

REPUBLIC OF KENYA

MINISTRY OF EDUCATION



JUNIOR SCHOOL CURRICULUM DESIGN

**KENYAN SIGN LANGUAGE
GRADE 8**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2023

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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, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior School (Grade 7-9) is on-going as from 2023-2025 as Senior School (Grade 10 to 12) continues in 2026 and subsequently. The curriculum designs prepare learners for transition to tertiary education and the world of work.

The Grade 8 curriculum designs for learners with Hearing Impairment build on competencies attained by learners at the Junior School. Further, they provide opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences with adaptations, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubrics.

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

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
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PREFACE

The Ministry of Education (MoE) is implementing curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2017. Grade 10 is the first level of the Senior School (SS) in the new education structure. Senior School marks the end of basic education as defined in the Basic Education Act, 2013.

Grade 10 curriculum designs for learners with Hearing Impairment furthers implementation of the CBC from Grade 9 in Junior School. The curriculum provides opportunities for learners with Hearing Impairment to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose theme 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 10 curriculum designs for learners with Hearing Impairment are intended to enhance the learners' development of 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 provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The designs also suggest learning resources and assessment techniques with adaptations. It is expected that the designs will guide teachers to effectively facilitate learners with Hearing Impairment to attain the expected learning outcomes for Grade 8 and prepare them for smooth transition to further education and training. It is my hope that teachers will use the curriculum designs to make learning accessible, interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the *Basic Education Curriculum Framework (BECF)*, that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education -MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 9 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary -MoE and the Principal Secretary – State Department of Early Learning and Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs for learners with Hearing Impairment. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 8 and preparation of learners with Hearing Impairment for transition to Senior Secondary School.

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MINISTRY OF EDUCATION

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TIME ALLOCATION

No.	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical and Pre-Career	5
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	2
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
Total		45

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

ii) Promote the social, economic, technological and industrial needs for national development.

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

iii) Promote individual development and self-fulfilment

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

iv) Promote sound moral and religious values.

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

v) Promote social equality and responsibility.

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

vi) Promote respect for and development of Kenya's rich and varied cultures.

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

vii) Promote international consciousness and foster positive attitudes towards other nations.

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

viii. Promote positive attitudes towards good health and environmental protection.

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

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

Kenyan Sign Language (KSL) is a visual system of communication which uses gestures, hand-shapes and body movement including facial expressions to represent letters of the alphabet, numbers, words, phrases, concepts and ideas. It has its unique structure in grammar and practical use. The constitution of Kenya 2010, Article 7(3b) and Article 54 (1d) recognizes Kenyan Sign Language as one of the languages used in Kenya. In achievement of the National goals of education, the language fosters nationalism, patriotism and promotion of national unity and respect for the development of Kenya's rich and varied cultures such as Deaf culture.

Proficiency in Kenyan Sign Language enables a learner to enhance self-expression skills for effective communication and interaction, utilising limitless social and professional opportunities. The learning outcomes will equip the learners with observation skills in; signing, fingerspelling, reading signs and interpreting other visual stimuli to develop lifelong interests in signing on a wide range of themes, pertinent and contemporary issues.

At Junior school, Kenyan Sign Language builds on the linguistic competencies acquired in middle school. The content is delivered through interactive and participatory methods of learning to enhance the potential of every learner to develop linguistic and communicative competencies as they interact with print and non-print digital materials both in and outside the classroom.

The proposed content offers the learner opportunities to explore the language in varied communication situations crucial for advancement to senior school and beyond.

General Learning Outcomes

By the end of junior school, the learner should be able to:

1. Demonstrate receptive and expressive skills on different themes using varied approaches, modes and media in different contexts.
2. Demonstrate skills acquired in Kenyan Sign Language structure to interact and communicate effectively with the wider Deaf community in Kenya.
3. Use Kenyan Sign Language to develop appropriate skills, attitudes and values in the society.
4. Apply acquired knowledge to address divergent pertinent and contemporary issues.
5. Demonstrate reading and interpretation of signs, fingerspelling, pictures, diagrams, illustrations, video clips among other visual and symbolic language in various modes.
6. Interpret varied visual stimuli on the immediate environment on issues of day-to-day life.
7. Acquire literacy skills for creative, critical thinking and problem solving in different contexts.
8. Use digital literacy in learning Kenyan Sign Language.
9. Justify variations in Kenyan Sign Language for National cohesion of the country's rich culture and linguistic diversity.

STRANDS

1. **OBSERVING AND SIGNING**
2. **VIEWING AND INTERPRETING**
3. **GRAMMAR**
4. **PRESENTING**

THEME 1.0: USE OF ICT IN COMMUNICATION

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.1 OBSERVING AND SIGNING	1.1.1 Signed communication; Use of Technology in Communication (4 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify technological applications used in communication, b) describe the signs and symbols related to technological applications used in communication, c) use various technological applications to conduct teleconferencing and video chats, d) observe netiquette when using various applications to communicate, e) advocate for appropriate use of 	<ul style="list-style-type: none"> ● In groups, learners observe illustrations or watch signed or pre-recorded videos and discuss the different technological applications used in communication and their icons as used in the different digital devices. They include; <i>WhatsApp, Twitter, Youtube, Instagram, Zoom, Google meet or Classroom, Webinar, Facebook, Imo, Email and Messenger.</i> ● In groups, learners discuss the signs and symbols of technological applications and assistive digital devices used in day-to-day communication such as <i>WhatsApp, zoom, Google Classroom, Webinar, Facebook, Imo among others.</i> ● In groups, learners discuss and sign the netiquette to be observed in social interactions when using technological applications such as <i>Muting or</i> 	<ol style="list-style-type: none"> 1. How do you use technological applications to communicate? 2. Why is it important to observe online safety when using technological applications to communicate?

		<p>digital devices in social interactions.</p>	<p><i>unmuting, decency and background settings, reactions, not yelling-typing in bold and uppercase, avoid abusive or sarcastic language, not over using the chat, seeking consent.</i></p> <ul style="list-style-type: none"> ● In pairs, learners practise using the technological applications to conduct video chats and teleconferencing while observing netiquette. ● In groups, learners discuss ways on how users of the applications can be safe from cyber bullies, addictions and overdependence on the gadgets. ● Learners to individually demonstrates how the technological applications are used in social interactions, ● Individually, the learner demonstrates online safety when interacting with people using the technological applications, ● In pairs, learners construct KSL sentences using the vocabularies related to use of technology in communication. ● In pairs, learners stage a one-to-one teleconferencing using various applications while observing the etiquette and safety 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy; as the learner observes signs of words and expressions used in social conversations using technological applications. ● Communication and collaboration; as the learner reviews and develops different signs and expressions used in informal and formal interactions in various social contexts. 	
<p>Values:</p> <ul style="list-style-type: none"> ● Unity; as learners practise using the applications in in groups ● Love; as the learner builds positive relationships with peers, teachers, mentors, parents and others when engaging in informal and formal conversations. ● Responsibility; as learners avoid unsafe sites when using technological applications to communicate. 	<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life Skills; as the learner identifies signs for self - expression. ● Education for Sustainable Development, Safety issues; as learners discuss ways on how users of the applications can be safe from cyber bullies, addictions and overdependence on the gadgets.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● Computer Science: as learners practise use of technological applications. 	<p>Community Service Learning:</p> <ul style="list-style-type: none"> ● Demonstrating the use of signs and expressions during various functions in the community.
<p>Non-formal Activities that support learning:</p> <ul style="list-style-type: none"> ● Participating in sports activities, celebrations during birthdays, church functions and funerals. 	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Video clips ● Projectors , ● Smart phones, ● Laptops ● Desktops ● Learner’s interactive materials, ● KSL DVD’s 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying five technological applications used in communication.	Identifies more than five technological applications used in communication.	Identifies five technological applications used in communication.	Identifies three to four technological applications used in communication.	Identifies one to two technological applications used in communication.
Describing five technological applications used for teleconferencing.	Describes more than five, with examples, technological applications used for teleconferencing.	Describes five technological applications used for teleconferencing.	Describes three to four technological applications used for teleconferencing.	Describes one to two technological applications used for teleconferencing.
Explaining five netiquette to observe when using applications for communication.	Explains more than five netiquette to observe when using applications for communication	Explains five netiquette to observe when using the applications for communication.	Explains three netiquette to observe when using the applications for communication.	Explains one to two netiquette to be observed when using the applications for communication.

Using three technological applications in social interactions.	Uses four or more technological applications in social interactions..	Uses three technological applications in social interactions.	Uses two technological applications in social interactions..	Uses one technological application in social interactions..
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STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.2 VIEWING AND INTERPRETING	1.2.1 Intensive viewing (6 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> identify the vocabularies and expressions in signed pictorial passage or video for comprehension, summarise the signed message as presented in a pictorial passage/video, decode the meaning of the messages conveyed as noted from the signed pictorial passage or video clip related to the theme, paraphrase short signed messages for comprehension, sequence the information or message as portrayed in the pictorial passage, 	<ul style="list-style-type: none"> In groups, learners observe signed or pre-recorded video clips showing safe use of technological applications. Individually, the learner presents a summary of the viewed content to the plenary. (<i>Emphasis on: Nature of the information, conciseness, accuracy and objectivity</i>) In groups, learners discuss the meaning of vocabularies as used in the context. In pairs, learners arrange pieces of pictorial passages to logically and chronologically convey information. (<i>Emphasis on skimming skills</i>) Individually, learners construct KSL sentences using the vocabularies acquired. 	How can you capture relevant information effectively?

		<ul style="list-style-type: none"> f) apply concentration skills when viewing a content for effective communication, g) acknowledge the intensive viewing skills for comprehending messages. 	<ul style="list-style-type: none"> ● In groups, learners discuss the messages conveyed from signed pictorial passages/video on technological applications. ● Individually, learners to practise use of intensive viewing skills on educational materials during a teleconference call. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Learning to Learn; as the learner observes and interprets the content from pictorial passages and/or video clips. ● Self – Efficacy; as the learners discuss the messages conveyed from signed pictorial passages/video on technological applications. 				
Values: <ul style="list-style-type: none"> ● Respect; as the learners work together during group discussions. ● Responsibility; as the learner takes care of the materials used in learning. 		Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Effective Communication; as the learner uses the acquired vocabularies and expressions in different contexts. ● Citizenship: Social Cohesion; as the learner practices netiquette during communication when using technological applications. 		
Link to other Learning Areas: English when the learner interprets stories to peers using appropriate language.		Community Service Learning: Participate in sensitising peers and members of the community on emerging issues.		
Non-formal Activities that support learning: <ul style="list-style-type: none"> ● Observe and interpret Educational pictorial messages/videos on technological applications during clubs and societies. 		Suggested modes of Assessment: <ul style="list-style-type: none"> ● Observation. ● Peer assessment. ● Signed assessment. 		
Suggested Learning Resources:				

- Video clips
- smart phones
- Laptops or desktop computers
- Learner's interactive materials
- KSL DVD's.

