to 1 decimal place in
in braille.			braille.
Write numbers with the	Write numbers with the	Write most of the numbers	Write few numbers
percentage sign in braille,	percentage sign in braille.	with the percentage sign in	with the percentage
even in a mathematical		braille.	sign in braille.
statement.			

Strand	Sub-strand	Specific Learning	Suggested Learning	Key Inquiry
		Outcomes	Experiences	Questions
6.0 Mathematics	6.4 Units of	By the end of the sub-	Learners be guided to:	1. How do you
Braille	Measureme	strand, the learner	Identify the signs for units	identify units
Notation	nt	should be able to:	of measurement that is;	of
		a) identify braille	length – mm, cm, m km, ½	measurement
	(4 lessons)	signs for units of	(L + W) and their respective	s in braille?
		measurement	square units cm ² , m ² , km ²	2. How do you
		b) read units of	- volume – mm ³ , cm ³ , m ³	write units of
		measurements with	- weight – g, kg, t.	measurement
		numbers in braille	- time – hours, minutes,	with numbers
		c) write units of	sec a.m., p.m. 24 hour	in braille?
		measurement with	clock - digital &	
		numbers in braille	analogue	
		d) read and write	- degree sign	

	mathematical	read units of measurement
	statements with	with numbers in braille on a
	units of	work card
	measurement in	Write units of measurement
	braille	with numbers in braille
	e) appreciate the role	Use digital devices with
	of braille signs for	assistive technology to read
	units of	and write units of
	measurement in	measurement and numbers
	reading and	in braille.
	writing braille	In pairs or groups, learners
	work.	read and write mathematical
		statements with units of
		measurement ranging from
		1kg to 1000kg (t).
Core Competencies to be developed		00 (-/-
core competences to be developed		

Digital literacy: This is developed as learners use digital devices with assistive technology in reading and writing units of measurement with numbers in braille.

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

Link to Pertinent and Contemporary Issues:	Values:
Life skills: This is achieved as learners apply the	Unity: This is developed as learners work together in pairs
acquired skills in their day-to-day activities, which	or groups while performing tasks related to units of
require measuring, labeling, and recording in braille.	measurement.
Link to other learning areas:	Suggested Community Service Learning:
Mathematics, Social studies: This is realized as	During athletic competitions, learners could record in
learners apply the learnt skills to perform tasks in the	braille the different sporting events and include the time of
aforementioned learning areas.	the events, type of event using units of measurement such
	as 100m races, and write the results in units of
	measurement such as 1.2 m for high jump in braille.
Non-formal activity to support learning.	Suggested assessment:
Learners could visit a school healthy facility to assist	Oral questions and written questions, self-assessment, peer
in taking their peers' weight, height, temperature, and	assessment

pulse rate of then write them in braille.

Suggested learning resources:

Braille machines, braille papers, slate and stylus, weighing machines, braille rulers and tape measures, tactile stopwatch, thermometers, stadiometer, digital devices with assistive technology, heart rate monitor, and measuring cylinders calibrated in braille.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
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 signs for units of	Identify few signs for units of
measurement in braille	of measurement in	measurement in braille with	measurement in braille with
even when they are	braille.	support.	support.
among numbers.			
Read units of	Read units of	Read most of the signs of	Read few signs of units of
measurement with	measurement with	units of measurement with	measurement with numbers in
numbers in braille even	numbers in braille.	numbers in braille.	braille.

when they are combined			
with large numbers.			
Write signs for units of	Write units of	Write most of the signs of	Write few signs of units of
measurement with	measurement with	units of measurement with	measurement with numbers in
numbers and even state	numbers in braille.	numbers in braille.	braille.
the rules binding their use			
with numbers.			