Suggested Assessment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying five vocabularies and expressions in signed pictorial passage/video for comprehension.	Identifies more than five signs and expressions in signed pictorial passage/video for comprehension.	Identifies five vocabularies and expressions in signed pictorial passage/video for comprehension.	Identifies three to four vocabularies and expressions in signed pictorial passage/video for comprehension.	Identifies one to two signs and expressions in signed pictorial passage/video for comprehension with guidance.
Summarizing the signed message as presented in a pictorial passage/video.	Summarises the signed message as presented in a pictorial passage/video with clear and appropriate sequence.	Summarises the signed message as presented in a pictorial passage/video.	Summarises the signed message as presented in a pictorial passage/video with omissions of key points.	Makes a shallow summary of the presented message in a pictorial passage/video with omissions of key points.
Paraphrasing short signed messages for comprehension.	Paraphrases short signed messages for comprehension using the correct vocabulary and within the context.	Paraphrases short signed messages for comprehension.	Paraphrases part short signed messages for comprehension with omissions.	Paraphrases short signed messages for comprehension but gets out of context.

Apply concentration skills when viewing a content for effective communication.	Applies concentration skills when viewing content for effective communication and analyses the content.	Applies concentration skills when viewing content for effective communication.	Applies minimum concentration skills when viewing a content for effective communication.	Applies minimum concentration skills when viewing a content with prompts.
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STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.3 GRAMMAR	1.3.1 Parts of speech -Adjectives (descriptive, quantitative) (5 lessons)	By the end of the sub strand, the learner should be able to; a) define a descriptive adjective as used in KSL, b) identify signs of descriptive adjectives as used in a pictorial passage or video, c) analyse the descriptive adjectives as used in a signed pictorial passage, d) identify signs of quantitative adjectives markers as used in KSL structure, e) construct sentences using the descriptive and quantitative adjectives, f) appreciate the use of descriptive and	<ul style="list-style-type: none"> ● In groups, learners observe a pictorial passage/ signed or pre-recorded story on descriptive adjectives. ● In groups, learners discuss descriptive adjectives as used in the pictorial passage/signed or pre-recorded story such as nice, amazing, kind, good, rich and smart. ● In pairs, learners identify objects and describe them using descriptive adjectives. ● In groups, learners observe a signed pictorial passage or prerecorded signed story on quantitative adjectives. ● In groups, learners discuss quantitative adjectives as used in the pictorial passage/ signed story such as <i>Much, Many, Few, Little</i> or use of numbers. 	<ol style="list-style-type: none"> 1. How do you describe objects? 2. How do we use adjectives to describe various nouns?

		quantitative adjectives for effective communication.	<ul style="list-style-type: none"> ● In pairs, learners identify and discuss quantitative adjectives within the school. ● In groups, learners practise the signs of some quantitative adjectives. ● In pairs, learners use descriptive and quantitative adjectives to construct KSL sentences. ● In groups, learners recite and present a signed poem using descriptive and quantitative adjectives. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration; as learners work together in groups. ● Self-Efficacy ; as the learner uses various descriptive adjectives for effective communication. 				
Values: <ul style="list-style-type: none"> ● Unity; as the learners work together in groups. 		Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Safety Issues-School environment; as the learner becomes more aware of his/her surroundings. ● Animal welfare issues in Education; as the learner identifies animals according to their appearances and products. 		
Link to other Learning Areas: <ul style="list-style-type: none"> ● English as the learner uses words/terms representing descriptive and quantitative adjectives. 		Community Service Learning: <ul style="list-style-type: none"> ● Practice signing descriptive and quantitative adjectives within the community. 		
Non-formal Activities that support learning: Practice signing descriptive and quantitative adjectives in clubs and societies.		Suggested Assessment Method: <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment 		

Suggested Learning Resources:

- Video clips
- smart phones
- Laptops or desktop computers
- Learner's interactive materials
- KSL DVD's.

Suggested Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying signs ten of descriptive adjectives as used in a pictorial passage or video.	Identifies more than ten signs of descriptive adjectives as used in a pictorial passage or video.	Identifies signs of ten descriptive adjectives as used in a pictorial passage or video.	Identifies signs of five to nine descriptive adjectives as used in a pictorial passage or video.	Identifies one to four descriptive adjectives as used in a pictorial passage or video with guidance.
Identifying signs of ten quantitative adjectives in KSL structure.	Identifies signs of more than ten quantitative adjectives in KSL structure.	Identifies signs of ten quantitative adjectives in KSL structure.	Identifies signs of five to nine quantitative adjectives as used in KSL structure.	Identifies signs of one to four quantitative adjectives as used in KSL structure with assistance.
Constructing ten sentences using descriptive and quantitative adjectives.	Constructs more than ten sentences using descriptive and quantitative adjectives.	Constructs ten sentences using descriptive and quantitative adjectives.	Constructs five to nine sentences using descriptive and quantitative adjectives.	Constructs one to four sentences using descriptive and quantitative adjectives.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.4 PRESENTING	1.4.1 Public signing (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the theme or topic or issue to be addressed in the signed story or speech to be presented, b) sequence the ideas to narrate the story or speech on the selected theme or topic or issue, c) present the signed story or speech on the selected theme or topic or issue, d) reflect on the importance of using public presentation in addressing issues in the society.	<ul style="list-style-type: none"> ● In groups, learners review the flow of events in a presented pictorial story/ signed story on safe use of the internet. ● In groups, learners observe and discuss a pictorial passage/ signed story noting the flow of events in the story. ● In groups, learners discuss the various points portrayed in the pictorial passage on safe use of the internet. ● In groups, learners discuss how to sequence ideas relevant to the topic. ● Learners individually present the story to the audience. ● Individually, learners record peers during public presentations using a video camera or smartphone. 	How do you prepare for a signed public presentation?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self – Efficacy; as the learners confidently organise their ideas during public presentation. ● Critical Thinking and Problem solving; as the learner creates a short public presentation to show sequencing of ideas. ● Digital literacy; as the learner records peers during public presentations. 				

<p>Values:</p> <ul style="list-style-type: none"> ● Integrity; as peers assess one another during public presentation. 	<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Analytical thinking- creative thinking; as the learners create and perform public presentations to show sequencing of ideas
<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> ● Social Studies when selecting a theme for public presentation from various cultural contexts. 	<p>Community Service Learning;</p> <ul style="list-style-type: none"> ● Sensitise the community on specific matters using public presentations.
<p>Non-formal Activities that support learning; Practising presentation of ideas during clubs and societies.</p>	<p>Suggested Assessment Methods;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment
<p>Suggested Learning Resources;</p> <ul style="list-style-type: none"> ● Video clips, ● Smartphones, ● Laptops or desktop computers, ● Video recorder, ● Electronic devices, ● Learner’s interactive materials, ● KSL DVD’s. 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

Identify the theme for the intended story presentation.	Identifies and explains the theme for the intended story presentation.	Identifies the theme for the intended story presentation.	Identifies the theme for the intended story presentation with prompts.	Has difficulties identifying the theme for the intended story presentation.
Sequence different ideas to narrate the story on the selected theme.	Sequences different ideas to narrate the story on the selected theme and seamlessly organises ideas.	Sequences different ideas to narrate the story on the selected theme.	Sequences different ideas to narrate the story on the selected theme with prompts.	Sequences different ideas to narrate the story on the selected theme but mixes them up.
Narrate the story on the selected theme.	Narrates the story on the selected theme applying all the skills of presentation.	Narrates the story on the selected theme.	Narrates part of the story on the selected theme.	Narrates part of the story on the selected theme with assistance.

THEME 2: AGRICULTURAL ACTIVITIES IN EAST AFRICA

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.1 OBSERVING	2.1.1 Narratives:	By the end of the sub strand, the learner should be able to;	<ul style="list-style-type: none"> In groups, learners observe a second person narrative from a 	1. How do we create a signed second person narrative?

<p>AND SIGNING</p>	<p>Signed Second person Narrative (4 lessons)</p>	<p>a) identify the terms used in describing or addressing a second person narrative, b) describe the characters as portrayed in the narrative, c) describe the characteristics of a second person narrative, d) apply the learned techniques or styles to present a signed second person narrative, e) appreciate the use of second person narratives in communication.</p>	<p>signed or pre recorded story on Agricultural activities.</p> <ul style="list-style-type: none"> ● In pairs, identify the terms used in describing or addressing a second person narrative (you, yours, yourself, yourselves) ● In pairs, learners practise signing the vocabularies used in the second person narrative (you, yours, yourself, yourselves). ● In groups, learners discuss the characters observed in the narrative depending on the context. ● In pairs, learners discuss how the second person features in a narrative through choice of signs. ● In groups, the learner discusses with peers the moral lessons learnt from the narrative. ● Individually, the learner constructs KSL sentences using the vocabularies acquired. ● The learner individually practises signing their own narrative using the second person narrative style to peers. 	<p>2. How do we present a second person narrative?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration; as learners discuss the second person narrative style. ● Critical thinking and problem solving; as the learner interprets narratives observed. 				

<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility; as the learner uses and takes care of digital devices. ● Unity;as learners discuss in groups about the moral lessons learnt from the narrative observed. 	<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication; as the learner applies expressive skills while interpreting a narrative. ● Sustainable consumption; as learners observe a second person narrative from a signed or pre recorded story on Agricultural activities.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● English as learners practise analysing narratives of various themes. 	<p>Community Service Learning:</p> <ul style="list-style-type: none"> ● Practice signing narratives with parents and the members of the society.
<p>Non-formal Activities that support learning; Practice signing narratives during clubs and societies.</p>	<p>Suggested modes of Assessment:</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment
<p>Suggested Resources;</p> <ul style="list-style-type: none"> ● Video clips, ● Smartphones, ● Laptops or desktop computers, ● Video recorder, ● Electronic devices, ● Learner’s interactive materials, ● KSL DVD’s. 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying four terms used in describing or addressing a second person narrative.	Identifies and explains the four terms used in second person narrative from a video.	Identifies the four terms used in second person narrative from a video.	Identifies three terms used in second person narrative from a video.	Identifies two or one term used in second person narrative from a video.
Describing the characters as portrayed in the narrative.	Describes the characters as portrayed in the narrative and assists peers.	Describes the characters as portrayed in the narrative.	Describes some characters as portrayed in the narrative.	Describes some characters as portrayed in the narrative with prompt.
Narrating stories from various illustrations using the second person narrative.	Narrates stories from various illustrations using the second person narrative and applies all presentation skills.	Narrates stories from various illustrations using the second person narrative.	Narrates some stories from various illustrations using the second person narrative.	Narrates stories from various illustrations with assistance.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
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<p>2.2 VIEWING AND INTERPRETING</p>	<p>2.2.1 Extensive viewing of Information (Fiction, non-fiction) (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) select sources of information for intensive viewing, b) select pieces of information from a range of pictorial passage and/or video, c) demonstrate concentration skills when viewing a content, d) evaluate a content through skimming pictorial passages, video or a conversation of two people, e) appreciate the competency of extensive viewing for information. 	<ul style="list-style-type: none"> ● In groups, learners observe media materials using electronic or print sources (fiction and non-fiction materials). ● Individually the learner gathers relevant pieces of information by viewing a signed or pre recorded video on Agricultural activities from digital devices. ● In groups, learners identify the vocabularies learnt from the observed content(s). ● Individually, the learner constructs KSL sentences using the vocabularies acquired. ● The learner views short and long contents on fiction and non-fiction contents (with grade appropriate language) and reports the information obtained. ● In groups, learners practice scanning through media contents/a pictorial passage/video for information. ● In pairs, learners practice extensive viewing and interpretation for enjoyment. 	<ul style="list-style-type: none"> 1. How do we source information? 2. Why do we evaluate information?
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<p>Core Competencies to be developed: Digital literacy ; as the learner views and uses digital devices and materials. Learning to Learn ; as the learner scans fiction, non-fiction and documentaries on Agricultural activities for information.</p>	
<p>Values:</p> <ul style="list-style-type: none"> ● Respect; as the learner acquires vast and extensive viewing skills without prejudice and biases. 	<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication; as the learner acquires viewing skills for comprehension of conversations and pieces of information. ● Self-management Skills; as the learner develops viewing skills for self - expression.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● Life skills as the learner develops a better understanding of materials, he/she is exposed to in everyday life. ● Social studies; as the learner acquaints self with information from documentaries and other materials. 	<p>Community Service Learning:</p> <ul style="list-style-type: none"> ● Practice extensive viewing of education programmes at home in order to get a range of information and vocabulary.
<p>Non-formal Activities that support learning: Selecting educational materials, TV programmes and movies with peers for learning and entertainment.</p>	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Observation. ● interviews. ● Peer assessment. ● Signed assessment.
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Video clips, ● Smartphones, ● Laptops or desktop computers, ● Video recorder, ● Electronic devices, ● Learner’s interactive materials, 	

- KSL DVD's.