Stra	nd	Sub-strand	Specific Learning	Suggested Learning	Key Inquiry
			Outcomes	Experiences	Questions
6.0	Mathematics	6.5 Geometrical	By the end of the sub-	Learners be guided to:	1. How do you
	Braille	Signs In	strand, the learner	• Identify geometrical signs in	write the
	Notation	Braille	should be able to:	braille (angle sign, degree	angle sign
		(2 lessons)	a) identify	sign, parallel, perpendicular	in braille
			geometrical signs	line sign, lines)	2. How do you
			in braille	Geometrical signs in angles	indicate a
			b) read geometrical	and lines	perpendicul
			signs in angles and	Write geometrical signs in	ar line in
			lines	mathematical statements	braille?
			c) write geometrical	• In pairs, practise reading and	
			signs in angles and	writing geometrical signs in	
			lines	mathematical statements.	
			d) appreciate the use		

of geometrical
signs in
mathematics
braille.

Competencies to be Developed:

- **Self-efficacy:** This is developed as learners use geometrical braille signs to perform tasks related to geometrical signs.
- **Critical thinking and problem solving**: This could be developed as learners distinguish the geometrical signs from each other, from the lines, and angles as they perform mathematical tasks.

Link to Pertinent and Contemporary Issues:	Values:
Life skills : This is achieved as learners use the skills	Unity: This is achieved as learners work together
learnt in their day-to-day activities.	harmoniously.
Link to other Learning Areas:	Suggested Assessment:
Mathematics-this is achieved as learners apply the	Observation, peer assessment, self-assessment and oral
skills learnt in performing tasks involving lines and	questions.
angles	

Suggested non-formal Activity that Supports

Learning: Learners could go to the library and identify mathematics books with angles and lines and then record the signs in braille.

Suggested Community Service Learning: Learners could prepare a well-labeled tactile chart involving different lines and angles and their signs, visit an art gallery/exhibition in their locality, and then display their work.

Suggested Learning Resources:

Braille machines, braille papers, braille cards, cereals, cardboards, glue

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to:	Learner is able to:	Learner is able to:	Learner is able to:
Identify geometrical signs	Identify geometrical signs in	Identify most of the	Identify few
in braille and even locate	braille.	geometrical signs in braille.	geometrical signs in
them from different lines			braille.
and angles.			

Read geometrical signs in	Read geometrical signs in	Read most of the	Read few geometrical
angles and lines even in	angles and lines.	geometrical signs in angles	signs in angles and
mathematical statements.		and lines.	line.
Write geometrical signs in	Write geometrical signs in	Write most of the	Write few geometrical
angles and lines, even in	angles and lines in braille.	geometrical signs in angles	signs in angles and
mathematical statements.		and lines in braille.	lines in braille.

Strand	Sub-strand	Specific Learning	Suggested Learning	Key Inquiry
		Outcomes	Experiences	Question
6.0	6.6 Inequalities	By the end of the sub-	Learners be guided to:	How do you
Mathem	Greater	strand, the learner should	• Identify the braille signs for	write greater
atics	than and	be able to:	greater than and less than by	than and less
Braille	Less than	a) identify the braille	naming dots that form them	than in braille
Notation	ı	signs for greater than	(greater than and less than)	
		and less than by	Read algebraic expressions	
	(2 lessons)	naming dots that form	involving greater than and	
		them	less than in braille	
		b) read algebraic	Write algebraic expressions	
		expressions involving	involving greater than and	
		greater than and less	less than in braille	
		than in braille	In pairs, to practise reading	
		c) write algebraic	and writing algebraic	
			una whiming digeordie	

expressions involving	expressions involving
greater than and less	greater than and less than in
than in braille	braille for mastery.
d) appreciate reading and	
writing algebraic	
expressions in braille.	

Competencies to be Developed:

- Communication and collaboration: This is developed as learners work together in reading and writing algebraic expressions with greater than and less than in braille.
- **Self-efficacy:** This is developed as learners perform tasks involving greater than and less than braille signs in algebraic expressions when doing practise.

Link to Pertinent and Contemporary Issues:	Values:
Life skills: This is achieved as learners use the skills learnt	Peace : This is achieved as learners appreciate each
in their day-to-day activities as they apply the skills learnt	other as they work in pairs.
involving algebraic expressions in their tasks.	

Link to other Learning Areas:	Suggested Community Service Learning:
Mathematics: This is achieved as learners apply the skills	Learners could visit a nearby market, look for small-
learnt in working out algebraic expressions.	sized objects, and then stick them with glue on a
	cardboard. Learners shall form patterns of objects and
	greater than or less than braille signs, and hang the
	tactile portrait on their mathematics corner.
Suggested non-formal Activity that Supports Learning:	Suggested Assessment:
Learners could go to the common room and play number	Observation, peer assessment, self-assessment and
game where the two numbers are picked at random,	oral questions.
juxtaposed, then the sign of greater than or less than will be	
put in between depending on the number value.	
Suggested Learning Resources:	
Braille machines, braille papers, braille cards	

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner sometimes	The learner, most of the
Identify the braille signs	Identify the braille signs	confuses the braille sign for	time, confuses the braille
for greater than and less	for greater than and less	greater than and less than	sign for greater than and
than by naming dots that	than by naming dots that	when identifying them.	less than when identifying
form them, and even	form them.		them.
explain the rule binding			
the use of the signs with			
numbers or other signs.			
Read algebraic expression	Read algebraic	Read most of the algebraic	Read a few algebraic
involving greater than and	expressions involving	expressions involving greater	expressions involving
less than in braille with	greater than and less than	than and less than in braille.	greater than and less than
fluency.	in braille.		in braille.
Write algebraic	Write algebraic	Write most of the algebraic	Write a few algebraic
expressions involving	expressions involving	expressions involving greater	expressions involving
greater than and less than	greater than and less than	than and less than in braille.	greater than and less than

in braille, and explain the	in braille.	in braille.
rules binding the use of the		
signs when writing them		
with numbers.		

7.0 MUSIC BRAILLE NOTATION

Strand	Sub-strand	Specific Learning	Suggested Learning	Key Inquiry
		Outcomes	Experiences	Questions
7.0 Music Braille	7.1 Music	By the end of the sub-	Learners be guided to:	1. How do
Notation	Braille	strand, the learner should	Identify tonic sol-fa	you write
	Tonic Sol-	be able to:	notations in braille. They	sol-fa
	fa Notation	a) identify sol-fa	include main bits in simple	notations
	in Major	notations by naming	time signatures i.e. One bit,	in braille?
	and Minor	the specific dots	two bits, three bits four bits	2. How are
	Keys	b) differentiate sol-fa	ranging from do to the	sol-fa
	(3 lessons)	notations of lower	upper do for major keys and	notations
		octave from those of	la to the upper la for minor	of higher
		higher ones	keys.	octave
		c) read tonic sol-fa	Differentiate tonic sol-fa	different
		notations in braille	notations of lower octave	from those
		d) write tonic sol-fa	from the higher ones (from	of lower
		notations in braille		octaves?

e) appreciate reading and		lower do to the upper do and
writing tonic sol-fa		vice versa).
notations in braille	•	Read tonic sol-fa notations
		in braille
	•	Write tonic sol-fa notations
		in braille
	•	In pairs, practise reading
		and writing tonic sol-fa
		notations in braille

Competencies to Be Developed:

- Self-efficacy: This could be developed as learners apply skills learnt to write their own tunes for performance.
- Communication and collaboration: This could be developed as learners in pairs practise reading and writing tonic sol-fa notations in braille.