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Select pieces of information from a range of signed pictorial passages and/or videos.	Selects pieces of information from a range of signed pictorial passages and/or videos, and is able to give a summary.	Selects pieces of information from a range of signed pictorial passages and/or videos.	Selects pieces of information from a range of signed pictorial passages and/or videos, leaving out some important information.	Select very few pieces of information from a range of signed pictorial passages and/or video with guidance.
Demonstrate concentration skills when viewing a content.	Demonstrate concentration skills when viewing a content and assists peers.	Demonstrate concentration skills when viewing a content.	Demonstrates concentration skills when viewing a content with guidance	Has challenges demonstrating concentration skills when viewing a content
Evaluate a content through skimming pictorial passages, video or a conversation of two people.	Evaluates content through skimming pictorial passages, video or a conversation of two people and guide peers.	Evaluates a content through skimming pictorial passages, video or a conversation of two people.	Describes content through skimming pictorial passages, video or a conversation of two people.	Mentions a content through skimming pictorial passages, video or a conversation of two people with assistance.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.3 GRAMMAR	2.3.1 Tenses in KSL -Present -Past (4 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify present and past tenses in a signed conversation, b) use present and past tenses learnt in constructing KSL sentences, c) compose signed stories or narratives using present or past tenses for learning, d) appreciate the use of tenses in communication. 	<ul style="list-style-type: none"> ● In pairs, learners identify the present and past tenses as presented in a signed pictorial passage or a signed pre recorded video. ● In groups, learners discuss various examples of present and past tense markers as observed from a signed pictorial passage or pre recorded signed story. ● In pairs, learners discuss and classify the tense markers into; present tense markers (<i>every day, always, now, today</i>) and past tense markers (<i>ago, past time, finish</i>) ● In pairs, learners practice signing different tense markers as observed from a signed pictorial passage or pre recorded video. ● Individually, the learner constructs KSL sentences using present and past tense with negations. ● In pairs, learners practice signing sentences using present tenses. ● In pairs, learners practice signing sentences using past tense. ● In groups, learners record themselves as they sign sentences using present and past tenses using digital devices. 	<ol style="list-style-type: none"> 1. How do we identify different tenses in a sentence? 2. How do we use tenses in a sentence? 3. How do tenses help in sentences?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration; as learners in groups construct KSL sentences using present simple and past perfect with negations. ● Self-Efficacy; as the learner uses various tenses for effective communication. 	
<p>Values:</p> <ul style="list-style-type: none"> ● Unity; is enhanced as the learners work together in groups. 	<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skills - self-esteem; is enhanced as the learner signs sentences using tenses correctly.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● English; as the learner uses correct tenses in various contexts. 	<p>Community Service Learning:</p> <ul style="list-style-type: none"> ● Practicing signing different tenses when expressing themselves with parents, guardians, house parents and friends.
<p>Non-formal Activities that support learning: Practice using correct tenses when conducting activities during clubs and societies.</p>	<p>Suggested Assessment Methods;</p> <ul style="list-style-type: none"> ● Observation. ● Peer assessment. ● Signed assessment.
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Video clips. ● Relevant digital devices. ● Learner's interactive materials. ● KSL DVD's. 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation

Identifying various signs of present simple tenses.	Identifies various sign markers of present simple tenses and uses them to construct sentences.	Identifies various sign markers of present simple tenses.	Identifies some sign markers of present simple tenses.	Identifies some sign markers of present simple tenses with prompts.
Identifying various signs of past perfect tenses.	Identifies various signs of past perfect tenses and uses them to construct sentences..	Identifies various signs of past perfect tenses.	Identifies some signs of past perfect tenses.	Identifies some signs of past perfect tenses with assistance.
Using present and past tense learnt in constructing KSL sentences	Uses the signs of the tense markers learnt in constructing KSL sentences in the correct structure.	uses the signs of the tense markers learnt in constructing KSL sentences.	uses the signs of the tense markers learnt in constructing KSL sentences with assistance.	Has challenges in using the signs of the tense markers learnt in constructing KSL sentences.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.4 PRESENTATION	2.4.1 Story telling -Folk tale story (4 lessons)	By the end of the sub strand, the learner should be able to; a) identify different types of stories for learning, b) describe the characteristics of folktale stories to develop communication skills, c) narrate a folktale story using appropriate narration skills and signing fluency,	<ul style="list-style-type: none"> • In groups, learners could discuss different types of stories as viewed in signed or prerecorded stories/pictorial messages. (Descriptive, viewpoint, historical, linear and nonlinear). • In groups, learners discuss the characteristics of folktale narratives (origin of something, moral lesson, personification, 	<ol style="list-style-type: none"> 1.How do you tell if a story is a folk tale? 2.How do we narrate stories?

		<p>d) appreciate the use of folktale stories for effective communication.</p>	<p>protagonists and antagonist characters).</p> <ul style="list-style-type: none"> ● In groups, learners discuss various folk tale stories related to agriculture from various contexts/communities. ● In pairs, learners practice using skills of narrating an interesting story (application of fluency in signing-articulation, speed, accuracy, eye contact, facial expression, signing space, non manual features, creativity, localisation and intensity). ● In pairs, learners search online and present to peers an interesting folk tale story. For example animal tales, wonder tales, religious tales, romantic tales, from Rags to Riches, Cinderella, Snow white etc. ● In groups, learners practise signing and giving meaning to the vocabularies noted in the story. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration; as the learner engage in discussion of folk tale narratives. ● Learning to learn; as the learner signs and records folk tale stories from various sources. 				

Values: <ul style="list-style-type: none"> ● Unity; as the learners work together in groups. 	Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Effective communication; as the learner acquires the skills used to narrate a story.
Link to other Learning Areas: <ul style="list-style-type: none"> ● English as the learner acquires the skills of storytelling. 	Community Service Learning: <ul style="list-style-type: none"> ● Practicing storytelling to siblings, parents and guardians
Non-formal Activities that support learning; Performing story-telling during school breaks, school functions for enjoyment.	Suggested Assessment methods; <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment
Suggested Learning Resources; <ul style="list-style-type: none"> ● Video clips, ● Relevant digital devices, ● Learner’s interactive materials, ● KSL DVD’s. 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing four types of narratives.	Describes more than four types of the folktale narratives.	Describes four folk tale narratives.	Describes 2 or 3 folktale narratives.	Describes 1 or none folktale narrative..
Narrating folk tale narratives with	Narrates a folk tale narrative while demonstrating signing fluency (articulation, speed, accuracy, eye	Narrates a folk tale narratives demonstrating	Narrates a folk tale story demonstrating articulation, speed, accuracy, eye contact,	Narrates a folk tale story demonstrating articulation, speed, accuracy.

appropriate narration skills.	contact, facial expression, signing space, non manual features, creativity, localisation and intensity)	articulation, speed, accuracy, eye contact, facial expression, signing space, non manual features, localisation and intensity	facial expression, signing space and non manual features.	
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THEME 3: PEOPLE AND CAREERS; FORMAL EMPLOYMENT				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.1 OBSERVING AND SIGNING	3.1.1 Sign Identification and description (3 lessons)	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a) identify different signs as observed in the signed video, b) describe the signs observed in the video using the elements of a sign, c) use the signs observed in the video to construct sentences for effective communication, 	<ul style="list-style-type: none"> ● In groups, learners identify different signs based on formal employment as presented in the video. ● In groups, learners discuss how the careers in formal employment are signed using the elements of a sign for example engineering, education, medicine, transport, judiciary, security. 	<ol style="list-style-type: none"> 1. Why are the elements of a sign important in signing? 2. Why do we have sign variations? 3. Why are some signs accompanied with non -manual features?

		d) appreciate the use of facial expressions and body language in communication.	<ul style="list-style-type: none"> ● Learners to individually practice signing the vocabularies with peers. ● Learners to individually construct sentences using the vocabulary acquired. ● In groups, learners use various digital devices to record themselves narrating narratives related to career using appropriate facial expressions and body language. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy; as the learner practices signing the vocabularies with peers. ● Communication and Collaboration; as the learners discuss how the careers in formal employment are signed using the elements of a sign for example engineering, education, medicine, transport, judiciary, security. 				
Values: <ul style="list-style-type: none"> ● Unity; as learners use digital devices to record themselves narrating narratives related to career using appropriate facial expressions and body language. ● Responsibility; as learners take care of digital devices. 		Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Mentorship and peer Education; as the learner acquires skills, from peers, when using the signs acquired. ● Effective communication; as learners use facial expressions and body language in communication. 		
Link to other Learning Areas: English as learners acquire vocabularies as they identify the signs.		Community Service Learning: <ul style="list-style-type: none"> ● Practice signing business transaction vocabularies with friends and siblings. 		
Non-formal Activities that support learning:		Suggested Assessment Methods:		

Practice signing business transaction vocabularies during clubs, societies and school functions.	<ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Video clips ● Smartphones ● Laptops or desktop computers ● Video recorder ● Electronic devices ● Learner’s interactive materials ● KSL DVD’s 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying ten signs as observed in the signed video.	Identifies more than ten signs as observed in the signed video.	Identifies ten signs as observed in the signed video.	Identifies five to nine signs as observed in the signed video.	Identifies one to four signs as observed in the signed video.

Describing ten the signs observed in the video while using the elements of a sign.	Describes more than ten signs observed in the video while using the elements of a sign.	Describes ten signs observed in the video while using the elements of a sign.	Describes five to nine signs observed in the video while using the elements of a sign.	Describes one to four signs observed in the video while using the elements of a sign.
Using the ten signs observed in constructing sentences for effective communication.	Uses more than ten signs observed in constructing sentences for effective communication.	Uses ten signs observed in the video to construct sentences for effective communication.	Uses five to nine signs observed in the video to construct sentences for effective communication.	Uses one to four signs observed in the video to construct sentences for effective communication.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.2 VIEWING AND INTERPRETING	3.2.1 Interpreting Messages (4 lessons)	By the end of the sub strand, the learner should be able to: a) Identify the message conveyed in a signed poem or video with the help of facial expressions and body language employed, b) interpret the message conveyed in a signed poem or video with the help of facial expressions	<ul style="list-style-type: none"> ● In groups, learners observe a signed poem from a digital device related to people and career and note the information conveyed. ● In groups, learners discuss the meaning of the vocabularies as used in the signed poem. ● In groups, learners discuss the message conveyed in a signed poem or video by analysing the facial expressions and body language employed (sombre, joy). 	<ol style="list-style-type: none"> 1. How do we decode signed messages? 2. Why is it important to employ facial expressions and body language in signed poem /passages?

		<p>and body language employed,</p> <p>c) reflect on the importance of using non-verbal aspects in communication for effective interpretation of messages.</p>	<ul style="list-style-type: none"> ● In pairs, learners record themselves using digital devices as they sign a story related to the theme while employing non-verbal cues. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical Thinking and problem solving; as the learner analyzes the messages when communicating to another. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect; as learners in groups discuss the message conveyed in a signed pictorial passage or video by analysing the facial expressions and body language employed. ● Unity; as learners record themselves when as signing a story related to the theme. 		<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication; as the learner communicates with one another without distortion of messages. ● Analytical thinking; as the learner develops comprehension and gives appropriate responses. 		
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● English as the learner develops language competency for responding to questions in different contexts. 		<p>Community Service Learning:</p> <ul style="list-style-type: none"> ● Practice giving good responses to friends, family members and in the general public. 		
<p>Non-formal Activities that support learning: Practice giving good responses when performing activities in clubs and societies.</p>		<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Observation ● Interviews ● Peer assessment ● Signed assessment 		
<p>Suggested Learning Resources:</p>				

- Video clips
- Video recorder
- Smartphone
- Learner's interactive materials
- KSL DVD's

Suggested Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying the message conveyed in three signed poems or video with the help of facial expressions and body language employed.	Identifies the message conveyed in more than three signed poems or videos with the help of facial expressions and body language employed.	Identifies the message conveyed in three signed poems or videos with the help of facial expressions and body language employed.	Identifies the message conveyed in two signed poems or videos with the help of facial expressions and body language employed.	Identifies the message conveyed in one signed poem or video with the help of facial expressions and body language employed.
Interpreting three messages conveyed in a signed poem or video with the help of facial expressions and body language employed.	Interprets more than three messages conveyed in different signed poems or stories with the help of facial expressions and body language employed.	Interprets three messages conveyed in different signed poems or stories with the help of facial expressions and body language employed.	Interprets two messages conveyed in different signed poems or stories with the help of facial expressions and body language employed.	Interprets one message conveyed in different signed poems or stories with the help of facial expressions and body language employed.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.3 GRAMMAR	3.3.1 Pronoun - Reflexive (4 lessons)	By the end of the sub strand, the learner should be able to; a) identify reflexive pronouns for effective communication,, b) explain how reflexive pronouns are used in sentences, c) use elements of a sign to differentiate reflexive pronouns, d) construct sentences using different reflexive pronouns, e) appreciate the use of pronouns in sentences for effective communication.	<ul style="list-style-type: none"> ● The learner individually reviews different types of pronouns learnt previously. ● In groups, learners discuss the different types of pronouns previously learnt. ● In groups, learners discuss reflexive pronouns as used in sentences (<i>Signed as, Self me cut, herself she blame</i>). ● Individually, learners use reflexive pronouns to construct sentences. ● In groups, learners sign the constructed sentences using reflexive pronouns. ● In groups, learners use digital devices to record themselves when signing sentences using reflexive pronouns . 	<ol style="list-style-type: none"> 1. How can you identify a reflexive pronoun in a narrative? 2. Why are reflexive pronouns important in a narrative?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy; as the learners use reflexive pronouns to express themselves in conversations. ● Learning to learn; as the learners apply the use of pronouns in communication. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility; as the learner manipulates the digital devices when recording their signed sentences. 			<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication; as the learners practice signing pronouns in KSL sentences. 	

<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> ● English as the learner acquire the concept of using pronouns 	<p>Community Service Learning;</p> <ul style="list-style-type: none"> ● Practice signing sentences using pronouns when communicating with friends and parents at home.
<p>Non-formal Activities that support learning; Practice signing sentences using pronouns when carrying out various activities in school such as games and sports.</p>	<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation. ● Peer assessment. ● Signed assessment.
<p>Suggested Learning Resources;</p> <ul style="list-style-type: none"> ● Video clips, ● Smartphones, ● Laptops or desktop computers, ● Video recorder, ● Electronic devices, ● Learner’s interactive materials, ● KSL DVD’s. 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying six to seven reflexive pronouns for effective communication.	Identifies eight reflexive pronouns for effective communication.	Identifies six to seven reflexive pronouns for effective communication.	Identifies four to five reflexive pronouns for effective communication.	Identifies one to three reflexive pronouns for effective communication.

Explaining how reflexive pronouns are used in sentences.	Explains with examples how reflexive pronouns are used in sentences.	Explains how reflexive pronouns are used in sentences.	Makes an effort to explain how reflexive pronouns are used in sentences though lacks clarity.	Makes very little effort to explain how reflexive pronouns are used in KSL sentences.
Using elements of a sign to differentiate reflexive pronouns.	Uses all elements of a sign to differentiate reflexive pronouns.	Uses elements of a sign to differentiate reflexive pronouns.	Uses three elements of a sign to differentiate reflexive pronouns.	Uses one to two elements of a sign to differentiate reflexive pronouns.
Constructing eight sentences using different reflexive pronouns.	Constructs more than eight sentences with reflexive pronouns while using appropriate facial expressions.	Constructs eight sentences using different reflexive pronouns.	Constructs five to seven sentences using different reflexive pronouns.	Constructing one to four sentences using different reflexive pronouns.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.4 PRESENTATION	3.4.1 Debate - Moderate Debate (4 lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) explain how to moderate a debate as observed from a video, b) sign the vocabulary used during proceedings in a moderated debate, c) conduct a moderated debate on a given theme, topic or issue, 	<ul style="list-style-type: none"> ● In groups, learners observe a video clip of a debate from a digital device (Parliament session, pre- recorded school debates). ● In groups, learners discuss the signs used during the proceedings of the debate (<i>motion, proposers, opposers,</i> 	<ol style="list-style-type: none"> 1. How are debates conducted? 2. Why do we moderate a debate?

		<p>d) acknowledge the use of debate in improving language competency.</p>	<p><i>speaker, clerk, sergeant at arms).</i></p> <ul style="list-style-type: none"> ● In groups, learners discuss how to moderate a debate for example rules to be observed (<i>be neutral, introducing the participants, encouraging active discussion of the agenda, time keeping, keeping debaters within the topic/ agenda</i>). ● In groups, learners organize a moderated debate on people and career. ● In groups, learners present a debate, showing significance of the theme, and judgement. ● Record a 15-minute debate using a digital device. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration; as the learners organise and debate on people and their career. ● Self-efficacy; as the learner assertively expresses his/her ideas during debates. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect as learners accommodate different opposing opinions and practice turn taking during debates. 		<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Analytical thinking skills; critical thinking skills as learners present their ideas during debates on different themes. 		
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● English as the learner communicates in a debate. 		<p>Community Service Learning:</p>		

	<ul style="list-style-type: none"> ● Participating in debates with friends and family members.
Non-formal Activities that support learning: Conduct debates during clubs and societies.	Suggested Assessment Methods: <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment
Suggested Learning Resources: <ul style="list-style-type: none"> ● Video clips ● Smartphones, ● Laptops or desktop computers ● Video recorder ● Electronic devices ● Learner’s interactive materials ● KSL DVD’s. 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Signing five terms used during proceedings in a moderated debate.	Signs more than five terms used during proceedings in a moderated debate.	Signs and explains five terms used during proceedings in a moderated debate.	Signs and explains 2 or 3 terms used during proceedings in a moderated debate.	Signs and explains 1 terminology used during proceedings in a moderated debate.
Explaining how to moderate a debate as	Explains with clear demonstration how to	Explains how to moderate a debate as observed from a video clip.	Explains how to moderate a debate as observed from	Makes little effort to explain how to moderate a

observed from a video clip.	moderate a debate as observed from a video clip.		a video clip with omissions of key points.	debate as observed from a video clip.
Conducting a moderated debate on a given theme, topic or issue.	Conducts a moderated debate on a given theme, topic or issue with confidence while following debate guidelines.	Conducts a moderated debate on a given theme, topic or issue.	Conducts a moderated debate on a given theme, topic or issue with minimal follow up of debate guidelines.	Has challenges conducting a moderated debate on a given theme, topic or issue. Diverts from the theme or topic.

THEME 4: POLLUTION				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.1 OBSERVING AND SIGNING	4.1.1 Skills of active observation <i>(drawing attention, attentiveness, body language, eye contact and turn taking)</i> (5 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> identify skills of active observation during communication, describe the skills of observing in KSL , use the skills of observing for effective communication, sign sentences using the skills of observation for communication, Embrace the skills of observing in communication 	<ul style="list-style-type: none"> The learner observes signed video clips on formal employment demonstrating active observational skills. In pairs, learners identify the active observational skills from the video clip(drawing attention, attentiveness, body language, eye contact and turn taking) In pairs, learners engage in a dialogue on causes of 	Why are observation skills important in communication?

			<p>pollution while promoting active observational skills,</p> <ul style="list-style-type: none"> ● In groups, learners practice active observational skills in skits/narrations/poems/songs/debates/discussions. ● In groups, learners record a narration on causes of pollution that demonstrates appropriate active observational skills. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy; as the learner searches the internet to find out the skills of observing in communication. ● Learning to learn; as learners use the skills of observing for communication. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love; as the learner shares the learning materials together. ● Unity; as the learners work together with others in groups. 			<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication; as the learner communicates with one another using skills of observing. ● Mentorship and peer Education; In pairs, learners engage in a dialogue on causes of pollution while promoting active observational skills, 	
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● English; as learners observe etiquette during communication. 			<p>Community Service Learning: Learners prepare a narrative and present in a social gathering on the effects of pollution.</p>	

<p>Non-formal Activities that support learning: learners identify the active observational skills from the video clip(drawing attention, attentiveness, body language, eye contact and turn taking) in clubs and societies.</p>	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Video clips ● Relevant digital devices ● Learner’s interactive materials ● KSL DVD’s 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying five skills of active observation during communication	Identifies more than five skills of active observation during communication	Identifies five skills of active observation during communication	Identifies three to four skills of active observation during communication	Identifies one to two skills of active observation during communication
Describing five skills of active observation during communication	Describes more than five skills of active observation during communication	Describes five skills of active observation during communication	Describes three to four skills of active observation during communication	Describes one to two skills of active observation during communication
Using five skills of observing to construct sentences for	Uses more than five skills of observing to construct sentences for	Uses five skills of observing to construct sentences for	Uses three to four skills of observing to construct sentences for	Uses one to two skills of observing to construct sentences for

communication.	communication.	communication.	communication.	communication.
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STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.2 VIEWING AND INTERPRETING	4.2.1 Narratives <i>Fairy tales</i> (4 lessons)	By the end of the sub strand, the learner should be able to; (a) identify features of a fairy tale, (b) explain the importance of conveying a message correctly in a signed narrative, (c) analyse signed narratives for appropriate interpretation, (d) acknowledge the importance of interpreting the meaning of signed narratives for knowledge acquisition.	<ul style="list-style-type: none"> ● In groups, learners observe a signed fairy tale from a video clip. ● In groups, learners identify the features of a fairy tale. ● In groups, learners discuss the importance of signing a narrative correctly in order to convey the intended meaning. ● In groups, learners analyse signed narratives and interpret the message conveyed. ● In groups, learners discuss the moral lesson of the narratives. ● Individually, the learner signs a given narrative on effects of pollution. ● The learner individually records peers during presentation of the narrative. 	<ol style="list-style-type: none"> 1. Why are fairy tales important? 2. How are fairy tales used in a community?