Link to Pertinent and Contemporary Issues:	Va	alues:	
Learners support programs; learning to live together:	•	Love: This is achieved as learners work together,	
This could be developed as learners work together in		helping each other.	

harmony as they practise reading and writing tonic sol-	Respect: This could be developed as learners
fa notation in braille.	demonstrate tolerance as they accommodate each
	other's views while reading and writing sol-fa
	notations in braille
Link to other Learning Areas:	Suggested Community Service Learning:
Music: this is achieved as learners use the skills learnt	Learners could visit a music conservatoire, listen to high
to write sol-fa notations in music.	octave, low octave sol-fa notation, and write them in
	braille to differentiate them.
Suggested non-Formal Activity that Support	Suggested Assessment:
Learning: Learners could go to the school music room	Oral Questions, Self-Assessment, Portfolio and peer
with their elder peers, let the elder peers play the scale	Assessment.
of any major key using the main bit, and write them in	
music braille sol-fa notations.	
Suggested Learning Resources:	<u>I</u>
Braille paper, braille machine, braille cards on sol-fa not	tations

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify sol-fa notations in	Identify sol-fa notations	Identify most of the tonic sol-fa	Identify few tonic sol-fa
braille and even sing them.	in braille.	notation in braille.	notations in braille.
Read tonic sol-fa notation	Read tonic sol-fa	Read most of tonic sol-fa	Read few tonic sol-fa
in braille with confidence	notations in braille.	notations in braille.	notations in braille.
and fluency.			
Write tonic sol-fa notations	Write tonic sol-fa	Write most of tonic sol-fa	Write few tonic sol-fa
in braille and even create	notations in braille.	notations in braille.	notations in braille.
his or her own pattern.			

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key Inquiry
		Outcomes		Questions
7.0 Music	7.2 Music	By the end of the sub-strand,	Learners be guided to:	1. How do
Braille	Braille	the learner should be able to:	Identify music braille signs by	you write a
Notatio	Signs	a) identify music braille	naming the specific dots. Signs	pause sign
n		signs by naming the	include; pause sign, common	in braille?
	(2	specific dots	time sign, word sign, accent	2. How is a
	lessons)	b) read music braille signs	sign, duplet sign, and triplet sign	duplet
		correctly	Read music braille signs	different
		c) write music braille	correctly	from a
		signs correctly	Write music braille signs	triplet?
		d) appreciate reading and	correctly	
		writing music braille	• In groups or pairs, practise	
		signs.	reading and writing music	
			braille signs written together	

Competencies to Be Developed:				
• Self-Efficacy: This could be developed as learners apply the knowledge and skills learnt to perform tasks				
involving music braille.				
Critical thinking and problem solving: This could	ld be developed as learners distinguish music braille signs			
from notes in braille.				
Link to Pertinent and Contemporary Issues:	Values:			
Life skills: This could be developed as learners apply	Love: This is achieved as learners work together in groups			
the knowledge and skills learnt to read and write appreciating each other's differences.				
their own music in braille.				
Link to other Learning Areas:	Suggested Community Service Learning:			
Music as learners apply the knowledge learnt to read	Learners could write music braille signs alongside the print			
and write music signs.	and then visit a nearby school to share how braille music			
	signs look.			
Suggested non-formal Activity that Supports	Suggested Assessment:			
Learning:	Questions, self-assessment and peer assessment.			

with notes.

Learners could prepare music braille signs on charts
using grains like maize, green grams or cowpeas,
mount the charts on cardboard and hang them on the
music room walls for practise.

Suggested Learning Resources:

Braille machines, slate and stylus, braille paper

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify music braille	Identify music braille	Identify music braille signs	Make little effort in
signs and even when they	signs.	with assistance.	identifying music braille
are written together with			signs.
notes.			
Read music braille signs	Read music braille	Read music braille signs with	Makes little effort in reading
even when they appear	signs.	assistance.	music braille signs.

among notes.			
Write music braille signs	Write music braille	Write music braille signs with	Make little effort in writing
and even assist others.	signs correctly.	assistance.	music braille signs.

Note: The learner to be guided to choose between option 1 (French Braille) or option 2 (German Braille) depending on their choice of foreign language to enable them to read, write, and perform other activities related to the language.

OPTION 1 8.0 FRENCH BRAILLE

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry
				Question
8.0 French	8.1 French	By the end of the sub-strand, the	Learners be guided to:	1. How do
Braille	Accent	learner should be able to:	Identify different accent marks	you
	Marks	a) identify different accent	used on the same word in	distinguis
	(2	marks used on the same word	French braille by naming	h accent
	lessons)	in French braille by naming	specific dots on braille cards	marks
		the specific dots	Read out words with more than	from
		b) read out words with more	one accent marks in French	letters of
		than one accent marks in	braille	alphabet?
		French braille		

c)	write words with more than	•	Write words with more than one	
	one accent marks in French		accent marks in French braille	
	braille	•	Read and write words in French	
d)) appreciate the use of accent		with more than one accent	
	marks in French braille.		marks in braille in groups.	

Core Competencies to be Developed:

- Communication and collaboration: This is developed as learners work together in groups while identifying, reading and writing words with more than one accent mark in French braille.
- **Critical thinking and problem solving:** This is developed as learners strive to make out the accent marks from letters of the alphabet and other accent marks occurring in the same word.

Link to Pertinent and Contemporary Issues:

- Career guidance: This is achieved as learners utilize
 the acquired skills to perfect their pronunciation in
 the French language for future career opportunities.
- Life skills: This could be developed as learners use the acquired skills in their day to day activities like

Values:

Unity: This is developed as learners cooperate in their groups to read and write words with more than one accent mark in French braille.

keeping diaries and records	
Link to other Learning Areas: French:	Suggested Community Service Learning:
As learners apply the learned skill in reading and	Learners could visit a nearby supermarket to buy
writing French work.	households goods. They would then make a list of items in
	French and use italic signs to show those with more than
	one accent mark.
Suggested Non-Formal Activity that Supports	Suggested Assessment:
Learning: Learners could visit the school library and	Self-assessment, peer assessment and oral assessment.
pick out words with more than one accent marks from	
French textbooks. They could then proceed to write	
these words down for practise.	
Suggested Learning Resources:	

Braille paper, braille machine, slate and stylus, braille cards.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify different accent	Identify different accent	Identify most accent marks on	Identify a few accent
marks on the same word in	marks on the same word	the same word.	marks among those used
French braille and even	in French braille.		in the same word.
articulate them orally.			
Read out words with more	Read words with more	Read most of words with more	Read few words with
than one accent mark in	than one accent mark in	than one accent mark in French	more than one accent
French braille fluently.	French braille.	braille.	mark in French braille.
Write words with more	Write words with more	Write most words with more	Write few words with
than one accent mark in	than one accent mark in	than one accent mark in French	more than one accent
French braille and come up	French braille.	braille.	mark in French braille.
with more examples.			

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning	Key Inquiry
			Experiences	Questions
8.0	8.2 Word	By the end of the sub-strand, the	Learners be guided to:	1. Why do we
Frenc	Signs	learner should be able to:	Identify word signs in French	use word
h	in	a) identify word signs in French	braille (B for being, C for Ce,	signs in
Braill	French	braille by naming the dots	D for De)	French
e	Braille	correctly	Read words represented by	braille?
	(2	b) read the words represented by	word signs in French braille	2. How are
	lessons)	word signs in French braille	write word signs in French	word signs
		c) write word signs in French	braille	different
		braille	In groups, practise reading	from the
		d) appreciate the use of word	and writing words	alphabet in
		signs in French braille.	represented by word signs in	French
			French braille.	braille?