Core Competencies to be developed:

Communication and collaboration; as the learner discuss the moral lesson of the story.

Self Efficacy; as the learner signs given narratives.

<p>Values:</p> <ul style="list-style-type: none"> ● Unity; as learners record themselves as the sign given narratives. ● Responsibility; as learners utilize and care for the learning resources. 	<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication; as learners sign narratives to convey messages. ● Analytical thinking skills; as learners anylise signed narratives and interpret the message conveyed.
<p>Link to other Learning Areas: English; as learners identify the features of a fairy tale.</p>	<p>Community Service Learning:</p> <ul style="list-style-type: none"> ● Learners observe and interpret narratives(fairy tales)to peers, siblings or the community.
<p>Non-formal Activities that support learning: Learners observe and interpret narratives(fairy tales)to peers in the assembly or in clubs and societies.</p>	<p>Suggested Assessment methods:</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessments
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Video clips ● Relevant digital devices ● Learner’s interactive materials ● KSL DVD’s 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying features of a fairy tale.	Identifies more than five features of a fairy tale	Identifies five features of a fairy tale.	Identifies two to four features of a fairy tale	Identifies one or no features of a fairy tale

Explaining the importance of conveying a message correctly in a signed narrative.	Explains the importance of conveying a message using pertinent examples and terminology in a signed narrative.	Explains the importance of conveying a message correctly in a signed narrative.	Explains the importance of conveying a message clearly but it lacks depth and does not cite examples.	Makes little effort to explain the importance of conveying a message in a signed narrative.
Analysing signed narratives for appropriate interpretation.	Analyses signed narratives thoroughly considering a wide range of factors that impact interpretation.	Analyses signed narratives for appropriate interpretation.	Analyses signed narratives, however the interpretation may be shallow and superficial.	Makes little effort in analysing signed narratives for appropriate interpretation.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.3 GRAMMAR	4.3.1 Phrases -Adverbial -Adjectival (4 lessons)	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a) identify different phrases as used in KSL as shown in a pictorial passage/video, b) explain the use of adverbial phrases in communication, c) demonstrate how adjectival phrases are used in communication, 	<ul style="list-style-type: none"> ● In groups, learners observe pictorial passage/video clips showing how phrases in KSL are used (theme; Pollution related issues). ● In groups, learners discuss the use of adverbial phrases in communication (you have been sleeping for a long time, he was waiting for the rain to stop). 	<ol style="list-style-type: none"> 1. How do we use phrases in communication ? 2. How are adverbial and adjectival phrases different?

		d) appreciate the use of phrases in communication in day-to-day life.	<ul style="list-style-type: none"> ● In groups learners discuss the use of adjectival phrases in communication (the cost of the car was too high). ● In pairs, learners practice the use of adverbial phrases in communication and present in plenary. ● The learner to individually construct sentences using adjectival phrases. ● The learner individually records using a digital device a conversation emphasizing the use of phrases in KSL sentences. 	
<p>Core Competencies to be developed: Learning to learn; as the learners use phrases in KSL sentences. Communication and collaboration; as learners practice in groups, the use of phrases in communication and present in plenary.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Love as the learners share ideas in the use of prepositions in KSL. 		<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective Communication; as a learner uses phrases in communication. 		
<p>Link to other Learning Areas; English; as the learner acquires skills in the use of phrases.</p>		<p>Community Service Learning;</p> <ul style="list-style-type: none"> ● Practice use of phrases when communicating with the general public 		
<p>Non-formal Activities that support learning; Practice using phrases in public presentations during school functions.</p>		<p>Suggested Assessment methods;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment 		

Suggested Learning Resources:

- Video clips
- Relevant digital devices
- Learner's interactive materials
- KSL DVD's

Suggested Assessment Rubrics

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying signs of different phrases as used in KSL as shown in a pictorial passage/video.	Identifies and demonstrates signs of different phrases as used in KSL as shown in a pictorial passage/video.	Identifies signs of different phrases as used in KSL as shown in a pictorial passage/video.	Identifies some signs of different phrases as used in KSL as shown in a pictorial passage/video.	Identifies few signs of different phrases as used in KSL as shown in a pictorial passage/video with guidance.
Explaining the use of five adverbial phrases in communication.	Explains the use of more than five adverbial phrases in communication.	Explains the use of five adverbial phrases in communication.	Explains the uses of three to four adverbial phrases in communication.	Explains the uses of one to two adverbial phrases in communication
Demonstrating how adjectival phrases are used in communication.	Demonstrates how adjectival phrases are used in communication and assists peers.	Demonstrates how adjectival phrases are used in communication.	Demonstrates how some adjectival phrases are used in communication.	Identifies few adjectival phrases used in communication with assistance.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.4 PRESENTATION	4.4.1 Orature -traditional folk songs (5 lessons)	By the end of the sub strand, the learner should be able to: a) identify genres of songs from a video, b) Explain the features of traditional folk songs, c) Explain the message conveyed in the traditional folk song, d) Perform a traditional folk song to enhance orature, e) enjoy performing traditional folk songs to promote orature in KSL.	<ul style="list-style-type: none"> ● In groups, learners observe a video clip of traditional folk songs related to pollution. ● In groups, learners identify genres of songs from the video played. ● In groups, discuss the features of traditional folk songs. ● In groups, discuss the message conveyed in the traditional folk song. ● In groups, compose and perform a traditional folk dance with a message on pollution. ● Using a checklist, learners discuss in groups the features and the message conveyed in the folk songs composed. ● In pairs learners record themselves as they perform the folk dances using digital devices. 	How does orature promote communication in KSL?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and innovation; as the learners in groups, compose and perform a traditional folk dance with a message on pollution. <p>Self-efficacy; as learners discuss in plenary the features and the message conveyed in the folk songs composed.</p>				
Values:			Pertinent and Contemporary Issues (PCIs):	

<ul style="list-style-type: none"> ● Patriotism; as learners in groups, compose and perform a traditional folk dance with a message on pollution. 	<ul style="list-style-type: none"> ● Learner support programmes; as learners in groups, compose and perform a traditional folk dance with a message on pollution.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● Performing Arts as learners in groups, compose and perform a traditional folk dance with a message on pollution. 	<p>Community Service Learning:</p> <ul style="list-style-type: none"> ● Learners compose and perform a traditional folk dance with a message on pollution in public functions or with peers and siblings.
<p>Non-formal Activities that support learning: Learners compose and perform a traditional folk dance with a message on pollution in clubs and societies.</p>	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Observation. ● Peer assessment. ● Signed assessment.
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Video clips ● Relevant digital devices ● Learner’s interactive materials ● KSL DVD’s 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying five genres of songs from a video.	Identifies more than five genres of songs from a video.	Identifies five genres of songs from a video.	Identifies three or four genres of songs from a video.	Identifies one or two genres of songs from a video.

Explaining five features of traditional folk songs.	Explains more than five features of traditional folk songs.	Explains five features of traditional folk songs.	Explains three or four features of traditional folk songs.	Explains one or two features of traditional folk songs.
Explaining the message conveyed in the traditional folk song.	Explains the message conveyed in the traditional folk song with relevant examples.	Explains the message conveyed in the traditional folk song.	Makes little effort to explain the message conveyed in the traditional folk song.	Makes very little effort to explain the message conveyed in the traditional folk song.
Performing a traditional folk song with five characteristics of presenting to enhance orature.	Performs a traditional folk song with all the characteristics that enhance orature such as facial expressions, coordination, message, costumes, instruments.	Performing a traditional folk song with five characteristics of presenting to enhance orature.	Performing a traditional folk song with three or four characteristics of presenting to enhance orature.	Performing a traditional folk song with one or two characteristics of presenting to enhance orature.

THEME 5: TRANSPORT; MODES OF TRANSPORT

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
5.1 OBSERVING AND SIGNING	5.1.1 Interjection markers	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> In groups, learners brainstorm the meaning of interjections. 	How can the use of interjection markers enhance communication?

	<p>(pain, shock, joy and fatigue)</p> <p>(4 lessons)</p>	<p>a) describe the meaning of interjections as used in communication,</p> <p>b) identify use of interjection markers during communication,</p> <p>c) construct sentences applying different interjection markers in various contexts appropriately to enhance communication,</p> <p>d) acknowledge the importance of interjection markers in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners watch a signed/captioned story on the use of interjection markers in KSL to show pain, shock, joy and fatigue. ● In groups, learners watch a signed/ captioned story on modes of transport and identify use of interjection markers in the story. ● In pairs, learners construct sentences using interjections and sign them, using appropriate interjection markers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration; as the learner in groups practices modification of different parts of speech using appropriate interjection markers. ● Creativity and Imagination; as the learner watches a signed/ captioned video clip on modes of transport and identifies use of interjection markers in the video. ● Learning to learn; as the learner constructs sentences and sign them using appropriate interjection markers. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity; as the learners in groups practice modification of different parts of speech using interjection markers. ● Responsibility; as the learner utilizes and takes care of the learning resources. 		<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skill education (critical and creative thinking); as the learner identifies adverb markers in the watched video clip. 		

	<ul style="list-style-type: none"> ● Social & economic issues (environmental issues); as the learner watches a video clip on climate change.
Link to other Learning Area: <ul style="list-style-type: none"> ● English; as learners construct and sign sentences using interjection markers. 	Community Service Learning: <ul style="list-style-type: none"> ● Learners practice using appropriate interjection markers with peers, parents or siblings.
Non-formal Activities that support learning: Learners practice using appropriate interjection markers when presenting items in clubs and societies.	Suggested Assessment methods: <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment.
Suggested Learning Resources: <ul style="list-style-type: none"> ● Video clips ● Relevant digital devices ● Learner’s interactive materials ● KSL DVD’s 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing the meaning of interjections as used in communication.	Describes and demonstrates the meaning of interjections as used in communication.	Describes the meaning of interjections as used in communication.	Makes effort describing the meaning of interjections as used in communication.	Makes little effort describing the meaning of interjections as used in communication.