Core Competencies to be Developed:

- Communication and collaboration: This is developed as learners work together in groups to practise reading and writing word signs in French braille.
- **Self-efficacy:** This is developed as learners use word signs to shorten their braille work hence making it less cumbersome

Link to Pertinent and Contemporary Issues:	Values:	
Life skills: This could be developed as learners use	Love: this could be achieved as learners assist one another	
the learnt skills to improve their writing skills in	during their group activities.	
poetry, diary writing, and record keeping.		
Link to other Learning Areas:	Suggests Community Service Learning:	
French - as learners use the acquired skills to read and	Learners could write and transcribe simple sentences with	
write their braille work in French.	word signs in French braille, then read to parents and other	
	guests during school functions.	
Suggested non-formal Activity that Supports	Suggested Assessment:	
Learning: Learners could visit their school library to	Self-assessment, written question, peer assessment.	

read French braille books with word signs to
familiarize themselves with word signs in French
braille.

Suggested Learning Resources:

Braille machines, slate and stylus, braille paper and French braille books.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Leaner is able to:	Leaner is able to:	Leaner is able to:	Learner is able to:
Identify word signs in	Identify word signs in	Identify most of the word signs in	Identify few word signs
French braille and even	French braille.	French braille.	in French braille.
spell out the words they			
represent.			
Read the words	Read words	Read most of the words	Read few words
represented by word signs	represented by word	represented by word signs in	represented by word
in French braille fluently.	signs in French braille.	French braille.	signs in French braille.
Write word signs in French	Write word signs in	Write most of word signs in	Write few word signs in

Braille and even write	French braille.	French braille.	French braille.
them in simple sentences.			

Strand	Sub	o-strand	Sp	ecific Learning Outcomes	Su	ggested Learning	Ke	y Inquiry
					Ex	xperiences	Qι	estions
8.0 French	8.3	Punctuations	Ву	the end of the sub-strand,	Le	arners be guided to:	1.	Why do we
Braille		and	the	learner should be able to:	•	Identify punctuation and		use
		Indicators	a)	identify punctuation signs		indicator signs in French		punctuation
				in French braille by		braille (brackets, dash)		marks when
		(2 lessons)		naming the dots.	•	Locate punctuation marks		writing
			b)	read out punctuation signs		on sentences		braille
				in French braille	•	Write punctuation signs		work?
			c)	write punctuations signs in		in French braille	2.	How do you
				French braille	•	Read and write short		differentiate
			d)	appreciate the use of		sentences with		punctuation
				punctuation signs in		punctuation marks in		marks from
				French braille		groups.		letters of the
								alphabet?

Competencies to be developed:

- **Self-efficacy:** This is achieved as learners apply braille skills learnt to punctuate texts in French.
- **Communication and collaboration:** This is developed as learners work together in groups to read and write punctuation marks in French braille.

Link to Pertinent and Contemporary Issues:	Values:
Life skills: This could be achieved as learners use	Peace: This is achieved as learners, in groups, work together
braille skills to write poems and chorales for contests	in harmony to read and write sentences with punctuation
and entertainment.	marks.
Link to other Learning Areas:	Suggested Community Service Learning:
French: This is achieved as learners use the acquired	Learners could make cards bearing different punctuations in
skills to punctuate sentences in French.	print and braille, and then challenge their sighted playmates
	to identify the number and position of dots of the punctuation
	marks.
Suggested non-formal Activity that Supports	Suggested Assessment:
Learning: Learners could look for children's	Peer assessment, oral assessment and presentations.
storybooks in French braille in the school library,	

locate different punctuation marks, and write them	
down for practise.	

Suggested Learning Resources:

Braille paper, braille machine, cards and manila papers, children readers.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify punctuation signs in	Identify punctuation	Identify most punctuation signs	Identify few
French and use them in	signs in French braille.	in French braille.	punctuation signs in
simple sentences.			French braille.
Read punctuation signs in	Read punctuation signs	Read most punctuation signs in	Read few punctuation
sentences and bring out their	in sentences.	sentences.	signs in French braille.
intonation.			
Write punctuation signs in	Write punctuation signs	Write most punctuation signs in	Write few punctuation
sentences and can even	in French braille	French braille.	signs in French braille
independently punctuate short	sentences.		sentences.
texts.			