Identifying use of interjection markers during communication.	Identifies and explains the use of interjection markers during communication.	Identifies use of interjection markers during communication.	Identifies use of some interjection markers during communication.	Identifying use of some interjection markers during communication with prompts.
Constructing sentences applying five interjection markers in various contexts to enhance communication	Constructs sentences applying more than five interjection markers in various contexts to enhance communication.	Constructs sentences applying five interjection markers in various contexts to enhance communication	Constructs sentences applying three to four interjection markers in various contexts to enhance communication	Constructs sentences applying one to two interjection markers in various contexts to enhance communication

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
5.2 VIEWING AND INTERPRETING	5.2.1 Narratives Adventure stories (4 lessons)	By the end of the sub strand, the learner should be able to; a) analyse the narratives to extract the meaning, b) explain the importance of conveying a message correctly in a narrative, c) categorise various sources of narratives for facts, d) acknowledge the importance of correctly telling the meaning of narratives in KSL for knowledge acquisition.	<ul style="list-style-type: none"> • The learner to individually collect various narratives/narratives with captions related to modes of transport in preparation for observation and interpretation. • In pairs, learners discuss the various sources of narratives (newspapers, video recordings, internet sources, books, journals, magazines) related to modes of transport. • The learner individually observes various narratives related to modes of transport and explains their meaning. 	How do we get the meaning of adventure narratives in KSL?

			<ul style="list-style-type: none"> • In pairs, analyze signed narratives and report the meaning to peers. • The learner to individually assess peers' ability to interpret the meaning of various signed narratives. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self efficacy; as the learner observes various signed narratives related to modes of transport and explain their meaning. • Learning to learn; as the learner collects narratives related to modes of transport. • Digital literacy; as the learner uses digital devices to source for signed narratives. 				
<p>Values:</p> <ul style="list-style-type: none"> • Social justice; as the learner analyzes signed narratives and report the meaning to peers. 		<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social and economic issues; as the learner discusses with peers various sources of signed narratives related to modes of transport. 		
<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> • English; as learners collect various narratives/narratives with captions related to modes of transport in preparation for observation and interpretation. 		<p>Community Service Learning;</p> <ul style="list-style-type: none"> • Learner to collect various narratives/narratives with captions related to modes of transport in preparation for observation and interpretation with the help of siblings, peers or parents. 		
<p>Non-formal Activities that support learning; Learners observe and analyze signed narratives in clubs and societies.</p>		<p>Suggested Assessment methods;</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Signed assessment. 		
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Video clips • Relevant digital devices • Learner's interactive materials 				

- KSL DVD's

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Analyzing the signed narratives to extract the meaning.	Analyses the signed narratives to extract the meaning and gives relevant examples.	Analyses the signed narratives to extract the meaning.	Analyses the signed narratives but has challenges in extracting the meaning.	Analyses the signed narratives with challenges and makes little effort to extract meaning.
Explaining the importance of conveying a message correctly in a signed narrative.	Explains the importance of conveying a message correctly in a signed narrative using relevant examples.	Explains the importance of conveying a message correctly in a signed narrative.	Explains the some of the importance of conveying a message with little reference to the signed narrative	Explains a few importance of conveying a message with no reference to the signed narrative.
Categorising various sources of signed narratives for facts.	Categorizes various sources of signed narratives for facts and explains the meaning using relevant examples.	Categorizes various sources of signed narratives for facts.	Categorises some sources of signed narratives with little facts and a few examples	Categorizes a few sources of signed narratives with no facts and examples.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
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<p>5.3 GRAMMAR</p>	<p>5.3.1 Adjectives (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) describe the meaning of adjective as a noun modifier, b) modify nouns using adjective markers for clear communication, c) use adjective markers during communication, d) construct sentences using different adjective markers in various contexts to facilitate effective communication, e) acknowledge the importance of adjective markers in communication. 	<ul style="list-style-type: none"> ● In groups, learners brainstorm the meaning of adjectives, ● In groups, learners watch a pre recorded signed/captioned video clip on the use of adjective markers in KSL (intensity of signing, speed,) ● In groups, learners watch a pre recorded signed/ captioned video clip on public transport and identify use of adjective markers in the video. ● In groups, learners discuss the adjective markers identified and their roles in conveying the message. ● In pairs, learners to construct sentences using adjectives and sign them, applying appropriate adjective markers. ● In pairs, learners to role play a dialogue on public transport making use of adjective markers in the dialogue. ● In groups learners peer assess each other on the appropriate application of adjective markers. 	<p>How can adjectives be used to clarify or distort information in communication?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration; as the learner practices in groups modification of verbs using appropriate adjective markers. ● Digital Literacy; as the learner watches a signed/captioned video clip on use of adjective markers. 				

<ul style="list-style-type: none"> ● Creativity and Imagination; as the learner watches a signed/ captioned video clip on public transport and identify use of adjective markers in the video. ● Self efficacy; as the learner constructs sentences and sign them applying appropriate adjective markers 	
<p>Values:</p> <ul style="list-style-type: none"> ● Unity; as the learner practices in groups modification of verbs. ● Responsibility; as the learner watches a video clip on public transport. 	<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skill education -Critical and Creative thinking; as the learner identifies adjective markers from the video clip. ● Social & economic issues; as the learner watches a video clip on public transport.
<p>Link to other Learning Areas; English; as learners brainstorm the meaning of adjectives.</p>	<p>Community Service Learning;</p> <ul style="list-style-type: none"> ● Role play a dialogue on public transport making use of adjective markers in the dialogue with peers, siblings or parents.
<p>Non-formal Activities that support learning; Learners role play a dialogue on public transport making use of adjective markers in the dialogue during clubs and societies.</p>	<p>Suggested Assessment methods;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment
<p>Suggested Learning Resources;</p> <ul style="list-style-type: none"> ● Video clips ● Relevant digital devices ● Learner’s interactive materials ● KSL DVD’s. 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing the meaning of adjective as a noun modifier.	Describes the meaning of adjective as a noun modifier and gives relevant examples.	Describes the meaning of adjective as a noun modifier.	Describes the meaning of adjective without stating it as a noun modifier.	Describes the meaning of adjective inaccurately and not as a noun modifier.
Identifying use of three adjective markers during communication	Identifies use of more than three adjective markers during communication	Identifies use of three adjective markers during communication	Identifies use of two adjective markers during communication	Identifies Use of one or no adjective markers during communication
Modifying verbs using adjective markers.	Modifies more than ten verbs using adjective markers.	Modifies ten verbs using adjective markers.	Modifies five to nine verbs using adjective markers.	Modifies four and below verbs using adjective markers.
Signing ten sentences using different adjective markers in various contexts to facilitate effective learning.	Signs more than ten sentences using different adjective markers in various contexts to facilitate effective learning.	Signs ten sentences using different adjective markers in various contexts to facilitate effective learning.	Signs five to nine sentences using adjective markers used in a few contexts to facilitate learning.	Signs four and below sentences using adjective markers but out of context to facilitate learning.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
5.4 PRESENTATION	5.4.1 Reciting poems	By the end of the sub strand, the learner should be able to;	<ul style="list-style-type: none"> In groups, learners discuss the types of ballad poems as observed from a signed pre-recorded video clip for 	1. How do you identify ballad poems?

	<p>- Ballad poems (6 lessons)</p>	<p>a) describe various types of ballad poems for learning from a signed pre recorded video, b) identify the theme of the poem as presented in a signed pre recorded video, c) describe the mood presented in the poem, d) analyze the message conveyed in the poem, e) identify the persona in the poem, f) demonstrate the skills of reciting poems, g) recite poems for enjoyment.</p>	<p>example; traditional ballad and broadside ballad.</p> <ul style="list-style-type: none"> ● In groups, learners discuss the themes presented in the signed pre recorded video focusing on modes of transport; public transport. ● In groups, learners discuss the mood, expression of body language, plots and characters as observed in the signed pre recorded video. ● In groups, learners discuss the message conveyed in the poem noting key signs and expressions. ● In groups, learners discuss the persona in the poem. ● In groups, learners recite the poem applying facial expressions and body language focusing on public transport. ● In groups, learners practice reciting poems in KSL and record it using a camera or a smartphone. 	<p>2. How do you differentiate various types of poems?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self efficacy; as the learner recites poems in KSL. ● Learning to learn; as the learners analyze and recite other poems. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity; as the learners recite poems in groups. 		<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Creative thinking; as the learner analyzes the message presented in poems and suggests rhythmic pattern when reciting a poem. 		

<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● English; as learners recite the poem applying facial expressions and body language focusing on public transport. 	<p>Community Service Learning:</p> <ul style="list-style-type: none"> ● Practicing reciting of poems to friends, guardians and family members.
<p>Non-formal Activities that support learning: Recite poems for competitions during clubs and school functions.</p>	<p>Suggested Assessment methods:</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment
<p>Suggested Learning Resources;</p> <ul style="list-style-type: none"> ● Video clips ● Relevant digital devices ● Learner’s interactive materials ● KSL DVD’s 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing various types of ballad poems for learning from a signed pre-recorded video.	Describes with examples various types of ballad poems for learning from a signed pre-recorded video.	Describes various types of ballad poems for learning from a signed pre-recorded video.	Makes effort in describing various types of ballad poems for learning from a signed pre-recorded video with guidance.	Makes little effort in describing various types of ballad poems for learning from a signed pre-recorded video.
Identifying the theme of the poem as	Identifies the theme of the poem and relates it to the	Identifies the theme of the poem as presented in a signed pre recorded video.	Identifies the theme of the poem as presented in a	Has difficulties identifying the theme of the poem as

presented in a signed pre recorded video.	message as presented in a signed pre recorded video.		signed pre recorded video with assistance.	presented in a signed pre recorded video.
Describing the mood presented in the poem.	Describes the mood presented in the poem, and assists peers.	Describes the mood presented in the poem.	Describes the mood presented in the poem with guidance.	Has challenges describing the mood presented in the poem.
Analyzing the message conveyed in the poem.	Analyzes and explains the message conveyed in the poem.	Analyzes the message conveyed in the poem.	Analyzes the message conveyed in the poem with guidance.	Analyzes the message conveyed in the poem with guidance but omits some details..