OPTION 2 9.0 GERMAN BRAILLE

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry
				Question
9.0	9.1 German	By the end of the sub-strand,	Learners be guided to:	1. How do
Germa	Accent	the learner should be able to:	Identify accent marks in German	you
n	Marks	a) identify accent marks in	braille used on the same word in	distinguis
Braille	(2	German braille by naming	German braille by feeling and	h accent
	lessons)	the dots correctly	naming the dots on braille cards	marks
		b) read out words with	Read out words with accent marks	from
		accent marks in German	in braille	letters of
		braille	Write words with accent marks in	alphabet?
		c) write accent marks in	braille	
		German braille	Practise reading and writing words	
		d) appreciate the role of	and sentences with accent marks	
		accent marks in German	in German braille in groups.	
		braille.		

Core Competencies to be Developed:

- Communication and collaboration: This is developed as learners work together in groups while practicing reading and writing words and sentences with German accent marks in braille.
- **Learning to learn:** This is developed as learners look for more words with German accent marks to improve their reading skills in German braille.

Link to Pertinent and Contemporary Issues:	Values:
Career guidance: This is achieved as learners utilize the	Unity: This is developed as learners cooperate in their
acquired skills to perfect their pronunciation in the	groups to read and write words and sentences with
German language for future career prospects.	accent marks in German braille.
Link to other Learning Areas:	Suggested Community Service Learning:
German: As learners apply the learned skill in reading	Learners could visit a supermarket in their locality then
and writing German work in braille.	buy goods as they list them in German braille.
Suggested non-formal Activity that Supports	Suggested Assessment:
Learning: Learners could visit the school library and	Self-assessment, peer assessment and oral assessment.
pick out words with German accent marks from German	
textbooks. They could then proceed to write these words	

down for practise.

Suggested Learning Resources:

Braille paper, braille machine, slate and stylus, braille cards, German braille books.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations	
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:	
Identify German accent	Identify German accent	Identify most of the German	Identify a few accent	
marks in braille and	marks in braille.	accent marks.	marks in German braille.	
articulate them orally.				
Read out words with	Read words with	Read most of the words with	Read a few words with	
German accent marks in	German accent marks	accent marks in German braille.	German accent marks in	
braille fluently.	in German braille.		braille.	
Write accent marks in	Write accent marks in	Write most of German accent	Write a few accent marks	
German braille and even	German braille.	marks in German braille.	in German braille.	
include them in words.				

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning	Key Inquiry
			Experiences	Questions
9.0	9.2 Word	By the end of the sub-strand, the	Learners be guided to:	1. Why do we
Germa	Signs	learner should be able to:	Identify word signs in	use word
n	in	a) identify word signs in	German braille (B for being,	signs in
Braille	German	German braille by naming	C for Ce, D for De)	German
	Braille	the dots correctly	Read words represented by	braille?
		b) read the words represented	word signs in German	2. How are
	(2	by word signs in German	braille	word signs
	lessons)	braille	Write word signs in German	different from
		c) write word signs in German	braille	the alphabet
		braille	Practise reading and writing	in German
		d) appreciate the use of word	words represented by word	braille?
		signs in German braille.	signs in German braille in	
			groups.	

Core Competencies to be Developed:

- **Communication and collaboration:** This is developed as learners work together in groups to practise reading and writing word signs in German braille.
- **Self-efficacy:** This is developed as learners use word signs to shorten their braille work, making it less cumbersome.

Link to Pertinent and Contemporary Issues:	Values:
Life skills: This could be developed as learners use the	Love: This could be achieved as learners assist one another
learnt skills to improve their writing skills in areas like	during their group activities.
poetry, diary writing, and record keeping.	
Link to other Learning Areas:	Suggests Community Service Learning:
German - as learners use the acquired skills to read	Learners could write and transcribe simple sentences with
and write their braille work in German.	word signs in German braille, then read to parents and other
	guests during school functions.
Suggested Non-Formal Activity that Supports	Suggested Assessment:
Learning: Learners could visit their school library to	Self-assessment, oral assessment, peer assessment.
read German braille books with word signs to	

familiarize themselves with word signs in German braille.