THEME 6: TRADE AND INDUSTRIES				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
6.1 OBSERVING AND SIGNING	6.1.1 Elements of presenting (fingerspelling, signing and non manual features) (5 lessons)	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a) Identify elements of presenting for effective communication, b) describe skills of fingerspelling for fluency in communication, c) state reasons for using non manual markers to enhance communication, 	<ul style="list-style-type: none"> • In groups, learners observe a signed passage on trade and industries and identify the words fingerspelt. • In groups, learners discuss the appropriate fingerspelling skills hints for effective reception of information (for example relaxation,avoid 	<ol style="list-style-type: none"> 1. Why is it important to fingerspell words correctly? 2. How do we use non manual

		<p>d) apply elements of presenting in conversations,</p> <p>e) appreciate the use of elements of presenting for self-expression.</p>	<p>reading letters in isolation,get the first two letters and the last,never ask the signer to slow down,avoid jerking).</p> <ul style="list-style-type: none"> • In pairs learners practise expressive and receptive fingerspelling through fingerspelling words related to trade and industries. • In groups, learners brainstorm, the reasons for using non manual markers in communication. • In pairs learners to sign sentences while using non manual markers • Individually, the learner presents stories on trade and industries incorporating fingerspelled words and non manual markers learnt. 	<p>features in communication ?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration; as the learner works in groups to fingerspell letters and use non manual markers. • Self-efficacy; as the learner presents a story on trade and industries and develops confidence in use of fingerspelling. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity; as the learner shares ideas on reasons for fingerspelling in groups. • Responsibility; as the learner takes care of digital devices. • Respect; as the learner accommodates other opinions when brainstorming 			<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Life skills-self-esteem; as the learner presents a story on trade and industries and develops confidence in use 	

reasons for use of non manual markers.	of fingerspelling. <ul style="list-style-type: none"> ● Effective Communication; as the learner fingerspells vocabulary and signs sentences while applying elements of presentation.
Link to other Learning Areas; English; as the learners discuss the different hints for expressive and receptive fingerspelling skills.	Community Service Learning; <ul style="list-style-type: none"> ● The learner presents stories on trade and industries incorporating fingerspelt words and non manual markers learnt during social functions or to their peers.
Non-formal Activities that support learning; <ul style="list-style-type: none"> ● The learner presents stories on trade and industries incorporating fingerspelt words and non manual markers learnt during clubs and societies. 	Suggested Assessment methods; <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed assessment
Suggested Learning Resources; <ul style="list-style-type: none"> ● Video clips ● Relevant digital devices ● Learner’s interactive materials ● KSL DVD’s 	

Suggested Assessment Rubrics				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying three	Identifies more than three	Identifies three elements	Identifies two elements of	Identifies one or no

elements of presenting for effective communication.	elements of presenting for effective communication.	of presenting for effective communication.	presenting for effective communication.	elements of presenting for effective communication.
Describing skills of fingerspelling for fluency in communication.	Describes fingerspelling techniques with exceptional fluency and confidence. The descriptions are delivered smoothly and contribute to effective communication.	Describes skills of fingerspelling for fluency in communication.	Describes hints of fingerspelling techniques with hesitations and disruptions.	Describes skills in unclear manner, hindering understanding of fingerspelling techniques.
Stating reasons for using non manual markers to enhance communication.	States more than four reasons for using non manual markers to enhance communication.	States four reasons for using non manual markers to enhance communication.	States two to three reasons for using non manual markers to enhance communication.	States one or no reason for using non manual markers to enhance communication.
Applying elements of presenting in conversations.	Applies elements of presenting coherently and logically, ensuring smooth transitions between points.	Applies elements of presenting in conversations.	Applies basic elements of presenting using unclear signs with limited expressions and body language.	Applies elements of presenting using minimal signs and without body language.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
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<p>6.2 VIEWING AND INTERPRETING</p>	<p>6.2.1 Comparison markers in KSL</p> <p>(Intensity of signing, speed, body language and facial expression)</p> <p>(4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) explain different comparison markers in KSL for effective communication, b) use comparison markers in KSL for effective communication, c) appreciates the use of comparison markers in KSL during communication. 	<ul style="list-style-type: none"> ● In groups learners watch pre recorded signed video clips from relevant media on trade and industries which illustrates use of comparison markers. ● Learners to individually identify and list comparison markers observed in the watched video. ● Learners to individually observe pictures of contrasting setups, on trade and industries and formulate sentences using comparison markers. ● Learners to individually create and sign a story from the pictures observed, making use of comparison markers, ● In pairs, learners to role play a dialogue related to Jua kali, while making use of comparison markers within the dialogue. 	<p>How are comparison markers used in KSL?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self efficacy; as the learner role plays a dialogue in a Jua kali setup, making use of comparison markers in KSL. ● Digital literacy; as the learner watches video clips on trade and industries illustrating use of comparison markers in KSL ● Creativity and imagination; as the learner creates and signs a story based on contrasting pictures. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect; as the learner role plays a dialogue related to Jua kali ,while making use of comparison markers within the dialogue. ● Responsibility; as the learner utilizes and cares for the learning resources. 		<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Financial literacy; as the learner watches video clips on trade and industries. 		

	<ul style="list-style-type: none"> ● Life skills and values; as the learner role plays a dialogue related to Jua kali while making use of comparison markers within the dialogue.
Link to other Learning Areas; <ul style="list-style-type: none"> ● Social Studies; as learners observe pictures of contrasting setups, on trade and industries and formulate sentences using comparison markers. 	Community Service Learning: <ul style="list-style-type: none"> ● The learner role plays a dialogue related to Jua kali with peers or siblings, while making use of comparison markers within the dialogue.
Non-formal Activities that support learning: In clubs and societies, learners role play a dialogue related to Jua kali, while making use of comparison markers within the dialogue.	Suggested Assessment methods; <ul style="list-style-type: none"> ● Observation. ● Peer assessment. ● Signed assessment.
Suggested Learning Resources: <ul style="list-style-type: none"> ● Video clips ● Relevant digital ● Learner’s interactive materials, ● KSL DVD’s 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining four comparison markers in KSL for effective communication.	Explains more than four comparison markers in KSL for effective communication.	Explains four comparison markers in KSL for effective communication.	Explains two to three comparison markers in KSL for effective communication.	States one or none of comparison markers in KSL for effective communication.

Using comparison markers in KSL for effective communication.	Uses more than four comparison markers in KSL for effective communication.	Uses four comparison markers in KSL for effective communication.	Uses two to three comparison markers in KSL for effective communication .	Uses one or no comparison markers in KSL for effective communication.
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STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
6.3 GRAMMAR	6.3.1 Nouns -Collective nouns (5 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) describe different classes of nouns for effective communication,</p> <p>b) construct sentences with collective nouns for knowledge acquisition,</p> <p>c) use collective nouns for effective communication,</p> <p>d) appreciate the relevance of collective nouns in enhancing communication.</p>	<ul style="list-style-type: none"> ● In groups, learners discuss the meaning of different classes of nouns(common,proper, possessive,countable and uncountable, concrete and abstract) ● In groups, learners observe pictures of collective nouns related to trade and industries. ● In group, learners observe a signed pre recorded video narrative on trade and industries from the internet. ● In groups, learners identify and name collective nouns from the video observed. ● In pairs, learners construct and sign sentences using collective nouns. ● In pairs, learners to role-play a dialogue on trade and industries 	Why do we use collective nouns?

			making use of different classes of nouns.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration; as the learner discusses in groups the meaning of different classes of nouns. ● Digital Literacy; as the learner observes a signed video narrative on trade and industries from the internet. ● Self efficacy; as the learner role plays a dialogue on trade and industries making use of different classes of nouns. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity; as the learner discusses in groups, the meaning of different classes of nouns. 		<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Education for sustainable development; as the learner role plays a dialogue on trade and industries making use of collective nouns 		
<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> ● English; as learners in pairs, construct and sign sentences using collective nouns. 		<p>Community Service Learning;</p> <ul style="list-style-type: none"> ● Learners to role-play a dialogue on trade and industries making use of different classes of nouns with peers, parents or siblings 		
<p>Non-formal Activities that support learning; Learners to role-play a dialogue on trade and industries making use of different classes of nouns in clubs and societies.</p>		<p>Suggested Assessment methods;</p> <ul style="list-style-type: none"> ● Observation. ● Peer assessment. ● Signed assessment. 		
<p>Suggested Learning Resources;</p> <ul style="list-style-type: none"> ● Video clips ● Relevant digital ● Learner’s interactive materials, ● KSL DVD’s 				

Suggested Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Describing four different classes of nouns for effective communication.	Describes more than four classes of nouns for effective communication.	Describes four classes of nouns for effective communication.	Describes two to three classes of nouns for effective communication.	Describes one class of nouns for effective communication.
Constructing ten sentences with collective nouns for knowledge acquisition.	Constructs more than ten sentences with collective nouns for knowledge acquisition.	Constructs ten sentences with collective nouns for knowledge acquisition.	Constructs five to nine sentences with collective nouns for knowledge acquisition.	Constructs one to four sentences with collective nouns for knowledge acquisition.
Using four collective nouns for effective communication.	Uses more than four collective nouns for effective communication.	Uses four collective nouns for effective communication.	Uses two to three collective nouns for effective communication.	Uses one collective noun for effective communication.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
6.4 PRESENTATION	6.4.1 Invitation messages (4 lessons)	By the end of the sub strand, the learner should be able to; a) describe the features of a signed invitation for language acquisition,	<ul style="list-style-type: none"> • In groups, learners observe a pre recorded video clip of a signed invitation on trade and industries. • In groups, discuss the vocabularies used in the invitation. 	1. How can signed invitations be used to improve presentation skills?

		<ul style="list-style-type: none"> b) sign invitations of their own choice, c) acknowledge the use of vocabularies in invitations. 	<ul style="list-style-type: none"> ● In groups, search online or offline signed invitations. ● In groups, create a signed invitation and present to peers ● Individually, learners critique peers work for improvement, correction and motivation. ● In groups, learners discuss the procedure of presenting an invitation. 	2. Why is a signed invitation important in communication?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration: as the learner discusses vocabularies used in invitations related to trade and industries. ● Learning to learn: as the learner creates and presents a signed invitation. 				
Values: <ul style="list-style-type: none"> ● Responsibility: as the learner searches online signed invitations and avoids unsafe sites. ● Unity: as the learner works in groups to create a signed invitation for presentation.. 		Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Analytical thinking - critical thinking skills: as the learner discusses their ideas on signed invitations in different themes 		
Link to other Learning Areas; <ul style="list-style-type: none"> ● Computer Science; as learners in groups, search online or offline signed invitations. 		Community Service Learning; <ul style="list-style-type: none"> ● Learner creates and presents a signed invitation to peers, siblings or parents. 		
Non-formal Activities that support learning; Learner creates and presents a signed invitation in clubs and societies.		Suggested Methods of Assessment; <ul style="list-style-type: none"> ● Observation ● Signed Assessment ● Peer Assessment 		
Suggested Learning Resources;				

- Video clips
- Relevant digital
- Learner’s interactive materials,
- KSL DVD’s

Suggested Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing five the features of a signed invitation for language acquisition.	Describes more than five features of a signed invitation for language acquisition.	Describes five features of a signed invitation for language acquisition.	Describes two to four features of a signed invitation for language acquisition.	Describes one or no feature of a signed invitation for language acquisition.
Signing invitations of own choice.	Signs invitation in line with the event's theme and purpose with proper signs, emotive presentation, and clear communication.	Signs invitations of own choice in line with the event's theme and purpose.	Signs invitations of own choice but is irrelevant to the event's theme and purpose.	Signs invitation that is irrelevant and does not make proper use of signs.

THEME 7:SAFETY AND SECURITY; CHILD TRAFFICKING

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
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<p>7.1 OBSERVING AND SIGNING</p>	<p>7.1.1 Signing fluency (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> identify signs from written text / video clips or signed narratives, signs vocabularies with fluency for effective communication, construct sentences using the vocabularies identified from the video clip, Make posters to develop vocabularies, acknowledge the importance of signing fluently while communicating. 	<ul style="list-style-type: none"> In groups, learners to observe signed video clips/written text or signed narratives and describe the signer’s accuracy and expressiveness on vocabularies related to child trafficking . In groups, learners discuss the importance of the signing space, speed accuracy localization and intensity in signing as observed in the video. In pairs, learners sign the vocabularies on child trafficking and observe speed, accuracy, localization and non-manual features of the signing space. In groups , learners rate the signer’s accuracy, speed and use of non-manual features as they sign the vocabularies and record themselves. In groups, learners make posters to show ways of preventing child trafficking. In groups, learners observe keenly the main ideas and 	<p>How does signing fluency enhance communication?</p>
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			<p>specific details of the vocabularies used.</p> <ul style="list-style-type: none"> ● Individually, learners sign various narratives related to child trafficking. ● In pairs, learners to engage in conversations related to child trafficking. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: as the learner signs vocabularies using signing space, speed, accuracy, localization and intensity in signing. 				
<p>Values;</p> <ul style="list-style-type: none"> ● Integrity: as the learner corrects each other during peer assessment. ● Respect: as learners groups , learners rate the signer’s accuracy, speed and use of non-manual features as they sign the vocabularies and record themselves. 		<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: as the learner shares their personal experiences when signing the vocabularies on child trafficking. 		
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● Visual Arts; as learners make posters to show ways of preventing child trafficking in clubs and societies. 		<p>Community Service Learning:</p> <ul style="list-style-type: none"> ● Learners engage in conversations with peers, siblings or parents on child trafficking. 		
<p>Non-formal Activities that support learning:</p> <ul style="list-style-type: none"> ● Learners make posters to show ways of preventing child trafficking in clubs and societies. 		<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Observation ● Signed Assessment ● Peer Assessment 		
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Video clips ● Relevant digital ● Learner’s interactive materials, ● KSL DVD’s 				

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying signs from pictorial passages/ video clips or signed narratives.	Identifies signs with precision and notices subtle differences from pictorial passages/ video clips or signed narratives.	Identifies signs from written text/ video clips or signed narratives.	Identifies signs from written text/ video clips or signed narratives with sporadic small mistakes.	Makes little effort in identifying signs from written text/ video clips or signed narratives.
Signing vocabularies with fluency for effective communication.	Signs more than five vocabularies with fluency for effective communication.	Signs five vocabularies with fluency for effective communication.	Signs two to four vocabularies with fluency for effective communication.	Signs one or no vocabularies with fluency for effective communication.
Constructing sentences using the vocabularies identified from the video clip.	Constructs more than ten sentences using the vocabularies identified from the video clip.	Constructs ten sentences using the vocabularies identified from the video clip.	Constructs five to nine sentences using the vocabularies identified from the video clip.	Constructs one to four sentences using the vocabularies identified from the video clip.
Making posters to develop vocabularies.	Makes posters with more than five vocabularies.	Makes posters with five vocabularies.	Makes posters with two to three vocabularies.	Makes posters with one to two vocabularies.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
7.2 VIEWING AND INTERPRETING	7.2.1 Hints for a fluent dialogue (initiating ,continuing and terminating) (4 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) describe hints used in a fluent KSL dialogue for effective communication, b) use hints in a KSL dialogue appropriately for proper message conveyance, c) appreciate the use of appropriate hints in a KSL dialogue for flow of communication. 	<ul style="list-style-type: none"> • In groups, learners observe pre recorded signed videos related to child trafficking on how to begin, continue and end conversations/dialogues/ debates and demonstrate the signals observed. • In groups, learners hold conversations on child trafficking and identify how peers demonstrate the skills of seeking attention. • In groups, learners record themselves as they hold conversations related to child trafficking and identify appropriate turn taking skills being observed. • In pairs, engage in debating activities related to child trafficking and identify appropriate skills of seeking attention and turn taking. • Learners to individually conduct peer assessment to demonstrate appropriate skills in beginning, continuing, ending ,turn taking and seeking attention. 	How do we initiate,continue and terminate a conversation?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self Efficacy; as learners engage in debating activities related to child trafficking and identify appropriate skills of seeking attention and turn taking. • Learning to learn; learners hold conversations on child trafficking and identify how peers demonstrate the skills of seeking attention. 				
Values:			Pertinent and Contemporary Issues (PCIs);	

<ul style="list-style-type: none"> ● Respect; as learners engage in debating activities related to child trafficking and identify appropriate skills of seeking attention and turn taking. ● Responsibility; as learners record their conversations related to child trafficking and identify appropriate turn taking skills being observed. 	<ul style="list-style-type: none"> ● Citizenship; as learners engage in debating activities related to child trafficking and identify appropriate skills of seeking attention and turn taking. ● Effective Communication; as learners hold conversations on child trafficking and identify how peers demonstrate the skills of seeking attention.
Link to other Learning Areas: <ul style="list-style-type: none"> ● English; as learners engage in debating activities related to child trafficking and identify appropriate skills of seeking attention and turn taking. 	Community Service Learning: <ul style="list-style-type: none"> ● Learners hold conversations with peers, siblings or parents on child trafficking and demonstrate the skills of seeking attention.
Non-formal Activities that support learning: Learners engage in debating activities related to child trafficking and identify appropriate skills of seeking attention and turn taking in clubs and societies.	Suggested modes of Assessment: <ul style="list-style-type: none"> ● Observation ● Signed Assessment ● Peer Assessment
Suggested Learning Resources: <ul style="list-style-type: none"> ● Video clips ● Relevant digital ● Learner’s interactive materials, ● KSL DVD’s 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectations
Describing hints used in a fluent KSL dialogue for	Describes more than three hints used in a fluent KSL dialogue for effective	Describes three hints used in a fluent KSL dialogue for effective	Describes two hints used in a fluent KSL dialogue for effective communication.	Describes one or no hint used in a fluent KSL dialogue for effective

effective communication.	communication.	communication.		communication.
Using hints in a KSL dialogue appropriately for proper message conveyance.	Uses more than three hints in a KSL dialogue appropriately for proper message conveyance.	Uses three hints in a KSL dialogue appropriately for proper message conveyance.	Uses two hints in a KSL dialogue appropriately for proper message conveyance.	Uses one or no hint in a KSL dialogue appropriately for proper message conveyance.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
7.3 GRAMMAR	7.3.1 Conjunctions -But -Same -/WHY/ -both (4 lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) describe the meaning of conjunction as used in KSL, b) identify common conjunctions used in KSL, c) construct sentences in KSL using conjunctions, d) appreciate the importance of conjunctions for effective communication. 	<ul style="list-style-type: none"> ● In groups, learners to check in the KSL dictionary on how various conjunctions are signed. ● In groups, learners discuss the meaning of conjunctions as used in KSL. ● In groups, learners watch a pre recorded signed/captioned video clip on child trafficking. ● In pairs, learners identify and recognize the conjunctions used in the watched video clip. ● In groups, learners construct sentences in KSL on child 	Why do we use conjunctions in KSL?

			<p>trafficking, using conjunctions appropriately.</p> <ul style="list-style-type: none"> ● In groups, learners to watch pre recorded signed videos on conjunctions and interpret meaning and relationship conveyed by the conjunctions in groups. ● In groups, learners to prepare and present a skit on child trafficking while applying the use of conjunctions appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self Efficacy; as learners in groups, learners construct sentences in KSL on child trafficking, using conjunctions appropriately. ● Creativity and innovation; in groups, learners construct sentences in KSL on child trafficking, using conjunctions appropriately. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity; as learners Prepare and present a skit on child trafficking while applying the use of conjunctions appropriately. ● Respect; as learners prepare and present a skit on child trafficking while applying the use of conjunctions appropriately. 		<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective Communication; as learners construct sentences in KSL on child trafficking, using conjunctions appropriately. 		
<p>Link to other Learning Areas; English; as learners construct sentences in KSL on child trafficking, using conjunctions appropriately.</p>		<p>Community Service Learning;</p> <ul style="list-style-type: none"> ● Prepare and present a skit on child trafficking while applying the use of conjunctions appropriately in public functions/gatherings. 		
<p>Non-formal Activities that support learning;</p> <ul style="list-style-type: none"> ● Prepare and present a skit on child trafficking while applying the use of conjunctions appropriately in clubs and societies. 		<p>Suggested Assessment Methods;</p> <ul style="list-style-type: none"> ● Observation ● Signed Assessment. ● Peer Assessment 		

Suggested Learning Resources;

- Video clips
- Relevant digital
- Learner's interactive materials,
- KSL DVD's

Suggested Assessment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Describing the meaning of conjunction as used in KSL.	Describes the meaning of conjunctions by explaining their role in KSL accurately.	Describes the meaning of conjunction as used in KSL.	Describes the meaning of conjunctions partially and has difficulty explaining their role in KSL.	Makes little effort to describe the meaning of conjunction as used in KSL.
Identifying common conjunctions used in KSL.	Identifies more than five common conjunctions used in KSL.	Identifies five common conjunctions used in KSL.	Identifies two to four common conjunctions used in KSL.	Identifies one or no common conjunctions used in KSL.
Constructing sentences in KSL using conjunctions.	Constructs more than ten sentences in KSL using conjunctions.	Constructs ten sentences in KSL using conjunctions.	Constructs five to nine sentences in KSL using conjunctions.	Constructs one to four sentences in KSL using conjunctions.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
7.4 PRESENTATION	7.4.1 Public presentation (speech) (4 lessons)	By the end of the sub strand, the learner should be able to; a) identify format used in a speech, b) explain how speeches are conducted in different settings, c) give a speech on a given topic to the audience to promote communication skills, d) acknowledge the use of speech in improving language competency.	<ul style="list-style-type: none"> ● In groups, learners observe a signed pre recorded story of a speech from a digital device on child trafficking, ● In groups, learners discuss the signs used during the speech. ● In groups, learners discuss how a speech is conducted (from introduction to conclusion). ● In groups, learners to present a speech on selected themes taking into account style, speed, clarity and fluency. ● In pairs, learners record a speech using a digital device. 	Why is speech important in communication?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration; learners discuss the signs used during the proceedings of the speech.. ● Self-efficacy; as learners assertively expresses his/her ideas during speech presentation. 				
Values: <ul style="list-style-type: none"> ● Respect; as learners accept each other’s opinion when discussing on how a speech is conducted (from introduction to conclusion). ● Unity; is enhanced as learners works in groups to make presentations. 			Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Analytical thinking skills- critical thinking skills; as learners present their ideas when giving speeches on different themes. 	
Link to other Learning Areas:			Community Service Learning:	

<ul style="list-style-type: none"> ● English; as learners discuss how a speech is conducted (from introduction to conclusion). 	<ul style="list-style-type: none"> ● Learners present a speech on selected themes taking into account style, speed, clarity and fluency in public functions or events.
<p>Non-formal Activities that support learning:</p> <ul style="list-style-type: none"> ● Learners present a speech on selected themes taking into account style, speed, clarity and fluency in clubs and societies. 	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Observation ● Signed Assessment ● Peer Assessment.
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Video clips ● Relevant digital ● Learner’s interactive materials, ● KSL DVD’s 	

Suggested Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the format used in a speech.	Identifies and explains the format used in a speech.	Identifies the format used in a speech.	Identifies the format used in a speech with few omissions.	Identifies the format used in a speech with many omissions.
Explaining how speeches are conducted in different settings	Explains how speeches are conducted in different settings with clarity and demonstrates a good understanding of the key variations in conduct.	Explains how speeches are conducted in different settings.	Explains how speeches are delivered in various contexts, but falls short on detail and specific examples.	Makes little effort to explain how speeches are conducted in different settings.

Giving a speech on a given topic to the audience to promote communication skills,	Gives a speech that demonstrates a deep understanding of the topic, with well-researched, relevant, and insightful content.	Gives a speech on a given topic to the audience to promote communication skills,	Gives a speech that contains essential information, however it lacks depth and originality.	Gives a speech that is neither pertinent or compelling to the audience, and its content is incoherent.
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