Suggested Learning Resources:

Braille machines, slate and stylus, braille paper, and German braille books.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Leaner is able to:	Leaner is able to:	Leaner is able to:	Learner is able to:
Identify word signs in	Identify word signs in	Identify most of the word	Identify few word signs in
German braille and even	German braille.	signs in German braille.	German braille.
spell out the words			
represented by word			
signs.			
Read the words	Read words	Read most of the words	Read few words represented by
represented by word	represented by word	represented by word signs	word signs in German braille.
signs in German braille	signs in German	in German braille.	

fluently.	braille.		
Write word signs in	Write word signs in	Write most of word signs in	Write few word signs in
German braille and even	German braille.	German braille.	German braille.
write them in simple			
sentences.			

Strand	Sub-strand	Specific Learning	Suggested Learning	Key Inquiry
		Outcomes	Experiences	Questions
9.0	9.3	By the end of the sub-	Learners be guided to:	1. Why do we use
Germa	Punctuatio	strand, the learner should	Identify punctuation and	punctuation
n	ns and	be able to:	indicator signs in German	marks when
Braille	Indicators	a) identify punctuation	braille (brackets, dash, letter	writing braille
	(2 lessons)	signs in German braille	signs, italic sign)	work?
		b) read out punctuation	Locate punctuation marks on	2. How do you
		signs in German braille	sentences	differentiate
		c) write punctuations signs	Write punctuations signs in	punctuation
		in German braille	German braille	marks from
		d) appreciate the use of	Read and write short	letters of the
		punctuation signs in	sentences with punctuation	alphabet?
		German braille.	marks and indicators in	
			groups.	

Competencies to be Developed:

- Self-efficacy: This is achieved as learners apply braille skills learnt to punctuate texts in German braille.
- Communication and collaboration: This is developed as learners work together in groups to read and write punctuation marks in German braille.

Link to Pertinent and Contemporary Issues:	Values:
Life skills: This could be achieved as learners use	Peace: This is achieved as learners work together in
braille skills to write poems and chorales for contests	harmony in their groups to read and write sentences with
and entertainment.	punctuation marks.
Link to other Learning Areas:	Suggested Community Service Learning:
German: This is achieved as learners use the acquired	Learners could make cards bearing different punctuations in
skills to punctuate sentences in German.	print and braille, and then challenge their sighted playmates
	to identify the number and position of dots of the
	punctuation marks.
Suggested Non-Formal Activity that Supports	Suggested Assessment:
Learning: Learners could look for children's	Peer assessment, oral assessment and written assessment.
storybooks in German braille in the school library,	

locate different punctuation marks and write them		
down for practise.		
Suggested Learning Resources:		
Braille paper, braille machine, cards and manila papers, children readers.		

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to:	The learner is able to:	The learner is able to:	The learner is able to:
Identify punctuation signs	Identify punctuation signs	Identify most of punctuation	Identify few punctuation
and indicators in German	and indicators in German	signs and indicators in	signs and indicators in
braille even when they	braille.	German braille.	German braille.
appear in the midst of			
words and sentences.			
Read sentences with	Read sentences with	Read most of the sentences	Read few sentences with
punctuation signs and	punctuation signs and	with punctuation signs and	punctuation signs and
indicators in sentences and	indicators in German	indicators in German braille.	indicators in German

bring out their intonation.	braille.		braille.
Write punctuation signs	Write punctuation signs	Write most of the	Write few punctuation
and indicators in sentences	and indicators in German	punctuation signs and	signs and indicators in
and can even	braille.	indicators in German braille.	German braille.
independently punctuate			
short texts.			